Inference and Making Connections

with

PM Benchmark Kit 2

August 2010

A Message from Your Executive Director

We are delighted to release this program manual entitled **"Inference and Making Connections with PM Benchmark Kit 2"**, to the teachers and staff of Eastern Ontario.

Just as the *Catholic Graduate Expectations* provides us with our directive for educating our students, so too does the completion of this document. Mandated to teach the Ontario provincial curriculum, Catholic teachers are further charged to translate the Ministry curriculum to more explicitly reflect the Catholic world view. This Catholic perspective is embraced by all involved with this work.
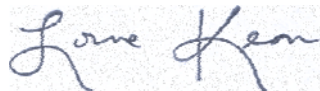
It is a manual that very much fits our Catholic philosophy. We are called to nourish the giftedness of each individual and to protect the dignity of the whole person. We work, live and believe in an atmosphere of inclusiveness and we are taught to cherish our role as global stewards.

Many people within our Catholic School Boards of Eastern Ontario have been working diligently on this manual. I thank them for their dedication to the cause and their sensitivity in exploring learning skills and work habits that will respect confidentiality and promote dignity and cooperation.

I particularly want to recognize the Renfrew County Catholic District School Board. Their willingness to partner with and support this project financially is greatly appreciated. As well, Renfrew Catholic was most generous in freeing up staff this past spring for the Question Development and field testing process for this document. Thank you Renfrew!

We look forward to seeing the fruits of this labour as educators and students adapt this resource and add their own "Inferences and Connections".

To all those involved - - well done!

Lorne Keon
Executive Director
Eastern Ontario Catholic Curriculum Cooperative

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Project Rationale

This kit aims to ask questions that encourage higher-order thinking. Each question asks the student to move beyond cursory understandings and explore the underlying ideas embedded within the texts.

It is our hope that these questions and accompanying rubrics will serve two purposes. First, we hope this kit will help teachers assess students' abilities to infer and make deeper connections to the texts they are reading. The assessments generated can be used to guide teaching practices to help students get to more substantial elements of texts. Secondly, we hope that the questions serve as models for teachers to encourage them to pose questions like these in their daily teaching practice. As teachers, we should not only be focused on a student's ability to retell a story or name characters. Rather, we should stimulate our students to delve more deeply into texts. We have created these questions with this in mind.

Find God in all things

Jesuit motto

Literacy skills, including the ability to make connections and inferences are particularly important for Catholic students. The *Catechism of the Catholic Church* states readers "*must be attentive to what the human authors truly wanted to affirm, and to what God wanted to reveal to us by their words*" (p. 109). This interpretive skill needs to be taught, learned and assessed in our Catholic schools.

The ability to read well, which includes the interpretive skills of making inferences and connections, is also an explicit Ontario Catholic Graduate Expectation. Each of our graduates is expected to be an effective communicator who "*reads, understands and uses written material effectively*" (CGE2b). This new assessment tool assists teachers in determining how effectively their students perform the aforementioned expectation. Moreover, in examining a student's ability to infer and make connections, this tool helps

teachers probe students' abilities to extrapolate the thematic elements of texts and understand how these elements relate to life outside of the classroom.

As Catholics, we are called to forge links between the Gospels and our own experiences. We are asked to strip away the context and see the timeless commonalities of the human experience and God's active role in our lives. When we make these connections, we are then able to use the life of our Savior, Jesus Christ as a basis for how we live our lives.

Similarly, in the modern, media-rich world, students must be prepared to interpret and evaluate the messages, both intended and unintended, embedded in the texts they encounter. Students adept at making inferences are less likely to be persuaded by the overt or superficial messages they encounter; instead, they will understand texts in a more complete manner and that understanding will allow them to interpret and evaluate texts more critically and decide whether textual messages are congruent with their faith.

It is with this in mind that we offer *Inferences and Making Connections with PM Benchmarks Kit 2.*

Acknowledgements

Sincere appreciation is extended to the following people for their support of this project.

Inference & Making Connections with PM Benchmark Kit 2:
Guidelines for Use

1. The questions in this new kit are to be used in conjunction with the original questions from *PM Benchmark Kit Two*. The new questions are ***not*** alternative questions: they are ***additional*** questions intended to facilitate the accurate assessment of a student's ability to make connections and inferences.

2. Teachers should administer the test as they would normally, following the administration procedures delineated in *PM Benchmark Kit Two: Teachers' Notes*. Only after completing this step should teachers administer the additional questions.

3. Each inference question and making connections question is accompanied by a section entitled question intent. The question intent shows the elements of a complete response. It is important to note that *a level three does not require the inclusion of all of the criteria delineated in the question intent.* A level three response can be somewhat vague or somewhat underdeveloped.

4. The new questions should be administered with little or no prompting, including questions such as "Do you have anything else to add?" The new questions are designed to assess the student's independent performance. We believe that by eliminating prompts, we improve the rigor of PM Benchmark assessments and mirror the expectations students encounter during EQAO testing.

5. Teachers should, however, allow students to access the text. This is congruent with the instructions in *PM Benchmark Kit Two: Teachers' Notes* that states that students should be allowed to look through the text during the reading comprehension section of the assessment procedure (p.15).

6. Teachers should briefly record the student's responses to the new questions and should refer to the exemplars contained in this assessment kit to assess the students' responses

Inference & Making Connections with PM Benchmark Kit 2: Questions and Rubrics

Level 1: On the Table (Inference)

Inference Question: Why do you think the girl is moving the toys?

Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the girl is moving the toys from the floor to the table because she is *organizing the toys; getting ready to play store; moving them off the floor so mom/dad can vacuum and so no one will trip and get hurt.* **(Expectation 1.5)**

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited** way but <u>**does not show**</u> how the support from the reading selection proves why the girl is moving the toys. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **to the table**) OR • <u>provides inaccurate support</u> (e.g., **because she wants to see which ones are maybe called**) OR • <u>does not refer to the reading selection</u> (e.g., **she picks them up and knocks them down**).
Level 2	Response **partially** explains **with some effectiveness** why the girl is moving the toys. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **There is not enough room in the box.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Maybe these are her old ones.**) OR • <u>limited support</u> from the text or own ideas (e.g., **She is playing.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> why the girl is moving the toys. Response includes **some accurate and relevant support AND some vague or underdeveloped support**. **Examples:** • **For it to be tidy and her mom can be proud.** OR • **So they are not on the ground. She wants to clean up her mess.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to <u>fully explain</u> why the girl is moving the toys. **Examples:** • **The toys are on the floor and someone might trip on them and get hurt so she is moving them to the table.** OR • **She doesn't want anyone to trip on the toys on the floor because they might hurt themselves or break them.**

Level 1: On the Table (Making Connections)

Making Connections Question: Tell me with which toy you would like to play? Why?

Question Intent: The question asks readers to extend their understanding of the text by connecting ideas in it to their own knowledge and experience by identifying the toy they would like to play with and explain why (e.g., *I would like a truck because I play with them in the sand box, the airplane because it zooms; the school bus because it's fun to ride the bus to school*). *(Expectation 1.6)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> which toy the reader would like to play with and why. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **them all**) OR • <u>provides inaccurate support</u> (e.g., **I'd like the Lego.**) OR • <u>does not refer to the reading selection</u> (e.g., **I like to play.**)
Level 2	The response **partially** explains **with some effectiveness** which toy the reader would like to play with and why. Response provides **either** • <u>irrelevant support</u> from the text (e.g. **Teddy bear. My mom always buys them.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Teddy bear. I love teddies.**) OR • <u>limited support</u> from the text or own ideas (e.g., **The teddy bear because teddies are my favourite.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> why the reader would choose to play with that toy. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • **The teddy bear because I get to play baby with the teddy bear. He is so cute.** OR • **I would like to play with the airplane because it zooms.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> the reasons for the choice of toy. Examples: • **The ball because it's fun and it bounces really high. The ball has dots all around it. They are white, and white and green look nice together.** OR • **The bear and the boat. The bear has nice soft fur and feels nice. The bear could ride on the boat but better not fall in the water 'cause his fur would get all wet and soggy.**

Level 2: At the Zoo (Inference)

Inference Question: Why do you think the monkeys are behind glass?

Question Intent: The question asks readers to use stated and implied information in the text i.e., picture clues (e.g., *other animals have fences around them; the monkeys are climbing all over the trees*) to infer that if there was no glass or fence the monkeys would escape, or people would not be able to see them if there was a wall high enough to keep them in. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to explain in **a limited way** why the monkeys are behind glass, but <u>does not show</u> how the support from the reading selection supports it. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **that's what they went to see**) OR • <u>provides inaccurate support</u> (e.g., **because I read the story**) OR • <u>does not refer to the reading selection</u> (e.g., **because monkeys like glass**)
Level 2	Response **partially** explains **with some effectiveness** why the monkeys are behind glass. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **So they can see out)** OR • <u>vague support</u> from the text or own ideas (e.g., **they might crawl out**) OR • <u>limited support</u> from the text or own ideas (e.g., **Because they can crawl high**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> why the monkeys are behind glass.
	
	Response includes **some accurate and relevant support AND some vague or underdeveloped support.**
	
	Examples:
	
	    • **So they don't escape or climb away.**
	
	      OR
	
	    • **To keep them from going out of the cage.**
	
	Response requires the reader to make some connections between the support and what it is intended to prove.

Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to <u>**fully explain**</u> why the monkeys are behind glass.
	
	Examples:
	
	    • **Monkeys climb and swing in the trees. The glass keeps the monkeys from escaping and helps keep the visitors and monkeys safe.**
	
	      OR
	
	    • **So then the monkeys don't climb up the trees and get away. The glass lets the people see the monkeys better and they can't escape.**

Level 2: At the Zoo (Making Connections)

Making Connections Question: Why do you think the boy is staying so close to his mom at the zoo?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in it to their own knowledge and experience by explaining that all children stay close their parents in public places to be safe. If the boy gets separated from his Mom he might get lost, feel afraid, hurt by an animal or taken by a stranger. *(Expectation 1.6)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> why the boy stays so close to his mother at the zoo. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **He's little**) OR • <u>provides inaccurate support</u> (e.g., **Wants to give her a hug.**) OR • <u>does not refer to reading selection</u> (e.g., **I walk with my Mom too.**)
Level 2	The response **partially** explains **with some effectiveness** why the boy stays so close to his mother at the zoo. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **She wants him to see all the animals.**) OR • <u>vague support</u> from the text or own ideas (e.g., **He wants to be near her.**) OR • <u>limited support</u> from the text or own ideas (e.g., **They might scratch him.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> why the boy stays so close to his mother at the zoo. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **He thought he was going to get lost because there is a lot of people.** **OR** • **Because one of the animals could get out and bite him.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> the reasons the boy stays so close to his mother at the zoo e.g., for comfort and/or safety. **Examples:** • **He might get lost because he is so little and he might be scared of the bears growling at him.** **OR** • **He might get hurt. The elephant might reach over with his trunk and splash him or hug him.**

Level 3: Kate Goes to the Farm (Inference)

Inference Question: Why do you think Kate was so excited when she saw the kittens? What makes you think that?

Question Intent: The question asks readers to use stated and implied information in the text to infer that Kate was excited when she saw the kittens because she finally saw an animal that was close to her own size or that was familiar to her. She was afraid of all the big animals like the horse. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in **a limited way** but <u>does not show</u> how the support from the reading selection proves why Kate was so excited when she saw the kittens and why the reader thinks that.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **She likes them.**)
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **Because the kittens were in the box.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **Kittens are my favourite pet.**)

Level 2	Response **partially** explains **with some effectiveness** why Kate was so excited when she saw the kittens and why the reader thinks that.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Her dad might let her keep one.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **because they were little.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **She probably wanted to take them home and feed them.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> why Kate was so excited when she saw the kittens because their sixe appealed to her. Response includes **some accurate and relevant support AND some vague or underdeveloped support**. Examples: • I think she loves kittens! They are the perfect size for her. OR • They were the right size for her, not so big like the other animals. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to **fully explain** that Kate was so excited when she saw the kittens because was more comfortable with the smaller animals at the farm. She went right up to them and smiled. Examples: • Because she only likes small animals and the kittens are small. She went to see them but she didn't go and see the big horse and cow because they were too scary. OR • The kittens are smaller than she is. They are cute and cuddly. She thought the horses and cows were big and scary.

