

Teacher's Guide and Answer Keys

GEORGIA Coach[®]

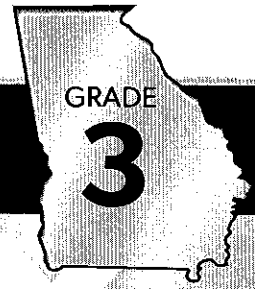


Revised GSE Edition

English Language Arts

GRADE

3



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Coach

Georgia Coach[®]

Pretest: Practice Assessment 1

Item Correlations and Answer Keys

| Item | Standard/ Element | DOK | Correct Answer | Explanation |
|------------------|----------------------------|-----|-------------------|---|
| Section 1 | | | | |
| 1 | ELAGSE3RL3 | 2 | A | Option A is the correct answer because it indicates that the cow lives a "pleasant" or peaceful life on the farm. |
| 2 Part A | ELAGSE3RL6 | 2 | D | Option D is the correct answer because the second line of the poem, "I love with all my heart: She give me cream with all her might" indicates that the speaker feels thankful about the cow. |
| Part B | ELAGSE3RL5 | 3 | B | Option B is the correct answer because the speaker tells how he or she is thankful for the cow because the cow gives milk for apple tart. |
| 3 | ELAGSE3RL4, ELAGSEL4.a | 2 | D | Option D is the correct answer because <i>roams</i> is a synonym for <i>wanders</i> . |
| 4 | ELAGSE3RL7 | 2 | D | Option D is the correct answer because the illustration shows the cow among the meadow grass as described in the poem. |
| 5 | ELAGSE3RL5, ELAGSE3W1 | 4 | | See rubric for item on page 5. |
| 6 | ELAGSE3RI1 | 3 | A | Option A is the correct answer because the sixth paragraph focuses on a period when mockingbirds were very popular. |
| 7 | ELAGSE3RI8 | 3 | A | Option A is correct because it is the result, or effect, of the cause stated in the first box. |
| 8 | ELAGSE3RI5 | 3 | C | Option C is correct because, as indicated in the chart, the barn owl is the only bird that has the three characteristics listed in the question. |
| 9 | ELAGSE3RI2 | 2 | D | Option D is the correct answer. This selection emphasizes the song of the mockingbird and how the bird can imitate other birds and sounds. |
| 10 | ELAGSE3RI7 | 3 | D | Option D is the correct answer because the photo illustrates the bowl shape of the nest. |
| 11 | ELAGSE3RI4, ELAGSEL4.b | 3 | A | Option A is the correct answer because the affix <i>un-</i> means "not." |
| 12 | ELAGSE3RL3 | 2 | D | Option D, is the correct answer because Anansi tells his neighbor, "Thank you for your advice, but I do not need it." |
| 13 | ELAGSE3RL1 | 2 | C | Option C is the correct answer because the first sentence in the passage suggests that farmers plant crops in the rainy season. Anansi's neighbor also tells him, "You must plant now before it is too late." |
| 14 | ELAGSE3RL4, ELAGSE3L4.b | 2 | A | Option A is the correct answer because the prefix <i>im-</i> means "not." |

| Item | Standard/ Element | DOK | Correct Answer | Explanation |
|------------------|----------------------------|-----|-------------------|--|
| 15 | ELAGSE3RL4, ELAGSE3L4.a | 2 | A | Option A is the correct answer because it describes the effects of a famine; students can use this sentence to understand that <i>famine</i> means "lack of food." |
| 16 | ELAGSE3RL2 | 3 | A | Option A is the correct answer. Anansi takes the stone even though he knows it could mean trouble. His greed and selfishness mean more to him than any possible consequences. |
| 17 | ELAGSE3RL9 | 3 | B | Option B is correct because both passages show that Anansi's bad behavior is punished. In "The Rubber Man," Anansi is lazy and dishonest when he avoids work by stealing groundnuts from the chief's farm. In "The Stone That Ground Flour by Itself," Anansi is greedy when he makes money from the flour ground by the stone instead of taking only the food he needs. |
| 18 | ELAGSE3L1.e | 1 | C | Option C is the correct answer. The present-perfect tense should be <i>have hiked</i> to indicate that hiking has taken place at some point in the past without giving a specific number of instances. |
| 19 | ELAGSE3L1.h | 1 | A | Option A is the correct answer, because it this conjunction shows that there is a choice to be made. |
| 20 | ELAGSE3L2.a | 1 | A | Option A is correct because <i>And</i> should not be capitalized in the title "The Fox And the Crow." |
| 21 | ELAGSE3L1.b | 1 | B | Option B, <i>gooses</i> , is the correct answer because the plural of <i>goose</i> is <i>geese</i> . |
| 22 | ELAGSE3L3.a | 2 | C | Option C is the correct answer because it provides the most detail, stating a numerical amount and the specific form of wet weather. |
| 23 | ELAGSE3L1.a | 2 | D | Option D is the correct answer because it functions as an adjective and describes the roller coaster. |
| 24 | ELAGSE3L2.e | 1 | D | Option D is the correct answer because a word ending in <i>y</i> drops the <i>y</i> and adds an <i>i</i> before adding the <i>-ness</i> ending. |
| 25 | ELAGSE3L5.c | 2 | A | Option A is the correct answer because it provides the closest in meaning to <i>shout</i> . The other choices (<i>roar</i> , <i>scream</i> , and <i>shriek</i>) imply a greater intensity. |
| 26 | ELAGSE3L2.g | 2 | C | Option C is the correct answer because <i>plain</i> is the correct spelling of the homophone. |
| Section 2 | | | | |
| 27 | ELAGSE3RL1 | 2 | A | Option A is the correct answer because Grubby has learned that a third of the bees have disappeared in the past year. |
| 28 | ELAGSE3RL3 | 2 | D | Option D is the correct answer because the passage makes it clear that bees are disappearing. Their importance in the food chain motivates Beatrice to save them. |
| 29 | ELAGSE3L4.d | 3 | A | Option A is the correct answer because a <i>jig</i> in this case represents the dance that Beatrice does to communicate with the bees. |

| Item | Standard/ Element | DOK | Correct Answer | Explanation |
|------|----------------------------|-----|-------------------|--|
| 30 | ELAGSE3L4.c | 3 | C | Option C is the correct answer because the root word <i>pollinate</i> is a verb that means to transfer pollen from one plant to another. <i>Pollinator</i> is a noun that describes an insect or other animal that moves pollen from one place to another. |
| 31 | ELAGSE3W3 | 4 | | See rubric for item on page 6. |
| 32 | ELAGSE3RI1 | 2 | D | Option D is the correct answer because students must conclude that fossils are best preserved in conditions with no oxygen, so they do not last well in all conditions. |
| 33 | ELAGSE3RI7 | 2 | B | Option B is the correct answer because the qualities of quartz are described as “glassy looking.” |
| 34 | ELAGSE3RI4, ELAGSE3L4.a | 2 | C | Option C is the correct answer because the sentence describes “a tropical forest filled with trees and other vegetation.” |
| 35 | ELACC3RI3 | 3 | B | Option B is the correct answer because rocks will most likely wash up on a beach <i>after</i> a storm. |
| 36 | ELAGSE3RI8 | 3 | D | Option D is the correct answer because the cause is the living cells in trees were replaced by minerals; the effect is that the wood becomes petrified. |
| 37 | ELAGSE3L1.a | 2 | A | Option A is correct because in this case, <i>slide</i> , which can also be a verb, is used as a noun in the letter. |
| 38 | ELAGSE3L1.d | 2 | C | Option C is the correct answer, because the verb <i>heard</i> is used in the past tense in the context of the sentence. |
| 39 | ELAGSE3L1.g | 1 | B | Option B is the correct answer because Buttons is being compared to many dogs. |
| 40 | ELAGSE3L1.i | 2 | B | Option B is the correct answer because it is the only option that connects the sentences and correctly shows the relationship between them. |
| 41 | ELAGSE3L2.b | 1 | B | Option B is the correct answer because it correctly places a comma after the street name and a comma between the city and the state. |
| 42 | ELAGSE3L2.d | 1 | D | Option D is the correct answer because the word <i>turtles'</i> should be plural but not possessive, so it should not have an apostrophe. |
| 43 | ELAGSE3L1.c | 2 | A | Option A is the correct answer. It is an abstract noun because it is a quality or idea that cannot be touched or measured. |
| 44 | ELAGSE3L1.f | 2 | C | Option C is the correct answer because it contains an error in pronoun–antecedent agreement. The phrase “because they can take notes” should be corrected to “because he can take notes,” because Louis is the subject of the sentence. |
| 45 | ELAGSE3L2.f | 1 | B | Option B is the correct answer because the <i>e</i> should come before the <i>i</i> after the letter <i>c</i> . |

