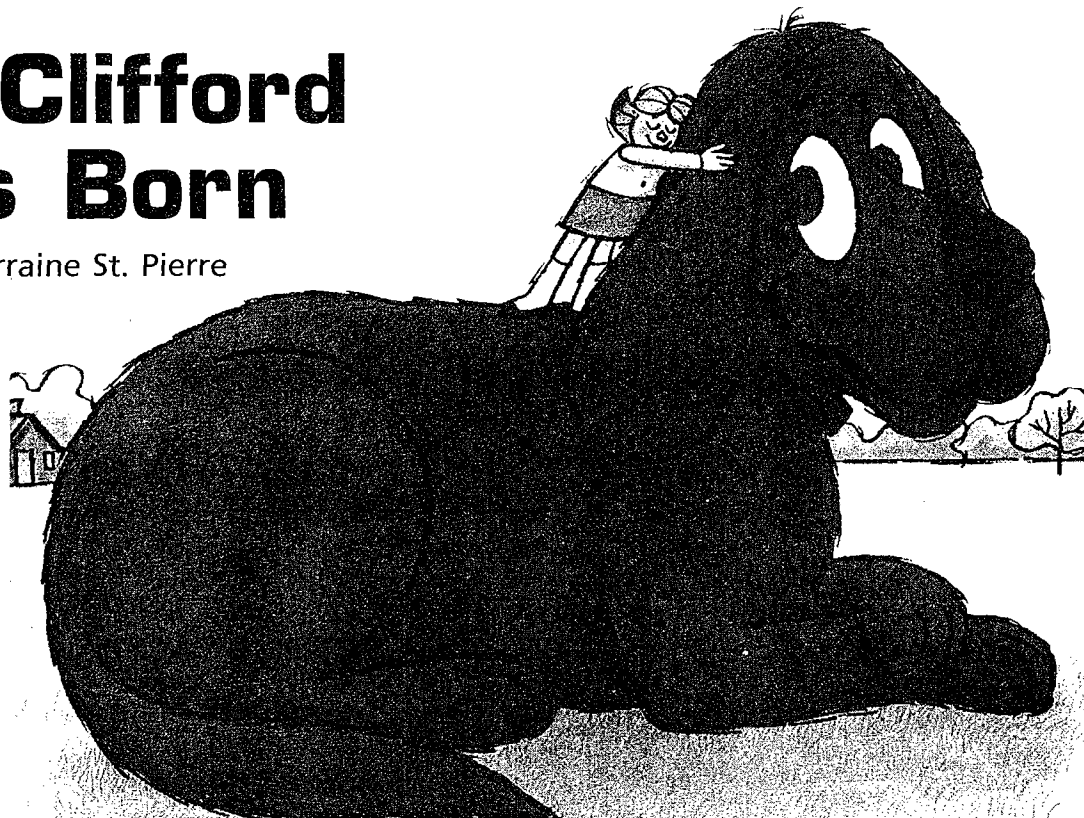


Directions

Read these two passages about the man who created Clifford the Big Red Dog. Then do Numbers 8 through 12. You may look back at the passages as often as you like.

How Clifford Was Born

by Lorraine St. Pierre



There is only one Clifford the Big Red Dog, and children all over the world enjoy reading about his adventures. But why is Clifford red? Why isn't he brown or black or tan, like other dogs? When I visited Norman Bridwell, who is Clifford's creator and my neighbor, I asked him just that. His answer surprised me.

"There was a jar of red paint on the end of my drawing table," he said, laughing. "I dunked my brush in it and decided the dog would be red."

Clifford wasn't even the dog's name at first. When Mr. Bridwell finished painting him, he wanted to give him a funny name. Because the dog was so big, he thought Tiny would be a good name. But Mr. Bridwell's wife, Norma, felt that it didn't suit the dog.

"He needs a strong name," she said. She suggested Clifford, the name of the imaginary playmate she'd had as a child. Mr. Bridwell liked the sound of it and decided it was perfect.

He also thought the big red dog would need a friend, so he drew a little girl with a happy smile. Mr. Bridwell named her Emily Elizabeth, after his daughter. Then he wrote a story about them and drew pictures for it.

Mrs. Bridwell made a bright gingham cover for the story and bound it like a real book. Then the Bridwells sent it off to a publishing house. Luckily, it reached an editor who fell in love with it, and that's how Clifford was born.

Over the past 36 years, more than 60 books about Clifford have been published. What makes him so popular? When I asked Mr. Bridwell, he said, "Maybe it's because, even though Clifford is klutzy and funny, he always, always tries to be helpful."

Mr. Bridwell has a sunny studio in his home, which is on the island of Martha's Vineyard, in Massachusetts. His studio is

gingham: a type of cloth

publishing house: a place where books are prepared for printing

editor: a person who prepares books to be printed

small and cluttered, but very comfortable. Glued all over the ceiling are covers from all the books he has written. Mr. Bridwell does most of his work there.

Every now and then, however, he finds a quiet spot on one of the beaches and works for an hour or two. I see Mr. Bridwell down by our town's dock. He stands there looking out at the ocean, deep in thought. I always wonder if he's planning another Clifford story.

