

## **Selected Response Template**

Benchmark: CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.

Bulla, Clyde Robert. *A Tree Is a Plant*. Illustrated by Stacey Schuett. New York: HarperCollins, 2001 (1960).

A tree is a plant. A tree is the biggest plant that grows. Most kinds of trees grow from seeds the way most small plants do. There are many kinds of trees. Here are a few of them. How many do you know? [illustration is labeled with Maple, Conifer, Persimmon, Palms, Lemon, Willow]

This tree grows in the country. It might grow in your yard, too. Do you know what kind it is? This is an apple tree. This apple tree came from a seed. The seed was small. It grew inside an apple. Have you ever seen an apple seed? Ask an adult to help you cut an apple in two. The seeds are in the center. They look like this.

Most apple trees come from seeds that are planted. Sometimes an apple tree grows from a seed that falls to the ground. The wind blows leaves over the seed. The wind blows soil over the seed.

All winter the seed lies under the leaves and the soil. All winter the seed lies under the ice and snow and is pushed into the ground. Spring comes. Rain falls. The sun comes out and warms the earth. The seed begins to grow.

At first the young plant does not look like a tree. The tree is very small. It is only a stem with two leaves. It has no apples on it. A tree must grow up before it has apples on it. Each year the tree grows. It grows tall. In seven years it is so tall that you can stand under its branches. In the spring there are blossoms on the tree. Spring is appleblossom time.

[...]

We cannot see the roots. They are under the ground. Some of the roots are large. Some of them are as small as hairs. The roots grow like branches under the ground. A tree could not live without roots.

Roots hold the trunk in the ground. Roots keep the tree from falling when the wind blows. Roots keep the rain from washing the tree out of the ground.

Roots do something more. They take water from the ground. They carry the water into the trunk of the tree. The trunk carries the water to the branches. The branches carry the water to the leaves.

Hundreds and hundreds of leaves grow on the branches. The leaves make food from water and

air. They make food when the sun shines. The food goes into the branches. It goes into the trunk and roots. It goes to every part of the tree.

Fall comes and winter is near. The work of the leaves is over. The leaves turn yellow and brown. The leaves die and fall to the ground.

Now the tree is bare. All winter it looks dead. But the tree is not dead. Under its coat of bark, the tree is alive.

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DOK Level: 1

**What is the main job of the leaves on a tree?**

- a) to carry water and seeds to all the branches
- b) to turn yellow and brown and fall to the ground
- c) to change water and air into food for the tree**

**Rationales:**

<b>a</b>	Incorrect. Branches carry water to the leaves, not the other way around.
<b>b</b>	Incorrect. Leaves do change color and fall off, but this is not their main job.
<b>c</b>	Correct.

## **Selected Response Template**

**Benchmark:** CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details

### **DOK Level: 2**

Lobel, Arnold. *Frog and Toad Together*. New York: HarperCollins, 1971.

#### **From “The Garden”**

Frog was in his garden. Toad came walking by.

“What a fine garden you have, Frog,” he said.

“Yes,” said Frog. “It is very nice, but it was hard work.”

“I wish I had a garden,” said Toad.

“Here are some flower seeds. Plant them in the ground,” said Frog, “and soon you will have a garden.”

“How soon?” asked Toad.

“Quite soon,” said Frog.

Toad ran home. He planted the flower seeds.

“Now seeds,” said Toad, “start growing.”

Toad walked up and down a few times. The seeds did not start to grow. Toad put his head close to the ground and said loudly, “Now seeds, start growing!” Toad looked at the ground again. The seeds did not start to grow.

Toad put his head very close to the ground and shouted, “NOW SEEDS, START GROWING!”

Frog came running up the path. “What is all this noise?” he asked. “My seeds will not grow,” said Toad. “You are shouting too much,” said Frog. “These poor seeds are afraid to grow.”

“My seeds are afraid to grow?” asked Toad.

“Of course,” said Frog. “Leave them alone for a few days. Let the sun shine on them, let the rain fall on them. Soon your seeds will start to grow.”