| Item | Standard/ Element | DOK | Correct Answer | Explanation |
|------------------|--|-----|-------------------|--|
| 46 | ELAGSE3L2.c | 2 | C | Option C is the correct answer because a question mark correctly follows <i>late</i> and the quotation marks are correctly placed around the speaker's question. |
| 47 | ELAGSE3L3.a 1 | 2 | D | Option D is the correct answer because it provides the most detail, stating the actual, numerical distance from home. |
| 48 | ELAGSE3W7 | 2 | B | Option B is the correct answer because an atlas would be the most likely source that would provide a map of the United States. |
| Section 3 | | | | |
| 49 | ELAGSE3RI2 | 2 | B | Option B is the correct answer because it is a broad statement about the selection, which, as outlined in the first few sentences, is about harmful insects. |
| 50 | ELAGSE3RI4 | 2 | A | Option A is the correct answer because the <i>recycler</i> is an insect that recycles, or breaks down, materials so they can be used again. |
| 51 | ELAGSE3RI8 | 2 | C | Option C is the correct answer because the sentences are comparing caterpillars, which are harmful, and butterflies, which are helpful insects. |
| 52 | ELAGSE3RI1, ELAGSE3RI6, ELAGSE3W2 | 4 | | See rubric for item on page 8. |
| 53 | ELAGSE3RI9, ELAGSE3W2, ELAGSE3W4, ELAGSE3W7, ELAGSE3W8 | 4 | | See rubric for item on page 9. |

Scoring Rubrics

Item 5

| Points | Description |
|--------|---|
| 2 | The written response <ul style="list-style-type: none"> • explains the change of mood in the poem. • includes an example. • explains change of mood in the poem with a relevant example. |
| 1 | The written response <ul style="list-style-type: none"> • has an incomplete explanation of the change of mood in the poem. • includes a vague example. • explains the change of mood in the poem based on a vague example. |
| 0 | The written response <ul style="list-style-type: none"> • does not explain the change of mood in the poem OR <ul style="list-style-type: none"> • does not have an example OR <ul style="list-style-type: none"> • explains the change of mood in the poem but does not include a relevant supporting example. |

Item 31

Extended Constructed Response

Four-Point Holistic Rubric

Genre: Narrative

| Description | Points | Criteria |
|---|--------|--|
| <p><i>The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p> | 4 | <p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters. • Organizes an event sequence that unfolds naturally. • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences or events or show the response of characters to situations. • Uses a variety of words and phrases consistently to signal the sequence of events. • Provides a sense of closure that follows from the narrated experiences or events. • Has very few or no errors in usage and/or conventions that interfere with meaning.* |
| | 3 | <p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters. • Organizes events in a clear, logical order. • Uses narrative techniques, such as dialogue and description to develop experiences or events or show the response of characters to situations. • Uses words and/or phrases to indicate sequence. • Provides an appropriate sense of closure. • Has a few minor errors in usage and/or conventions with no significant effect on meaning.* |
| | 2 | <p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character. • Organizes events in a sequence but with some gaps or ambiguity. • Attempts to use a narrative technique, such as dialogue and description to develop experiences or events or show the response of characters to situations. • Uses occasional signal words to indicate sequence. • Provides a weak or ambiguous sense of closure. • Has frequent errors in usage and conventions that sometimes interfere with meaning.* |

| Description | Points | Criteria |
|-------------|--------|--|
| | 1 | <p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Provides a weak or minimal introduction of a situation or a character. • May be too brief to demonstrate a complete sequence of events. • Shows little or no attempt to use dialogue or description to develop experiences or events or show the response of characters to situations. • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order. • Provides a minimal or no sense of closure. • May use few if any ideas or details from source material. • Has frequent major errors in usage and conventions that interfere with meaning.* |
| | 0 | <ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. November 2014.

Item 52

| Points | Description |
|--------|---|
| 2 | The written response <ul style="list-style-type: none">• states a point of view.• uses relevant information from both sources to support a point of view.• includes specific details from the sources. |
| 1 | The written response <ul style="list-style-type: none">• states a vague point of view.• uses vague and limited information from both sources to support a point of view.• includes vague or limited details from the sources. |
| 0 | The written response <ul style="list-style-type: none">• does not state a point of view OR <ul style="list-style-type: none">• states a point of view but does not include information from BOTH sources OR <ul style="list-style-type: none">• does not include information from the sources to support a point of view. |

Item 53

Seven-Point Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

| Description | Points | Criteria |
|--|--------|---|
| <p>Idea Development, Organization, and Coherence</p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a controlling topic and to support the topic with evidence from the text(s) read and to elaborate on the topic with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an informative/explanatory essay.</i></p> | 4 | <p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic. • Effectively develops the topic with multiple facts, definitions, and details. • Effectively groups related ideas together to give some organization to the writing. • Effectively uses linking words and phrases to connect ideas within categories of information. • Provides a strong concluding statement or section. |
| | 3 | <p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic. • Develops the topic with some facts, definitions, and details. • Groups some related ideas together to give partial organization to the writing. • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear. • Provides a concluding statement or section. |
| | 2 | <p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic. • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic. • Ineffectively groups some related ideas together. • Uses few linking words to connect ideas, but not all ideas are well connected to the topic. • Provides a weak concluding statement or section. |
| | 1 | <p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear. • May not develop a topic. • May be too brief to group any related ideas together. • May not use any linking words to connect ideas. • Provides a minimal or no concluding statement or section. |
| | 0 | <ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. November 2014.

Item 53 (continued)**Seven-Point Two-Trait Rubric****Trait 2 for Informational/Explanatory Genre**

| Description | Points | Criteria |
|--|--------|--|
| <p>Language Usage and Conventions</p> <p><i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p> | 3 | <p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety. • Shows knowledge of language and its conventions when writing. • Any errors in usage and conventions do not interfere with meaning.* |
| | 2 | <p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety. • Shows some knowledge of language and its conventions when writing. • Has minor errors in usage and conventions with no significant effect on meaning.* |
| | 1 | <p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors. • Shows little knowledge of language and its conventions when writing. • Has frequent errors in usage and conventions that interfere with meaning.* |
| | 0 | <ul style="list-style-type: none"> • The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. November 2014.

Student Scoring Record—Pretest: Practice Assessment 1

Student Name _____

Date _____

| Item Number | Standard/Element | Point(s) Possible | Point(s) Scored |
|------------------|------------------|-------------------|-----------------|
| Section 1 | | | |
| 1 | RL3 | 1 | |
| 2 | RL6 | 1 | |
| Part A | | | |
| Part B | RL5 | 1 | |
| 3 | RL4, L4.a | 1 | |
| 4 | RL7 | 1 | |
| 5 | RL5, W1 | 2 | |
| 6 | RI1 | 1 | |
| 7 | RI8 | 1 | |
| 8 | RI5 | 1 | |
| 9 | RI2 | 1 | |
| 10 | RI7 | 1 | |
| 11 | RI4, L4.b | 1 | |
| 12 | RL3 | 1 | |
| 13 | RL1 | 1 | |
| 14 | RL4, L4.b | 1 | |
| 15 | RL4, L4.a | 1 | |
| 16 | RL2 | 1 | |
| 17 | RL9 | 1 | |
| 18 | L1.e | 1 | |
| 19 | L1.h | 1 | |
| 20 | L2.a | 1 | |
| 21 | L1.b | 1 | |
| 22 | L3.a | 1 | |
| 23 | L1.a | 1 | |
| 24 | L2.e | 1 | |
| 25 | L5.c | 1 | |
| 26 | L2.g | 1 | |
| Section 2 | | | |
| 27 | RL1 | 1 | |
| 28 | RL3 | 1 | |
| 29 | L4.d | 1 | |
| 30 | L4.c | 1 | |

