



NEVADA INSTRUCTIONAL MATERIALS

FOR THE
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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Grade 3

TEACHER EDITION



Scoring Support Materials

Grade 3
Language and Reading

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Introduction

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed “Teacher Tips” to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.



Item Level Data

Item Number	NVACS*	SBAC** Target	DOK	Answers
1	L.3.1i; L.3.3a	-----	2	-----
2	L.3.2b; L.3.3b	-----	2	-----
3	L.3.3a; L.3.3b	-----	2	-----
4	L.3.2a	-----	1	C
5	L.3.1b	-----	1	A
6	L.3.1h	-----	2	B
7	L.3.2e	-----	1	D
8	L.3.1f	-----	2	C
9	L.3.2d	-----	1	B
10	L.3.3a	-----	2	D
11	L.3.2c	-----	2	B
12	L.3.1d	-----	1	D
13	L.3.1e	-----	1	B
14	L.3.3b	-----	2	C
15	L.3.1g	-----	1	A
16	RL.3.1	1	2	A
17	RL.3.4	7	2	A
18	L.3.4a	3	2	B
19	RL.3.2	2	2	C
20	RL.3.3	1	2	A, D
21	RL.3.3	1	2	-----

*Nevada Academic Content Standards

**Smarter Balanced Assessment Consortium

(Continued on the next page)

Item Level Data (continued)

Item Number	NVACS*	SBAC** Target	DOK	Answers
22	RL.3.6	4	3	-----
23	RL.3.2	2	2	-----
24	RL.3.4	3	2	D
25	RL.3.3	4	2	-----
26	RL.3.2	4	3	B
27	RL.3.3	1	2	B, C
28	RL.3.1	2	2	-----
29	RL.3.2	2	2	-----
30	RL.3.3	4	3	-----
31	RL.3.1	1	1	B
32	RL.3.4	7	2	B, D
33	RL.3.3	4	2	C
34	RL.3.1	1	2	-----
35	L.3.4a	3	2	D
36	RL.3.1	2, 1	2	-----
37	RL.3.1	2	2	-----
38	RL.3.9	5, 4	3	-----
39	RL.3.9	5	4	-----
40	RL.3.9	5	4	-----
41	L.3.5b	14, 8	2	-----
42	RI.3.1	9, 8	2	B

*Nevada Academic Content Standards

**Smarter Balanced Assessment Consortium

(Continued on the next page)

Item Level Data (continued)

Item Number	NVACS*	SBAC** Target	DOK	Answers
43	L.3.4a	10	2	B
44	RI.3.3	12	3	-----
45	RI.3.1	8	2	A, C
46	RI.3.2	9	2	-----
47	RI.3.2	9	2	-----
48	RI.3.2	9	2	B
49	RI.3.1	8	2	-----
50	RI.3.4	10	2	C
51	RI.3.7	13	2	A, C
52	RI.3.3	9	2	-----
53	RI.3.3	8, 13	2	-----
54	RI.3.7	13	3	-----

*Nevada Academic Content Standards

**Smarter Balanced Assessment Consortium

Detailed objectives for Content Standards and Depth of Knowledge (DOK) descriptions can be found on the Nevada Department of Education web site.



Scoring Guides and Student Response Examples by Score Point

Grade 3
Language and Reading

**Nevada Instructional Materials Phase III
Grade 3 Language
“Stand Alone”**

1

Read the sentences below.

I walked down the hall. It was dark. I heard a whisper. I stopped.

On the lines below, combine the four sentences into one sentence. Choose words that will make the sentence scary.

Scoring Notes:

Answers may include, but are not limited to:

I was walking down the dark hall when I heard a strange whisper and I froze.

I was slowly walking down the dark, scary hall when I heard a strange whisper that made me stop.

**Nevada Instructional Materials Phase III
Grade 3 Language
“Stand Alone”**

2

Read the sentences below.

Naomi asked if we wanna come to her party. She lives at 32 Sagebrush Lane Reno Nevada.

On the lines below, rewrite the sentences to correct any errors.

Scoring Notes:

Answers may include, but are not limited to:

Naomi asked if we wanted to come to her party. She lives at 32 Sagebrush Lane, Reno, Nevada.

Naomi asked us to come to her party. She lives at 32 Sagebrush Lane, Reno, Nevada.

**Nevada Instructional Materials Phase III
Grade 3 Language
“Stand Alone”**

3

Read the sentences below.

Jeremy was way surprised when he got his test back. He ain't missed a single question.

On the lines below, rewrite the sentences to correct any errors in writing style or grammar.

Scoring Notes:

Answers may include, but are not limited to:

Jeremy was very surprised when he got his test back. He didn't miss a single question.

Jeremy was shocked when he got his test back. He didn't get a single question wrong.

**Nevada Instructional Materials Phase III
Grade 3 Language
“The desert Tortoise”**

4

Which is the correct way to write the title of the passage?

- A the desert tortoise
- B the Desert Tortoise
- C The Desert Tortoise
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: No words in the title are capitalized.

Rationale B: Incorrect: “The” is not capitalized.

Rationale C: Correct: All words in the title are capitalized.

Rationale D: Incorrect: “Desert” is not capitalized.

Nevada Instructional Materials Phase III
Grade 3 Language
“The desert Tortoise”

5

Which is the correct form of the underlined word in sentence 7?

- A lives
- B livs
- C life
- D Leave as is.

Scoring Notes:

Rationale A: Correct: The “fes” changes to “ves” in the plural form of this irregular noun.

Rationale B: Incorrect: The “fes” changes to “ves” in the plural form of this irregular noun.

Rationale C: Incorrect: The “fes” changes to “ves” in the plural form of this irregular noun.

Rationale D: Incorrect: The “fes” changes to “ves” in the plural form of this irregular noun.

Nevada Instructional Materials Phase III
Grade 3 Language
“The desert Tortoise”

6

Which is the correct way to rewrite sentence 13?

- A** But the tortoise must find somewhere to get out of the heat and the cold.
- B** So the tortoise must find somewhere to get out of the heat and the cold.
- C** And the tortoise must find somewhere to get out of the heat and the cold.
- D** Yet the tortoise must find somewhere to get out of the heat and the cold.

Scoring Notes:

Rationale A: Incorrect: “But” is a conjunction that means “however.”

Rationale B: Correct: “So” is a conjunction that coordinates with earlier sentences.

Rationale C: Incorrect: “And” is a conjunction that means “also.”

Rationale D: Incorrect: “Yet” is a conjunction that here would mean “still.”

Nevada Instructional Materials Phase III
Grade 3 Language
“The desert Tortoise”

7 Which word in sentence 17 is misspelled?

- A does
- B wake
- C again
- D untill

Scoring Notes:

Rationale A: Incorrect: The word “does” is spelled correctly.

Rationale B: Incorrect: The word “wake” is spelled correctly.

Rationale C: Incorrect: The word “again” is spelled correctly.

Rationale D: Correct: The word “until” is a frequently misspelled word. It only has one “l.”

Nevada Instructional Materials Phase III
Grade 3 Language
“The desert Tortoise”

8 Which is the correct way to rewrite sentence 20?

- A The tortoise even ate rocks and dirt!
- B The tortoise even is eating rocks and dirt!
- C The tortoise even eats rocks and dirt!
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: The verb “ate” is past tense and does not agree with verb tense used in paragraph.

Rationale B: Incorrect: The verb “is eating” is present progressive and does not agree with verb tense used in paragraph.

Rationale C: Correct: The verb “eats” agrees with the singular noun “tortoise.”

Rationale D: Incorrect: The verb “eat” does not agree with the singular noun “tortoise.”

Nevada Instructional Materials Phase III
Grade 3 Language
“The desert Tortoise”

9

Which sentence from the passage has an error?

- A** It is important to understand the desert tortoise so that we can help to keep it safe.
- B** It uses it's long claws to dig a hole.
- C** Scientists don't know why.
- D** But it can live for more than a year without any water at all.

Scoring Notes:

Rationale A: Incorrect: The sentence does not contain an error.

Rationale B: Correct: The word “it’s” is a contraction of the words “it is.” The possessive form of “it” should be spelled “its.”

Rationale C: Incorrect: The sentence does not contain an error.

