Small Group Literacy Interventions in a

Regular Education Seventh Grade Classroom

A Special Project

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Small Group Literacy Interventions in a

Regular Education Seventh Grade Classroom

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ABSTRACT

The purpose of this project was to determine if a small group intervention would have an impact on regular education students identified as struggling. Students were identified as struggling based on the students' sixth grade Washington Assessment of Student Learning scores, the students' current grade in literacy, teacher observations, and reading and writing performance indicator assessments. The results of the project were positive. The researcher found that small group instruction with students identified as struggling did have a positive impact on student learning and achievement in a regular education classroom as measured by reading and writing performance indicator assessments.

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Introduction

<u>Background for the Project</u>

During the 20th Century, many educational reforms took place in the United States

aimed at providing a better education for all American students. For Washington State,

the primary goals of reform efforts were to improve teaching and learning. In 1993, the

Commission of Student Learning embarked on the important task of establishing the

Essential Academic Learning Requirements to give teachers a framework for the

teachers' teaching, creating an assessment to monitor student progress with the intention

of allowing teachers to be reflective on the teachers' teaching and learning practices, and

to recommend an accountability system that rewarded successful schools and provided

support for less successful schools.

In effect, the Essential Academic Learning Requirements and the Washington

Assessment of Student Learning were born and were the primary source of change in

Washington state education for both teachers and students. The assessments of students'

learning in listening, reading, writing, and mathematics began in the spring of 1997 by

assessing fourth graders, and then seventh grade followed in 1998, and tenth grade in

1999 (Report card, 2009). In 1998, participation in the Washington Assessment of

Student Learning became mandatory for all public schools. Assessments for science

followed shortly thereafter (OSPI, 2008). The listening assessment was dropped in 2003

(OSPI, 2009).

Once schools began administering the Washington Assessment of Student

Learning and receiving the students' test results, schools realized the students' current

levels of performance were lower than expected and hence, faced the task of preparing the school's students to perform at higher levels for the following year. Professional development for teachers, additional assistance and support for students, and curriculum reform efforts were aimed to help students achieve higher levels of learning.

To improve students' scores in reading, many schools turned to programs that helped the teachers monitor students' progress. Some schools used the Accelerated Reader program, while many other schools used assessment systems created within individual districts to monitor student progress. Many schools abandoned the school's curriculum for curriculum highly recommended by the Office of the Superintendent of Public Instruction and leaders in improving student performance on the Washington Assessment of Student Learning.

While reform efforts did help to ensure higher levels of teacher preparation and student achievement, there was still much to be done to ensure American children were receiving the best education possible. Research efforts were performed in a wide variety of content areas aimed to improve student achievement.

Statement of the Problem

Due to the accountability created under No Child Left Behind, there was an increasing amount of pressure to raise student scores as determined by Adequate Yearly Progress. Teachers needed to determine methods that worked, and answered the question, what could teachers do to improve student learning to ensure that the students were improving at the highest level possible for each student to help the students meet standards created at the state and federal levels?

Purpose of the Project

The purpose of this study was to determine if seventh grade students in a regular education classroom would benefit from small group instruction based on the student's individual needs. The project also addressed the lack of research in relation to regular education students and small group effectiveness.

Delimitations

The sample group was small and specifically addressed students in one area at a rural Washington intermediate school in Central Washington. The group consisted of regular education students in seventh grade. Reading and writing scores varied by student, but overall were considered below seventh grade level by at least one or more grade levels.

The group consisted of eight children, six Caucasian students, one Hispanic who was not considered an English Language Learner, and one African American student. One of the students had been retained in elementary school. The sample group consisted of one boy and seven girls. The eight students were from a school district that was nearly forty-percent free and reduced lunch, and primarily middle class white families. There were other cultural groups that represented the cultural make-up of the district, but 69.3% of the students were from Caucasian households (OSPI, 2008).