| Item Number | Standard/Element | Point(s) Possible | Point(s) Scored |
|------------------|---------------------|-------------------|-----------------|
| 31 | W3 | 4 | |
| 32 | RI1 | 1 | |
| 33 | RI7 | 1 | |
| 34 | RI4, L4.a | 1 | |
| 35 | RI3 | 1 | |
| 36 | RI8 | 1 | |
| 37 | L1.a | 1 | |
| 38 | L1.d | 1 | |
| 39 | L1.g | 1 | |
| 40 | L1.i | 1 | |
| 41 | L2.b | 1 | |
| 42 | L2.d | 1 | |
| 43 | L1.c | 1 | |
| 44 | L1.f | 1 | |
| 45 | L2.f | 1 | |
| 46 | L2.c | 1 | |
| 47 | L3.a | 1 | |
| 48 | W7 | 1 | |
| Section 3 | | | |
| 49 | RI2 | 1 | |
| 50 | RI4 | 1 | |
| 51 | RI8 | 1 | |
| 52 | RI1, RI6, W2 | 2 | |
| 53 | RI9, W2, W4, W7, W8 | 7 | |

| | |
|-------------------------|------------|
| Section 1 Total | /28 |
| Section 2 Total | /25 |
| Section 3 Total | /12 |
| ASSESSMENT TOTAL | /65 |

Lessons and Cumulative Assessments

Answer Keys

Chapter 1

Lesson 1

Thinking It Through

Answers will vary. Sample answer: What is the story about? Who is the narrator? Where is the story taking place? Is the alien friendly? How big is the spaceship? What does the spaceship look like?

Coached Example

1. A
2. B

Lesson Practice

1. A
2. D
3. B
4. A
5. Answers will vary. Sample answer: Oliver goes to the front desk because he remembers that his father told him that if he gets lost, he should go to the front desk and talk to the man in uniform.
6. D
7. C
8. B
9. B
10. Answers will vary. Sample answer: Beth has never done karate before.

Lesson 2

Thinking It Through

Answers will vary. Sample answer: Jimmy is a hard worker who was determined to play baseball.

Coached Example

1. D
2. B

Lesson Practice

1. B
2. A

3. D.

4. A

5. Answers will vary. Sample answer: Mrs. Lee is very proud of Martha, Phil, and Nate because of all their hard, unselfish work.

6. B

7. A

8. D

9. D

10. Answers will vary. Sample answer: For most of the story, Jade is not paying attention and not thinking. When she almost causes laundry trouble, she realizes she needs be more careful.

Lesson 3

Thinking It Through

Answers will vary. Sample answer: I know that the story has a third-person narrator because the character is not in the story. There is no I in the story.

Coached Example

1. B
2. C

Lesson Practice

1. D
2. A
3. C
4. A
5. Answers will vary. Sample answer: If the story had a first-person narrator, then the story would have one of the characters say, "I said." The story would change because it would show what happens from the character's point of view and give only his thoughts.

6. B

7. C

8. A

9. A

10. Answers will vary. Sample answer: I think the author chose a first-person narrator so readers could better understand Leah's feelings about having a messy room and losing her permission slip.

Lesson 4

Thinking It Through

Answers will vary. Sample answer: The passage takes place at a beach in the late afternoon. The passage talks about swimming in the ocean. Emily didn't have much time to swim, so the sun was probably close to setting.

Coached Example

1. C
2. B

Lesson Practice

1. A
2. B
3. C
4. C

5. Answers will vary. Sample answer: The characters arrive at Lion Mountain after breakfast. They eat lunch. The main character gets home before dinner. We know the story takes place in present times because the father is watching television and the brother is typing on his computer.

6. D

7. A

8. A

9. B

10. Answers will vary. Sample answer: Jane describes her father's top hat and the pearl buttons on the dresses. She tells that Papa scrubbed their buggy and that they have a horse named Blaze. She also says that President Lincoln is the *new* president. These are all details that help me understand that the passage is taking place in the past when Lincoln was first elected.

Lesson 5

Thinking It Through

Answers will vary. Sample answer: Candace leaves her lunch at home, and she is hungry. Candace tells her friends, and they all give her something to eat.

Coached Example

1. C
2. D

Lesson Practice

1. D
2. A
3. B
4. C
5. Answers will vary. Sample answer: Ricky could have changed his eating and sleeping times.

6. A
7. D
8. C
9. C

10. Answers will vary. Sample answer: Luis could save his money to buy his mom a new vase.

Lesson 6

Thinking It Through

Answers will vary. Students should choose any three of the following idioms. Sample answer: "Raining buckets" means it's raining hard. "Ran out of steam" means lost energy or got tired. "Break the silence" means to interrupt

a period of silence. "Held her tongue" means to stay silent or not speak. "Bite my head off" means someone speaks angrily to me.

Coached Example

1. B
2. D

Lesson Practice

1. C
2. B
3. A
4. D
5. Answers will vary. Sample answer: "Big fish in a small pond" means an important or powerful person in a small place or group.
6. B
7. C
8. B
9. D
10. Students should underline *can't shake this feeling*. Answers will vary. Sample answer: The idiom means that Jen has a feeling that won't go away. The feeling is that she's forgetting something for Mom's party.

Lesson 7

Thinking It Through

Answers will vary. Sample answer: I know this is a poem because it is written in lines that rhyme and uses rhythm.

Coached Example

1. D
2. B

Lesson Practice

1. B
2. C
3. A
4. D
5. Answers will vary. Sample answer: In Scene 1, Lee does not seem interested in traveling to Florida to visit her grandmother. In Scene 2, Lee

finds that she has more in common with her grandmother than she thought.

6. C
7. A
8. B
9. D
10. B
11. Answers will vary. Sample answer: Each stanza describes a different way the narrator tries to get cool. Each plan fails to work until the last idea the narrator tries.

Lesson 8

Thinking It Through

The story is a fable because it has animal characters that act like people and has a lesson. The theme is, "Don't take what doesn't belong to you."

Coached Example

1. D
2. A

Lesson Practice

1. B
2. C
3. D
4. C
5. Answers will vary. Sample answer: Being too proud may cost you your life.
6. A
7. D
8. B
9. D
10. Answers will vary. Sample answer: The ants are hard working. They share their corn. They are rewarded for being willing to share.
11. B
12. D
13. A
14. C
15. Answers will vary. Sample answer: The man spends a lot of time making his drawings

and doesn't think about trying on shoes. He thinks there is only one solution to his problem.

Lesson 9

Thinking It Through

Answers will vary. Sample answer: The contents of the paper Amanda discovers would help me better understand the paragraph.

Coached Example

1. D
2. D

Lesson Practice

1. B
2. A
3. C
4. D
5. Answers will vary. Sample answer: A picture of how apples are washed and cleaned can help readers better understand the process.
6. A
7. C
8. D
9. C
10. Answers will vary. Sample answer: The pets are interested in the food. Shadow is happy because she has eaten a fish. Toby looks as if he is waiting for some food, too.

Lesson 10

Thinking It Through

The sisters both like to read. The sisters like different things to read. Mona likes reading magazines. Lisa likes reading poetry.

Coached Example

1. D
2. A
3. Answers will vary. Sample answer: The stories have different settings. The first story takes place in a cave,

and the second story takes place in a house. The boys in the first story are scared, and they run out of the cave. Geraldine remains calm.

Lesson Practice

1. A
2. B
3. C
4. C
5. Answers will vary. Sample answer: The first story takes place at the beach, while the second story takes place on a hiking trail.
6. D
7. B
8. A
9. C
10. C
11. Answers will vary. Sample answer: In "Tennis, Anyone?," Omar may or may not play tennis, a sport he is not sure about. In "A Team for Tim," Tim will play a sport he really enjoys, field hockey.

Cumulative Assessment

1. C 3RL6
2. B 3RL4, 3L5a
3. D 3RL9
4. C 3RL5
5. Answers will vary. Sample answer: Heather is impatient and dishonest. 3RL3
6. C 3RL1
7. B 3RL2
8. D 3RL9
9. B 3RL7
10. Answers will vary. Sample answer: The first passage teaches the importance of honesty and teamwork, while the second passage stresses that you should not look for easy ways out of doing things. 3RL9

Chapter 2

Lesson 11

Thinking It Through

Answers will vary. Sample answer: What is this passage about? Who does the passage talk about? Where did the president live before 1792? How many of the 132 rooms are bedrooms? What is the first lady's office called? Where is the Oval Office located?