Rationale D: Incorrect: The sentence does not contain an error.

Nevada Instructional Materials Phase III
Grade 3 Language
“The desert Tortoise”
Passage Key for Option B

The italicized portions of the text below reflect one way that students could edit the passage; other solutions are possible. Review students’ work to ensure that they have corrected or improved all parts necessary and have not introduced new errors.

The *D*esert Tortoise

The desert tortoise is the state reptile of Nevada. It is also a threatened species. It is important to understand the desert tortoise so that we can help to keep it safe.

How long do desert tortoises live?

Baby tortoises are born from eggs. Only about 3 percent of the babies that hatch will make it to adulthood. The rest will fall prey to predators such as Gila monsters, ravens, foxes, badgers, and fire ants. But adult tortoises can live long *lives*. They can live to be more than 70 years old.

Where do they live?

The desert tortoise lives in the Mojave Desert. Because the tortoise is a reptile, it cannot control its temperature. When the temperature is very hot, the tortoise gets very hot. When the temperature drops, the tortoise’s temperature drops, too. *So* the tortoise must find somewhere to get out of the heat and cold. It uses *its* long claws to dig a hole. In the summer it spends a lot of time in this burrow. In the winter, it hibernates. The tortoise goes into a deep sleep and does not wake up again *until* spring.

What do they eat?

The desert tortoise is an herbivore. It eats grass, cactus, and other plants. The tortoise even *eats* rocks and dirt! Scientists don’t know why. One idea is that the stones may help the tortoise digest the plants it eats. The tortoise gets most of its water from the plants it eats. But it can live for more than a year without any water at all.

Next time you see a desert tortoise in the wild, take a moment to admire this ancient creature. But don’t touch it. Remember: It is illegal to capture and keep a wild desert tortoise as a pet.

Nevada Instructional Materials Phase III
Grade 3 Language
“The Hoover Dam”

10

Which is the **best** way to rewrite sentence 1 with stronger adjectives?

- A In 1900, the Colorado was a bad river.
- B In 1900, the Colorado was not a great river.
- C In 1900, the Colorado was an awful and scary river.
- D In 1900, the Colorado was a wild and dangerous river.

Scoring Notes:

Rationale A: Incorrect: The word “bad” is not specific and effective.

Rationale B: Incorrect: The words “not a great river” are not specific and effective.

Rationale C: Incorrect: The words “awful” and “scary” are not specific and effective.

Rationale D: Correct: The words “wild and dangerous” are effective and accurate.

Nevada Instructional Materials Phase III
Grade 3 Language
“The Hoover Dam”

11

Which is the correct way to punctuate sentence 4?

- A “The river was an enemy, and only in short periods of time could you look at it as a useful river, says government expert Blaine Hamann.”
- B “The river was an enemy, and only in short periods of time could you look at it as a useful river,” says government expert Blaine Hamann.
- C “The river was an enemy, and only in short periods of time could you look at it as a useful river”, says government expert Blaine Hamann.
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: Quotation marks should surround direct speech. The closed quotation mark should be placed after the comma.

Rationale B: Correct: Quotation marks are placed around direct speech, with the comma placed inside the closed quotation mark.

Rationale C: Incorrect: The comma should be placed inside of the closed quotation mark.

Rationale D: Incorrect: Quotation marks should surround direct speech.

Nevada Instructional Materials Phase III
Grade 3 Language
“The Hoover Dam”

12

Which is the correct form of the underlined word in sentence 8?

- A choose
- B choosed
- C has chosen
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: The past tense of the irregular verb “choose” is “chose.”

Rationale B: Incorrect: The past tense of the irregular verb “choose” is “chose.”

Rationale C: Incorrect: The past tense of the irregular verb “choose” is “chose.”

Rationale D: Correct: The past tense of the irregular verb “choose” is “chose.”

Nevada Instructional Materials Phase III
Grade 3 Language
“The Hoover Dam”

13

Which is the correct form of the underlined word in sentence 18?

- A were finishing
- B finished
- C will finish
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: The past tense of the regular verb “finish” is “finished.”

Rationale B: Correct: The past tense of the regular verb “finish” is “finished.”

Rationale C: Incorrect: The past tense of the regular verb “finish” is “finished.”

Rationale D: Incorrect: The past tense of the regular verb “finish” is “finished.”

Nevada Instructional Materials Phase III
Grade 3 Language
“The Hoover Dam”

14

Which is the **best** way to rewrite sentence 20 using standard written English?

- A In the end, the Hoover Dam was a really cool thing that humans built.
- B In the end, the Hoover Dam was like an amazing thing that humans built.
- C In the end, the Hoover Dam was one of the most amazing things that humans have ever built.
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: The phrase “really cool” is considered slang.

Rationale B: Incorrect: The word “like” is too casual for standard written English.

Rationale C: Correct: This sentence reflects standard written English.

Rationale D: Incorrect: The use of “like” and “coolest” is characteristic of spoken English slang.

Nevada Instructional Materials Phase III
Grade 3 Language
“The Hoover Dam”

15 Which sentence from the passage has an error?

- A** The U.S. government decided to tame the river by building what would be the larger dam in the world.
- B** Topping 700 feet, it would be more than twice as tall as the Statue of Liberty.
- C** The rocks caused the river to flow into the tunnels and around the area where people were working.
- D** They worked in heat, noise, dust, and danger.

Scoring Notes:

Rationale A: Correct: The word “larger” should be replaced by the word “largest” because more than two things are being compared.

Rationale B: Incorrect: This sentence does not contain an error.

Rationale C: Incorrect: This sentence does not contain an error.

Rationale D: Incorrect: This sentence does not contain an error.

Nevada Instructional Materials Phase III
Grade 3 Language
“The Hoover Dam”
Passage Key for Option B

The italicized portions of the text below reflect one way that students could edit the passage; other solutions are possible. Review students’ work to ensure that they have corrected or improved all parts necessary and have not introduced new errors.

The Hoover Dam

In 1900, the Colorado was a wild and dangerous river. It could flood without warning. Floods turned thousands of acres of farmland into a vast sea.

“The river was an enemy, and only in short periods of time could you look at it as a useful river,” says government expert Blaine Hamann.

To make the land productive, the river had to be tamed. The U.S. government decided to tame the river by building what would be the *largest* dam in the world. Topping 700 feet, it would be more than twice as tall as the Statue of Liberty.

The government chose a spot on the Nevada-Arizona border. The first task was to change the route of the river. Workers drilled four tunnels through the canyon walls. Then they piled rocks in the middle of the river. The rocks caused the river to flow into the tunnels and around the area where people were working. Now the workers could begin to build the dam.

Workers on the project worked every day of the week, every week of the year. They only got two days off all year. They worked in heat, noise, dust, and danger. They worked without shade and without enough water to drink. They *finished* the dam two years ahead of schedule.

People had said it couldn’t be done. *In the end, the Hoover Dam was one of the most amazing things that humans have ever built.*

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

16

Which sentence from the passage **best** explains why Nick’s dad wants to name the kitten “Boots”?

- A “It was mostly black with some white on its paws, face, and belly.”
- B “Maybe something down-to-earth and friendly . . .”
- C “Nick opened his jacket to let them watch as the little black-and-white face peeked out.”
- D “The kitten was shaking, its eyes wide open.”

Scoring Notes:

Rationale A: Correct: Nick’s dad suggests the name “Boots” because the kitten is black with white paws, so it looks as if the kitten is wearing boots.

Rationale B: Incorrect: Nick, not his dad, thinks the kitten should be given a name that is down-to-earth and friendly.

Rationale C: Incorrect: Although the kitten is described as having a black-and-white face, it’s the coloring of the kitten’s paws that makes Nick’s dad suggest the name “Boots.”

Rationale D: Incorrect: Although the sentence describes the kitten, it does not describe the kitten’s coloring, which is what leads Nick’s dad to suggest the name “Boots.”

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

17

Read the sentence below from the passage.

“All right, boys, let’s give the kitty a little space,” said Mom.

What does Mom want when she says, “give the kitty a little space”?

- A** She wants the kitten to feel more comfortable.
- B** She wants everyone to play with the kitten.
- C** She wants to find a special place for the kitten.
- D** She wants the children to put the kitten outside.