Level 3: Kate goes to the Farm (Making Connections)

Making Connections Question: Do you think Kate has visited a farm before? How do you know?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by expressing a personal opinion about an idea presented in the text. The response may explain that Kate has never visited a farm before because she seems so afraid of all the big animals and does not want to touch them. She hides behind her Dad and seems very frightened of the big animals like the horse. *(Expectations 1.6 and 1.8)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> how the reader knows whether or not Kate has ever visited a farm before. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **No because if Kate goes to a farm then she never went to a farm.**) OR • <u>provides inaccurate support</u> (e.g., **No, she only went to one farm or two farms.**) OR • <u>does not refer to the reading selection</u> (e.g., **My sister went to a farm before.**)
Level 2	The response **partially** explains **with some effectiveness** how the reader knows whether or not Kate has ever visited a farm before. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **No, she never knew that there was a farm.**) OR • <u>vague support</u> from the text or own ideas (e.g., **No, because she was a scared.**) OR • <u>limited support</u> from the text or own ideas (e.g., **No, because she's saying they're big.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> how the reader knows whether or not Kate has visited a farm before. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **No, because she saw the cow and her dad told her, "Here's a cow" and she didn't know that before.** **OR** • **No, because she is scared of the big animals. She only liked the kittens.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>fully explain</u> that Kate has not visited a farm before because she needed to be told what the horse and cow were and she looked afraid of them. **Example:** • **No, because she is scared of the big cows and horses. If she had been there before, she would have liked them and not looked so scared of them. She wasn't scared of the kittens. She went right up to play with them. She maybe has one at home.**

Level 4: The Big Plane (Inference)

Inference Question: Why is the word "**not**" in bold when Ben says, "Dad is **not** on the plane"?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the word "*not*" is bolded to emphasize how very disappointed or sad Ben feels when he doesn't see his Dad get off the plane. *(Expectations 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited** way but <u>does not show</u> how the support from the reading selection proves why the word "**not**" is written in bold print. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **It's really black.**) OR • <u>provides inaccurate support</u> (e.g., **It's at the end.**) OR • <u>does not refer to the reading selection</u> (e.g., **to see it better**).
Level 2	Response **partially** explains **with some effectiveness** that the word "**not**" is bolded because it needs to be spoken loudly. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **He shouted for Dad to come.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Because he shouted.**) OR • <u>limited support</u> from the text or own ideas (e.g., **Because you have to talk a little louder.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> why the word "**not**" is in bold print. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Example:** - **Ben thinks Dad is not on the plane but he is. He wanted to know where his Dad was.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing specific and relevant support from the reading selection to **fully explain** why the word "not" is bolded. **Example:** - **Ben is upset when his Dad doesn't get off the plane with everyone else and so he says "not" loudly. Ben was sad when his Dad didn't come off the plane and so he kinda like cried.**

Level 4: The Big Plane (Making Connections)

Making Connections Question: How do you think Ben felt at the end of the story? How do you know?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in it to their own knowledge and experience by explaining that the reader knows that Ben was relieved, excited and/or very happy that his Dad was on the plane after all. He is smiling and waving to his Dad. *(Expectations 1.6 and 2.3)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> how the support from the text proves how Ben was feeling at the end of the story. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., *happy*) OR • <u>provides inaccurate support</u> (e.g., **sad**) OR • does not refer to the reading selection (e.g., **He could play with him.**)
Level 2	The response **partially** explains **with some effectiveness** how Ben was feeling at the end of the story. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **Ben didn't see his Dad until the end.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Happy his Dad was there.**) OR • <u>limited support</u> from the text or own ideas (e.g., **Glad to see him.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> how the reader knows Ben was feeling at the end of the story.
	
	Response includes **some accurate and relevant support AND some vague or underdeveloped support.**
	
	Examples:
	
	   • **Happy because he was smiling.**
	
	      OR
	
	   • **He was waving when he saw his Dad. He must have been excited.**
	
	The response requires the reader to make some connections between the support and what it is intended to prove.

Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>**explain fully**</u> how the reader knows that Ben was happy and/or excited when he finally saw his dad coming off the plane.
	
	Examples:
	
	   • **I think Ben was happy because he shouted and waved really hard when he saw his Dad coming off the plane. He was smiling.**
	
	      OR
	
	   • **I think Ben might not be worried anymore because he didn't know where his Dad was but now he does. He was smiling and he shouted when he saw him coming off the plane.**

Level 5: Little Teddy Helps Mouse (Inference)

Inference Question: Why do you think Little Teddy shouted, "**Mouse! Mouse!**" on page 7?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that Teddy was trying to warn Mouse not to step into the big puddle because he might get dirty and /or hurt himself. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in a **limited** way but <u>does not show</u> how the support from the reading selection explains why Little Teddy shouted "Mouse! Mouse!" on page 7.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **There's a puddle.**)
	
	  OR
	• <u>provides inaccurate support</u> (e.g., **to watch for cars**)
	
	  OR
	• <u>does not refer to the reading selection</u> (e.g., **to hurry and catch up**).

Level 2	Response **partially** explains **with some effectiveness** why Little Teddy shouted, "Mouse! Mouse!" on page 7.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g. **so he'd look out**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **because he was going to fall**)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **to go another way**).
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but **does not fully explain** that Little Teddy shouted "Mouse! Mouse!" in order to warn Mouse that he was about to step into a puddle and get all dirty. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • Mouse was going to step into the puddle and get muddy. OR • Mouse was going into the puddle, and Bear didn't want him to get dirty. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to **fully explain** why the reader thinks Little Teddy shouted, "Mouse! Mouse!" Examples: • Bear was trying to tell Little Mouse to look out - he was going to step in a puddle and get all muddy. He might hurt himself too. OR • Because there was a puddle, and he didn't want Mouse to fall and bonk his head. So he like said to watch where he was going. It looks like the puddle is bigger than Mouse. If he falls in he might get lost forever.

Level 5: Little Teddy Helps Mouse (Making Connections)

Making Connections Question: What lesson did little Mouse learn on the way to the store? What makes you think that?

Question Intent: The question asks students to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that Little Mouse learned that he should always watch where he is going because he didn't in the story and he got wet and dirty when he fell into the big puddle unexpectedly. *(Expectation 1.6 & 1.7)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> what lesson the reader thinks Mouse learned on his way to the store. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **There are puddles in the street.**) OR • <u>provides inaccurate support</u> (e.g., **to stay on his own side**) OR • does not refer to the reading selection (e.g., **They can play in puddles.**)
Level 2	The response **partially** explains **with some effectiveness** the lesson that Mouse learns but does not show support from the reading selection proves why the reader thinks that. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **He learned about getting wet in puddles.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Watch where you are going.**) OR • <u>limited support</u> from the text or own ideas (e.g., **To watch where he is walking.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but **does not fully explain** why the reader thinks that is the lesson little Mouse learns on his way to the store. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: - **Don't walk in puddles because you will fall and get all wet.** OR - **He learned to listen to the Little Bear because the Teddy shouted "Mouse, watch out" and if he listened to Teddy he wouldn't have an accident.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own idea to explain fully the lesson Mouse learns in this text. Examples: - **Always look where you are stepping so you don't end up muddy like Mouse. He was not looking where he was going and fell in the puddle and got wet too.** OR - **To always look where you're going because Mouse didn't and he fell into the puddle and you don't want to get all muddy like he did.**

Level 6: Nick's Snowman (Inference)

Inference Question: Whose dogs do you think they are? How do you know?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the dogs belong to Sally and Nick because the dogs came from around the corner of their house or because when Sally put the dogs in her house they didn't bite her. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to explain that the dogs belong to Sally and Nick in a **limited** way, but <u>does not show</u> how the support from the reading selection proves it.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **The kids**).
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **The neighbour's dogs**).
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **They just came by**).

Level 2	The response **partially** explains **with some effectiveness** that the dogs belong to Sally and Nick.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Their dogs, because they want the sticks.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **Their dogs, because the dogs are with them.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **They are Sally's and Nick's dogs because they come to see them.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how the reader knows that the dogs belong to Sally and Nick. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **They are Nick and Sally's dogs because they are wagging their tails.** **OR** • **The dogs are Nick's and Sally's because they came from the back yard.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to **fully explain** how the reader knows that the dogs belong to Sally and Nick. **Examples:** • **They are Sally and Nick's dogs, because she puts them inside the house when her brother says, "Go away". The dogs don't bite her when she takes them by the collar to put them in the house.** **OR** • **They are Sally's and Nick's dogs because they came from around the corner of their house and then Sally said, "You can go inside". She wouldn't put someone else's dogs in her house.**

Level 6: Nick's Snowman (Making Connections)

Making Connections Question: How do you think Nick feels when he sees the dogs? What makes you think that?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that Nick felt worried, alarmed or anxious that the dogs might get their sticks and they wouldn't be able to finish the snowman because he says "Oh, no!" when the dogs appear. *(Expectations 1.6 and 1.8)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in **a limited way** but <u>does not explain</u> how the support from the text proves why the reader thinks that Nick felt that way when the dogs appeared. Instead the response **either** • <u>answers an aspect</u> of the question (e.g., **mad**) OR • <u>provides inaccurate support</u> (e.g., **scared**) OR • <u>does not refer to the reading selection</u> (e.g., **surprised**).
Level 2	The response **partially** explains, **with some effectiveness**, that Nick felt worried, alarmed or anxious that the dogs might get their sticks and they wouldn't be able to finish the snowman. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **Surprised that the dogs came to play in the snow with them.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Worried, because the dogs like sticks.**) OR • <u>limited support</u> from the text or own ideas (e.g., **Scared they would wreck it.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> that Nick felt worried, alarmed or anxious that the dogs might get their sticks and they might not be able to finish the snowman. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • Worried, because the dogs might wreck their snowman. OR • He's afraid they are just going to grab the sticks and break them. They just came to wreck stuff. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> that Nick felt worried, alarmed or anxious that the dogs might get their sticks and they won't be able to finish their snowman. Example: • Worried - because Nick thinks that the dogs are going to jump up and knock his snowman over and he won't be able to finish it. They might also grab the sticks and run away with them. Then they wouldn't have any arms for the snowman.

Level 7: Baby Bear and the Big Fish (Inference)

Inference Question: Why do you think Baby Bear needed help?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that Baby Bear needed help to catch the fish because it was too big and strong for him to land himself. Father Bear had to help save him when the big fish pulled him upstream. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> why the reader thinks that Baby Bear needed help. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **He's a baby.**) OR • <u>does not refer to the reading selection</u> (e.g., **He was swimming.**) OR • <u>provides inaccurate support</u> (e.g., **He's scared.**)
Level 2	Response **partially** explains **with some effectiveness** why Baby Bear needed help. Response provides • irrelevant support from the reading selection (e.g., **So that he can eat fish.**) OR • vague support from the reading selection (e.g., **Because he was too little to go fishing by himself.**) OR • limited support (e.g., **It was a big, big fish.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	The response answers the question with **considerable effectiveness**, but <u>**does not fully explain**</u> why Baby Bear needed help. Response **includes some accurate and relevant support AND some vague or underdeveloped support.** Examples: • **The fish was too big and strong for Baby Bear to hold on by himself.** OR • **The fish swam up the river after Baby Bear caught him and pulled Baby Bear away with him.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with **a high degree of effectiveness** by providing **specific and relevant support** from the reading selection to <u>**fully explain**</u> why Baby Bear needed help. Examples: • **The fish was too squirmy and too strong for Baby Bear to catch all by himself. Father Bear had to help him because he was getting pulled up the stream by the big fish.** OR • **The big fish was too strong for Baby Bear and it pulled him off into the river. His Father had to save him. He could have been hurt if his Dad hadn't been there.**

Level 7: Baby Bear and the Big Fish (Making Connections)

Making Connections Question: Why do you think it was important for Baby Bear to go fishing with his parents?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in it to their own knowledge and experience by explaining that Baby Bear needs to go fishing with his parents to learn how to fish and be safe. *(Expectations 1.6)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the support from the reading selection proves why it was important for Baby Bear to go fishing with his parents. Instead the response **either** • answers an aspect of the question (e.g., **He would be by himself.**) OR • provides inaccurate support (e.g., **He might be scared.**) OR • does not refer to the reading selection (e.g., **Bears like fish.**)
Level 2	Response **partially** explains **with some effectiveness** why it was important for Baby Bear to go fishing with his parents. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **So they would keep an eye on him.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Because they were going to eat fish together.**) OR • <u>limited support</u> from the text or own ideas (e.g., **So he doesn't get taken.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> why it was important for Baby Bear to go fishing with his parents. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **If he went fishing by himself, he could get hurt.** **OR** • **Strangers could take him like another bear family.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> the importance of Baby Bear fishing with his parents. **Example:** • **Baby Bear needs his parents' help to keep him safe. He's just a baby and too little to go fishing by himself. If he didn't go with them, he could fall in or be stuck up the river forever because the big fish was too strong for him. Father Bear had to go save him.**

Level 8: My Big Sister (Inference)

Inference Question: How do you think the big sister feels about her little sister? How do you know?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the big sister loves her because she helps her read, plays ball and goes to the park with her. They are smiling in all the pictures. *(Expectations 1.5 & 2.3)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the support from the reading selection proves how the big sister feels about her little sister. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **Good!**) OR • <u>provides inaccurate support</u> (e.g., **They are all alone.**) OR • <u>does not refer to the reading selection</u> (e.g., **I like to play at the park too.**)
Level 2	Response **partially** explains **with some effectiveness** how the big sister feels about her sister. Response provides **either** • <u>irrelevant support</u> from the text (e.g. **She is like a friend with her.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Happy, 'cause they have good times together.**) OR • <u>limited support</u> from the text or own ideas (e.g., **Happy because they do stuff together.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how the big sister feels about her little sister. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Example:** • **The big sister likes the little sister. They go to different places together and do things together.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to fully explain how the big sister feels about her sister. **Examples:** • **She loves her little sister. In every picture they are smiling. She reads books with her. She walks her home from school and plays with her at the park.** **OR** • **They love each other and are always happy together. The big sister looks happy to be with her little sister in all the pictures. She helps her learn to read and plays ball with her.**

Level 8: My Big Sister (Making Connections)

Making Connections Question: Which character would you want to be in the story? Why?