Coached Example

1. D
2. B

Lesson Practice

1. A
2. D
3. C
4. B
5. Answers will vary. Sample answer: A marsupial is an animal that has a pouch for carrying its young.
6. C
7. B
8. B
9. D

10. Answers will vary. Sample answer: According to the passage, some nocturnal animals hunt by using their eyes. The passage explains that some night animals have larger pupils to allow in more light. Nocturnal animals also have a mirror-like structure in their eyes. This feature collects more light and helps them see better at night than animals without this feature.

Lesson 12

Thinking It Through

Answers will vary. Sample answer: The author thinks skunks are stinky and tough. Skunks can take care of themselves.

Coached Example

1. C
2. B

Lesson Practice

1. B
2. D
3. C
4. B
5. Answers will vary. Sample answer: Like the author, I believe UNICEF is an important organization that does many good things for children all over the world. For example, UNICEF educates girls and helps during emergencies.
6. D
7. C
8. A
9. D
10. Answers will vary. Sample answer: The author thinks that young people look up to professional athletes. The high salaries show young people that money and greed are important things.

Lesson 13

Thinking It Through

Answers will vary. Sample answer: The Pennsylvania Railroad Company grew from freight trains to popular passenger service between 1846 and 1910.

Coached Example

1. A
2. D

Lesson Practice

1. B
2. C
3. D
4. B
5. Answers will vary. Sample answer: Uakaris have bright, red faces.
6. B
7. C
8. D
9. C

10. Answers will vary. Sample answer: The river flowed slowly and it was easy to follow.

Lesson 14

Thinking It Through

Answers will vary. Sample answer: The text is organized by sequence. The passage has words like *first*, *next*, and *last*.

Coached Example

1. B
2. C

Lesson Practice

1. D
2. B
3. A
4. A
5. Answers will vary. Sample answer: Long ago, people traveled by horse or by foot. Today, people drive long distances and fly in airplanes.
6. D
7. D
8. B
9. A
10. Answers will vary. Sample answer: The author could use a cause and effect structure to explain how the Little League affected children's lives. He could write about how things were for children before Little League and the positive effects on their lives after.

Lesson 15

Thinking It Through

Answers will vary. Sample answer: What Is a Grasshopper? The first paragraph describes what a grasshopper is and its physical structure.

Coached Example

1. D
2. D

Lesson Practice

1. D
2. D

3. B
4. A

5. Answers will vary. Sample answer: Choosing Fish as Pets; the sentence mentions choosing between different kinds of fish. The heading would not be appropriate for the other three sections.

6. C
7. D
8. B
9. B

10. Answers will vary. Sample answer: The headings in the passage organize the information by topic. Some of the information is about Thorndike's efforts to sail around the world, some of it is about how Thorndike communicated while on her journey, and some of the information is about what happened after Thorndike finished her voyage.

Lesson 16

Thinking It Through

Answers will vary. Sample answer: The words *economics*, *goods*, and *services* are bold because they are words I would find in a glossary. I would study these words in social studies.

Coached Example

1. B
2. C

Lesson Practice

1. A
2. C
3. D
4. D
5. Answers will vary. Sample answer: In a *republic*, citizens elect their government leaders to carry out their wishes. The words *citizens*, *elect*, and *government leaders* help me know what a republic is.

6. A
7. B
8. C
9. A
10. Answers will vary. Sample answer: A scout is someone who goes ahead and spies on the enemy. Deborah Sampson was a scout.

Lesson 17

Thinking It Through

Answers will vary. Sample answer: A picture of an adult butterfly would help illustrate the complete life cycle. It is difficult to know what the adult stage looks like without an illustration.

Coached Example

1. D
2. C

Lesson Practice

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: A more detailed map would show the dangerous route that ships took.
6. B
7. C
8. A
9. D
10. Answers will vary. Sample answer: The author included this photo because it shows a family celebrating Chinese New Year. It also shows the tradition of giving an envelope filled with money to a child.

Lesson 18

Thinking It Through

Answers will vary. Sample answer: Both paragraphs tell about domestic animals; however, the first paragraph tells about meat eaters, and the second paragraph tells about plant eaters.

Coached Example

1. D
2. A
3. Answers will vary. Sample answer: The ostrich lives in a hot climate, while the emperor penguin lives in a cold climate and is able to swim.

Lesson Practice

1. B
2. C
3. D
4. A
5. Answers will vary. Sample answer: Paleontologists study fossils and dinosaurs. Archaeologists study past human life and culture.
6. D
7. B
8. A
9. A
10. Answers will vary. Sample answer: The first passage is about the whole Cherokee tribe. It describes the towns and government of the Cherokee. The second passage is about just one man, Sequoyah. It describes how he invented the Cherokee writing system.

Cumulative Assessment

1. D 3RI8
2. C 3RI5
3. B 3RI7
4. D 3RI2
5. B 3RI2
6. C 3RI4, 3L6
7. C 3RI1
8. D 3RI7
9. C 3RI5
10. Answers will vary. Sample answer: Both passages give information about historical events. They are both written in time order. Both passages focus on scientific events. Both passages give

information about Alexander Graham Bell. The first passage tells how telephones have changed throughout time. The second passage focuses on the life of Alexander Graham Bell. 3RI3, 3RI9

Chapter 3

Lesson 19

Coached Example

1. Answers will vary. Sample answer: Janet is careless and messy.
2. Answers will vary. Sample answer: Paul is shy and nervous. Paul shrinks in his chair. He thinks he might faint if he has to give a speech. He comes up with a good solution to his problem.

Lesson Practice

Answers will vary. Sample answer: Alicia cares about how other people feel, because even though Alicia really wants to buy the toy robot, she knows the flowers will make Grandpa happy.

Plan Your Writing

Answers will vary. Completed web should include students' ideas and opinions about the text and evidence from the text. Sample response: Center circle—Alicia is a thoughtful and considerate person. Outer circles—She thinks about Grandpa when she sees pink roses. "Pink roses are Grandpa's favorite."; She speaks to the vender politely. "May I have six of the pink roses, please?" Alicia is considerate.; She gives up buying a toy to buy the flowers. "That's OK. I can always save more money." Alicia is generous.; Alicia is happy with her choice. She likes making others happy. "She imagined Grandpa's big smile when he saw the pink roses."

Write Your Response

Answers will vary. Students should include their ideas or opinions and provide detailed evidence that supports it. See the Lesson 19 Response to Literature Writing Rubric after the Answer Keys.

Plan Your Writing

Answers will vary. Completed web should include students' ideas and opinions about the text and evidence from the text. Sample response: Center circle—Adam is confident and knows what he wants.; Outer circles—He has a goal to ski the medium trail.; Adam makes a plan. He works hard in his lesson.; He practices on the easier trail. Adam tells himself that he can do it.; Adam makes it to the bottom, and he is proud.

Write Your Response

Answers will vary. Students should include their ideas or opinions and provide detailed evidence that supports it. See the Lesson 19 Response to Literature Writing Rubric after the Answer Keys.

Lesson 20

Coached Example

- Answers will vary. Sample answer: The bike lane on Grand Street ends before it reaches downtown. There is no sidewalk. People park their cars on the street. It would be a good idea to put a bike lane going all the way downtown. People will have to park their cars on other streets or in parking lots. But the city should definitely extend the bike lane.
- Answers will vary. Sample answer: Some people want to turn the empty lot on Fischer Street into a shopping center. But I think the city should turn it into a park. The city doesn't have enough parks. There are

a lot of people who would like a new park.

Lesson Practice

Answers will vary. Sample answer: The author is asking the reader to change his or her snacking habits. Instead of grabbing chips and soda, the reader should try healthy snacks.

Plan Your Writing

Answers will vary. Students should include their main idea for change in the main oval and place details supporting their idea in the other four ovals in their main idea web.

Write Your Response

Answers will vary. Students should have a clear topic, show a point of view about the change they are proposing, support reasons for change with details, and have a solid conclusion in their responses. See the Lesson 20 Opinion Writing Rubrics after the Answer Keys.