Scoring Notes:

Rationale A: Correct: Family members are excited about the kitten, handing him around and throwing out names, though he is clearly frightened. Mom says they can help Nick name him later. This indicates she thinks he needs a break from the attention.

Rationale B: Incorrect: Mom seems aware that the kitten is frightened; she would not want them to play with it more.

Rationale C: Incorrect: “Place” is related to “space,” but the context indicates that Mom is concerned for the kitten.

Rationale D: Incorrect: There’s no indication Mom thinks the kitten should go outside, but there is an indication that the kitten is frightened and Mom thinks people should calm down and leave him alone.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

18

What does the word suggestions mean in paragraph 15?

- A answers
- B ideas
- C reasons
- D tries

Scoring Notes:

Rationale A: Incorrect: While related to the correct response, “answers” is an awkward fit contextually.

Rationale B: Correct: The context suggests that people are offering many different ideas for a name.

Rationale C: Incorrect: The word “reasons” could be plausible if they were trying to explain why something happened, but they are not.

Rationale D: Incorrect: While they are trying many different names, the word “tries” is not contextually appropriate.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

19

Which sentence states the main idea of the passage?

- A** A boy makes up funny names for his new kitten.
- B** A boy likes to call his new kitten different names.
- C** A boy decides on the best name for his new kitten.
- D** A boy announces that his new kitten needs a good name.

Scoring Notes:

Rationale A: Incorrect: Although Nick thinks up a name for his kitten, it is not a funny name.

Rationale B: Incorrect: Nick’s family calls the kitten different names, but Nick only calls the kitten one name.

Rationale C: Correct: The passage is about a boy trying to give his new kitten an appropriate name.

Rationale D: Incorrect: Nick does not announce to his family that his new kitten needs a good name.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

20

Which words **best** describe Nick? Select **two** answers.

- A caring
- B curious
- C foolish
- D gentle

Scoring Notes:

Rationale A: Correct: Nick holds the kitten snugly inside his jacket and watches the kitten as it plays in the yard, which suggests that he is a caring person.

Rationale B: Incorrect: There is no evidence in the passage to suggest that Nick is curious.

Rationale C: Incorrect: There is no evidence in the passage to suggest that Nick is foolish.

Rationale D: Correct: Nick coaxes the kitten from its hiding place by speaking softly to it and placing the kitten close to his chest, which suggests that Nick is a gentle person.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

21

Write the words and phrases from the list below in the correct places in the table. Not all words and phrases will be used. The first one has been completed for you.

Characters’ Kitten Name Ideas

Character	Name for Kitten	Reason for Name
Nick	Murphy	sounds friendly
Jake		
Grandpa		
Carrie		
Mom		

- | | |
|--------------|---------------|
| Mr. Whiskers | sounds strong |
| Oreo | from the past |
| Caesar | looks afraid |
| Daisy | sounds silly |
| Scaredy Cat | sounds nice |
| | sounds cute |

Scoring Notes:

Characters' Kitten Name Ideas

Character	Name for Kitten	Reason for Name
Nick	Murphy	sounds friendly
Jake	Scaredy Cat	looks afraid
Grandpa	Caesar	from the past
Carrie	Daisy	sounds nice
Mom	Mr. Whiskers	sounds cute

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

22

Explain what readers know about Nick but his family doesn’t know. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message. The response includes inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message. The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
0	A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses will vary, but should reflect an understanding that readers are privy to Nick’s thoughts. Readers know that Nick wants to name the kitten “something down-to-earth and friendly, like Murphy,” but his family doesn’t know this. Nick wanted to tell his family his idea for a name at the dinner table, but it was too noisy and “he didn’t think anyone would hear him over all the noise.”

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Million and One Names for a Cat”

23

Explain what the problem is in the passage and how it is solved. Use details from the passage to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete explanation of what the problem is in the passage and how it is solved. Response is supported with details from the passage.
2	Response is a limited explanation of what the problem is in the passage and how it is solved. Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal explanation of what the problem is in the passage and how it is solved. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding that everyone in the family has a different idea of what to call the kitten.

- Nick’s dad wants to call it Oreo or Boots.
- Nick’s sister and mom want to name it something cute, like Mr. Whiskers or Princess Peaches.
- Nick’s brothers and grandfather have their own ideas as well.
- As for Nick, he likes the name Murphy.

The problem is solved when Nick gets the kitten to come out from its hiding place by calling it Murphy. That’s when Nick’s dad says, “Well, it seems our search for the perfect name has come to an end,” and everyone in the family cheers, “Welcome home, Murphy!”

Instructional Materials Question 23

What do you think the problem is? I think the problem is Nick can not think of a name for his cat. Nick just kept going through names in his head. The cat was black and white, I think Areo would have been a good name for it. Even his family gave Nick names like, Rocky, T-rex, Ceasar, Mr. Whiskers and he still could not choose. That problem was solved because the cat crawled under the porch and Nick said "random names and the one the cat listed to which was Murphy and thats what they named the cat.

Score Point: 3

This is an example of a lower 3. The statement of the problem is slightly inaccurate, but the supporting information reflects complete understanding of the passage, the problem, and its solution. It includes specific and relevant details about the cat's appearance and other names that were proposed for it.

Instructional Materials Question 23

The problem is that Nick couldn't think of a name for his new kitten that he got. He thought and thought of names that is good for him, but the names that thought were too boring or too silly. Then from his family but the names they were not good to. The next day Nick took the kitten outside to play, he lay in the hammock where he could keep an eye on the kitten, but he fell asleep. When he woke up the kitten was gone. Then Nick heard a tiny meow from the porch. Nick called his family and tried to help saying names to the kitten would like. But then Nick had an idea he said "Hey, Murphy, I'll get to safe place," and worked. And that's how Nick found a name Murphy.

Score Point: 3

This is an example of a lower 3. The statement of the problem is mostly accurate, but omits the fact that Nick had a good idea all along of what the cat's name should be, and that he turned out to be right. It does, however, reflect an understanding that members of the family have differing ideas about what to name it, and that the problem is solved when the cat responds to the name Murphy and comes out from underneath the porch.

Instructional Materials Question 23

The problem was that the cat went under the porch. He would not come out. The parnets called all these different names. But the cat got confused and backed up. Then Nick said "everyone be quiet for a second I have a ideid". He got under the porch and called the cat murphy. Wow! The cat came to Nick. Nick said "I know what to call him murphy". Everyone was happy for Nick and murphy. They all said "Welcome home murphy". I like the story because they solved the problem. I like problem solving stories.

Score Point: 2

This response correctly identifies a problem in the passage, though it is not the main one. After that, the response is primarily a retelling of the story that contains an implicit solution to the problem. This is a limited explanation.

Instructional Materials Question 23

When Nick got home with his new kitten everybody wanted to suggest a name for the new kitten. The day after Nick got his kitten, he went outside with his kitten to lay on a hammock, but he fell asleep. When Nick woke up his kitten was scared under the porch. Nick relatives used the name they wanted to call the cat, making the kitten confuse. Nick solved the problem by making everyone quiet, and getting Murphy out of the bottom of the porch

Score Point: 2

This is primarily a relevant retelling of the events in the passage. It contains only a vague reference to the solution; it does not explicitly state that Nick uses the name Murphy to retrieve the kitten. The reader is required to make too many inferences about what this student understood for the student to receive a higher score.

Instructional Materials Question 23

Many different names for
a cat. Nick and his family had
a hard time naming his cat.
They finally came up with a name.

Score Point: 1

This is an example of a “barebones” 1. The student correctly identifies the problem and indicates that it was resolved, with no details about either.

Instructional Materials Question 23

The problem was nick fell asleep, also the kitten went under the porch. After nick crawled closer to the kitten. Also he said here Murpy. Then he got murpy. Then everyone cheered. They said that he got under the porch. I got the information from the text. It said nick went under to get the kitten. After nick got the kitten the whole family cheered. Also the kitten played in the tall green grass.

Score Point: 1

The response identifies a problem, though not the main one. It is unclear whether or not the student understood that the kitten needed a name. It is primarily a retelling of events in the story, some of which are relevant to the task and some of which are not.

Nevada Instructional Materials Phase III
Grade 3 Reading
“The Newmans’ New House”

24

Read the sentence below from the passage.