The data for the study was collected by teacher observations, student responses, and observation of the students' performance in the literacy classroom. The students were given a variety of literature tests, but no tests measured the same skills at the same level to serve as a pre-test and posttest for data collection. The students were also administered one reading and one writing performance indicator assessment during the time of the study. Further analysis would need to be collected to describe more specific

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comprehension and improvement in individual reading fluency; as well as specific

growth in various elements of the student's writing.

Assumptions

The teacher who implemented the reading program was certified to teach elementary

education and was Washington State certified to teach secondary history and social

studies. The teacher was a third-year teacher who had taught all three years at the level

where students were tested. The teacher was trained in the use of direct instruction

methods when applied to reading and comprehension instruction, as well as writing

methods and best practices.

The researcher assumed instruction had been given in a consistent manner and all

students had a similar motivation to improve the students' literacy skills. The researcher

also assumed the learning environment was consistent and all students were taught under

comparable circumstances.

Research Question

Does small group instruction with students identified as struggling literacy students

have a positive impact on student learning and achievement in a regular education

classroom?

Significance of the Project

The purpose of this project was to determine if giving students literacy instruction in a

small group setting would have a positive and meaningful impact on student learning and

achievement. Because of the accountability created by No Child Left Behind, every

student needed to have the opportunity to achieve at the highest level capable for the

student. The teacher needed to improve the students' literacy skills to get the student

ready for the Washington Assessment of Student Learning in reading and writing at the end of the students' seventh grade year.

If the results of this project were positive and showed significance in the study, teachers in the same school could have created similar learning groups to improve student achievement in the teachers' classrooms. If the results had not turned out as expected, the researcher would have needed to examine the factors that could have impacted the growth of the students in the study. The researcher would have needed to examine other instructional approaches to meet individual students' needs. The project was important because if the researcher brought the students up to grade level through interventions in the literacy classroom, the students could have been successful in the students' later grades.

Procedure

In the project, eight regular education students met the qualifications for a literacy enrichment course as determined by the literacy coach and literacy teacher. The students were first identified as struggling during the first trimester of seventh grade. The researcher used data from the students' 2008 Washington Assessment of Student Learning scores, literacy test scores, Performance Indicator Assessments, and classroom observations to determine if the students were struggling in the regular education setting. Once the students were identified as struggling, the researcher administered a reading test to the students and analyzed the results.

The students were placed in the researcher's literacy enrichment class for help with the student's literacy skills. During the time period when the students were in the researcher's class, the researcher made observations regarding the student's performance

in the classroom, the student's behavior, and the student's confidence. The researcher surveyed the students at the end of second trimester to get the student's input on the progress made during the project. Parents were given a survey to determine if any positive progress had been made with the project. The researcher analyzed both surveys at the end of the project, along with other data the researcher had collected.

For the purpose of this project, the following steps were implemented:

1. The researcher identified students who struggled with reading and/or writing and benefited from small group instruction (first trimester 2008).

2. The researcher developed a reading survey to be administered to students that qualified as struggling (See Appendix B).

3. The researcher administered the reading survey to the student participants (Beginning of first trimester).

4. The researcher analyzed survey results (November/December).

5. The researcher began small group instruction in the researcher's literacy classroom with the student participants (Second Trimester, beginning in December).

6. The researcher recorded differences in student behaviors, grades, academic performance, self-esteem, and confidence while working in the small group setting (Second Trimester).

7. The researcher administered post surveys to the student participants (March 2009).

8. The researcher analyzed and compared the student survey to the students' previous responses during the students' first reading survey (March 2009).

9. The researcher analyzed the students' reading performance indicator assessments and overall performance in the literacy classroom and compared the student's information to the student's survey results (March 2009).

Definition of Terms

adequate yearly progress. Adequate yearly progress was a requirement of the No Child Left Behind Act which was signed in 2002. The Act's primary purpose was to measure year-to-year student achievement in reading and mathematics as measured by the Washington Assessment of Student Learning. One of the requirements of No Child Left Behind was a baseline level of achievement. Students were expected to perform at, or above the level of achievement. Each year the level of achievement increased; students were expected to have higher levels of student achievement year-to-year (OSPI, 2009).