Question Intent: The question asks student to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by stating which story character they would like to be and why. *(Expectations 1.6 and 1.8)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the support from the reading selection explains why the reader would like to be that story character.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., t*he little sister*)
	
	    OR
	• <u>provides inaccurate support</u> (e.g., **I would not want to be the nine year old kid.**)
	
	    OR
	• <u>does not refer to the reading selection</u> (e.g., **I want to be a teacher.**)

Level 2	The response **partially** explains **with some effectiveness** which story character the reader would like to be and why.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g. **The little sister because she has lots of books````.**)
	
	    OR
	• <u>vague support</u> from the text or own ideas (e.g., **The big sister because she reads good.**)
	
	    OR
	• <u>limited support</u> from the text or own ideas (e.g., **The big sister because she is older.**)

Level 3	Response answers the question **with considerable effectiveness** but **does not fully explain** which story character the reader would like to be and why. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **The big sister. I could run faster.** **OR** • **The big sister. I would be like a babysitter.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to **explain fully** which story character the reader would like to be and why. **Example:** • **The older one because I could do fun stuff like read hard books to my brother. I can teach him how to play ball and read to him like the big sister did in the story. She helped take care of her little sister and I'd like that.**

Level 9: Clever Little Dinosaur (Inference)

Inference Question: How did Little Dinosaur show that he was clever in the story? How do you know?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that Little Dinosaur was clever because he checked to see if Big dinosaur was there before he left his hole, he knew to run away from Big Dinosaur when he stepped on his tail, and he ran into the forest where he could run faster than the Big Dinosaur. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to explain in a **limited** way that Little Dinosaur was clever but <u>**does not show**</u> how the support from the reading selection proves it. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **He was smart.**) OR • <u>provides inaccurate support</u> (e.g., **He didn't eat people.**) OR • <u>does not refer to the reading selection</u> (e.g., **I think it means famous.**)
Level 2	Response **partially** explains **with some effectiveness** how little dinosaur showed that he was clever. Response provides **either** • <u>irrelevant</u> support from the text(e.g., **He caught dragonflies for his lunch.**) OR • <u>vague support</u> from text or own ideas (e.g., **He got away from Big Dino.**) OR • <u>limited</u> support from text or own ideas (e.g., **He knew how to get back to his hole fast.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>**does not fully explain**</u> how the support proves that Little Dinosaur was clever. Response includes **some accurate and relevant support AND some vague or underdeveloped support** **Examples:** - He knew that Big Dinosaur couldn't run fast in the bush so Little Dinosaur ran into the bush and got away. OR - He did the right thing and ran away from big dinosaur. He ran into the forest and escaped. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the reading selection to **fully explain** how Little Dinosaur's actions showed that he was clever. **Example:** - Little Dinosaur ran into the jungle. He knew that big dinosaurs can't run fast through the trees because they are too big. Little Dinosaur knew he could get away because he was smaller and could run faster in the jungle. He did too and got home safe.

Level 9: Clever Little Dinosaur (Making Connections)

Making Connections Question: How do you think Big Dinosaur felt when he got stuck in the trees? Why do you think that?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that Big Dinosaur might feel angry or frustrated because Little Dinosaur was escaping. *(Expectation 1.6 and 1.9)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but **does not show** how the support from the text proves how the reader thinks Big Dinosaur felt when he got stuck in the trees.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **He felt hurt.**)
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **Sad. He bumped his head.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **Big dinosaurs eat meat**.)

Level 2	The response **partially** explains **with some effectiveness** how Big Dinosaur felt when he got stuck in the trees.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g. **Mad because the Little Dinosaur woke him up.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **I think he felt mad because he couldn't get out.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **He was mad because he couldn't catch him.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> how Big Dinosaur felt when he got stuck in the trees. Response includes **some accurate and relevant support AND some vague and underdeveloped support.** Examples: • Mad. He couldn't run after the little dinosaur and pay him back for what he did to him. He got away. OR • Bad because he ran and he got stuck because of the trees and Little Dinosaur was running too fast and he got away. OR • I think he felt hurt because his mouth was straight, not smiling. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> how the reader knows what the Big Dinosaur was feeling when he got stuck in the trees. Example: • Sort of sad that Little Dinosaur got away and that he didn't get to eat him for breakfast. He was probably mad because he got stuck in the trees and Little Dinosaur ran faster through the trees than him. He's a T-Rex and likes to eat little dinosaurs.

Level 10: The Helpful Bulldozer (Inference)

Inference Question: How do you think the bus felt about the tree being on the road? What makes you think that?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer the pictures (facial expressions) and what it says that the bus felt annoyed, worried or upset because it wouldn't be able to get to town on time. *(Expectations 1.5 and 2.3)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **with limited effectiveness** but <u>does not show</u> how the support from the reading selection proves how the bus felt about the tree being in the road.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **Sad.**)
	
	  OR
	• <u>provides inaccurate support</u> (e.g., **Happy because he was tired**)
	
	  OR
	• <u>does not refer to the reading selection</u> (e.g., **I would go around.**)

Level 2	Response **partially** explains **with some effectiveness** how the bus felt about the tree being in the road.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Mad. The tree probably fell down by itself.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **It doesn't like it when the tree is there.**)
	
	  OR
	• <u>limited support</u> from the text or own ideas(e.g., **Surprised because he was like wondering who in the world would do that?**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> how the bus felt about the tree being in the road and why the reader thinks that. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • He felt bad because he really needed to get to town. OR • He couldn't get to town so he was probably worried. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with **a high degree of effectiveness** by providing **specific and relevant support** from the reading selection to **fully explain** how the reader knows what the bus if feeling about the tree on the road. Examples: • The bus must have been upset. You can tell because he said he had to go to town and his face looked a bit mad. There's nobody on the bus yet so people are probably waiting for him. OR • I think he was worried because he had to go into the city for something important. You can tell because he told the helicopter he had to go to town. He looks worried that he is going to be late getting there.

Level 10: The Helpful Bulldozer (Making Connections)

Making Connections Question: Who do you think the hero was in the story, the helicopter or the bulldozer? Why do you think that?

Question Intent: The question asks student to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by expressing personal thoughts about heroic deeds by stating which one (or both) is the hero with adequate support. Both were needed to help because the helicopter couldn't move the tree on its own and the bulldozer wouldn't have known about the tree if the helicopter hadn't told it. *(Expectations 1.6 and 1.8)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited way** but <u>does not show</u> how the support from the text proves which vehicle is the hero in the story. Instead response either • answers an aspect of the question (**e.g., The helicopter**) OR • provides inaccurate support (**e.g., The bus pushed the tree.**) OR • does not refer to the reading selection (**e.g., Heroes save people.**)
Level 2	Response **partially** explains **with some effectiveness** which vehicle is the hero in the story but does not include why. Response provides **either** • <u>irrelevant support</u> from the text (**e.g., The bulldozer can sometimes go fast or slow.**) OR • <u>vague support</u> from the text or own ideas (**e.g., The bulldozer can push stuff off the road.**) OR • <u>limited support</u> from the text or own ideas (**e.g., The helicopter because he helped.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question who the hero in the story is **with considerable effectiveness** but <u>does not fully explain</u> which vehicle the reader thinks is the hero in the story and why. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • **The bulldozer because the helicopter can't get through and the bulldozer can by pushing.** OR • **Both because the helicopter went to get the bulldozer and the bulldozer got the tree out of the way.** OR • **The Bulldozer because he lifted the tree out of the way for the bus.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> which vehicle is the hero in the story and why. Examples: • **Both of them - Helicopter was going to get the bulldozer because the tree was blocking the bus's way and the bulldozer came out and got the tree out of the way. They had to work as a team to unblock the road. They saved the day for the bus.** OR • **Bulldozer because he moved the tree out of the way so the bus could get through. Well they are actually both heroes. Helicopter went to get bulldozer and bulldozer pushed the tree out of the way. They helped the bus get to town on time.**

Level 11: Tom's Train Ride (Inference)

Inference Question: What do you think Tom was thinking when he first saw the children riding on the little train?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that Tom might be feeling excited and want to go on the train but worried that his wheelchair might not fit. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the support from the text proves that Tom might be feeling excited when he first saw the children on the train. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **It looks like fun.**) OR • <u>provides inaccurate support</u> (e.g., **It was full of kids.**) OR • <u>does not refer to the reading selection</u> (e.g., **Trains are noisy.**)
Level 2	Response **partially** explains **with some effectiveness** what Tom was feeling when he first saw the children riding on the train. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **That it looked like fun. He really wanted to go on).** OR • <u>vague support</u> from the text or own ideas (e.g., **He felt sad because he couldn't go on it.**) OR • <u>limited support</u> from the text or own ideas (e.g., **He thought, "I want to go on it."**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> how Tom is feeling excited when he first saw the children riding on the train. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** - **He is thinking he can't go on the train because he can't sit by himself.** **OR** - **He thought he couldn't go on the train because he goes in a wheelchair.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and **with a high degree of effectiveness** and provides **specific and relevant support** from the reading selection to **fully explain** why Tom felt excited and then sad when he first saw the children riding on the train. **Example:** - **Tom was excited when he first saw the train because he thought it looked like a fun ride. Then he felt a little sad because he thought he could not go on the train because his wheelchair wouldn't fit. Then he saw the girl with a wheelchair on the train and thought, "Maybe I can go on the train too".**

Level 11: Tom's Train Ride (Making Connections)

Making Connections Question: If you were Tom how would you have felt when you met the girl at the park? Why do you think that?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that they would have felt excited or hopeful when met the girl because they would realize that they would be able ride the train with the wheelchair. *(Expectation 1.6)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> how the reader would feel if (s)he were Tom and had just met the girl in the park.
	
	Instead the response **either**
	
	• answers an aspect of the question (e.g., **Happy.**)
	
	   OR
	• provides inaccurate support (e.g., **I would be sad.**)
	
	   OR
	• does not refer to the reading selection (e.g., **I was at the park yesterday.**)

Level 2	Response **partially** explains **with some effectiveness** how the reader would feel if (s)he were Tom and had just met the girl in the park.
	
	Response provides **either**
	• <u>irrelevant support</u> from the text (e.g., **Happy because then you can play with them**).
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **Happy because I'd have a new friend**).
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **A little shy because he never met her before**).
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> why, if the student was Tom, (s)he would feel excited when (s)he met the girl. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • I would probably feel really happy because I would not know if I could ride the train in a seat all by myself until I saw her do it. OR • I'd be excited when she said I could ride the yellow train just like her. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> why, if the student was Tom, (s)he would feel excited when (s)he met the girl at the park. Examples: • I'd be excited when the girl told me that I could ride in the big seat at the back of the yellow train. When the train stopped, I could get in that seat and get buckled up and have a fun ride like her. OR • I'd feel really happy because she was in a wheelchair just like me and she got to ride the train. So I'd think maybe like I could ride it too.

Level 12: Buying a New House (Inference)

Inference Question: Why do you think the author put the day of the week at the top of each page?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the author put the days of the week at the top of each page to show that the text was a journal of the steps the family took in finding and buying a new home. *(Expectation 1.5 & 2.3)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> why the author put the day of the week at the top of each page.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question </u>(e.g., **It's like a calendar.**)
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **They are different letters.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **To tell you the days of the week**).

Level 2	Response **partially** explains, **with some effectiveness**, why the author put the day of the week at the top of each page.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **So we know when it happens.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **So everybody would know when they were going to buy it.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **So we would know what day it was.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> that the text is a journal account of the steps the family took in buying a new house. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • **So they can tell which day of the week they were doing what and when they bought their new house.** **OR** • **Because it is like days go by. This is the day they decide to get the new house. So now we know the days it takes to buy a new house.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and **with a high degree of effectiveness** and provides **specific and relevant support** from the reading selection to <u>fully explain</u> that the text is a journal account of the steps the family took in buying a new house. **Example:** • **It's like a journal about how they find a new house. They started on Monday and each day they did something - like Wednesday, they looked inside it. They buy it on Sunday.**

Level 12: Buying a New House (Making Connections)

Making Connections Question: Who do you think the lady in the red jacket on page 15 is? What do you think her job is in the story?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that the lady in the red jacket is either the seller, real estate agent or lawyer involved in selling the new house to the family. *(Expectation 1.6)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> who the lady in the red jacket is. Instead the response **either** • answers an aspect of the question (e.g., **The girl used to live in the house.**) OR • provides inaccurate support (e.g., **Their grandma because she has gray hair.**) OR • does not refer to the reading selection (e.g., **The water bill person.**)
Level 2	Response **partially** explains **with some effectiveness** who the lady in the red jacket is. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **She tells people if they can have a new house.**) OR • <u>vague support</u> from the text or own ideas (e.g., **A person who wants someone to buy the house.**) OR • <u>limited support</u> from the text or own ideas (e.g., **She's telling the dad to sign the paper so they can move).** The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> that the lady in the red jacket is the seller, real estate agent or lawyer. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • I think she is the person who was looking after the house. She makes sure that the people pay for it. OR • I think she takes the order to tell them whether or not they can buy the house. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> that the lady in the red jacket is either the seller, real estate agent or lawyer involved the purchase of the house. **Example:** • I think she sells houses for her job and I think she helped them find the white house. Now the Dad is buying it. OR • I think she sold them the new white house. She has a big briefcase under the table for all her papers. She is pointing at the paper for the Dad.

Level 13: The Best Runner (Inference)

Inference Question: Why do you think Rachel shook hands with James on page 8?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that Rachel demonstrated good sportsmanship by shaking hands with James even though she wanted to win the race. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in a **limited** way but **does not explain** but does not show how the support from the reading selection proves why Rachel shook hands with James on page 8.
	
	Response either
	
	• answers an aspect of the question (e.g., **James probably just wanted to shake Rachel's hand.**)
	
	    OR
	• provides inaccurate support (e.g., **Because she won the race.**)
	
	    OR
	• does not refer to the reading selection (e.g., **You shake hands when you meet.**)

Level 2	Response **partially** explains **with some effectiveness** why Rachel shook hands with James.
	
	Response provides
	
	• irrelevant support from the reading selection (e.g., **He was her friend.**)
	
	    OR
	• vague support from the reading selection (e.g., **He won.**)
	
	    OR
	• limited support (e.g., **Because he did a good job.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> why Rachel shook hands with James. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • He was the fastest runner in the race. Rachel was saying "Good Job!" OR • Because James beat her in the race and she congratulated him. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question with **a high degree of effectiveness** by providing specific and relevant support from the reading selection to **fully explain** that Rachel showed good sportsmanship by shaking hands with James. **Example:** • Even though she felt bad about losing the race, Rachel shook hands with James anyway. He won the race and she was a good sport to do that.