“Yes, and the front porch sags, and the yard is overgrown,” agreed Grandmother Newman.

What does the word overgrown mean in the sentence?

- A too small for the building that is on it
- B larger than one would have thought possible
- C decorated with plants that grow there naturally
- D covered with plants that have been allowed to grow wild

Scoring Notes:

Rationale A: Incorrect: Related to size, but an incorrect inference based upon the context.

Rationale B: Incorrect: Though related to the word “grow,” this is not plausible given that it’s referring to a yard.

Rationale C: Incorrect: The word “decorated” suggests a deliberate action and is not negative, as suggested by the context.

Rationale D: Correct: The prefix “over-” means “too much” or “beyond,” and in this context things have grown beyond control.

Nevada Instructional Materials Phase III
Grade 3 Reading
“The Newmans’ New House”

25 In your own words, explain how Mr. Newman’s plans for the day change as he completes each task. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message. The response includes inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message. The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
0	A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding that Mr. Newman changes his plans because he has extra materials and/or is encouraged by seeing improvements.

- He is only going to make a sign to sell his house, but when he has extra paint, he decides to paint the garage.
- When he has extra wood, he decides to fix the porch.
- Then the house looks really nice, so he wants to make the yard look nice, too.
- Then he builds a shed to store the lawnmower, and so the new family will have a place to store other things.

Nevada Instructional Materials Phase III
Grade 3 Reading
“The Newmans’ New House”

26

Read the sentences below from the passage.

Just then, a car pulled up. Two women and a boy and a girl got out.

Why does the author use the words “two women and a boy and a girl” instead of naming the characters?

- A** to hint that a new story is starting
- B** to make the ending of the passage a surprise
- C** to show that the characters are new to the passage
- D** to suggest that the characters are strangers to one another

Scoring Notes:

Rationale A: Incorrect: Characters are often unnamed at the beginning of a story, but that is not why they are unnamed here.

Rationale B: Correct: The general terms the author uses to describe the family match the composition of the Newman family, but this is not confirmed until the last line of the passage.

Rationale C: Incorrect: Although the generic words used suggest that the author is introducing unknown characters, a close reading of the text reveals that the characters are, in fact, known to the reader.

Rationale D: Incorrect: This would be one reason not to use names, but it’s not supported by the context.

Nevada Instructional Materials Phase III
Grade 3 Reading
“The Newmans’ New House”

27

Which sentences from the passage show that Mr. Newman is a hard worker? Select **two** answers.

- A “‘Yes, too small and too old. We need a new house, a big house,’ said Mr. Newman.”
- B “‘There is quite a bit of paint left,’ he said to himself. ‘I might as well paint the garage.’”
- C “‘So Mr. Newman weeded and watered and planted pretty flowers.’”
- D “‘Mr. Newman went inside to get a drink of water.’”

Scoring Notes:

Rationale A: Incorrect: This statement shows that Mr. Newman wants to buy a new house, not that he plans to work on the house he wants to sell.

Rationale B: Correct: This statement supports the inference that Mr. Newman is a hard worker. Painting the garage will be more work, but Mr. Newman undertakes the task willingly.

Rationale C: Correct: This statement directly supports the inference that Mr. Newman is a hard worker by listing several tasks he chooses to undertake.

Rationale D: Incorrect: One might infer that Mr. Newman is tired and thirsty from all of his hard work, but the statement does not directly support the inference that he is a hard worker.

Nevada Instructional Materials Phase III
Grade 3 Reading
“The Newmans’ New House”

28

In the beginning, the Newman family believes it is time to move to a new house. Underline or highlight **three** sentences in the passage that support and explain this statement.

Scoring Notes:

Responses should include three of the following:

“The paint is all peeling.”

“And the fence is falling down.”

“Yes, and the front porch sags, and the yard is overgrown,” agreed Grandmother Newman.

“And it’s too small!” said the Newman twins, Nora and Nate.

“There isn’t enough room for all of our things in this house.”

“Yes, too small and too old.”

Nevada Instructional Materials Phase III
Grade 3 Reading
“The Newmans’ New House”

29

Some of the main events of the passage are listed in order below. Select events from the box below and use them to complete the list.

1. Mrs. Newman, Grandmother Newman, Nora, and Nate left to look for a new house.
- 2.
3. Mr. Newman painted the garage and replaced the fence.
- 4.
5. Mr. Newman cleaned up the yard and built a shed.
- 6.

Information from the Passage

Mr. Newman put the lawnmower away.
Mrs. Newman, Grandmother Newman, and the twins returned to their house.
The Newmans had lived in the house for a long time.
Mr. Newman fixed the front porch and built a back porch.
The Newmans lived in a small town.
Mr. Newman made a sign that said House for Sale.

Scoring Notes:

1. Mrs. Newman, Grandmother Newman, Nora, and Nate left to look for a new house.
2. Mr. Newman made a sign that said House for Sale.
3. Mr. Newman painted the garage and replaced the fence.
4. Mr. Newman fixed the front porch and built a back porch.
5. Mr. Newman cleaned up the yard and built a shed.
6. Mrs. Newman, Grandmother Newman, and the twins returned to their house.

Nevada Instructional Materials Phase III
Grade 3 Reading
“The Newmans’ New House”

30

Explain why the family believes it has found the “perfect new house.” Use details from the passage to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete explanation of why the family believes it has found the “perfect new house.” Response is supported with details from the passage.
2	Response is a limited explanation of why the family believes it has found the “perfect new house.” Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal explanation of why the family believes it has found the “perfect new house.” Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding that the improvements have given the Newmans what they want in a new house.

Supporting details may include, but are not limited to:

- The family members complain about their house in the beginning, but at the end of the passage they are really excited about it because the house looks completely different.
- First Mrs. Newman complains that the paint is peeling.
- Grandmother complains about the porch and the yard.
- The children complain that the house is too small.
- Later, Mrs. Newman really likes the new color of the house and fence, saying it is “so pretty.”
- Grandmother notices how pretty the house and the yard are. She tells everyone to “Look at the beautiful flowers!”
- The children are excited about how much room the new shed and porch provide. They say, “You know, there will be plenty of room to store our things.”
- The family members are so happy that they decide to stay.

Instructional Materials Question 30

The family believes they have found the "perfect new house" because the house did not ^{have} lots of space, the house is ruined, and it is pretty. Mr. Newman spent his day cleaning, painting, cutting, and planting so the house looks nice. When the rest of the family came they didn't even recognize their own house. When they saw the Newman's house it had everything they wanted. Mr. Newman fixed the porch, painted the garage and mowed the lawn after he finished the house had lots of space.

Score Point: 3

The responses includes specific details about how Mr. Newman improved the house and includes the observation that the house now "looks nice" and had "everything they wanted." It is a complete response.

Instructional Materials Question 30

They think they found a lovely house because Mr Newman remodel the fence, the front porch and the garden. He also painted the house, garage, and the fence. He did a wonderful job and because the house was diffrent with a for sale sign the family thought it was another house. They loved the house without a clue that it was the same house. He did a great job the family wanted to move in to the same house.

Score Point: 3

This is a tightly focused response to the task. It reflects an understanding that Mr. Newman improved the house in specific ways, so much so that “because the house was diffrent with a for sale sign the family thought it was another house.”

Instructional Materials Question 30

They say they found the perfect house, because Mr. Newman went to buy paint and wood but when he finished the sign he had some paint left over so he painted the garage. Each minute he started making the house bigger and prettier. Finally when he finished he decided he had found the Newman's family a new house.

Score Point: 2

The response reflects an understanding that one improvement led to another and that at the end the house is "bigger and prettier." It includes a minor inaccuracy (Mr. Newman is not the one who decides he has found the new house). However, the student seems to have a limited understanding of both the events in the passage and the task.

Instructional Materials Question 30

The family knows it is a "perfect new house" because it is terrific looking. All the paint are new and clean. The lawn is not overgrown, it have flowers and the fence is not broken. There's a perfect porch at the end back! Best of all, there's lots of space now. Also, there's a big shed in the backyard.

Score Point: 2

The response includes an accurate and relevant list of details about the improvements to the house. More support (how and why the transformation occurred, for example) would strengthen this response.