Plan Your Writing

Answers will vary. Students should include the item they want in the main oval and place detailed reasons for the advantages of this item in the four ovals in the opinion web.

Write Your Response

Answers will vary. Students should include an introduction to the topic they are writing about, state their opinions, and provide reasons that support their opinions. They should use linking words and phrases to connect opinions and reasons and provide a conclusion. See the Lesson 20 Opinion Writing Rubrics after the Answer Keys.

Lesson 21

Coached Example

- Answers will vary. Sample answer: Amelia Earhart was a famous pilot who set many records.
- Most animals have only lower jaws that can move.

Lesson Practice

"There were a lot of poor people in the country." "Libraries are good places to find books."

Plan Your Writing

Answers will vary. Students should include the historical event in the main oval and place details about this event in the other four ovals in their main idea web.

Write Your Response

Answers will vary. Students should include a clear subject, present information clearly, support reasons for choosing the historical event with details, and have a solid conclusion in their responses. See the Lesson 21 Informative/ Explanatory Writing Rubrics after the Answer Keys.

Plan Your Writing

Answers will vary. Students should include the name of the show in the center oval and place details about what makes the show special in the other four ovals in the web.

Write Your Response

Answers will vary. Students should include a clear topic sentence at the beginning of their writing. Details should be clear and support the main idea. Students should use examples from the reading passage in their response. They should include transition words throughout their writing and end with a conclusion. See the Lesson 21 Informative/ Explanatory Writing Rubrics after the Answer Keys.

Lesson 22

Coached Example

- Dogs like barking at squirrels and joggers.
- Answers will vary. Sample answer: "Back to taking the bus," thought Mariah." OR "Mariah called the police." OR "Mariah walked home."

Lesson Practice

Answers will vary. Sample answer: Danny's grandmother asks him to make her something for her birthday. Danny doesn't know what to make for his grandmother's birthday. The problem is solved when Danny's mom helps him bake banana bread.

Plan Your Writing

Answers will vary. Students should include events from the plot in their responses.

Write Your Response

Answers will vary. Students should include characters, setting, and a clear plot in their responses. See the Lesson 22 Narrative Writing Rubric after the Answer Keys.

Plan Your Writing

Answers will vary. Students should show the sequence of events in the story in a new order that makes sense.

Write Your Response

Answers will vary. Students should include a clear plot, setting, and characters. The narrative should also have a clear sequence with a beginning, middle, and end. Dialogue should be part of the narrative. See the Lesson 22 Narrative Writing Rubric after the Answer Keys.

Lesson 23

Thinking It Through
"Later, Richard went home and ate dinner." The sentence does not help develop the plot.

Coached Example

1. B
2. C

Lesson Practice

1. C
2. A
3. A
4. B

Lesson 24

Thinking It Through

Answers will vary. Sample answer: The topic is brown bears because the two book titles name this animal.

Coached Example

1. C
2. C

Lesson Practice

1. D
2. C
3. B
4. A
5. Answers will vary. Sample answer: No. This passage is about a frog's life cycle. There is no reason to research a butterfly's life cycle.

Cumulative Assessment

1. C 3W8
2. C 3W5
3. A 3W5
4. C 3W5
5. A 3W5
6. D 3W8
7. A 3W7

Writing Prompt: Answers will vary. Students should include a clear and focused subject, have a logical structure, and present information clearly in their responses. See the Informative/Explanatory Writing Rubrics after the Answer Keys. 3W2a-d

Chapter 4

Lesson 25

Thinking It Through 1

1. Amy stepped on a nail on the hiking trail.
2. The red leaves by the lake looked fake.
3. correct as is
4. Before Natasha saw the fossils, she wanted to explore the caves.

5. Mom rode in the back seat with me.

6. correct as is

Thinking It Through 2

1. Dad left his briefcase on the kitchen table.
2. Jenna and Robin used chalk to draw on the sidewalk.
3. correct as is
4. Grandma cut the brownies into squares.
5. correct as is
6. I like to take a ride in a horse-drawn sleigh.

Lesson Practice

1. B
2. A
3. C
4. D

Lesson 26

Thinking It Through 1

1. The security guard would not let us reenter the museum.
2. The twins always disagree about everything.
3. Anna was unable to carry the box.
4. correct as is
5. correct as is
6. Kathleen wanted to preheat the oven before baking her cookies.

Thinking It Through 2

1. Angela made careless mistakes on the test.
2. Grandma baked a pie for my birthday.
3. Jane hurried home to watch her favorite show.
4. correct as is
5. Dave was a bit jumpy at the dentist's office.
6. correct as is

Lesson Practice

1. B
2. D
3. A
4. D

Lesson 27

Thinking It Through 1

1. Our front yard needs to be cleaned.
2. His mom asked, "Would you like some broccoli?"
3. correct as is
4. At night, the forest can be scary.
5. At the assembly, the fire department told us, "During a fire drill, you must be silent."
6. correct as is

Thinking It Through 2

1. The president lives in the White House.
2. My dog needed to go outside, so I grabbed the leash.
3. Arlington Cemetery is where soldiers are buried.
4. correct as is
5. correct as is
6. Her grandma lives in San Francisco.

Lesson Practice

1. D
2. C
3. B
4. D

Lesson 28

Thinking It Through 1

1. The girl read two good books.
2. Jane cooked the stew.
3. The calendar had pictures of monkeys.
4. correct as is
5. correct as is
6. Mice love cheese.

Thinking It Through 2

1. She ate the grapes.
2. Martin painted it red.
3. Where did they go?
4. correct as is
5. It was something they will never forget.
6. correct as is

Lesson Practice

1. C
2. C

3. A
4. B

Lesson 29

Thinking It Through 1

1. Amy wrote a letter.
2. My sister is tall.
3. correct as is
4. correct as is
5. The cat was happy.
6. I brush my teeth every day.

Thinking It Through 2

1. Tomorrow I will finish my homework.
2. Dad ordered Chinese food last night.
3. Yesterday they cleaned their house.
4. correct as is
5. I drank a bottle of water after soccer practice.
6. correct as is

Lesson Practice

1. C
2. C
3. B
4. B

Lesson 30

Thinking It Through 1

1. The green ball bounced on the ground.
2. Her smile was pretty.
3. Janet's rotten tooth hurt her.
4. correct as is
5. correct as is
6. The world is big.

Thinking It Through 2

1. The boy is taller than the girl.
2. The Empire State Building is the tallest building in New York City.
3. The National League is older than the American League.
4. correct as is
5. Water is healthier than root beer.
6. correct as is

Lesson Practice

1. B
2. C
3. B

4. B
5. D

Lesson 31

Thinking It Through 1

1. We played outside.
2. He spelled the word correctly.
OR He correctly spelled the word.
3. Brenda set the book there.
4. correct as is
5. correct as is
6. She sprinkled the cake lightly with sugar. OR She lightly sprinkled the cake with sugar.

Thinking It Through 2

1. Marla raised her hand more eagerly than Shawn.
2. Marco smiled widest of all the students in the class photo.
3. correct as is
4. The oak tree swayed more gently than the young maple tree.
5. correct as is
6. I ate the saltiest soup on Friday.

Lesson Practice

1. D
2. B
3. B
4. C
5. B
6. D

Lesson 32

Thinking It Through 1

1. The Smiths live around the block from us.
2. Her brother works at the toy store.
3. correct as is
4. Her mom drives her to dance practice on Wednesdays.
5. correct as is
6. They laugh so hard whenever I tell that joke.

Thinking It Through 2

1. Linda made a salad and then put dressing on it.
2. Jane hit a home run, and then she ran around all the bases.

3. We were calm when the bear approached, but then it kept coming closer.
4. correct as is
5. The crowd was mad because the show started late, but they needed to be patient.
6. correct as is

Lesson Practice

1. B
2. C
3. A
4. D

Lesson 33

Thinking It Through 1

1. Wow! That was the best fireworks show I've ever seen!
2. That tree branch is going to hit us!
3. Franco broke his toe.
4. correct as is
5. correct as is
6. Do you have to babysit on Saturday?