Washington Assessment of Student Learning released items. After the state administered a WASL test, the Office of the Superintendent of Public Instruction made the Washington Assessment of Student Learning materials available online for teachers and administrators to use with individual students. Not all of the items used on the Washington Assessment of Student Learning were released; the released items were test items given to students in previous years. Every subject assessed by the WASL had released items available to educators.

small group setting. For the purpose of this project, small group instruction was determined to be no more than eight students per group.

Acronyms

AYP. Adequate Yearly Progress

EALRs. Essential Academic Learning Requirements

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ELL. English Language Learner

GE. Grade Equivalent

MI. Multiple Intelligence

PIA. Performance Indicator Assessment

SIP. School Improvement Plan

WASL. Washington Assessment of Student Learning

ZPD. Zone of Proximal Development

CHAPTER 2

Review of Selected Literature

<u>Introduction</u>

According to *The Access Center,* "language acquisition and literacy experiences begin at birth." (2007, p. 1). The many children without a literacy rich environment when growing up were at a huge disadvantage in comparison to the children's peers who did grow up in a literacy rich environment. According to *The Access Center,* creating literacy rich environments provided students that did not have an exposure to a variety of literacy experiences at home the chance to enrich the child's literacy experiences in the classroom. Elementary classroom students entered with the intent to learn how to read, but for students who entered the higher elementary grades reading instruction shifted to reading to learn. *The Access Center* pointed out many poor readers had difficulty in the upper elementary and secondary grades interacting with the curriculum and understanding the content (2007). Literacy teachers faced the task of determining what approaches to reading instruction worked best to improve student achievement across all content areas.

Reading instruction changed over the years due in part to various educational reforms. Large changes came about following the Report of the National Reading Panel comprehensive examination on reading research. The report identified five essential reading components: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension (Carrier, 2006). Research was done in the areas identified by the National Reading Report's findings to provide information to improve literacy among children.

The reading research completed over the last decade provided teachers with insights as to how to effectively teach the teacher's students how to read, although, little research was done about how teachers could have grouped the teacher's students to have the most impact in the teacher's literacy classrooms. Because children learned differently, children needed a unique setting that best fit the students' learning style.

Fluency

There were many components of reading that directed teachers' instructional techniques. One of the most important components of reading was fluency. Fluency was described as the ability to read text accurately and quickly. Teachers noted that fluency did not develop overnight. Fluency developed gradually over time with the appropriate practice (Fluency Instruction, 2006). Without fluency, books and magazines were just a tangle of words that a reader struggled to understand (Blau, 2006). Fluency was an important piece of reading instruction because fluency aided the student in the student's comprehension of texts (Fluency Instruction, 2006).

Teachers did several things to help students increase the students' fluency. First, teachers modeled what a fluent reader sounded like in the teachers' classrooms (Blau, 2006). Repeated readings also increased a student's ability to read a text fluently (Fluency Instruction, 2006). According to *Put Reading First* a student should have had four repeated readings to reach a certain level of fluency. The best way to assess a reader's fluency was to take a timed reading of words read per minute (Fluency Instruction, 2006). During timed readings, the teacher should have stressed speed versus accuracy. When accuracy was stressed, speed deteriorated (Developing Reading Fluency, 2006).

Comprehension

Comprehension was described as the ability for a learner to understand what the student read in a text. Comprehension and the ability to read did not go hand in hand. A child that was able to read may not have been able to comprehend what the student read. According to Pressley, a child that did not have a background in basic skills such as decoding and vocabulary would struggle to comprehend a text. Because reading was taught upon a hierarchy of skills, students needed to be given instruction on a wide range of comprehension skills (Pressley, 2000).

Based on research, educators could improve students' reading skills through improving the student's decoding skills, vocabulary skills, word knowledge, various comprehension strategies, and monitoring (Pressley, 2000). Although each child was unique, there was no right way to improve comprehension among children; the approaches that worked best depended on the individual child (Carrier, 2006).