Instructional Materials Question 30

→ The Newmans think they have found the perfect new house because of how much room they made in the house. As I quote Mrs. Newman said "we need a bigger house." All of the Newmans had worked on the house because they thought someone else was moving in.

Score Point: 1

The response includes only one relevant improvement ("how much room they made"). The statement that all of the Newmans had worked on the house is a significant misunderstanding of the passage.

Instructional Materials Question 30

Newmans wonderful house.
Newmans new home, Mr. Newman
painted the garage, then Mr. Newman
painted the house. Finally he
watered the plants. The Newmans
have found a place to stay.

Score Point: 1

The response includes some relevant details but with no explicit connection to the task.

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

31

In “An Excerpt from *Akimbo and the Snakes*,” how does Uncle Peter plan to catch the snake?

- A by chasing it up a tree
- B by grabbing it with a tool
- C by shooting it with an arrow
- D by trapping it inside of a hole

Scoring Notes:

Rationale A: Incorrect: Uncle Peter speculates that the snake might have gone up a tree when it escaped, but Uncle Peter did not mean for this to happen.

Rationale B: Correct: In the passage Uncle Peter has an “extended pole,” and is close enough “for the jaws of the pole to be hovering almost around the snake’s body.” From this students can glean that he is using a tool of sorts.

Rationale C: Incorrect: An arrow is used to describe the way the snake moves, not the way that it is hunted.

Rationale D: Incorrect: Uncle Peter and Akimbo wait for the snake outside of its hole, but rather than set a trap like Akimbo’s father does for the lion in the other passage, they pursue the snake after it emerges.

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

32

Read the sentence below from “An Excerpt from *Akimbo and the Snakes*.”

For a moment, the deadly reptile and its pursuer faced one another, but then in a sudden flash, the snake shot away, flying up the bank like an arrow released from a bow.

What do the underlined words suggest about the snake? Select **two** answers.

- A It disappears.
- B It travels quickly.
- C It floats in the air.
- D It moves powerfully.

Scoring Notes:

Rationale A: Incorrect: The snake does move away suddenly, but Uncle Peter and Akimbo do not lose sight of it until it reaches the clump of trees.

Rationale B: Correct: The word “flying” and the simile about the release of an arrow both suggest speed.

Rationale C: Incorrect: The author is not suggesting that the snake is actually “flying” in the literal sense of the word.

Rationale D: Correct: The phrase “like an arrow released from a bow” conveys the force and power of motion.

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

33

At the end of “An Excerpt from *Akimbo and the Snakes*,” how does Akimbo **most** likely feel?

- A lost
- B proud
- C scared
- D wise

Scoring Notes:

Rationale A: Incorrect: They are not sure exactly where to find the snake at the end of the passage, but there is no indication that they do not know where they are.

Rationale B: Incorrect: Akimbo has helped his uncle track the snake up to this point, but they have not yet accomplished their goal of capturing the snake.

Rationale C: Correct: Akimbo realizes that mambas are aggressive and that they are about to enter the mamba’s territory, so he is likely to feel fear and apprehension.

Rationale D: Incorrect: Akimbo and Uncle Peter are left not knowing where the snake is; they do not feel wise.

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

34

Read the statement below.

The mamba snake is a fierce and dangerous creature.

Underline or highlight **two** sentences from “An Excerpt from *Akimbo and the Snakes*” that support this idea.

Scoring Notes:

Responses may include any two of the following:

“The snake, as it emerged from the hole, showed itself to be immensely long, at least twice his own height.”

“For a moment, the deadly reptile and its pursuer faced one another . . .”

“Mambas were aggressive—Akimbo had read that time and time again.”

“They could stand their ground and attack when other snakes would think only of seeking out safety.”

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

35

Read the sentence below from “An Excerpt from *Akimbo and the Lions*.”

They made their way over to the trees and found a place where they could sit and be reasonably well concealed from view.

Which phrase from the sentence **best** helps the reader understand the meaning of the word concealed?

- A made their way
- B found a place
- C where they could sit
- D from view

Scoring Notes:

Rationale A: Incorrect: The phrase describes their action, but its position in the sentence does not offer a clue to the meaning of the targeted term.

Rationale B: Incorrect: This phrase indicates that they found what they were looking for but does not indicate the nature of the place.

Rationale C: Incorrect: This phrase describes a good place to wait, but it does not relate to the other important characteristic of the place: that it is hidden.

Rationale D: Correct: The proximity and relationship of this phrase to the targeted term suggest that the word “concealed” is related to the ability to see or be seen.

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

36

In “An Excerpt from *Akimbo and the Lions*,” Akimbo and his father know that the lion is near. Explain how they know this. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to identify or summarize central ideas, key events, or the sequence of events presented in a text. The response includes specific inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to identify or summarize central ideas, key events, or the sequence of events presented in a text. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
0	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas, key events, or the sequence of events presented in a text and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding of the following:

First Akimbo and his father hear the goat. The goat is scared because it is the bait for the lion. Then the cattle start to move and make noise, and the goat makes a louder noise than it did before. Finally Akimbo and his father hear the lion roar in the trap.

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

37

In “An Excerpt from *Akimbo and the Lions*,” Akimbo’s father helps Akimbo to feel better while they are waiting for the lion. Describe how he does this. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to identify or summarize central ideas, key events, or the sequence of events presented in a text. The response includes specific inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to identify or summarize central ideas, key events, or the sequence of events presented in a text. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
0	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas, key events, or the sequence of events presented in a text and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding of the following:

While they are waiting, Akimbo’s father whistles a song. It is a song that Akimbo liked when he was little. The song is about a time long ago when men hunted lions. Akimbo tells his father that he will feel brave if his father sings the words. Akimbo’s father also tells him that he will keep watch and that Akimbo shouldn’t worry.

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

38

In both passages, Akimbo must follow directions. Choose a sentence from **each** passage that shows when it is **most** important for Akimbo to follow directions. Draw a line connecting **each** sentence you choose to the box that says “Akimbo Follows Directions.”

Akimbo Follows Directions

“Akimbo hardly dared breathe.”
(Akimbo and the Snakes)

“Uncle Peter gestured to Akimbo to stay where he was.”
(Akimbo and the Snakes)

“‘Sleep if you wish,’ said Akimbo’s father quietly.” *(Akimbo and the Lions)*

“There was a tone in his father’s voice that made Akimbo realize it was no use trying to argue.”
(Akimbo and the Lions)

Scoring Notes:

Akimbo Follows Directions

“Akimbo hardly dared breathe.”
(Akimbo and the Snakes)

“Uncle Peter gestured to Akimbo to stay where he was.”
(Akimbo and the Snakes)

“‘Sleep if you wish,’ said Akimbo’s father quietly.” *(Akimbo and the Lions)*

“There was a tone in his father’s voice that made Akimbo realize it was no use trying to argue.”
(Akimbo and the Lions)

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

39

Explain how the characters of Uncle Peter and Akimbo’s father are alike. Use details from **both** passages to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete explanation of how the characters of Uncle Peter and Akimbo’s father are alike. Response is supported with details from the passage.
2	Response is a limited explanation of how the characters of Uncle Peter and Akimbo’s father are alike. Response is supported with limited details (number or quality) from the passage(s).
1	Response is a minimal explanation of how the characters of Uncle Peter and Akimbo’s father are alike. Response is supported with few or no details from the passage(s).
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

Both characters are brave. Uncle Peter chases the mamba snake more than once, even though it is deadly and fast. Akimbo’s father helps to trap a lion and sits waiting for the lion with a rifle in his lap. After the lion is caught, he goes to check on it by himself.

Both characters are smart and know a lot about animals. Uncle Peter knows how to recognize and catch different snakes. Akimbo’s father knows how to trap a lion.

Both characters are patient. Uncle Peter waits with Akimbo outside the hole of the snake. After they see the snake move, Uncle Peter doesn’t even move until the snake comes out of its hole. Akimbo’s father finds a hiding place for them, and then he carves some wood and sings songs to pass the time. He tells Akimbo to sleep because he knows it may take a long time for the lion to find the trap. He stays awake waiting.