Level 13: The Best Runner (Making Connections)

Making Connections Question: In what way is Rachel`s class like or different from your class?

Question Intent: The question asks students to extend their understanding of the text by connecting the ideas in them to their own knowledge and experiences by comparing and contrasting the way their class and the one in the story show good sportsmanship. *(Expectation 1.6)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to explain in a **limited way** but <u>**does not show**</u> the ways their class and Rachel`s class show good sportsmanship.
	
	Response either
	
	• <u>answers an aspect of the question</u> (e.g., **It has different names.**)
	
	   OR
	• provides inaccurate support (e.g., **Her name is on a soccer ball.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **Mrs. Green might have the same number of students as us**)

Level 2	Response **partially** explains **with some effectiveness** a way Rachel`s class is like or different from the reader's class.
	
	Response provides
	
	• <u>irrelevant support from the reading</u> selection (e.g. **There are many kids in my class and less kids in their class.**)
	
	   OR
	• <u>vague support from the reading selection</u> (e.g., **They do different stuff. We don't go for races.**)
	
	   OR
	• <u>limited support</u> (e.g., **We race too.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response indicates an understanding of the ways the class is like and different from the reader's class with **considerable effectiveness**. The response includes **some accurate and relevant support AND some vague and underdeveloped support**. Examples: - **Usually we don't have races. We do something else like scooter boards around the gym. We do it different from them.** OR - **We don't normally go to the park and race but sometimes we run outside.)** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> the way their class and Rachel`s class show good sportsmanship.  **Example:**  - Our class tries to be good sports when we lose just like Rachel.  We always say "good game" when we lose at soccer.  But we don't shake hands like Rachel did.  She was a really good sport to shake James` hand when he won the race and she lost.

Level 14: The Little Hen, Mouse, and Rabbit (Inference)

Inference Question: Why do you think Rabbit and Mouse helped Little Hen at the end of the story?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that Mouse and Rabbit were thankful that Little Hen had saved them and were trying to repay her. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited** way but <u>**does not show**</u> how the support from the reading selection explains why the reader thinks Rabbit and Mouse helped Little Hen at the end of the story. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **so they wouldn't get taken like last time.**) OR • <u>provides inaccurate support</u> (e.g., **They didn't know fox is dead.**) OR • <u>does not refer to the reading selection</u> (e.g., **They like cleaning.**)
Level 2	Response **partially** explains **with some effectiveness** why the reader thinks Rabbit and Mouse helped Little Hen at the end of the story. Response provides **either** <u>irrelevant support</u> from the text (e.g., **They wanted to be fair and share.**) OR • <u>vague support</u> from the text or own ideas (e.g., **They weren't lazy anymore.**) OR • <u>limited support</u> from the text or own ideas (e.g., **Because Hen saved them.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> that Rabbit and Mouse helped Little Hen at the end of the story because they were thankful that Hen had saved them from the fox. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • **The Mouse and Rabbit were lazy in the beginning of the story. They help now because Little Hen rescued them.** OR • **Because Hen helped them. She saved them so the fox wouldn't eat them.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to <u>fully explain</u> why Mouse and Rabbit were thankful that Little Hen had saved them from the fox. Examples: • **They realize that friends help each other. At the end of the story, Hen saved them from being eaten by the fox. So they thought they should help her with the housework more to thank her for helping them. She was their friend.** OR • **They helped Hen at the end of the story because they were thankful that she went looking for them and let them out of the fox`s bag. She saved them from being the fox`s dinner. She was pretty smart to put stones in the bag and trick the fox and they wanted to repay her by helping her.**

Level 14: The Little Hen, Mouse and Rabbit (Making Connections)

Making Connections Question: What do you know about Little Hen's character from the story?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by identifying Little Hen's characteristics (e.g., *hard working, clever, cares about her friends, brave*) through her actions. *(Expectations 1.6 and 1.8)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the support from the text proves Little Hen's characteristics. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **She worked hard.**) OR • <u>provides inaccurate support</u> (e.g., **She wasn`t very smart.**) OR • <u>does not refer to the reading selection</u> (e.g., **She is the oldest.**)
Level 2	The response **partially** explains **with some effectiveness** what the reader knows about Little Hen's character. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **She's a superhero.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Little Hen is not lazy.**) OR • <u>limited support</u> from the text or own ideas (e.g., **That she's a good friend to them.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> what the reader knows about Little Hen's character through her actions in the story. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: - She is a hard worker because she was doing all the house work for rabbit and mouse. OR - She is kind and helpful. She took care of them even though they didn't help her do the work. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> what the reader knows about Little Hen's character. Example: - Hen is a hard worker because she is doing all the chores. She was helpful because she saved Mouse and Rabbit when the fox stuffed them in the bag. She's smart because she tricked the fox with rocks. She is kind because she looks after Mouse and Rabbit and that's what friends do.

Level 15: Skip Goes to the Rescue (Inference)

Inference Question: Is the setting important to the story? Why or why not?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the plot of the story (*the rescue*) could only take place in the wilderness because this type of sea (rescue) plane could not be used in a city and an ambulance couldn't be used to transport people from an island. *(Expectations 1.5 & 1.7)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited** way but **does not show** how the support from the text proves that the plot depends on the setting in the story. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **It is on an island.**) OR • provides inaccurate support (e.g., **They went swimming at the beach.**) OR • does not refer to the reading selection (e.g., **It`s where the story takes place.**)
Level 2	Response **partially** explains **with some effectiveness** how the support from the text proves that the plot depends on the setting in the story. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **Skip`s dock is close to the island.**) OR • <u>vague support</u> from the text or own ideas (e.g., **They are on the island and Skip is a sea plane.**) OR • <u>limited support</u> from the text or own ideas (e.g., **The beach is a good place for a sea plane to land.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> the importance of the setting to the plot of the story. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: - **The boy with the broken arm is on an island and the only way to get him is a water plane. An ordinary plane couldn`t land there.** OR - **Yes. Because that is where sea planes work- in the wilderness where there are no regular ambulances.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and **with a high degree of effectiveness** and provides **specific and relevant support** from the reading selection to <u>**fully explain**</u> the importance of the story's setting to the plot. Examples: - **It's important because there`s no bridge for the people to use to get to the island but Skip, the sea plane can fly to the island and rescue the boy.  He couldn`t canoe back because his arm was broken.** OR - **Yes. It`s an emergency. The boy broke his arm and needs a doctor. On an island, people can't call ambulances `cause there aren`t any roads. Only a sea plane like Skip can help rescue the boy.**

Level 15: Skip Goes to the Rescue (Making Connections)

Making Connections Question: Do you think Jess' job is an important one? What makes you think that?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by expressing a personal opinion that Jess' job as the pilot of a rescue plane is important because she helps rescue people in trouble in the wilderness. If she didn't help them, they might die. *(Expectation 1.6)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in a **limited** way but <u>**does not explain**</u> the importance of Jess' job.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **Yes, her job is important.**)
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **Yes, because she has to hurry on her job.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **Jess is a good name.**)

Level 2	Response **partially** explains **with some effectiveness** the importance of Jess' job.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Yes, it is important because people cheered for her.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **Yes, because she flew to the island.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **Yes, because she helps people.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> the importance of Jess' job. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: - Yes, because she **helps people when they need something like the boy when he broke his arm.** OR - Yes, because **in case somebody breaks their arm, Jess has to come and fly them out.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> the importance of Jess' job. Examples: - Yes. Jess` job is important because rescuing people is the best thing you can do and it is nice to help people if they get hurt. Jess flies hurt people like the boy with the broken arm to the hospital. She takes them to the doctor. OR - Yes. Jess is a pilot who flies a rescue plane to places where there are no roads. She rescues people like the boy with the broken arm. She had to land Skip on the water at the end of the beach. Not everyone could do that job and get the boy to the hospital.

Level 16: The Classroom Play (Inference)

Inference Question: What do you learn about the kind of person Matthew is in this story?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that Matthew is a kind and loving brother who handles disappointment and jealousy well. Even though he wanted to be the wolf in the play he still helped his sister practice her part at home. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in a **limited** way but <u>does not show</u> how the support from the reading selection proves what kind of person Matthew is.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **He is an actor.**)
	
	    OR
	• <u>provides inaccurate support</u> (e.g., **He is Emma`s twin.**)
	
	    OR
	• <u>does not refer to the reading selection</u> (e.g., **He's nice.**)

Level 2	Response **partially** explains **with some effectiveness** how Matthew feels in this story but does not include relevant and supporting details about his character traits.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **A happy person because he played with his sister.**)
	
	    OR
	• <u>vague support</u> from the text or own ideas (e.g., **He was grumpy at the beginning.**)
	
	    OR
	• <u>limited support</u> from the text or own ideas (e.g., **Sad when he doesn't get what he wants.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>**does not fully explain**</u> Matthew's character traits. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** - He's greedy because he wants to be the wolf and someone else got the part and he was very angry. OR - He's helpful because he helped his sister learn her part of the play. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with a **high degree of effectiveness** by providing specific and relevant support from the reading selection to **fully explain** that Matthew is helpful to his sister even though he was disappointed not getting the part in the play. **Example:** - Matthew is sure that he will get the wolf part and when he doesn't, he is upset that his sister is going to be in the play and he isn`t. But he helps her practice her part anyway and even dresses up like the wolf. He's a good sport to help his sister.

Level 16: The Classroom Play (Making Connections)

Making Connections Question: How did Matthew's feelings change from the beginning to the end of the story? How do you know?

Making Connections Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in it to their own knowledge and experience by explaining how Matthew`s feelings change from the beginning to the end of the story. At the beginning of the story Matthew showed through his facial expressions that he felt upset, disappointed or angry when he didn't get the wolf part in the school play. By the end of the story he feels excited or happy and proud of his performance because he smiled when everyone cheered. *(Expectations 1.6 and 2.3)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> how the support from the text proves how Matthew's feelings change from the beginning to the end of the story. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **Happy because he got to be the wolf.**) OR • <u>provides inaccurate support</u> (e.g., **He is friendly.**) OR • <u>does not refer to the reading selection</u> (e.g., **He acts silly.**)
Level 2	The response **partially** explains **with some effectiveness** how Matthew's feelings change throughout the story. Response provides **either** • <u>irrelevant support</u> from the text (**e.g. He likes school.**) OR • <u>vague support</u> from the text or own ideas (e.g., **He's sad then happy at the end.**) OR • <u>limited support</u> from the text or own ideas (e.g., **He is mad at the teacher.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** that at the beginning Matthew felt sad when he didn't get the wolf part but **does not fully explain** how he felt at the end of the story when he got to be the wolf in the play. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • Sad at first when he wasn`t picked, then happy because he got to be the wolf just like he wanted to be. OR • He gets sad when he doesn't get what he wants at the beginning then he is happy when he gets to be the wolf in the play after all. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own idea to explain fully how the reader knows that Matthew feels upset at the beginning, and proud and happy at the end of the story. Example: • At the beginning Matthew was upset because his teacher didn`t pick him to be the wolf in the play. At the end, he is happy because his friend was sick and he got to be the wolf. He was happy when the whole class cheered for him when he got to chase Emma around the room.

Level 17: The Greedy Dog and the Bone (Inference)

Inference Question: What do you know about the man from the store? What makes you think that?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer and prove that the man is a butcher, that he is generous and that he likes dogs. *(Expectation 1.5 & 2.3)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to explain in a **limited way** but <u>does not explain</u> how the support from the text shows what the reader knows about the man from the store. Response provides **either** • <u>answers an aspect of the question</u> (e.g., **A nice man.**) OR • <u>provides inaccurate support</u> (e.g., **He sells bones.**) OR • <u>does not refer to the reading selection</u> (e.g., **He gives nice things to people.**)
Level 2	Response **partially** explains with **some effectiveness** what the reader knows about the man from the store. Response provides e**ither** • <u>irrelevant support</u> from the text (e.g. **He thought the dog was a nice dog.**) OR • <u>vague support</u> from the text or own ideas (e.g., **nice man who gives things away.**) OR • <u>limited support</u> from the text or own ideas (e.g., **He gives the dog a bone.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>**does not fully explain**</u> how the reader knows that the man is a butcher or that he is kind. Response includes **some accurate and specific support AND some vague and underdeveloped support**. Examples: • **The man sells meat. I see meat in the window and he has bones to give away so he must be a butcher.)** OR • **He looks like a kind person who likes dogs because he gave the dog a bone. He had a smile on his face.)** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with **a high degree of effectiveness** by providing **specific and relevant support** from the reading selection to <u>**fully explain**</u> that the man's occupation is a butcher and that he likes dogs. **Example:** • **He is a butcher. He sells the meat and sausages hanging in the window. He must like dogs too because he gave the dog a big bone to chew. I think he was nice to the dog when he gave him the big bone. That was a kind thing to do.**

Level Book 17: The Greedy Dog and the Bone (Making Connections)

Making Connections Question: Why do you think Jip said that he would "*never be greedy again*"?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by identifying the main idea or moral of the story: *You should always be happy with what you have or you could end up with nothing like Jip did in the story. If you are too greedy, you could end up with nothing like Jip. (Expectations 1.6 & 1.7)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to explain in **a limited way** but <u>does not explain</u> the support from the text proves why the reader thinks Jip said that he would "*never be greedy again.*"
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **He wanted not to share his bone.**)
	
	  OR
	• <u>provides inaccurate support</u> (e.g., **He was mean to the other dog.**)
	
	  OR
	• <u>does not refer to the reading selection</u> (e.g., **Friends aren`t greedy.**)