Writing Tips from a Pro

Here is some writing advice that Mr. Bridwell has given to kids:

Write about things you know and enjoy. Think about something, and then write down all the things that go with it. You'll be surprised how much there is. I always carry a small pad in my pocket. That way I never miss anything.

For example, suppose you want to write a baseball story. Think of all the things that go with the sport. Watch how the people act. Is there something funny or unusual you can draw or jot down? Did the pitcher spit on the ball before he threw it? Find out why. Ask a lot of questions.

When you get home, look at your notes, and try to chain your ideas together. Do it over and over again until the words feel right and seem to flow. You'll know when it's OK.

SESSION 1 Reading
HOW CLIFFORD WAS BORN/WRITING TIPS
Item 8 (Page 8)

On the lines below, write **three** places where Mr. Bridwell works, according to the first passage. Write one place on each line.

Exemplary Response

Any three of the following:

- Massachusetts
- studio
- beach/ocean
- town dock
- island/ Martha's Vineyard
- home
- quiet spot
- drawing table
- any other relevant, text-based response

Score Points

2 points Response provides three lines completed correctly.

1 point Response provides two lines completed correctly.

0 points Other

This item appeared at only one grade level.

Grade 3

Standard 1: Students read and understand a variety of materials.

Benchmark 1.c: Identify main idea and find information to support particular ideas.

Subcontent Area: nonfiction

8

On the lines below, write **three** places where Mr. Bridwell works, according to the first passage. Write one place on each line.

- 1) At home.
- 2) At the beach.
- 3) At the dock.

2 Point Anchor
3 exemplars on three lines
home, beach, dock

8

On the lines below, write three places where Mr. Bridwell works, according to the first passage. Write one place on each line.

- 1) At the publishing house
- 2) At his house
- 3) On the beach

1 Point Anchor

Two correct places- house and beach

The passage does not state that Mr. Bridwell works at the publishing house.

8

On the lines below, write **three** places where Mr. Bridwell works, according to the first passage. Write one place on each line.

- 1) Mr. Bridwell work at a studio
- 2) Mr. Bridwell was a editor
- 3) Mr. Bridwell was a publisher too

0 Point Anchor
1 correct place - studio
The other two lines provide work Mr.
Bridwell does rather than the places
he works.

Directions

Read this article. Then do Numbers 22 through 26. You may look back at the article as often as you like.

What Is a Mineral?

by Elizabeth Marcus

A **mineral** is something in nature that is neither a plant nor an animal. Most rocks contain two or more minerals. To identify a mineral, you should look for four things.

First, look for **color**. Some minerals are light in color, while others are dark. They may be white, yellow, pink, red, blue, green, gray, or even black. But color is not always the best way to identify a mineral. This is because many minerals have extra chemicals in them that give them a different color than might be expected.

Second, look for **luster**, or shininess. Some minerals shine brightly, like metal. Others may look glassy or dull. Still others may have a pearly luster, like the inside of some seashells.

Third, look for **how the mineral breaks apart**. Some minerals split into thin, flat sheets. Some split into tiny cubes. Still others break up into pieces with different shapes.

Finally, look for **hardness**. You can test a mineral for hardness by trying to scratch it. Some minerals are so soft you can scratch them with your fingernail. Others can be scratched with a penny. Still others can be scratched with the steel blade of a penknife.



SESSION 2 Reading
WHAT IS A MINERAL?
Item 24 (Page 19)

Summarize the article "What is a Mineral?" using information from the article to support your response.

Use as many lines as you need.

Exemplary Response

A mineral is neither a plant nor an animal and can be identified by four things (characteristics, elements, etc.). First, look for color. Second, look for luster. Third, look for how the mineral breaks apart. Finally, look for hardness. (These are the four characteristics you can use to identify a mineral.)

Other relevant details:

- Check to see if a mineral is light in color or dark. (color)
- Check to see if the mineral shines like metal or if it looks glassy or dull. (luster)
- Check to see how the mineral breaks apart. Some minerals split into thin, flat sheets. Some split into tiny cubes. Some break up into pieces with different shapes.
- Check the mineral's hardness by scratching it.
- other relevant, text-based responses

Score Points

- | | |
|----------|--|
| 3 points | Response is a complete summary of the article "What is a Mineral?" and is supported by relevant, text-based information. |
| 2 points | Response is a general summary of the article "What is a Mineral?" and is supported by little relevant, text-based information. The explanation is missing some or many key elements. |
| 1 point | Response is a limited summary of the article "What is a Mineral?" and includes irrelevant or no text-based information. |
| 0 points | Other, or response contains details only. |

This item appeared at only one grade level.

Grade 3

Standard 1: Students read and understand a variety of materials.

Benchmark 1.b: Summarize text passages

Subcontent Area: nonfiction

Summarize the article "What Is a Mineral?" using information from the article to support your response.

Use as many lines as you need.

A mineral is something that is a part of nature. You can find minerals by looking for four things. The first thing, look for color. The second thing, look for luster. The third thing, look for how the mineral breaks apart. Finally, look for hardness. That is how you find out what a mineral is.