Instructional Materials Question 39

The characters Uncle Peter and Akimbo's father are alike because in the book Uncle Peter is trying to hunt down a deadly snake and Akimbo's father is trying to hunt down a lion so that means that they both like to hunt. Uncle Peter and Akimbo's father are also alike because they are both in some kind of park and Uncle Peter is in a snake park and Akimbo's father is in a African wild animal park. The last exsample how Uncle Peter and Akimbo's father are alike is because both Uncle Peter and Akimbo's father sensed that the snake and the lion were there. Those are all of my reasons how Uncle Peter and Akimbo's father are alike, because they are both trying to hunt down something, they are both in a park, and they both sensed that the animal was there.

Score Point: 3

This is a complete response. It correctly identifies three ways that the characters are alike and includes some specific details.

Instructional Materials Question 39

Uncle Peter and Akimbo's father are alike because they both take good care of Akimbo. To begin with they both protect him from the animals in the story. Secondly Akimbo's dad stays awake during the night to let his son sleep in calm while he watches out for the lion. His uncle Peter backs him away from the snake and tries to attack the snake. Last but not least they both have Akimbo stay behind so nothing happens to him. Those are the reasons why uncle Peter and Akimbo's father are alike by taking good care of him.

Score Point: 3

This is an example of a lower 3. One strength is that the student offers his or her own analysis, "they both take good care of Akimbo," rather than selecting less significant similarities, such as being hunters. The analysis is supported by specific and relevant details.

Instructional Materials Question 39

Uncle Peter is like Akimbo's father because they are both brave. Uncle Peter is brave because they were in the jungle trying to catch a dangerous snake with a long net and no other things else. Akimbo's father is brave by going to Africa with a rifle and Akimbo to trap a lion by using a wooden cage. But the lion breaks the cage and gets out of the cage and while Akimbo and his father wait all day and all night and suddenly there are a herd of goats and the lion roars and the noise grew harder and harder until everything was silent and Akimbo's father sees something standing but also it is crouching on the ground at the same time.

Score Point: 2

The response identifies a common characteristic, being brave, but provides only limited support for this idea. Much of the response is an irrelevant retelling of the events in the passage.

Instructional Materials Question 39

Uncle Peter and Akimbo's father are alike is that they are both brave. Why Uncle Peter is brave is when he tried to capture the snake with Akimbo. Why Akimbo's father is brave is that he captured a lion from a trap he has hidden. Also, why Uncle Peter and Akimbo's father are alike is that they never stop what they are doing. Why Akimbo's father never stopped looking around to find a lion to look at. Why Uncle Peter doesn't stop trying to do something is that he never stopped giving up to catch the snake after it got away. Finally, why Uncle Peter and Akimbo's father are alike is that they know Akimbo. Uncle Peter is Akimbo's uncle. Akimbo's father is Akimbo's father.

Score Point: 2

The response focuses on the bravery of the two characters and provides limited support for this idea. The discussion of how they "never stop what they are doing" is confusing.

Instructional Materials Question 39

Uncle Peter and Akimbo's father are alike because they both want to protect Akimbo and keep him away from danger. They also want to hunt animals with Akimbo.

They both wanted to tell stories about their childhood and their ancestors.

Score Point: 1

While the observation that they both want to protect Akimbo is a strong one, the response includes no support for this idea. The final sentence is inaccurate; only Akimbo's father does this.

Instructional Materials Question 39

Uncle Peter and Ahimbo are both
brave and nice. Because they both didn't
get scared at night and they did not
get scared of the snake. And they are both
nice because Ahimbos father let him
go to sleep

Score Point: 1

The response offers only minimal support for the idea that both are "brave and nice."

Nevada Instructional Materials Phase III
Grade 3 Reading
“Akimbo and the Snakes/Akimbo and the Lions”

40

In both passages, Akimbo helps try to catch a wild animal. Explain how the events in the two passages are different even though the problems in the passages are very much alike. Use details from **both** passages to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete explanation of how the events in the two passages are different even though the problems in the passages are very much alike. Response is supported with details from the passage.
2	Response is a limited explanation of how the events in the two passages are different even though the problems in the passages are very much alike. Response is supported with limited details (number or quality) from the passage(s).
1	Response is a minimal explanation of how the events in the two passages are different even though the problems in the passages are very much alike. Response is supported with few or no details from the passage(s).
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

Ways the events are different:

Instead of setting a trap, Akimbo and his Uncle Peter look for the snake in the wild and wait by its hole. Akimbo and his father wait for the lion to find their trap. They use a goat as bait for the lion, and they wait for most of the night until the lion is finally caught in the cage.

Akimbo wonders if it is worth waiting for the snake with Uncle Peter, but there is movement in the hole soon after they arrive. Akimbo and his father must be patient and wait for the lion for a long time. They sing songs while the sun goes down, and Akimbo’s father tells him to “sleep if you wish.” The lion finally comes during the night.

Akimbo and his uncle do not solve the problem of the snake. They find the snake, but it gets away from them and seems to “vanish completely into a dense clump of trees.” Akimbo does help solve the problem of the lion. After waiting for much of the night, they hear a roar “loud and unmistakable.” At the end of the passage it is quiet in the cage and Akimbo sees the “large, dark shape” in the trap.

Responses may or may not reflect a direct understanding that the common problem is related to dealing with a dangerous wild animal.

Score Point Representation

None of the pilot test responses submitted received a score of 3. Students tended to focus on very simple differences, such as which animals were hunted. They tended to overlook other, more significant differences, such as the fact that one story is resolved and the other is not, or how much Akimbo was involved in the hunt. Discerning between significant and minor elements of a text is fundamental to the act of reading comprehension, at all grade levels.

Instructional Materials Question 40

Some differences of the passages are that Akimbo's father is in Africa at a wild animal park and Uncle Peter is at a snake park. Also Uncle Peter is trying to catch a type of snake called a mamba and Akimbo's father is trying to catch a lion. In Akimbo and the lions Akimbo falls asleep when his father sings him a song but in Akimbo and the snakes Akimbo is helping his uncle by telling him where he see's the snake.

Score Point: 2

The response correctly identifies two differences and offers limited details as support.

Instructional Materials Question 40

The events in the two passages are different even though the problems in the passages are very much alike. In passage 1, Akimbo looks for a snake but never catches it. In passage 2, Akimbo looks for a lion, and he catches the lion. These are some things different thing about passage 1 and passage 2.

Score Point: 2

The response includes two important differences but does not develop or support the ideas. It is a limited response.

Instructional Materials Question 40

The events in the two passages are different because they use different animals. I think this because what I read in passage 1 was a story about a snake. What I read in passage 2 was a story about a lion. I also think this because it said in both passages what animals it had. Finally, I think that it's because the passages use different animals because I read what kind of animals the story used.

Score Point: 1

The response focuses solely on the two different kinds of animals.

Instructional Materials Question 40

in the first story A Kimbo was helping the whole event but in the second event in the story a kimbo father told him to stay in on spot because he was going to do something.

Score Point: 1

The response correctly identifies a difference but offers only minimal support.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Beacon of Light”

- 41** Underline or highlight **three** sentences from paragraph 1 that create a feeling of hope.

Scoring Guide:

The following sentences should be selected:

“Then you see it through the fog and darkness.”

“A light shining.”

“It is the lighthouse leading you home.”

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Beacon of Light”

- 42** What is the **most** likely reason the author includes details about the lighthouse in Alexandria?

- A** to show how tall lighthouses can be
- B** to show the long history of lighthouses
- C** to show that early Egyptian lighthouses still are working today
- D** to show that early Egyptian lighthouses were built like lighthouses today

Scoring Guide:

Rationale A: Incorrect: Although the height of the lighthouse is noted, it is not a significant detail.

Rationale B: Correct: The details support the idea that lighthouses have been in use and been important throughout history.

Rationale C: Incorrect: There is no indication of whether the lighthouse is still in use.

Rationale D: Incorrect: No connection is made between how lighthouses were once built and how they are now built.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Beacon of Light”

43 Which word from paragraph 4 helps the reader understand the word isolated?

- A busy
- B lonely
- C heroic
- D shipwrecked

Scoring Guide:

Rationale A: Incorrect: The word “busy” is very distant from the targeted term in the paragraph; it offers no clues as to its meaning.

Rationale B: Correct: Sentence-level context suggests that “lonely” is a clue to the meaning of the targeted term.