Level 2	The response **partially** explains **with some effectiveness** why the reader thinks Jip said that he would "never be greedy again."
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **He lost it at the bottom of the river.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **Because he lost his bone.**)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **He jumped into the water and lost his bone.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response indicates **with considerable effectiveness** but <u>**does not fully explain**</u> why Jip said that he would "*never be greedy again.*" Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **He doesn`t want to fall in the river and lose the bone again.** **OR** • **He didn't want to be greedy anymore because he would feel bad. He lost his bone because he wanted to have a bigger one.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>**explain fully**</u> why Jip said that he would "*never be greedy again.*" **Example:** • **Now Jip learned his lesson. He lost the bone the butcher gave him when he jumped into the river to get the bigger one and ended up with nothing. He never wants to do that again. He was hungry and sad and now he knows how greedy feels.**

Level 18: Harvest Mice (Inference)

Inference Question: How does the mother harvest mouse make sure her babies are safe?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer the mother harvest mouse ensures her babies are safe by building safe nests near food *e.g., high in the wheat, not on the ground, camouflaged to look like the grass and wheat around them, hidden from predators like foxes and owls.* **(Expectations 1.5 and 2.3)**

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited** way but **does not show** how the support from the reading selection proves that the mother's role in keeping her babies safe. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **The mother looks after them.**) OR • <u>provides inaccurate support</u> (e.g., **Baby mice have fur.**) OR • <u>does not refer to the reading selection</u> (e.g., **Mice nest in houses too.**)
Level 2	Response **partially** explains **with some effectiveness** what the mother's role is in keeping her babies safe. Response provides **either** • <u>irrelevant support</u> from the text (e.g. **She has lots of mouse babies.**) OR • <u>vague support</u> from the text or own ideas (e.g., **She looks out for animals.**) OR • <u>limited support</u> from the text or own ideas (e.g., **They are in her nest.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the **with considerable effectiveness** but <u>does not fully explain</u> how the mother harvest mouse makes sure her babies are safe. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • **By building a nest. She crumples some wheat and makes a nest. It's kind of like a ball of wheat to hide in.** **OR** • **She hides the babies in the nest and keeps them safe underneath her. She finds good places so animals don't eat them.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with a **high degree effectiveness** by providing **specific and relevant support** from the reading selection to <u>fully explain</u> how the mother harvest mouse makes sure her babies are safe. Examples: • **The mother harvest mouse makes her nest in the wheat field to camouflage the babies. It looks like a little ball of grass. She stays with them until they have fur and are big enough to go out on their own to hunt for seeds and berries, about 15 days.** **OR** • **She makes them a good home because the nest is hidden in the wheat so the foxes and owls can't see them or hear them. The nest is warm for her babies because it's up off the ground in the wheat field.**

Level 18: Harvest Mice (Making Connections)

Making Connections Question: Is this text fiction or non-fiction? How do you know?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that it is a non-fiction text because it contains real facts and photographs about the harvest mouse, headings, a label, or you can start to read it at any point and it still makes sense. *(Expectations 1.6 and 2.1)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to explain in a **limited way** but <u>**does not show**</u> how the reader knows that "*Harvest Mice*" is a non-fiction text.
	
	.
	Instead the response **either**
	
	• answers an aspect of the question (e.g., It`s about a mouse.)
	
	   OR
	• provides inaccurate support (e.g., Fiction.)
	
	   OR
	• does not refer to the reading selection (e.g., I have a toy mouse.)

Level 2	Response **partially** explains with **some effectiveness** how the reader knows that "*Harvest Mice*" is a non-fiction text.
	
	Response provides **either**
	
	• <u>irrelevant support from the reading selection</u> (e.g. It has real animals in it.)
	
	   OR
	• <u>vague support from the reading selection</u> (e.g., It has real facts.)
	
	   OR
	• <u>limited support</u> (e.g., It tells what they eat.)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>**does not fully explain**</u> how the reader knows that "*Harvest Mice*" is a non-fiction text. Response includes **some accurate and relevant support AND some vague and underdeveloped support.** Examples: • **Non-fiction. The writing and the pictures are all true facts about how the harvest mouse lives in the wheat field.** • **Non-fiction because it has real facts about harvest mice like where they build their nests and what they do. The pictures are real.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>**explain fully**</u> how the reader knows that "*Harvest Mice*" is a non-fiction text. **Example:** • **It's non-fiction because it tells facts about harvest mice. It shows pictures about their homes that are made from wheat. It tells you that they eat berries and seeds and how they hide in the wheat from foxes and owls.**

Level 19: The Old Cabin in the Forest (Inference)

Inference Question: Do you think the boys were upset about the change in plans for the day? What makes you think that?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the boys were not upset because they felt good about helping a little boy who was lost and they still look happy at the end of the book. They never complained to their parents. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited** way but **does not show** how the reader knows that the boys were not upset about their change in plans for the day. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **Probably not because it didn`t matter to them.**)      OR • <u>provides inaccurate support</u> (e.g., **Yes, because they didn`t get to go to the cabin after all.**) OR • <u>does not refer to the reading selection</u> (e.g., **Yes, because they were hiking.**)

Level 2	Response **partially** explains **with some effectiveness** that the boys were not upset about their plans changing for the day **but does not show** how the support for the reading selection proves it.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g. **No, while they were biking they were smiling.**)
	
	    OR
	• <u>vague support</u> from the text or own ideas (e.g., **No, they found a little boy.**)
	
	    OR
	• <u>limited support</u> from the text or own ideas (e.g., **No, they wanted to help Danny.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> how the reader knows that the boys were not upset about their plans changing for the day. Response includes some accurate and relevant support **AND some vague or underdeveloped support.** **Examples:** • **No, because they care for that little boy. If they were lost they would want someone to help them get back to their parents.** OR • **No, because they found Danny. It's good that they found him because he was out in the woods and he was lost. It's good to help others.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with a **high degree of effectiveness** by providing **specific and relevant support** from the reading selection to <u>**fully explain**</u> that the boys were not upset but excited about their plans changing for the day. **Example:** • **The boys were not disappointed. They were excited because they found a little lost boy, Danny who was sacred, cold and hungry. They gave him a chocolate bar and a jacket to warm him up. Then they helped him get back to his parents. It made them feel happy and proud to help him.**

Level 19: The Old Cabin in the Forest (Making Connections)

Making Connections Question: What advice would you give to the little boy about being safe?

Question Intent: The question asks the readers to connecting the ideas in the text to their own knowledge and experience by expressing a personal thought about safety in the woods such as not to wander off alone, make sure your parents know where you are, or make sure you have food and warm clothes. *(Expectations 1.6 and 1.8)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited way** but <u>does not show</u> how the support from the text relates to the advice (s)he would give to the little boy about personal safety. Instead the response **either** • answers an aspect of the question (e.g., **Don`t go alone.**)    OR • provides inaccurate support (e.g., **Don't go to the cabin again.**)    OR • does not refer to the reading selection (e.g., **Don`t run away from home.**)

Level 2	Response **partially** explains with **some effectiveness** how the support from the text relates to the advice that (s)he would give to the little boy about being safe.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Stay at the picnic.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **Tell your mom and dad where you are going.**)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **Don't get lost.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how the support from the text relates to the advice that (s)he would give to the little boy about being safe. Response includes **some accurate and relevant support AND vague or underdeveloped support.** Examples: • **To always stay with your mom and dad because you could get lost or hurt in the forest. He was lucky Zack`s family found him.**      **OR**  • **Don`t go off alone into the forest looking for animals. It can be dangerous and you might get lost again.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> what advice (s)he would give Danny about being safe. Examples: • **Remember to tell you parents where you are going if you're heading into the forest. If you get lost they will know where to start looking for you. And you should always remember to bring a sweater in case it gets cold and food in case you get hungry.** **OR** • **Next time don't go looking for rabbits by yourself. Make sure you can always see your family if you are exploring the forest. It gets cold fast in the forest so take a jacket with you. Don't go off alone.**

Level 20: Leo the Lion Cub (Inference)

Inference Question: What message do you think the lioness was giving Leo by growling at him?

Inference Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the lioness growled at Leo because she did not know him, he wasn't part of her pride and that he didn't belong there. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited way** but **does not show** how the support from the text proves what the lioness' message was. Instead the response **either** • answers an aspect of the question (e.g., **Watch out for the hyenas!**) OR • provides inaccurate support (e.g., **I think it was the daddy lion who scared him.**) OR • does not refer to the reading selection (e.g., **He surprised her.**)
Level 2	Response **partially** explains **with some effectiveness** what message the reader thinks the lioness was giving Leo by growling at him. Response provides **either** • irrelevant support from the text (e.g., **I'm going to eat you!**) OR • vague support from the text or own ideas (e.g., **Get away!**) OR • limited support from the text or own ideas (e.g., **The lion didn't know Leo.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> that by growling, the lioness was telling Leo to leave. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • "Get away from me. You're a stranger." Because she didn't know Leo. OR • "Get away". She wants him to get away because she lives there and she wants him to get out. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and **with a high degree of effectiveness** and provides **specific and relevant support** from the reading selection to <u>fully explain</u> that the lioness wanted Leo to leave by growling at him. She did not know him and he didn't belong because he wasn't part of her pride. **Example:** • The lioness was warning Leo to go away because he was not part of her family. He didn't belong to her. She was saying, "Stay away! Don't come to me again or I will hurt you!" She is a lion and lions are supposed to do that.

Level 20: Leo the Lion Cub (Making Connections)

Making Connections Question: In what ways are the cub's aunts like mothers to him and in what ways are they not?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that his aunts are like a mother because they took care of him, fed him, and licked him. They are not like a mother because they didn't go back for him when he fell behind or look for him when he didn't rejoin the pride the first night. *(Expectations 1.6 and 1.7)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> how the support from the text proves Leo's aunts are like or unlike mothers to him.
	
	Instead the response **either**
	
	• answers an aspect of the question (e.g., **They're family.**)
	
	  OR
	• provides inaccurate support (e.g., **They don't know him well enough.**)
	
	  OR
	• does not refer to the reading selection (e.g., **They were cubs once too.**)

Level 2	Response **partially** explains **with some effectiveness** either the ways that Leo's aunts are like mothers to him or ways they are not.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Leo's real mother was hunted and the aunts weren't.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **They're taking care of him.**)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **They are not like mothers because they did not give birth to him.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> the ways the cub's aunts are like and not like mothers to Leo. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **They feed Leo, they look after him and they lick him for a bath. Real mothers wouldn`t leave him.** OR • **They spend time with him. They lick him, feed him and play with him. They are not like mothers because they left him behind.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> how the cub's aunts are like mothers to Leo and the ways they are not. **Example:** • **In the middle of the story the aunts left him behind because he wasn`t fast enough to keep up. A real mother wouldn't just leave her baby alone in the forest. She would wait for him. Once Leo finally catches up with them, they are like mothers because they feed him and take care of him. They lick him clean.**

Level 21: Kwan the Artist (Inference)

Inference Question: Why do you think being a good artist is important to Kwan in this story?

Question Intent: The question asks the reader to use stated and implied information in the text to infer that being a good artist helps Kwan to fit in and be accepted by the children at his new school. At the beginning Kwan felt alone and isolated at his new school because he couldn`t speak English. Painting was his special talent and he could communicate through his art. When the children recognized his artistic talents it improved his self-confidence. He began to feel more accepted by the other children and felt more accepted by the other children. **(Expectation 1.5)**

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the support from the text proves why the reader thinks that being a good artist is important to Kwan. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **He never knew he was a good artist, then he was.**) 　OR • <u>provides inaccurate support</u> (e.g., **He likes being a good student.**) 　OR • <u>does not refer to the reading selection</u> (e.g., **Painting is fun.**)
Level 2	Response **partially** explains **with some effectiveness** that the opportunity to show that he is a good artist is important to Kwan in this story. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **He used to paint at his old school.**) 　OR • <u>vague support</u> from the text or own ideas (e.g., **Because he didn't get anything done well at first.**) 　OR • <u>limited support</u> from the text or own ideas (e.g., **Painting made him happy.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> that the reader thinks Kwan is communicating with the class through his art and/or is improving his self confidence through his artistic talents. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • Because he wanted to show the children what a good artist he was. He wanted the children to like him and they did. OR • Because Kwan shows them that he is an artist, and then he's happy with himself- just like any other kid who found something he's good at. It feels good when others like what you do. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the reading selection to <u>**fully explain**</u> why the opportunity to show that he is a good artist is important to Kwan. He is communicating through his art. Examples: • Kwan can't speak English and doesn't really understand what is happening at his new school. But he knows what to do with paint and brushes. He paints a great picture of a plane. The kids liked his painting because they were crowding around him to see it. He felt proud. OR • At first Kwan feels really lonely because he's new at the school and the words are all different from his old school. He is a artist, and even though he doesn't understand what they say, he knows the kids liked his painting of the plane because they crowded around him to look at it. He felt happier at school now because he made some friends because of his painting.

Level 21: Kwan the Artist (Making Connections)

Making Connections Question: What do you think the children were saying about Kwan's painting? What makes you think that?

Question Intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that the children are commenting on Kwan's artistic talents. From their tone of voice and body language, Kwan knows that they think he is a good artist and that they are saying positive things. **(Expectation 1.6)**

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> what the children were saying about Kwan's painting.
	
	Instead the response **either**
	
	• answers an aspect of the question (e.g., **He didn't understand what the kids were saying.**)
	
	    OR
	• provides inaccurate support (e.g., **They didn't like his picture.**)
	
	    OR
	• does not refer to the reading selection (e.g., **It's pretty.**)

Level 2	Response **partially** explains **with some effectiveness** why the reader thinks the children were saying complimentary things about Kwan's painting.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **"Well Kwan, you do good stuff."**)
	
	    OR
	• <u>vague support</u> from the text or own ideas (e.g., **They thought the plane was nice and they liked it.**)
	
	    OR
	• <u>limited support</u> from the text or own ideas (e.g., **I think they said it was pretty good.**)
	The response usually requires the reader to connect the support to what it is intended to prove.