Thinking It Through 2

1. I must bring my socks, toothbrush, and camera.
2. "Always stick together on field trips," the teacher said.
3. correct as is
4. The women's shoes were the same.
5. correct as is
6. My grandpa likes to play chess, checkers, backgammon, and twenty questions.

Lesson Practice

1. A
2. D
3. B
4. D

Lesson 34

Thinking It Through 1

1. Answers will vary. Sample answer: I needed to write a letter, so I looked for an envelope.

2. Answers will vary. Sample answer: My new sweater accidentally went in the dryer. It shrank.

3. Answers will vary. Sample answer: I helped her pick up her book, and she smiled.
4. Answers will vary. Sample answer: We had a flat tire, but we didn't have a spare.
5. The dog kept barking. The neighbors complained.
6. I forgot my house keys. I had to sit on the porch and read.

Thinking It Through 2

1. Answers will vary. Sample answer: Although the stairs were steep, we climbed them anyway.
2. Answers will vary. Sample answer: We ran fast because we were in a rush.
3. Answers will vary. Sample answer: Stuffing was everywhere because the dog chewed on the teddy bear.
4. Answers will vary. Sample answer: The thunder woke us up, although we were sleeping soundly.
5. Answers will vary. Sample answer: Even though we didn't hide very well, they still couldn't find us.
6. Answers will vary. Sample answer: Because there was no time left, we had to turn in the project incomplete.

Lesson Practice

1. B
2. A
3. B
4. A

Lesson 35

Thinking It Through

The word *float* means a type of dessert or soda fountain treat. The words *root beer*, *ice cream shop*, and *sundae* help you figure out the meaning.

Coached Example

1. A
2. C

Lesson Practice

1. D
2. A
3. A
4. D

Lesson 36

Thinking It Through

"Tornadoes can make an awful mess." Answers will vary. Sample answer: Tornadoes can cause great destruction.

Coached Example

1. A
2. B

Lesson Practice

1. A
2. B
3. D
4. C

Cumulative Assessment

1. C 3L2a
2. D 3L3b
3. D 3L2b, 3L2c
4. C 3L1a, 3L1b, 3L1c
5. A 3L1a
6. Emma also had rocks with sharp edges that she collected while camping and hiking with her cousins. 3L1f
7. Emma wanted to see Utah someday. Today she was thinking about Howe Caverns. 3L1i
8. B 3L1e
9. A 3L4a
10. D 3RF3a
11. B 3RF3d
12. A 3L2e, 3L2f
13. C 3RF3b, 3RF3c
14. D 3L1g

Writing Rubrics

Lesson 19

Response to Literature

| Points | Description |
|--------|--|
| 2 | The response achieves the following: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to complete the task posed in the prompt• Includes specific examples/details that make clear reference to the text(s)• Adequately explains and supports ideas with clearly relevant information based on the text(s) |
| 1 | The response achieves the following: <ul style="list-style-type: none">• Gives limited evidence of the ability to complete the task posed in the prompt• Includes vague/limited examples/details that make reference to the text(s)• Explains and supports ideas with vague/limited information based on the text(s) |
| 0 | The response achieves the following: <ul style="list-style-type: none">• Gives no evidence of the ability to complete the task with support or evidence from the text(s) |

Lesson 20

There are two rubrics for opinion writing. The first rubric addresses idea development, organization, and coherence. The second rubric addresses language usage and conventions.

Trait 1 for Opinion Genre

| Writing Trait | Points | Criteria |
|---|--------|--|
| <p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p> | 4 | <p><i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure to group reasons • Provides clear, relevant reasons to support the opinion • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section |
| | 3 | <p><i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Introduces a topic and states an opinion • Provides some organizational structure to group reasons • Provides reasons to support the opinion • Uses some linking words to connect opinions and reasons • Provides a concluding statement or section |
| | 2 | <p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that sometimes support the opinion • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section |
| | 1 | <p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not provide reasons to support the opinion • May not use any linking words to connect opinions and reasons • Provides a minimal or no concluding statement or section |
| | 0 | <ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

Lesson 20 (continued)

Trait 2 for Opinion Genre

| Writing Trait | Points | Criteria |
|--|--------|---|
| Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i> | 3 | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows command of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning* |
| | 2 | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning* |
| | 1 | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | <ul style="list-style-type: none"> • The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3, 2015.*

Lesson 21

There are two rubrics for informational/explanatory writing. The first rubric addresses idea development, organization, and coherence. The second rubric addresses language usage and conventions.

Trait 1 for Informational/Explanatory Genre

| Writing Trait | Points | Criteria |
|---|--------|--|
| <p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the texts that they have read) in order to create cohesion for an informative/explanatory essay.</i></p> | 4 | <p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively introduces a topic Groups related ideas together to give some organization to the writing Effectively develops the topic with multiple facts, definitions, and details Effectively uses linking words and phrases to connect ideas within categories of information Provides a strong concluding statement or section |
| | 3 | <p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Introduces a topic Develops the topic with some facts, definitions, and details Groups some related ideas together to give partial organization to the writing Uses some linking words to connect ideas within categories of information, but relationships may not always be clear Provides a concluding statement or section |
| | 2 | <p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Attempts to introduce a topic Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic Ineffectively groups some related ideas together Uses few linking words to connect ideas, but not all ideas are well connected to the topic Provides a weak concluding statement or section |
| | 1 | <p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> May not introduce a topic or topic is unclear. May not develop a topic May be too brief to group any related ideas together May not use any linking words to connect ideas Provides a minimal or no concluding statement or section |
| | 0 | <ul style="list-style-type: none"> The response is completely irrelevant or incorrect, or there is no response The student merely copies the text in the prompt The student copies so much text from the passages that there is not sufficient original work to be scored |

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3, 2015.*

Lesson 21 (continued)

Trait 2 for Informative/Explanatory Genre

| Writing Trait | Points | Criteria |
|--|--------|--|
| Language Usage and Conventions <i>This trait examines the writer's ability¹ to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i> | 3 | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning* |
| | 2 | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning* |
| | 1 | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | <ul style="list-style-type: none"> • The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score • The student copies so much text from the passages that there is not sufficient original work to be scored |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. 2015.

Lesson 22

| Writing Trait | Points | Criteria |
|---|--------|---|
| <p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p> | 4 | <p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences or events or show the response of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Provides a sense of closure that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning* |
| | 3 | <p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences or events or show the response of characters to situations • Uses words and/or phrases to indicate sequence • Provides an appropriate sense of closure • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions with no significant effect on meaning* |
| | 2 | <p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences or events or show the response of characters to situations • Uses occasional signal words to indicate sequence • Provides a weak or ambiguous sense of closure • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning* |

Lesson 22 (continued)

| Writing Trait | Points | Criteria |
|---------------|--------|---|
| | 1 | <p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences or events or show the response of characters to situations • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order • Provides a minimal or no sense of closure • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning* |
| | 0 | <ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response • The student merely copies the text in the prompt • The student copies so much text from the passages that there is not sufficient original work to be scored |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. 2015.

Posttest: Practice Assessment 2

Item Correlations and Answer Keys

| Item | Standard/ Element | DOK | Correct Answer | Explanation |
|------------------|----------------------------|-----|-------------------|---|
| Section 1 | | | | |
| 1 | ELAGSE3RL5 | 2 | D | Option D is the correct answer because Jimmy's mood changes from the first stanza, when he is dreaming of being an astronaut, to the second stanza, when he is thoughtful as he examines his building supplies. |
| 2 | ELAGSE3RL4, ELAGSE3L4.a | 2 | D | Option D is the correct answer because the word <i>parts</i> refers to the pieces of something in this context. |
| 3 | ELAGSE3RL6 | 3 | B | Option B is the correct answer because, in the third stanza, the speaker is excited about what Jimmy is and what he can become. |
| 4 | ELAGSE3RL7 | 2 | A | Option A is the correct answer because the illustration shows Jimmy painting. |
| 5 | ELAGSE3RL4, ELAGSE3L4.b | 2 | C | Option C is the correct answer because the prefix <i>-mis</i> can mean <i>wrong</i> , so the word <i>misplace</i> would mean putting something in the wrong place. |
| 6 | ELAGSE3RL5, ELAGSE3W1 | 4 | | See rubric for item on page 16. |
| 7 | ELAGSE3RI2 | 2 | D | Option D is the correct answer because the article focuses on the tombs of the kings. |
| 8 | ELAGSE3RI3 | 3 | C | Option C is the correct answer because although all of these events occurred before Memphis became a dead city, Arabs conquered the city <i>just before</i> . |
| 9 | ELAGSE3RI4 | 2 | D | Option D is the correct answer because a canal is an artificial waterway that may connect to a river. |
| 10 | ELAGSE3RI5 | 2 | D | Option D is the correct answer because the words <i>pyramids</i> and <i>Sphinx</i> will lead to specific information about the homes of the kings. |
| 11 | ELAGSE3RI7 | 3 | B | Option B is the correct answer because the photo shows the pyramids that are described in the passage. |
| 12 | ELAGSE3L4.d | 3 | A | Option A is the correct answer because it refers to the time period in history between 2575 and 2130 BCE. |
| 13 Part A | ELAGSE3L5.c | 2 | A | Option A is the correct answer because Ricardo is very upset, or disturbed, that he is being forced to wear a shirt that he thinks is really ugly. |
| Part B | ELAGSE3RL1 | 2 | C | Option C is the correct answer because loss of appetite is a common sign that someone is upset or unhappy about something. All other choices have a positive or neutral connotation. |