Rationale C: Incorrect: Although “heroic” appears in relatively close proximity to the targeted term, it is in a sentence addressing a different topic.

Rationale D: Incorrect: The word “shipwrecked” appears in the sentence after the targeted term and is connected to a different topic.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Beacon of Light”

44

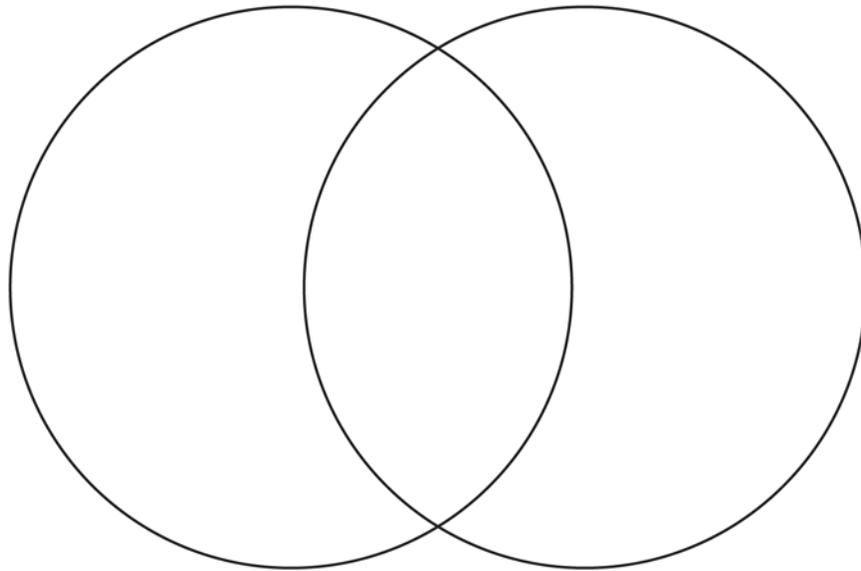
Use the Venn diagram below to show how lighthouse keeping has changed.

Write the number of each sentence from the textbox into its proper category in the Venn diagram.

Information from the Passage

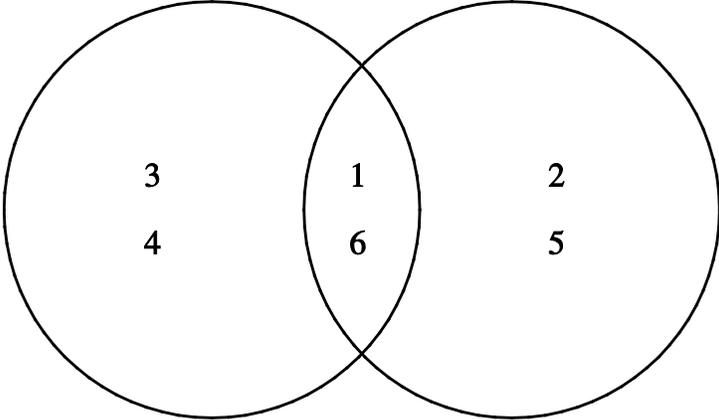
1. Lighthouses bring sailors home.
2. Electric bulbs make the light.
3. Most keepers live at the lighthouses.
4. Oil lamps make the light.
5. Volunteers repair lighthouses.
6. Lighthouses mark rocks.

Early Lighthouses Both Lighthouses Today



Scoring Guide:

Early Lighthouses Both Lighthouses Today



Nevada Instructional Materials Phase III
Grade 3 Reading
“A Beacon of Light”

45

Which sentences from the passage support the idea that lighthouses were built high above the water? Select **two** answers.

- A “Lighthouses started as large bonfires built on seaside hills.”
- B “Early sailors followed the light to find their way home.”
- C “It would be a skyscraper even by today’s standards.”
- D “However, many people find lighthouses to be beautiful and volunteer to keep them in good shape.”

Scoring Guide:

Rationale A: Correct: Having the light on a hill is one way to raise it up so it can be seen at a greater distance.

Rationale B: Incorrect: This is a statement explaining how sailors used light from bonfires to find the way home; it does not support the idea that lighthouses were built high above water.

Rationale C: Correct: The description of the lighthouse encourages the reader to infer that most lighthouses were built to raise the light so that it can be seen at a greater distance.

Rationale D: Incorrect: While some lighthouses are still in active service, and others are historic landmarks preserved through volunteer efforts, this detail does not support the idea that lighthouses were built high above water.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Beacon of Light”

46

Explain **one** way that lighthouses help people. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them. The response includes specific inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
0	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

- Lighthouses help guide sailors to harbor. First, bonfires on hillsides, and later, tall buildings with lights, helped sailors find the harbor.
- Lighthouses also warn sailors of danger. They were built near rocks or shallow water. This helps sailors avoid shipwrecks.
- In the early days, lighthouse keepers helped people, too. They sometimes rescued sailors who had been shipwrecked.

Nevada Instructional Materials Phase III
Grade 3 Reading
“A Beacon of Light”

47

In your own words, write a summary of a normal day and night in the life of an early lighthouse keeper. Use details from the passage to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete summary of a normal day and night in the life of an early lighthouse keeper. Response is supported with details from the passage.
2	Response is a limited summary of a normal day and night in the life of an early lighthouse keeper. Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal summary of a normal day and night in the life of an early lighthouse keeper. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

Early lighthouse keepers were busy all the time. During the day, they had to make repairs and take care of the living area.

Each night, they kept the light burning to guide sailors and keep them safe. They would carry the oil up to the lantern a few times every night, so they would not get much sleep. The lighthouse keeper would also trim the wick in the lantern so that it would give off a strong light and would not smoke.

Sometimes, the lighthouse keeper would have to rescue sailors who had been shipwrecked.

Instructional Materials Question 47

During the early times of lighthouse keeping, keepers were kept busy while they were doing their job. The keepers had to keep the fire going from sunset to sunrise. Before lightbulbs were made, keepers kept the fire, which was used as the light for the lighthouse, going by using oils. This meant, the keepers were going up and down, at least twice a night carrying oils. The keepers also had to trim the wick on the light. The wick would allow the light for the lighthouse to shine brightly, without smoking too much. During the day time, the keepers had to take care of the lighthouse and living quarters. Lighthouse keeping was very lonely work. Sometimes, the keepers were called to do brave things, like save shipwrecked sailors.

Score Point: 3

This is a complete response to the task. It is focused on the idea that lighthouse keepers “were kept busy” and includes many details as support.

Instructional Materials Question 47

Light house keepers worked Day and night. Doing there work, 3 times a day they would go up long as building stairs so they could have the light house's light on. Then they have to trime the wick on the light. A light house keepers put there light on for ships to see. Light house keepers during the day will take care of there house so it is not dirty. Then they would also keep the lighthouse on to keep ships from danger. A light house keepers life was a hard working one. Light house keepers were heroic for saving ship wecked people. Sometimes light house keepers were lonley doing there work isolated.

Score Point: 3

The response includes many details that support the idea that lighthouse keepers worked day and night. It also includes the student's own analysis ("A light house keepers life was a hard working one"). It is a complete response.

Instructional Materials Question 47

A day in the life of an early lighthouse keeper was very hard and had challenges. Due to the oil being used, you would have to walk up and down the lighthouse stairs quite a few times. Your life was sometimes in danger due to the fact that lighthouse keepers were sometimes called to do things like rescue shipwrecked sailors.

Score Point: 2

The response includes limited details that support the idea that life as a lighthouse keeper was hard. More specific support would improve this student's score.

Instructional Materials Question 47

A normal day and night in the life of an early lighthouse must be difficult but they do it for the good. If we did not have lighthouses boats would not know where they have to go to get home. It must be tiring to go up and down the stairs like three times just for oil. You should know that it is a career to be a lighthouse keeper.

Score Point: 2

The response includes relevant but limited details from the passage.

Instructional Materials Question 47

Would you like to have life in a lighthouse and be a lighthouse keeper? I would love to be a light house keeper, it sounds mighty hard though. I could just imagine walking down that long stair case. It will feel like I live in a castle. It must be hard carrying all that wood and oil up those stairs. It would be wonderfull if I lived in a lighthouse.