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Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> why the reader thinks that the children are complimenting Kwan on his painting or his artistic talents. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **He could paint good. They were all around him watching him paint.** **OR** • They liked his plane picture and said it was good. They all crowded around him. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>**explain fully**</u> that the children were impressed with the quality of Kwan's painting and were saying complimentary things. **Examples:** • **They were saying that it was very good. They were around Kwan and they really wanted to see his painting. I think it's important for people to know your art is good. My teacher tells me my art is good and that makes me feel good.** **OR** • "It's awesome! I really like it! You're a good painter!" One the cover, it shows how good his plane picture is. He must be the best artist in the class because the kids all crowd around to watch hoe he does it and tell him how good it is.

Level 22: Trees on our Planet (Making Connections)

***Ask the making connections first for this text.

***<u>Making Connections Question</u>: Why do you think the author wrote this text?

Question intent: The question asks readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that the author is trying to persuade the reader to practice good stewardship by replanting trees that are cut down and finding alternative materials with which to build houses and furniture. **(Expectation 1.6)**

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to explain in a **limited way** but <u>does not explain</u> why the reader thinks the author wrote this text.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **Because it's real.**)
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **To use the trees for firewood.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **Maybe she likes writing about trees.**)

Level 2	The response **partially** explains with **some effectiveness** why the reader thinks the author wrote the text.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g. **To help people remember not to cut down trees because people need trees**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **To teach people to not cut down trees so they could have trees for stuff**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **Maybe because we might be able to plant new trees.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

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Level 3	Response indicates a **considerable understanding** but <u>does not fully explain</u> that the reader thinks the author wrote the text to tell people to either replant trees when they cut them down or not to cut too many trees to prevent soil erosion.
	
	Response includes **some accurate and relevant support AND some vague or underdeveloped support.**
	
	Examples:
	
	• **To tell people that trees are important to keep the soil in place and not to cut down too many.**
	
	  OR
	
	• **So people would save the trees and then the soil would stay where it is.**
	
	  OR
	
	• **So people would know it's important to plant more trees when they cut them down.**
	
	The response requires the reader to make some connections between the support and what it is intended to prove.

Level 4	Response answers the question thoroughly and with **a high degree of effectiveness** by providing **specific and relevant support** from the text and their own ideas to <u>fully explain</u> that the author wrote the text to explain that reforestation is necessary to prevent soil erosion. Examples: • **The author wants to teach people trees are important for building things so we shouldn't cut them all down at once. When we cut them, we should plant some more so the soil doesn't all wash away when it rains. We need trees for oxygen.** OR • I think the author wrote the text to tell people not to cut down all the trees for houses and furniture. If you cut them down you should plant more because the topsoil could wash away. We need trees to make oxygen but they take a long time to grow up, so plant more.

Level 22: Trees on our Planet (Making Connections)

Inference Question: How does the use of the two photos help the author get her message across?

Question Intent: The question asks readers to use stated and implied ideas from the text to infer that the author used the two photos to reinforce her message to replant trees. The photos show the contrast between the lush healthy natural forest on the cover with no people and the bleakness of the area after the trees have been cut down. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to explain in a **limited way** but <u>**does not show**</u> how the two photos help the author get her message across. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **By not cutting down trees.**) OR • <u>provides inaccurate support</u> (e.g., **The trees look real.**) OR • <u>does not refer to the reading selections</u> (e.g., **My dad cuts down trees at my Nana's.**)
Level 2	Response **partially** explains **with some effectiveness** how the two photos help the author get her message across to the reader. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **It shows the man cutting trees to help us make tables and chairs.**) OR • <u>vague support</u> from the text or own ideas (e.g., **The author put the good picture on the front and the not so good picture on the inside to show that it bad.**) OR • <u>limited support</u> from the text or own ideas (e.g., **Because the one on the front has more trees and the one inside doesn't. She likes trees**). The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how the use of the two photos helps the author get her message across to the reader. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • **The pictures help us realize that someone is cutting down our beautiful trees. We need them to grow more than cutting them down.** OR • **The inside picture shows there are hardly any trees left. They should still be standing. She wants use to save the trees.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text to <u>explain fully</u> how the author uses the two photos to get her message across to the reader. Examples: • The author wants us to not cut down so many trees. The photo on the cover is a green forest and the inside one is kind of sad because the man is cutting down the trees. She wants us to make it like the outside picture and plant more trees. OR • The author wants us to have lots of green forests like the one on the cover. So she shows what the forest should like and then how sad and dark it looks when all the trees are cut down. She wants us to plant more trees to save our planet.

Level 23: The Miller, His Son and Their Donkey (Inference)

Inference Question: What is the lesson or moral of this fable and how do you know?

Question Intent: The question asks readers to use stated and implied ideas from the text to infer and state how they know that the moral of the fable is "*Don't try to please everyone or you could end up with nothing*" like the miller in the story. **(Expectation 1.5)**

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the reader knows what the moral of the story is. Response provides **either** • <u>answers an aspect of the question</u> (e.g., **they were doing some wrong things, and the people were laughing at them.**) OR • <u>provides inaccurate support</u> (e.g., **Don't tie donkeys to a rope that's like being mean.**) OR • <u>does not refer to the reading selection</u> (e.g., **Don't be foolish because if you are, your friends won't like it.**)
Level 2	Response **partially** explains **with some effectiveness** what the moral of the story is. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **Only listen to your Mom or Dad..**) OR • <u>vague support</u> from the text or own ideas (e.g., **You shouldn't try to act foolish. If you do, you get nowhere.**) OR • <u>limited support</u> from the text or own ideas (e.g., **The Miller was trying to please everyone he met.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> how the reader knows what the moral of the story is.". Response includes some accurate and relevant support **AND some vague or underdeveloped support.** **Examples:** • **Don't listen to everybody or what they tell you to do. Everyone told him what to do and he listened and at the end the donkey ran away.** **OR** • **You shouldn't try to please everyone because it might make everything worse like when the donkey ran away from the Miller.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with a **high degree effectiveness** by providing **specific and relevant support** from the reading selection to <u>**fully explain**</u> how the reader knows what the moral of the fable is. **Example:** • **You shouldn't always do what other people say. You should use your own brain and think for yourself. A whole bunch of people were telling the Miller what to do and he kept doing what they said without thinking about whether it was silly or not. He should have known that you can't carry a donkey upside down on a pole!**

Level 23: The Miller His Son and Their Donkey (Making Connections)

Making Connections Question: When do you think this story takes place? How do you know?

Question Intent: The question asks readers to extend their understanding of the text by connecting ideas in it to their own knowledge and experience by stating that the story takes place in the summer long ago. Clues include setting, occupation, clothing, and transportation. *(Expectations 1.6 & 2.3)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer in a **limited way** but <u>does not show</u> how the support from the text proves when the story takes place.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **Summer.**)
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **They looked tired in the picture.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **At lunchtime.**)

Level 2	Response **partially** explains with **some effectiveness** when the story takes place.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **The morning because it takes a long time to get to the fair.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **They had donkeys and horses, their clothes are different than ours.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **It takes place outside because it shows a boy riding a donkey.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how the reader knows the story takes place that is takes place in the summer long ago. Response includes **some accurate and relevant support AND vague or underdeveloped support.** **Examples:** - **A long time ago. They are riding a donkey and not a car. They are wearing sandals and they have old clothing.** OR - **A long time ago my clues are their different old clothes and the donkey** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> that the story takes place either in the summer a long time ago. **Examples:** - **Long ago. There are no cars and they are riding a donkey. The clothes they are wearing like the sandals and the kinds of pants they would wear long ago. Their shirts and hats too. There is a road that's not busy. It's a stone road.** OR - **It was summertime long ago. The people are wearing old looking sandals with criss-cross straps, funny hats and short pants. We don't dress like that now. In the winter there would be snow and it would be freezing and they would be wearing warmer clothes. There are leaves on the trees too.**

Level 24: A New Skatepark (Inference)

Inference Question: Do you think it would be important for the town councilors to listen to the children when designing a skatepark? What makes you think that?

Question Intent: The question asks readers to use stated and implied ideas from the text to infer that it is important for the town councilors to listen to the children because children skateboard and know what features to include in it. Also if they help design it, they might use it more and take better care of it. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in a **limited** way but **does not show** how the support from the text proves that it would be important for the town councilors to listen to the children when designing a skatepark.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **A skatepark is good for us.**)
	
	  OR
	• <u>provides inaccurate support</u> (e.g., **They don't want them to skate there.**)
	
	  OR
	• <u>does not refer to the reading selection</u> (e.g., **Kids know best.**)

Level 2	Response **partially** explains **with some effectiveness** that it would be important for the town councilors to listen to the children when designing a skatepark.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Yes because if they didn't, the children would be mad.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **So they won't skate on the sidewalks anymore.**)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **Children would like skateboarding there.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> whether or not the reader thinks it would be important for the town councilors to listen to the children when designing a skatepark. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • Yes. It is made for the kids to play and they know what they want to have in the skatepark like a ramp. OR • Not really, because kids might make the park too dangerous with their ideas and they'd crash and hurt themselves. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and with **a high degree of effectiveness** by providing specific and relevant support from the reading selection to **fully explain** whether or not the reader thinks it would be important for the town councilors to listen to the children when designing a skatepark. Examples: • Yes, because the city councilors wouldn't know what kids would like. The kids could tell them to put in ramps for young kids and pipes for older kids and they need to know where to put the pipes. OR • Yes, the councilors should listen to the children because they need a place to have fun and they know what they like. The skatepark needs to be cool with something for the boys like pipes and something for the girls like ramps. Then they'll use it more and take better care of it.

Level 24: A New Skatepark (Making Connections)

Making Connections Question: If you were a town councilor, would the children's email convince you to build the skate park? Why or why not?

Question Intent: The question asks readers to extend their understanding of the text by connecting them to their own knowledge and experience by stating a personal opinion about whether or not the children's email would persuade them if they were the councilors to build the skatepark. Reasons why they would be persuaded include: the children's arguments were well developed, they were polite, they showed why they couldn't skateboard on High Street and they had a solution. **(Expectations 1.6 & 1.8)**

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but <u>does not explain</u> why the children's email would convince a town councilor to build the skatepark.
	
	Instead the response **either**
	
	• answers an aspect of the question (e.g., **I would have made a safe park.**)
	
	  OR
	• provides inaccurate support (e.g., **The people are spending their time riding there.**)
	
	  OR
	• does not refer to the reading selection (e.g., **I would probably think about it.**)

Level 2	The response **partially** explains **with some effectiveness** that the councilor would be persuaded by the children's e-mail to build a skatepark but does not explain why or why not. Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g. **Yes, because it would make them happy.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **Yes, because I don't want people to get hurt and injure themselves.**)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **Yes, because they don't have a skatepark and they need one.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> why or why not the children's e-mail would convince the reader, thinking as a town councilor, to build a new skatepark. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** Examples: • Yes because the class gave lots of good reasons why it would help the kids and the store owners to build the skatepark. OR • Yes because the kids had good ideas. It would be safer for old people and young ones too to have the kids at the skatepark. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> why the children's e-mail would convince the town councilors to build a new skatepark. Examples: • Yes, I would understand from their letter that it would be safer for the children and the store owners too. I would build the skatepark because then the children will have a safe place to skate and not have to use the streets where the older people want to go into stores. OR • Yes, because they give good ideas. They show that people in the city would be happy because they wouldn't be knocked down by skateboarders when they were in the middle of the sidewalk. I would like the kids to have a safe place to go and skate.

Level 25: Beavers (Inference)

Inference Question: How do you know that this is a non-fiction text?

Question Intent: The question asks readers to use stated and implied ideas from the text to infer that "*Beavers*" is a non-fiction text because it contains the features of a non-fiction text such as factual information about beavers, a labeled diagram of a beaver dam and a close-up photograph of a beaver. (*Expectations 1.5 & 2.3*)

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question **in a limited way** but <u>**does not show**</u> how the support from the reading selection proves that "*Beavers*" is a non-fiction text.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **Beavers build dams.**)
	
	   OR
	• <u>provides inaccurate support</u> (e.g., **Beavers live in the forest.**)
	
	   OR
	• <u>does not refer to the reading selection</u> (e.g., **Beavers are helpful.**)

Level 2	Response **partially** explains **with some effectiveness** why "*Beavers*" is a non-fiction text but **does not fully explain** how the reader knows this.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g. **Beavers are animals.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **Because it has a real picture.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **They talk about something real.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but **does not fully explain** how the reader knows "*Beavers*" is a non-fiction text. Response includes **some accurate and relevant support AND some vague or underdeveloped support**. **Examples:** • It's telling you how beavers live in the winter. It also tells you how they stay protected from the other animals in the water. OR • It tells you a lot of information about beavers, like about the lodge and how long they can swim underwater. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with **a high degree effectiveness** by providing **specific and relevant support** from the text to **fully explain** how the reader knows "*Beavers*" is a non-fiction text. **Example:** • The text has real information about beavers in it. It has a photograph of a wet beaver carrying a tree to make his dam. It has labels on the diagram of the lodge and the dam so you know how he gets into it. OR • It tells you true facts about beavers like how long they are and how they drag logs and branches into the stream to build a new dam. There is a diagram of what their dam looks like and a picture of what a wet beaver looks like.

Level 25: Beavers (Making Connections)

Making Connections Question: Does the diagram of the beaver dam help you understand the text?
Explain your answer.

Question Intent: The question asks the reader to extend their understanding of the text to their own
knowledge and experience by connecting the ideas in it to their own knowledge and experience. The
reader will explain how the use of labels in the cross-sectional diagram helps him/her understand the
locations of and difference between water levels of the beaver's dam and lodge. *(Expectations 1.6 & 1.8)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer in a **limited way** but <u>does not explain</u> how the diagram helps the reader's understanding of the text.
	