| Item | Standard/ Element | DOK | Correct Answer | Explanation |
|------------------|--------------------------|-----|-------------------|--|
| 14 | ELAGSE3RL3 | 2 | D | Option D is the correct answer because in the passage, Carmen tells Ricardo that he looks like a rodeo clown, and Carlos laughs and wishes he could take a picture of Ricardo in the shirt. |
| 15 | ELAGSE3RL3 | 2 | A | Option A is the correct answer because other clues in the passage—such as details about Julie taking a deep breath and walking slowly down the hall—support the fact that her hesitancy is due to fear of facing her mother. |
| 16 | ELAGSE3RL2 | 2 | C | Option C is the correct answer because Julie learns the consequences of lying when she finds herself feeling sad, guilty, and unable to sleep after telling a lie. |
| 17 | ELAGSE3RL9 | 3 | B | Option B is correct because both Ricardo in “The Shirt” and Julie in “Trouble Sleeping” were dishonest. |
| 18 | ELAGSE3L1.h | 1 | C | Option C is the correct answer because it is a coordinating conjunction that shows a contrast between the two ideas in the sentence. |
| 19 | ELAGSE3L2.a | 1 | B | Option B is the correct answer because <i>work</i> is an important word that should be capitalized in the title of the song. |
| 20 | ELAGSE3L1.e | 1 | D | Option D is the correct answer because the future tense should use the base form of the main verb. The corrected sentence would be: “I think she will laugh when I do a puppet show.” |
| 21 | ELAGSE3L1.b | 2 | B | Option B is the correct answer because <i>teeth</i> is the plural of <i>tooth</i> . |
| 22 | ELAGSE3L3.a | 2 | A | Option A is the correct answer because it provides the most detail, stating a numerical amount (<i>ten</i>) and using the scientific term for temperature (<i>degrees Fahrenheit</i>). |
| 23 | ELAGSE3L2.e | 2 | B | Option B is the correct answer because a word that ends in <i>-ful</i> adds <i>ly</i> , so the correct spelling would be <i>carefully</i> . |
| 24 | ELAGSE3L2.b | 2 | D | Option D is the correct answer because it has a comma after the street name and a comma between the city and the state. |
| 25 | ELAGSE3L2.g | 2 | A | Option A is the correct answer because <i>buy</i> is the correct spelling of the homophone in this context. |
| 26 | ELAGSE3L3.a | 3 | D | Option D is the correct answer because it provides the most detail, describing specific parts of trees and their location. |
| Section 2 | | | | |
| 27 | ELAGSE3RL4 | 2 | B | Option B is the correct answer because a <i>community</i> in this sense is a group of people who live together. |
| 28 | ELAGSE3RL3 | 2 | A | Option A is the correct answer because Keno’s mother is pleased with what Keno wants to do with the ice. |
| 29 | ELAGSE3RL2, ELAGSE3W3 | 3 | D | Option D is the correct answer because it describes a central message rather than the plot of the passage. |

| Item | Standard/Element | DOK | Correct Answer | Explanation |
|------|-------------------------|-----|----------------|---|
| 30 | ELAGSE3RL4, ELAGSE3L5.c | 3 | A | Option A is the correct answer because it is closest in meaning to <i>dark</i> ; the other choices (<i>dusky</i> , <i>gloomy</i> , and <i>murky</i>) have different shades of meaning for dark. |
| 31 | ELAGSE3RL6, ELAGSE3W3 | 4 | | See rubric for item on page 17. |
| 32 | ELAGSE3RI8 | 3 | D | Option D is the correct answer because the first sentence gives a directive; the second sentence explains what might happen if you do not follow the directive. |
| 33 | ELAGSE3RI3 | 2 | C | Option C is the correct answer because the instructions imply that the plaster will get harder, and less fragile, over time. |
| 34 | ELAGSE3L4.a | 2 | B | Option B is the correct answer because <i>breakable</i> is a synonym for <i>fragile</i> . |
| 35 | ELAGSE3RL4 | 3 | A | Option A is the correct answer because <i>critters</i> means animals. |
| 36 | ELAGSE3L4.c | 3 | D | Option D is the correct answer because the word <i>detective</i> comes from the root word <i>detect</i> , which is a verb that means to notice or discover something. |
| 37 | ELAGSE3W7 | 3 | C | Option C is the correct answer because to discuss types of igneous rocks would expand on the topic. |
| 38 | ELAGSE3L1.c | 1 | A | Option A, <i>excitement</i> , is the correct answer because it is an abstract noun, a concept that cannot be seen, heard, smelled, touched, or tasted. |
| 39 | ELAGSE3L1.g | 1 | A | Option A, <i>higher</i> , is the correct answer because only two things are being compared. |
| 40 | ELAGSE3L1.i | 2 | A | Option A is the correct answer because it correctly combines the sentences by showing a cause-and-effect relationship. <i>The rain</i> is the cause and <i>taking the umbrella</i> is the effect. |
| 41 | ELAGSE3L2.c | 1 | C | Option C is the correct answer because the comma is placed after <i>said</i> and the quotation marks are correctly placed around the speaker's words. |
| 42 | ELAGSE3L1.a | 2 | A | Option A is the correct answer. In this sense the word <i>pack</i> is a noun because it describes a thing, a group of wolves. |
| 43 | ELAGSE3L1.d | 2 | B | Option B is the correct answer because the sentence needs to be written in the past tense. |
| 44 | ELAGSE3L3.a | 2 | C | Option C is the correct answer because in the context of this passage, the word <i>going</i> is closest to the meaning of <i>moving</i> . |
| 45 | ELAGSE3L2.d | 2 | B | Option B is the correct answer because the word <i>dinosaurs</i> is both plural and possessive; it should end in an apostrophe. |
| 46 | ELAGSE3L1.b | 1 | D | Option D, <i>foxs</i> , is the correct answer because nouns ending in <i>x</i> have an <i>-es</i> ending when they are plural: <i>foxes</i> . |

| Item | Standard/ Element | DOK | Correct Answer | Explanation |
|------------------|--|-----|-------------------|--|
| 47 | ELAGSE3L2.f | 1 | B | Option B is the correct answer because the <i>e</i> should come before the <i>i</i> in order to make a long a sound. |
| 48 | ELAGSE3L1.f | 2 | C | Option C is the correct answer because it contains an error in pronoun–antecedent agreement. The subject of the sentence is <i>The boys</i> , so the pronoun that refers to them should be <i>they</i> . |
| Section 3 | | | | |
| 49 | ELAGSE3RI2 | 2 | D | Option D is correct because it states an overreaching idea, rather than details from the sources. |
| 50 | ELAGSE3RI1 | 2 | B | Option B is correct because giving money to the poor illustrates Appleseed’s generosity. |
| 51 | ELAGSE3RI9 | 3 | C | Option C is correct because both sources discuss Johnny’s respect for animals and how he planted apple orchards. |
| 52 | ELAGSE3RI6, ELAGSE3W2 | 4 | | See rubric for item on page 19. |
| 53 | ELAGSE3RI9, ELAGSE3W1, ELAGSE3W4, ELAGSE3W7, ELAGSE3W8 | 4 | | See rubric for item on page 20. |