That night, Toad looked out of his window. “Drat!” said Toad. “My seeds have not started to grow. They must be afraid of the dark.”

Toad went out to his garden with some candles. “I will read the seeds a story,” said Toad. “Then they will not be afraid.” Toad read a long story to his seeds.

All the next day Toad sang songs to his seeds.

And all the next day Toad read poems to his seeds.

And all the next day Toad played music for his seeds.

Toad looked at the ground. The seeds still did not start to grow. "What shall I do?" cried Toad.

"These must be the most frightened seeds in the whole world!"

Then Toad felt very tired and he fell asleep.

"Toad, Toad, wake up," said Frog. "Look at your garden!"

Toad looked at his garden. Little green plants were coming up out of the ground.

"At last," shouted Toad, "my seeds have stopped being afraid to grow!"

"And now you will have a nice garden too," said Frog.

"Yes," said Toad, "but you were right, Frog. It was very hard work."

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**Why was it such hard work for Toad to grow a garden?**

- a) He had to talk and shout to his seeds to make them grow.
- b) He had to wait for the sun and rain to make his seeds grow.**
- c) He had to play music and read to his seeds to make the seeds grow.

**Rationales:**

<b>a</b>	Incorrect. Toad's yelling did not help his seeds grow.
<b>b</b>	Correct.
<b>c</b>	Incorrect. Toad's singing and reading did not help his seeds grow.

### **Constructed Response Template**

Benchmark: CCSS.ELA.Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

#### **DOK Level: 3**

Lobel, Arnold. *Frog and Toad Together*. New York: HarperCollins, 1971.

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**Does Toad know how to grow a garden? How do you know?**

**Scoring Rubric and Exemplar Rubric:**

2	A score of two indicates that the student has demonstrated a thorough understanding of the writing or reading concept embodied in the question. The student response is clear and complete, follows a logical order, and is grammatically correct. The response may contain minor errors in grammar, spelling, or punctuation.
1	A score of one indicates that the student has provided a response that is only partially correct. For example, the student may arrive at an acceptable conclusion or provide an adequate interpretation, but may demonstrate some misunderstanding of the underlying concepts. Conversely, a student may arrive at an unacceptable conclusion or provide a faulty interpretation, but could have applied appropriate and logically sound concepts. The response may contain several grammar, spelling, or punctuation errors.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the reading or writing concept. The student’s response may be uninterpretable, lack sufficient information to determine the student’s understanding, or contain clear misunderstandings of the underlying concepts. The response may contain many errors in grammar, spelling, or punctuation.

**Exemplar:**

2	In the story “Frog and Toad Together,” Toad doesn’t know how to grow a garden. He thinks that he needs to shout at his seeds. Then he thinks they are scared of him, so he does nice things to the seeds like reading a story and singing a song. Finally, his seeds start to grow into plants. Toad thinks they are growing because he did nice things to make them less scared, but the seeds are really growing because they got some rain and sunshine. Toad doesn’t know that the rain and the sun are the real things that help a grow a garden.
1	Toad doesn’t know how to grow a garden because he shouts at the seeds and makes them scared. He should just wait for the sun and rain to help the seeds to grow into plants.

No 0 point exemplar is required.

**Selected Response Template Benchmark:** CCSS.ELA-Literacy.L.2.4 (standard) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CCSS.ELA-Literacy.L.2.4a (benchmark) Use sentence level context as a clue to the meaning of a word or phrase.

**DOK Level: 2**

Stevens, Janet. *Tops and Bottoms*. New York: Harcourt, 1985 (1995).

...Not far down the road lived a hare. Although Hare was clever, he sometimes got into trouble. He had once owned land, too, but now he had nothing. He had lost a risky bet with a tortoise and had sold off all of his land to Bear to pay off the debt...

**Although Hare was clever, he sometimes got into trouble.**

**What does clever mean in the sentence above?**

- a) foolish
- b) poor
- c) smart**

**Rationales:**

a	Incorrect. Foolish is the opposite of clever.
b	Incorrect. Hare is poor because he lost a bet; poor does not mean clever.
c	Correct.



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