	.
	Instead the response **either**
	
	• answers an aspect of the question (e.g., **It shows you what it looks like.**)
	
	   OR
	• provides inaccurate support (e.g., **It's a picture of beavers in the water.**)
	
	   OR
	• does not refer to the reading selection (e.g., **There's a beaver pond near our house.**)

Level 2	Response **partially** explains with **some effectiveness** how the diagram helps the reader understand the text.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Beavers live in the water.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **It shows me what the parts are called.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **You have a picture that shows you what's in a dam.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how the diagram helps the reader understand the text. Response includes **some accurate and relevant support AND vague or underdeveloped support**. Examples: - Yes. It shows where they store the food and where everything is. There is also labels so you know what all the parts are called and where everything is. OR - Yes. Because it show how beavers stay dry and what the lodge is like. When I look at the diagram when I'm reading it helps me to see what I am reading about. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> how the diagram helps the reader understand the text. Examples: - Yes. The diagram shows me the underwater entrance to the beaver lodge and how they keep their babies safe and dry. It helps me know where the dam and the lodge are and how they use it. - Yes. It does help me understand the text. It shows how much higher the water is after the beavers dam up the stream to make their lake. It shows that the lodge and dam are sticking out of the water but the only way in is the underwater tunnel.

Level 26: A Great Sense of Smell (Inference)

Inference Question: Why do you think Sophie smelled the smoke before anyone else?

Question intent: The question asks the reader to use stated and implied information from the text to infer that because Sophie was blind, her sense of smell was heightened. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** <u>but **does not show**</u> how the support from the reading selection proves why Sophie smelled the smoke before anyone else. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **It was close to her.**) OR • <u>provides inaccurate support</u> (e.g., **Because they were all asleep.**) OR • <u>does not refer to the reading selection</u> (e.g., **She was the first one asleep.**)
Level 2	Response **partially** explains **with some effectiveness** but **does not fully explain** why Sophie smelled the smoke before anyone else. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **She was awake.**) OR • <u>vague support</u> from the text or own ideas (e.g., **She had a great sense of smell.**) OR • <u>limited support</u> from the text or own ideas (e.g., **It says she has a good sense of smell.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> that Sophie smelled the smoke before anyone else because blindness heightened her sense of smell. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **Sophie has a better sense of smell because blind people usually have a better sense of smell than not blind people.** OR • **Because Sophie's blind and her other senses are stronger like smell.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with a **high degree effectiveness** of by providing **specific and relevant support** from the reading selection to <u>fully explain</u> why Sophie was able to smell smoke before anyone else. **Example:** • **She is blind and blind people have better hearing and smelling. Even though it is the middle of the night her sense of smell was like an alarm in her head. It woke Sophie up when she smelled the smoke and she was able to wake up Ella and her family too.**

Level 26: A Great Sense of Smell (Making Connections)

Making Connections Question: What lesson can you learn about friendship from this text?

Question intent: The question asks readers to extend their understanding of the text by connecting the ideas in it to their own knowledge and experience by explaining that friends help each other when they are in danger. **(Expectation 1.6)**

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer **in a limited way** but <u>**does not explain**</u> what lesson about friendship is in this text.
	
	.
	
	Instead the response **either**
	
	• answers an aspect of the question (e.g., **Friends have fun.**)
	
	   OR
	• provides inaccurate support (e.g., **Friendship is very good to share with friends.**)
	
	   OR
	• does not refer to the reading selection (e.g., **Friends play.**)

Level 2	Response **partially** explains with **some effectiveness** the lesson that can be learned about friendship from this text.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Ella and Sophie liked spending time together.**)
	
	   OR
	• <u>vague support</u> from the text or own ideas (e.g., **Friends like to stay over.**)
	
	   OR
	• <u>limited support</u> from the text or own ideas (e.g., **Friends help each other.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> the lesson that can be learned about friendship from this text. Response includes **some accurate and relevant support AND vague or underdeveloped support.** Examples: • **Sophie and Ella were good friends. They liked doing things together like staying over. If Sophie hadn't been sleeping over and woke Ella up she would have died in the fire.** OR • **Sophie woke Ella up because she thought that the house was on fire and that is good because she kept the family safe.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> what the reader learned about friendship from the story. Examples: • **You should always help your friends like when Sophie woke up Ella's family and saved them from the fire. She used her special sense of smell to help Ella's family be safe.** OR • **Friends help to keep each other safe. It's good Sophie smelled the smoke and woke Ella and her family up. Because she did that, she saved them all from the fire. She was being a very good friend.**

Level 27: Preparing for a Day in the Forest (Inference)

Inference Question: Why do you think the author says to tell someone where you are going and when you expect to return from the forest when you she has already told you to take a cell phone?

Question intent: The question asks readers to use stated and implied information from the text to explain that it is an extra precaution as cell phones don't always work in remote areas. If you get hurt or lost in the wilderness, rescuers would know where to look for you. **(Expectation 1.5)**

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question **in a limited way** but <u>does not show</u> how the support from the reading selection proves why you should tell someone where you are going and when you expect to return when they have already told you to take a cell phone. . . Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **In case of emergencies.**) OR • <u>provides inaccurate support</u> (e.g., **The forest is big.**) OR • <u>does not refer to the reading selection</u> (e.g., **My dad has a cell phone.**)
Level 2	Response **partially** explains **with some effectiveness** why you should tell someone where you are going and when you expect to return when you have already been told to take a cell phone. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **If you knew your way through the forest, you would not need your cell phone.**) OR • <u>vague support</u> from the text or own ideas (e.g., **If they said 9:00 and weren't back, you would know they are lost.**) OR • <u>limited support</u> from the text or own ideas (e.g., **So you can tell whoever is at your house when you will be back.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> that it is an extra precaution in case the cell phone does not work in remote areas. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **You could lose your cell phone, it could break.** **OR** • **Your cell phone might not work and people can tell where you went in an emergency.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with a **high degree effectiveness** by providing **specific and relevant support** from the text to <u>**fully explain**</u> why you should tell someone where you are going and when you expect to return when you have already been told to take a cell phone. **Example:** • **The cell phone may not work in the forest. If you don't get back home when you said you were going to, then your Mom or Dad would know you were in trouble and know where to start looking for you. It's smart to tell them ahead where you are heading.**

Level 27: Preparing for a Day in the Forest (Making Connections)

Making Connections Question: Would this information be the same or different if the author was telling an adult how to prepare for a day in the forest? Explain your answer.

Question intent: The question asks the readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by identifying the similarities and differences between a child's and an adult's needs when preparing for a day in the forest. *(Expectation 1.6)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited way** but <u>does not explain</u> why the information in the text would be the same or different if the author was telling an adult how to prepare for a day in the forest. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **Because an adult is bigger.**) OR • <u>provides inaccurate support</u> (e.g., **I think it would sort of be the same because if the weather is changing and kids wouldn't know.**) OR • <u>does not refer to the reading selection</u> (e.g., **Kids need help to get ready.**)
Level 2	Response **partially** explains with **some effectiveness** why the information in the text would be the same or different if the author was telling an adult how to prepare for a day in the forest. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **Same because they are all going to the same place.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Kids wouldn't bring a cell phone.**) OR • <u>limited support</u> from the text or own ideas (e.g., **Different because kids pack different stuff like boys will bring hats.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> why the information in the text would be the same or different if the author was telling an adult how to prepare for a day in the forest. Response includes **some accurate and relevant support AND vague or underdeveloped support.** **Example:** • **The same - because it's all about how to be safe in the forest and .** • **how to be prepared for emergencies.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> why the information in the text would be the same or different if they were telling an adult how to prepare for a day in the forest. • **Kinda the same and different. Adults still have to take the same kind of stuff on a hike like water, food, and a sturdy back pack. You both need to wear long pants and sunscreen. You don't always have to take another adult.** OR • **The same because an adult stills needs the same things like snacks and chocolate to eat, water to drink, sunscreen and a first aid kit in case they get hurt in the forest. They should always go with a friend too in case they get into trouble. The friend can go for help.**

Level 28: Tracks by the Stream (Inference)

Inference Question: What skills do you think Jo, Jim and Ben would need to make this kind of trip? Why do you think that?

Question intent: The question asks the reader to use stated and implied information from the text to infer that the children would need to know how to survive in the wilderness e.g., gather food and protect themselves because they were on their own without adults. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer the question in a **limited** but <u>**does not show**</u> how the support from the text proves why the children would need to know how to survive in the wilderness. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **Lots of firewood.**) OR • <u>provides inaccurate support</u> (e.g., **They would need a magnifying glass to look at the tracks.**) OR • <u>does not refer to the reading selection</u> (e.g., **Fighting.**)
Level 2	Response **partially** explains **with some effectiveness** why the children would need to know how to survive in the wilderness. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **Not to fall in when they're fishing.**) OR • <u>vague support</u> from the text or own ideas (e.g., **How to drive a wagon for 1000 miles.**) OR • <u>limited support</u> from the text or own ideas (e.g., **To keep close together to stay safe from the animals.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>**does not fully explain**</u> why the children would need to know how to survive in the wilderness. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **They would have to know what kind of track they were because of it was a bear they could get hurt if it came back.** **OR** • **How to fish so they would have food to eat.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with a **high degree effectiveness** by providing **specific and relevant support** from the reading selection to <u>**fully explain**</u> why the children would need to know how to survive in the wilderness. **Example:** • **They would need to know how live in the wilderness on their own. They don't have any other wagons or adults with them. They would have to hunt and fish for their own food because there are no stores.**

Level 28: Tracks By the Stream (Making Connections)

Making connections question: Explain how life in the story is different from life today.

Question intent: The question asks the readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining the differences in modes of travel (ox vs. car), food sources (fishing and hunting vs. store) or accommodation (wagon vs. house). *(Expectations 1.6 & 1.9)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in a **limited way** but <u>does not explain</u> how life in the story is different from today.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **They pull the wagon.**)
	
	    OR
	• <u>provides inaccurate support</u> (e.g., **They are down south.**)
	
	    OR
	• <u>does not refer to the reading selection</u> (e.g., **I like to drive in a car.**)

Level 2	Response **partially** explains with **some effectiveness** how life in the story is different from today.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **We don't have fires outside.**)
	
	    OR
	• <u>vague support</u> from the text or own ideas (e.g., **Because they saw grizzly bears.**)
	
	    OR
	• <u>limited support</u> from the text or own ideas (e.g., **They are pioneers.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how life in the story is different from today. Response includes **some accurate and relevant support AND vague or underdeveloped support.** **Examples:** • **They were in a wagon but today we have cars with engines.** OR • **They are pioneers and don't have cars or gas stations. We have lighters and they use pine cones.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> how life in the story is different from today. **Example:** • **We are modern people and they are pioneers which was way back in the days. They didn't have vehicles like we do. They had an ox and a wagon. They didn't have roads to go on and they only had food that they could hunt or fish, no stores to buy food. They didn't have heaters only fires to keep warm.**

Level 29: Cyclone Tracy Destroys Darwin (Inference)

Inference Question: What effect will the evacuation have on the people city of Darwin? How do you know?

Question intent: The question asks the reader to use stated and implied ideas from the text to infer that when the people evacuate Darwin they will have to leave all their personal belongings behind. They will not be able to protect their homes. They will have to find temporary housing, water, and clothing in another city. **(Expectation 1.5)**

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to explain, in a **limited** way but <u>**does not show**</u> how the reader knows what the effect of the evacuation will be on the people of Darwin. Instead the response either • <u>answers an aspect of the question</u> (e.g., **They'd be sad.**) OR • <u>provides inaccurate support</u> (e.g., **They will forget all about their old life.**) OR • <u>does not refer to the reading selection</u> (e.g., **It will be messy.**)
Level 2	Response **partially** explains **with some effectiveness** the evacuation's effect on the people of Darwin. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **The winds were blowing hard.**) OR • <u>vague support</u> from the text or own ideas (e.g., **They will have to drive far away somehow in a vehicle or run.**) OR • <u>limited support</u> from the text or own ideas (e.g., **They will lose everything they have.**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> the effect the evacuation will have on the people's way of life. Response includes **some accurate and relevant support AND vague or underdeveloped support.** Examples: • If they evacuate, they won't be able to save anything in their house. They'll have to leave fast. They'll only get to save themselves and their family. OR • They won't have any homes because Cyclone Tracy tore all the buildings apart. They won't have any electricity or water. The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	The response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant** support from the reading selection to fully explain the effect the cyclone had on the people of Darwin and how the people will have to leave the city and find new shelter, water, and clothing. Example: • The people would lose everything and have to move someplace else. They probably won't have water or power. They will have to find a new place to live and a way to get food and water because it said in the story it took down all their power lines and water pipes.

Level 29: Cyclone Tracy Destroys Darwin (Making Connections)

Making Connections Question: Is this a fiction or a non-fiction text? How do you know?

Question intent: The question asks the readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by explaining that this is a non-fiction text because it has factual information, photographs, and statistics about Cyclone Tracy. *(Expectation 1.6 & 2.3)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in **a limited way** but <u>**does not show**</u> how the reader knows that this is a non-fiction text.
	