Score Point: 1

This is an example of a stronger 1. The student refers to the difficulty of carrying things up and down a long staircase, which supports the point that being a lighthouse keeper would be “mighty hard.” Additional support is necessary to receive a higher score.

Instructional Materials Question 47

The early lighthouse keeper had to
run up and down lots of time
just to keep the light glowing
during day and night

Score Point: 1

This is a minimal but accurate response to the task.

Nevada Instructional Materials Phase III
Grade 3 Reading
“An Excerpt from *Forest Food Webs*”

48 Which paragraph **best** explains the idea that forests support many kinds of life?

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

Scoring Guide:

Rationale A: Incorrect: One could infer from this paragraph that forests are important, but the support for this comes in the next paragraph.

Rationale B: Correct: This paragraph includes multiple examples of the kinds of life that are supported in forests.

Rationale C: Incorrect: This paragraph offers some key definitions, but does not specifically support the idea that forests support many kinds of life.

Rationale D: Incorrect: This paragraph is about food webs, not about the forest and the kinds of life it supports.

Nevada Instructional Materials Phase III
Grade 3 Reading
“An Excerpt from *Forest Food Webs*”

49

Read the sentence below from the passage.

A forest has many food chains.

Underline or highlight **two** parts of the passage that support this statement.

Scoring Guide:

Responses should include two of the following:

“But birds don’t eat only caterpillars. They also eat seeds, beetles, and worms.”

“Bobcats eat other things besides birds. Bobcats also eat rabbits, squirrels, and mice.”

“And vultures eat all kinds of dead animals.”

Nevada Instructional Materials Phase III
Grade 3 Reading
“An Excerpt from *Forest Food Webs*”

50

Based on paragraph 6, a vulture is a kind of

- A energy.
- B chemical.
- C animal.
- D plant.

Scoring Guide:

Rationale A: Incorrect: Though “energy” is discussed in the previous paragraph, a “vulture” is mentioned in the context of other animals. Students could confirm the meaning by referring to the illustration.

Rationale B: Incorrect: Though “chemicals” are mentioned in an earlier paragraph, a “vulture” is mentioned in the context of other animals.

Rationale C: Correct: Paragraph-level context, in addition to the illustration, suggests that a vulture is a kind of animal.

Rationale D: Incorrect: Though both “leaf” and “forest” are mentioned in the paragraph, the context suggests that this option is incorrect.

Nevada Instructional Materials Phase III
Grade 3 Reading
“An Excerpt from *Forest Food Webs*”

51

According to the diagram, which of the following are decomposers or scavengers?
Select **two** answers.

- A turkey vultures
- B black rat snakes
- C honey mushrooms
- D American holly trees

Scoring Guide:

Rationale A: Correct: The diagram shows energy from all of the animals moving to this scavenger. The passage also states that vultures have this role in the forest.

Rationale B: Incorrect: Although the diagram shows that the black rat snake is a meat eater, it does not indicate that the snake eats dead animals or plants.

Rationale C: Correct: The diagram shows energy moving from two plants to this decomposer.

Rationale D: Incorrect: The diagram shows energy moving from the American holly tree to a decomposer (the honey mushroom).

Nevada Instructional Materials Phase III
Grade 3 Reading
“An Excerpt from *Forest Food Webs*”

52

All energy for life comes from the sun. In your own words, explain how animals get this energy. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them. The response includes specific inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them.. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
0	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them and includes no relevant information from the text.
Blank	No response.

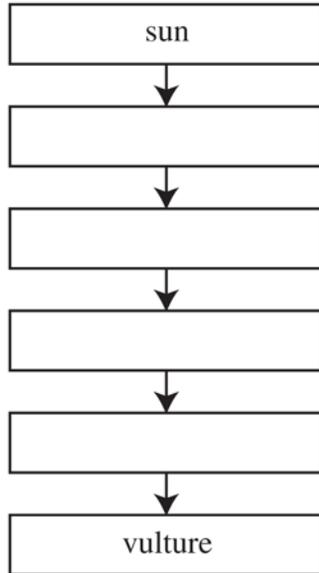
Scoring Notes:

Responses will vary, but should reflect an understanding that animals get energy for life from plants. The energy from the sun is in the stems, leaves, and roots of plants. When an animal eats a plant, the energy moves to the animal.

Nevada Instructional Materials Phase III
Grade 3 Reading
“An Excerpt from *Forest Food Webs*”

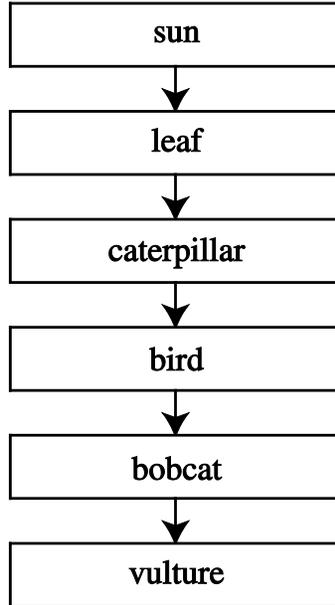
53

Below is a diagram of a forest food chain. Write each word from the word box below in its correct place in the forest food chain diagram.



bird	caterpillar	leaf	bobcat
------	-------------	------	--------

Scoring Guide:



Nevada Instructional Materials Phase III
Grade 3 Reading
“An Excerpt from *Forest Food Webs*”

54

Explain why the red fox in the diagram is important to the food web. Use details from the diagram and the passage to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete explanation of why the red fox in the diagram is important to the food web. Response is supported with details from the passage.
2	Response is a limited explanation of why the red fox in the diagram is important to the food web. Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal explanation of why the red fox in the diagram is important to the food web. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding that the red fox is important because it moves energy in the food web in a lot of ways.

- It is a plant eater, so it gets energy from plants, such as the American holly tree.
- It is also a meat eater and gets energy from prey it eats, such as deer, squirrels, snakes, and vultures.
- But the fox also moves energy to other animals that eat the fox, such as the turkey vulture.

Instructional Materials Question 54

the red fox important to the
because it is in the middle
of the food chain. a lot of
animals eat the red fox and
the red fox eat a lot of things.
The red fox take energy from
animals and when it dies a lot
of animals take energy from the red fox.
The cycle goes over and over then
the red fox is extinct. that is why
the red fox is important

Score Point: 3

This response reflects a complete understanding of the red fox's role "in the middle of the food chain." It includes an understanding about how energy moves. While more specific details would strengthen this response, it is still considered sufficient for the score point.

Instructional Materials Question 54

The red fox is important in the food web because it eats both meat and plants so, if the deer ate a plant and the fox ate the deer then the fox died and a vulture ate the fox, the sun's energy would've gone from the plant, to the deer, to the fox, the finally to the vulture.

Score Point: 3

This is a succinct but complete response to the task. It addresses how energy moves through a food web and includes specific details as support.

Instructional Materials Question 54

The red fox in the diagram is important to the food web because it eats plants, meat, and it gets eaten. When a animal eats a plant it gets energy from the plant.

Score Point: 2

The response reflects an understanding that the red fox eats a variety of foods and is eaten. It begins to show an understanding of how this is related to the movement of energy in a food web; more development of that idea would have strengthened this response.

Instructional Materials Question 54

The red fox is so important because he eats a lot of different animals also lots of animals like the vulture hunt the Red fox. The red fox hunts animals like the eastern gray squirrel and other animals. The red fox is also a threat to the white tail deer. Some times the fox eats the Black rat snake for lunch.

Score Point: 2

This is an example of a weaker 2. It shows an understanding that the red fox eats other animals and is eaten by vultures. It specifically identifies some of the animals that it eats. It omits any details about the movement of energy or that it eats plants as well as animals.

Instructional Materials Question 54

The red fox is important to the food web, because it eats a lot of energy from plants or other animals in the forest. It eats the most energy plants and other stuff. That is why red foxes are important to the food web.

Score Point: 1

The response includes information about the variety of foods that the red fox eats and refers vaguely to energy.

Instructional Materials Question 54

The red fox is important because it is a part
of the food chain. It eats a animal and
a other animal eats the fox. It is in the
food chain it get eaten and the fox eats other animals.
It is the fox that gets eaten, not the
other animals.

Score Point: 1

The response reflects an understanding that the red fox eats and is eaten. This is a minimal response to the task.



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