Scoring Rubrics

Item 6

| Points | Description |
|--------|---|
| 2 | The written response <ul style="list-style-type: none"> • explains the change of mood in the poem. • includes an example to support an opinion. • explains change of mood in the poem with a relevant example. |
| 1 | The written response <ul style="list-style-type: none"> • has incomplete explanation of the change of mood in the poem. • includes a vague example to support an opinion. • explains the change of mood in the poem based on a vague example. |
| 0 | The written response <ul style="list-style-type: none"> • does not explain the change of mood in the poem OR <ul style="list-style-type: none"> • includes an opinion but does not have a supporting example OR <ul style="list-style-type: none"> • explains the change of mood in the poem but does not include a relevant example to support the opinion. |

Item 31

Extended Constructed Response

Four-Point Holistic Rubric

Genre: Narrative

| Description | Points | Criteria |
|--|--------|---|
| <p>The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</p> | 4 | <p>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters. • Organizes an event sequence that unfolds naturally. • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences or events or show the response of characters to situations. • Uses a variety of words and phrases consistently to signal the sequence of events. • Provides a sense of closure that follows from the narrated experiences or events. • Has very few or no errors in usage and/or conventions that interfere with meaning.* |
| | 3 | <p>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters. • Organizes events in a clear, logical order. • Uses narrative techniques, such as dialogue and description, to develop experiences or events or show the response of characters to situations. • Uses words and/or phrases to indicate sequence. • Provides an appropriate sense of closure. • Has a few minor errors in usage and/or conventions with no significant effect on meaning.* |
| | 2 | <p>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character. • Organizes events in a sequence but with some gaps or ambiguity. • Attempts to use a narrative technique, such as dialogue and description, to develop experiences or events or show the response of characters to situations. • Uses occasional signal words to indicate sequence. • Provides a weak or ambiguous sense of closure. • Has frequent errors in usage and conventions that sometimes interfere with meaning.* |

| Description | Points | Criteria |
|-------------|--------|--|
| | 1 | <p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Provides a weak or minimal introduction of a situation or a character. • May be too brief to demonstrate a complete sequence of events. • Shows little or no attempt to use dialogue or description to develop experiences or events or show the response of characters to situations. • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order. • Provides a minimal or no sense of closure. • May use few if any ideas or details from source material. • Has frequent major errors in usage and conventions that interfere with meaning.* |
| | 0 | <ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. November 2014.

Item 52

| Points | Description |
|--------|---|
| 2 | The written response <ul style="list-style-type: none"> • uses both sources to provide two reasons. • compares a personal opinion to that of the authors of the sources. • uses relevant information from the text to support reasons and opinion. |
| 1 | The written response <ul style="list-style-type: none"> • has incomplete use of sources and vague statement of reasons. • includes vague or limited comparison of a personal opinion to that of the authors of the sources. • uses vague and limited information from the text to support reasons and opinion. |
| 0 | The written response <ul style="list-style-type: none"> • does not use both sources to provide two reasons OR <ul style="list-style-type: none"> • states a personal opinion but doesn't compare it to that of the authors of the sources OR <ul style="list-style-type: none"> • does not include explanation or relevant information from the text to support reasons and opinion. |

Item 53

Seven-Point Two-Trait Rubric

Trait 1 for Opinion Genre

| Description | Points | Criteria |
|--|--------|--|
| <p>Idea Development, Organization, and Coherence</p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argumentative essay.</i></p> | 4 | <p><i>The student's response is a well-developed opinion piece that examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion. • Effectively organizes the reasons. • Provides clear, relevant reasons to support the opinion. • Uses linking words and phrases effectively to connect opinions and reasons. • Provides a strong concluding statement or section. |
| | 3 | <p><i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on the text.</i></p> <ul style="list-style-type: none"> • Introduces a topic and states an opinion. • Provides some organizational structure to group reasons. • Provides reasons to support the opinion. • Uses some linking words to connect opinions and reasons. • Provides a concluding statement or section. |
| | 2 | <p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion. • Attempts to provide some organization, but structure sometimes impedes the reader. • Attempts to provide reasons that sometimes support the opinion. • Uses few linking words to connect opinions and reasons. • Provides a weak concluding statement or section. |
| | 1 | <p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a point of view.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or state an opinion. • May not have any organizational structure evident. • May not provide reasons to support the opinion. • May not use any linking words to connect opinions and reasons. • Provides a minimal or no concluding statement or section. |
| | 0 | <ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. November 2014.

Item 53 (continued)

Seven-Point Two-Trait Rubric
Trait 2 for Opinion Genre

| Description | Points | Criteria |
|---|--------|---|
| Language Usage and Conventions <i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i> | 3 | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety. • Shows knowledge of language and its conventions when writing. • Any errors in usage and conventions do not interfere with meaning.* |
| | 2 | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has complete sentences, with some variety. • Shows some knowledge of language and its conventions when writing. • Has minor errors in usage and conventions with no significant effect on meaning.* |
| | 1 | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors. • Shows little knowledge of language and its conventions when writing. • Has frequent errors in usage and conventions that interfere with meaning.* |
| | 0 | <ul style="list-style-type: none"> • The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score. • The student copies so much text from the passages that there is not sufficient original work to be scored. |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 3*. November 2014.

Student Scoring Record—Posttest: Practice Assessment 2

Student Name _____

Date _____

| Item Number | Standard/Element | Point(s) Possible | Point(s) Scored |
|------------------|------------------|-------------------|-----------------|
| Section 1 | | | |
| 1 | RL5 | 1 | |
| 2 | RL4, L4.a | 1 | |
| 3 | RL6 | 1 | |
| 4 | RL7 | 1 | |
| 5 | RL4, L4.b | 1 | |
| 6 | RL5, W1 | 2 | |
| 7 | RI2 | 1 | |
| 8 | RI3 | 1 | |
| 9 | RI4 | 1 | |
| 10 | RI5 | 1 | |
| 11 | RI7 | 1 | |
| 12 | L4.d | 1 | |
| 13 | L5.c | 1 | |
| Part A | | | |
| Part B | RL1 | 1 | |
| 14 | RL3 | 1 | |
| 15 | RL3 | 1 | |
| 16 | RL2 | 1 | |
| 17 | RL9 | 1 | |
| 18 | L1.h | 1 | |
| 19 | L2.a | 1 | |
| 20 | L1.e | 1 | |
| 21 | L1.b | 1 | |
| 22 | L3.a | 1 | |
| 23 | L2.e | 1 | |
| 24 | L2.b | 1 | |
| 25 | L2.g | 1 | |
| 26 | L3.a | 1 | |
| Section 2 | | | |
| 27 | RL4 | 1 | |
| 28 | RL3 | 1 | |
| 29 | RL2, W3 | 1 | |
| 30 | RL4, L5.c | 1 | |

| Item Number | Standard/Element | Point(s) Possible | Point(s) Scored |
|------------------|---------------------|-------------------|-----------------|
| 31 | RL6, W3 | 4 | |
| 32 | RI8 | 1 | |
| 33 | RI3 | 1 | |
| 34 | L4.a | 1 | |
| 35 | RL4 | 1 | |
| 36 | L4.c | 1 | |
| 37 | W7 | 1 | |
| 38 | L1.c | 1 | |
| 39 | L1.g | 1 | |
| 40 | L1.i | 1 | |
| 41 | L2.c | 1 | |
| 42 | L1.a | 1 | |
| 43 | L1.d | 1 | |
| 44 | L3.a | 1 | |
| 45 | L2.d | 1 | |
| 46 | L1.b | 1 | |
| 47 | L2.f | 1 | |
| 48 | L1.f | 1 | |
| Section 3 | | | |
| 49 | RI2 | 1 | |
| 50 | RI1 | 1 | |
| 51 | RI9 | 1 | |
| 52 | RI6, W2 | 2 | |
| 53 | RI9, W1, W4, W7, W8 | 7 | |

| | |
|-------------------------|------------|
| Section 1 Total | /28 |
| Section 2 Total | /25 |
| Section 3 Total | /12 |
| ASSESSMENT TOTAL | /65 |