3 Point Anchor

- 1) Complete summary of what a mineral is - part of nature with 4 characteristics
- 2) It includes text-based information of all 4 specific characteristics (color, luster, how breaks apart, and hardness)

Summarize the article "What Is a Mineral?" using information from the article to support your response.

Use as many lines as you need.

A mineral is not a plant or an animal. A rock holds two or more minerals. You should look for color when you are trying to look for a mineral. Some are white, yellow, pink, red, blue, green, gray or black. You can also look for luster, or shininess. Some shine brightly like metal. Other look glassy or dull. Next look for how they break apart. Some split into thin flat sheets.

2 Point Anchor

- 1) General but incomplete summary of what a mineral is - missing "hardness" element
- 2) It uses relevant, text-based supporting information
- 3) It doesn't mention anything related to the hardness of a mineral

Summarize the article "What Is a Mineral?" using information from the article to support your response.

Use as many lines as you need.

In the story "What Is a Mineral?" by Elizabeth Marcus tells about what a mineral is. In the beginning it tells about what to look for stuff. In the middle you have to look for colors. In the end you look for hardness.

1 Point Anchor

- 1) Summary is very limited and fails to describe most characteristics of a mineral such as "something in nature, non-plant/animal" and mineral's "luster" or "how it breaks"
- 2) It lacks much of supporting information

Summarize the article "What Is a Mineral?" using information from the article to support your response.

Use as many lines as you need.

I think this article is about minerals and they are talking about like what color they are what they look like and all that things people said and that is what I think this article is about.

0 Point Anchor

- 1) It fails to summarize the article with little meaningful information
- 2) It has very little supporting information of any kind

Directions

Read this story. Then do Numbers 27 through 32. You may look back at the story as often as you like.

We Once Had a Polliwog Pond

by Elizabeth Wickham



Bobby and I dug a big hole under a shade tree in the backyard. Daddy and Mommy lined our hole with plastic. We put rocks, dirt, and gravel around the plastic so it wouldn't slip.

We put a big rock in the middle for an island and filled the pond with water.

"Now can we get our tadpole?" asked Bobby.

"Not yet. The water has to sit for a few days," said Mommy.

"Tadpoles can't live in tap water straight from the hose," Daddy said.

Two days later, we got in the car with Mommy, Daddy, a net, two buckets, and an empty jar with holes punched in the lid.

A tadpole is the same
as a polliwog.

At the lake, Bobby and I waded in the warm water. We spotted some jellylike blobs with dark centers. Those were the eggs that polliwogs come from.

“That polliwog is the biggest,” Bobby shouted. Mommy filled the jar with lake water. Daddy scooped up the tadpole with the net and plopped it in the jar.

“Hurrah! Yeah!” I yelled. “Let’s name it Timmy.”

Daddy and Bobby filled two big buckets with lake water to take back to our polliwog pond, so Timmy would feel right at home.

Every morning, Bobby and I went to our polliwog pond and fed Timmy some lettuce that Mommy had boiled. One day we noticed that Timmy had grown legs, and his tail was shorter.

“Are you sure that’s still Timmy?” I asked Mommy. “He’s changed so much.”

Mommy read to us about tadpoles from the encyclopedia. She said tadpoles have gills like fish and can breathe underwater. As they grow up they lose their gills and grow lungs. Then they become frogs and breathe air, just like us.

A week later Timmy was out of the water, sitting on the rock island. He had turned into a frog!

27 On the lines below, list **three** changes that a tadpole goes through as it becomes a frog.

1) _____

2) _____

3) _____

SESSION 2 Reading
WE ONCE HAD A POLLIWOG POND
Item 27 (Page 20)

On the lines below, list **three** changes that a tadpole goes through as it becomes a frog.

Exemplary Response

- 1) Its tail gets shorter.
- 2) It grows legs.
- 3) It loses its gills and grows lungs.

Other Acceptable Responses:

- It goes from staying underwater to being able to go out of the water.
- Other text-based response

Score Points

- | | |
|----------|---|
| 2 points | Response correctly lists three changes. |
| 1 point | Response correctly lists two changes. |
| 0 points | Other |

Rater Severity Item

This item appeared at only one grade level.

Grade 3

Standard 1: Students read and understand a variety of materials.

Benchmark 1.c: Identify main idea and find information to support particular ideas.

Subcontent Area: fiction and poetry

27

On the lines below, list **three** changes that a tadpole goes through as it becomes a frog.

- 1) The tadpole grows legs and his tail is shorter.
- 2) Tadpoles have gills then they grow lungs.
- 3) Then they become frogs and breath like us.

2 POINT

27

On the lines below, list **three** changes that a tadpole goes through as it becomes a frog.

- 1) He starts off as a egg. Then he looks like a fish.
 - 2) First he loses his gills and starts to grow lungs.
 - 3) Also starts to grow legs.
-

1 POINT

27

On the lines below, list **three** changes that a tadpole goes through as it becomes a frog.

1) First it is an egg.

2) Next it turns into a
pollywog.

3) Last it turns into a
frog.

0 POINT