	Instead the response **either**
	
	• answers an aspect of the question (e.g., **I like reading about cyclones.**)
	
	  OR
	• provides inaccurate support (e.g., **Fiction.**)
	
	  OR
	• does not refer to the reading selection (e.g., **I saw about cyclones on TV.**)

Level 2	The response **partially** explains **with some effectiveness** why the text is nonfiction.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **Nonfiction because I've seen other pictures of cyclones.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **A nonfiction text because it said the name of the cyclone.**)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **Nonfiction because it tells about what happened in Darwin.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question **with considerable effectiveness** but <u>does not fully explain</u> how the reader knows that this is a non-fiction text. Response answers **includes some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** • **Nonfiction. It is from the newspaper and it has real facts in it. It has real photographs of what the cyclone did.** **OR** • **Nonfiction because the picture shows how the city was destroyed. There is also a fact bubble (*) at the end of the report.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> why this is a non-fiction text. **Examples:** • **Nonfiction because this text shows real disasters and pictures of devastated people in Darwin. It doesn't have any fictional characters. It has the date it happened, December 25, 1974.** **OR** • **Nonfiction. It said when the cyclone happened and you have real pictures of all the wrecked buildings. The cover said "adapted from newspaper reports" that means the story was in the newspaper. That tells you that it's real.**

Level 30: Black Beauty Encounters a Steam Train (Inference)

Inference Question: Why do you think the master sent Black Beauty to the neighbouring farm?

Question intent: The question asks the reader to use stated and implied information from the text to infer that the master sent Black Beauty to the farm to get her used to the sight and sound of steam trains so she would no panic when she saw or heard trains later on at a railway station. *(Expectation 1.5)*

Performance Level	Characteristics of Student Performance

Level 1	Response attempts to answer the question in a **limited way** but <u>does not show</u> how the support from the text proves why the master sent Black Beauty to a neighbouring farm.
	
	Instead the response **either**
	
	• <u>answers an aspect of the question</u> (e.g., **To have a different home.**)
	
	  OR
	• <u>provides inaccurate support</u> (e.g., **Because she could be free and do whatever she wants.**)
	
	  OR
	• <u>does not refer to the reading selection</u> (e.g., **The farmer needed to grow more crops in the field.**)

Level 2	Response **partially** explains **with some effectiveness** why the master sent Black Beauty to the neighbouring farm but does not mention that the purpose of training the horse was to overcome fear of trains.
	
	Response provides **either**
	
	• <u>irrelevant support</u> from the text (e.g., **To learn to do things right.**)
	
	  OR
	• <u>vague support</u> from the text or own ideas (e.g., **There were some trains that went by. **)
	
	  OR
	• <u>limited support</u> from the text or own ideas (e.g., **He sent her there to get used to different places.**)
	
	The response usually requires the reader to connect the support to what it is intended to prove.

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Level 3	Response answers the question **with considerable effectiveness** but **does not fully explain** that the purpose of the master sending Black Beauty to the neighbouring farm is to overcome fear of steam trains. Response includes **some accurate and relevant support AND some vague or underdeveloped support.** **Examples:** - **Maybe no trains go past his farm and if he had a fear of trains, to get over it.** **OR** - **So Black Beauty won't be scared of trains.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and with a **high degree effectiveness** by providing **specific and relevant support** from the text to **fully explain** that the master sent Black Beauty to the neighbouring farm to familiarize herself with the sight and sound of trains so she won't be frightened later on. **Examples:** - **He wants Black Beauty to realize that a train isn't as scary as it looks and so she's not afraid of trains anymore. If she sees another one she'll know it's not going to hurt her and she won't panic like other horses.** **OR** - **The master knew that trains went close by the neighbour's field and he wanted Black Beauty to figure out what they were so she wouldn't be scared of the sound or sight of trains later on. It worked because it says she was fearless at stations.**

Level 30: Black Beauty Encounters a Steam Train (Making Connections)

Making connections question: Who is telling the story? How do you know?

Question intent: The question asks the readers to extend their understanding of the text by connecting the ideas in them to their own knowledge and experience by identifying the narrator as the horse, Black Beauty because it refers to itself as galloping, snorting, and eating grass in a meadow. *(Expectation 1.9)*

Performance Level	Characteristics of Student Performance
Level 1	Response attempts to answer in a **limited way** but <u>does not explain</u> that the narrator is the horse, Black Beauty. Instead the response **either** • <u>answers an aspect of the question</u> (e.g., **The story teller.**) OR • <u>provides inaccurate support</u> (e.g., **The narrator.**) OR • <u>does not refer to the reading selection</u> (e.g., **She is talking about herself.**)
Level 2	Response **partially** explains with **some effectiveness** that the narrator is the horse, Black Beauty. Response provides **either** • <u>irrelevant support</u> from the text (e.g., **The title says Black Beauty.**) OR • <u>vague support</u> from the text or own ideas (e.g., **Black Beauty -she talks.**) OR • <u>limited support</u> from the text or own ideas (e.g., **The horse because it said, "I shall never forget the first steam train that went by."**) The response usually requires the reader to connect the support to what it is intended to prove.

Level 3	Response answers the question with **considerable effectiveness** but <u>does not fully explain</u> how the reader knows that Black Beauty is telling the story. Response includes **some accurate and relevant support AND vague or underdeveloped support.** **Examples:** • **The horse because it talks about how she feels when the train goes by and the master wouln't know exactly how the horse was feeling.** **OR** • **Black Beauty is telling the story. It says her master sent her to be trained at the neighbour's and they put her in a meadow with cows.** The response requires the reader to make some connections between the support and what it is intended to prove.
Level 4	Response answers the question **thoroughly** and **with a high degree of effectiveness** by providing **specific and relevant support** from the text and the student's own ideas to <u>explain fully</u> that the narrator must be the horse, Black Beauty. **Examples:** • Black Beauty. It gives you clues by saying "I" all the time. "I was feeding quietly by the fence." That gives you a clue that it's an animal eating grass. She said, "I turned and galloped frantically" and people don't gallop. So it has to be the horse. **OR** • The horse is telling the story. It says it was galloping frantically and snorting through the field. That's what horses do. She didn't know what a train was when she first went to the neighbour's farm. At the end it says she lives in a stable.

Appendix A: Questions and Student Response Sheets

Inference and
Making Connections
with PM Benchmark Kit 2

August 2010

PM Benchmark Kit # 2
Level 1: On the Table

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think the girl is moving the toys?

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<u>Making Connections Question</u>
Tell me which toy you would like to play with. Why?

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PM Benchmark Kit # 2
Level 2: At the Zoo

Student's Name: _____ Date: _____

Inference Question
Why do you think the monkeys are behind glass?

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Making Connections Question
Why do you think the boy is staying so close to his mom at the zoo?

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PM Benchmark Kit # 2
Level 3: Kate Goes to the Farm

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think Kate was so excited when she saw the kittens? What makes you think that?

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<u>Making Connections Question</u>
Do you think Kate has visited a farm before? How do you know?

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PM Benchmark Kit # 2
Level 4: The Big Plane

Student's Name: _____ Date: _____

Inference Question
Why is the word 'not' in bold when Ben says "Dad is **not** on the plane"?

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Making Connections Question
How do you think Ben felt at the end of the story? How do you know?

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PM Benchmark Kit # 2
Level 5: Little Teddy Helps Mouse

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think Little Teddy shouted, "Mouse! Mouse!" on page 7?

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<u>Making Connections Question</u>
What lesson did little Mouse learn on the way to the store? What makes you think that?

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PM Benchmark Kit # 2
Level 6: Nick's Snowman

Student's Name: _____ Date: _____

<u>Inference Question</u>
Whose dogs do you think they are? How do you know?

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<u>Making Connections Question</u>
How do you think Nick feels when he sees the dogs? What makes you think that?

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PM Benchmark Kit # 2
Level 7: Baby Bear and the Big Fish

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think Baby Bear needed help?

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<u>Making Connections Question</u>
Why do you think it was important for Baby Bear to go fishing with his parents?

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PM Benchmark Kit # 2
Level 8: My Big Sister

Student's Name: _____ Date: _____

Inference Question
How do you think the big sister feels about her little sister? How do you know?

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Making Connections Question
Which character would you want to be in the story? Why?

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PM Benchmark Kit # 2
Level 9: Clever Little Dinosaur

Student's Name: _____ Date: _____

Inference Question
How did Little Dinosaur show that he was clever in the story? How do you know?

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Making Connections Question
How do you think Big Dinosaur felt when he got stuck in the trees? Why do you think that?

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PM Benchmark Kit # 2
Level 10: The Helpful Bulldozer

Student's Name: _____ Date: _____

<u>Inference Question</u>
How do you think the bus felt about the tree being in the road? What makes you think that?

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<u>Making Connections Question</u>
Who do you think the hero was in the story, the helicopter or the bulldozer? Why do you think that?

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PM Benchmark Kit # 2
Level 11: Tom's Train Ride

Student's Name: _____ Date: _____

<u>Inference Question</u>
What do you think Tom was thinking when he first saw the children riding on the little train?

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<u>Making Connections Question</u>
If you were Tom how would you have felt when you met the girl at the park? Why do you think that?

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PM Benchmark Kit # 2
Level 12: Buying a New House

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think the author put the day of the week at the top of each page?

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<u>Making Connections Question</u>
Who do you think the lady in the red jacket is? What do you think her job is in the story?

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PM Benchmark Kit # 2
Level 13: The Best Runner

Student's Name: _____ Date: _____

Inference Question
Why do you think Rachel shook hands with James on page 8?

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Making Connections Question
In what ways is this class like or different from your class?

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PM Benchmark Kit # 2

Level 14: The Little Hen, Mouse, and Rabbit

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think Rabbit and Mouse helped Little Hen at the end of the story?

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<u>Making Connections Question</u>
What do you know about Little Hen's character from the story?

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PM Benchmark Kit # 2
Level 15: Skip Goes to the Rescue

Student's Name: _____ Date: _____

Inference Question
In what ways is the setting important to this story?

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Making Connections Question
Do you think Jess' job is an important one? What makes you think that?

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PM Benchmark Kit # 2
Level 16: The Classroom Play

Student's Name: _____ Date: _____

<u>Inference Question</u>
What do you learn about the kind of person Matthew is in this story?

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<u>Making Connections Question</u>
How did Matthew's feelings change from the beginning to the end of the story? How do you know?

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PM Benchmark Kit # 2
Level 17: The Greedy Dog and the Bone

Student's Name: _____ Date: _____

Inference Question
What do you know about the man from the store? What makes you think that?

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Making Connections Question
Why do you think Jip said that he would "never be greedy again"?

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PM Benchmark Kit # 2
Level 18: Harvest Mice

Student's Name: _____ Date: _____

<u>Inference Question</u>
How does the mother harvest mouse make sure her babies are safe?

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<u>Making Connections Question</u>
Is this text fiction or non-fiction? How do you know?

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PM Benchmark Kit # 2
Level 19: The Old Cabin in the Forest

Student's Name: _____ Date: _____

<u>Inference Question</u>
Do you think the boys were upset about the change in plans for the day? What makes you think that?

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<u>Making Connections Question</u>
What advice would you give to the little boy about being safe?

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PM Benchmark Kit # 2
Level 20: Leo the Lion Cub

Student's Name: _____ Date: _____

Inference Question
What message do you think the lioness was giving to Leo by growling at him?

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Making Connections Question
In what ways are the cub's aunts like mothers to him and in what ways are they not?

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PM Benchmark Kit # 2
Level 21: Kwan the Artist

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think being a good artist is important to Kwan in this story?

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<u>Making Connections Question</u>
What do you think the children were saying about Kwan's painting? What makes you think that?

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PM Benchmark Kit # 2
Level 22: Trees on our Planet

Student's Name: _____ Date: _____

* Make sure to ask the Making Connections Question <u>first</u> for this text.

* <u>Inference Question</u>
How does the use of the two photos help the author get her message across?

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<u>Making Connections Question</u>
Why do you think the author wrote this text?

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PM Benchmark Kit # 2
Level 23: The Miller, His Son and Their Donkey

Student's Name: _____ Date: _____

Inference Question
What is the lesson or moral of this fable and how do you know?

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Making Connections Question
When do you think this story takes place? How do you know?

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PM Benchmark Kit # 2
Level 24: A New Skatepark

Student's Name: _____ Date: _____

<u>Inference Question</u>
Do you think it would be more important for the town councillors to listen to the children when designing a skatepark? What makes you think that?

_____

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<u>Making Connections Question</u>
If you were a town councillor, would the children's email convince you to build the skatepark? Why or why not?

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PM Benchmark Kit # 2
Level 25: Beavers

Student's Name: _____ Date: _____

Inference Question
How do you know that this is a non-fiction text?

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Making Connections Question
Does the diagram of the beaver dam help you understand the text? Explain your answer.

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PM Benchmark Kit # 2
Level 26: A Great Sense of Smell

Student's Name: _____ Date: _____

<u>Inference Question</u>
Why do you think Sophie smelled the smoke before anyone else?

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<u>Making Connections Question</u>
What lesson can you learn about friendship from this text?

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PM Benchmark Kit # 2
Level 27: Preparing for a Day in the Forest

Student's Name: _____ Date: _____

Inference Question
Why do you think the author says to tell someone where you are going and when you expect to return from the forest when you she has already told you to take a cell phone?

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Making Connections Question
Would this information be the same or different if the author was telling an adult how to prepare for a day in the forest? Explain your answer.

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PM Benchmark Kit # 2
Level 28: Tracks by the Stream

Student's Name: _____ Date: _____

<u>Inference Question</u>
What skills do you think Jo, Jim and Ben would need to make this kind of trip? Why do you think that?

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<u>Making Connections Question</u>
Explain how life in the story is different from life today.

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PM Benchmark Kit # 2
Level 29: Cyclone Tracy Destroys Darwin

Student's Name: _____ Date: _____

<u>Inference Question</u>
What effect will the evacuation have on the people in the city of Darwin? How do you know?

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<u>Making Connections Question</u>
Is this a fiction or a non-fiction text? How do you know?

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PM Benchmark Kit # 2
Level 30: Black Beauty Encounters a Steam Train

Student's Name: _____ Date: _____

Inference Question
Why do you think the master sent Black Beauty to the neighbouring farm?

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Making Connections Question
Who is telling the story? How do you know?

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