Direct Instruction

Direct instruction was a definite structure with specific steps for teachers to follow during the teacher's instruction. Direct instruction allowed teachers to guide pupils towards clearly defined learner outcomes and objectives. Through direct instruction, teachers were able to deliver large amounts of information to students in a timely manner (Direct Instruction, 2009).

Multiple Intelligences

In 1983, Howard Gardner's multiple intelligence theory changed the way teachers approached education. Originally Gardner theorized there were seven multiple intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic,

interpersonal, and intrapersonal. Following Gardner's original theory, Gardner had

added naturalistic and existentialist to Gardner's list of multiple intelligences (McCoog,

2007). Because of Gardner's and other educational psychologists' theories, teachers

adjusted the way teachers taught individual lessons to meet each individual student's

needs.

The theory of multiple intelligences had revolutionized how people viewed the idea

of being smart. No longer were students considered smart, or not; the individual was

looked at as more competent in different multiple intelligences, compared to students of

varying abilities. Multiple intelligences allowed students and educators the opportunity

to see a student's strengths and weaknesses (Christodoulou & Kunkel, 2009).

Teachers created lessons with elements that would appeal to the variety of multiple

intelligences in the teachers' classroom. Because each of the intelligences Gardner

introduced was broadly defined, teachers made adjustments to the teacher's existing

curriculum. Differentiated instruction took more commitment and creativity from

teachers than teaching a one-size fits all approach because every student did not learn

through the same teaching approaches (McCoog, 2007). Through varying the teacher's

delivery of information, a teacher was more likely to reach students' multiple

intelligences. In the teacher's planning, the teacher had to think of each of the multiple

intelligences as equally important. Creating a student-centered program was the best way

to accommodate and meet the needs of different learning styles (Brewer, 2005).

Effective instruction and deliberately planned lessons had the most impact on student

achievement within classrooms when utilizing the theory of multiple intelligences.

Ability Grouping Students

All students had a unique learning style that best suited the student's individual needs. Educators needed to recognize each unique student's traits in order for the students to be more effective in the classroom. According to *The Access Center,* when teachers designed the students' learning environment, the teacher needed to consider the diverse needs and skills of the students the teacher taught (2007). Recognizing a student's unique needs was truly effective, "Teachers' grouping practices play a critical role in facilitating effective implementation of reading instruction and inclusion of students with disabilities." (Vaughn et al., 2001, p. 1). Although, grouping practices in the classroom "can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress." (Vaughn et al., 2001, p. 1).

A variety of grouping practices were used in literacy classrooms. Students were grouped according to the student's individual ability, whole-class instruction, small-group instruction, peer pairing and tutoring, and one-on-one instruction. Whole-class instruction proved to be more reliable than other instruction methods when assessing the students as a whole (Vaughn et al., 2001).

Ability grouping lowered a child's self-esteem and reduced motivation among struggling readers, restricted the student's peer interactions, and widened the gap between good and poor readers. Creating ability groups in the classroom was counterproductive and had negative effects on student achievement (Vaughn et al., 2001).

Grouping students with mixed abilities had more of a positive impact on student achievement. Studies have shown that students identified as better readers were sensitive to the needs of lower readers and did not express concerns about having mixed ability

groups. In fact, students that were low-level readers found mixed ability groups helpful because the low-level student could readily obtain help in the student's group (Vaughn et al., 2001).

Many professionals argued teachers should decentralize some of the teacher's instruction if the teacher was going to meet the needs of the increasing number of students with reading difficulties. Teachers have had problems embedding individualized instruction time in the teachers' instructional routines within the teacher's classrooms. When teachers were giving students whole-class instruction, there were ways to break up the class so students with reading difficulties would feel more comfortable. Teachers would ask the class a question and have students respond with a partner rather than to the class, gave students lesson reminder sheets to check for student understanding, and provided cues for struggling readers to take risks in discussions (Vaughn et al., 2001).

Small-group instruction was beneficial for many students. Instructional conversations were easier to conduct and support with a small group of students and smaller teacher-led groups were associated with better instruction overall. Research had shown that students with learning disabilities that participated in small group instruction benefited more than students that did not participate. Small-group instruction was not best for all students and should have been implemented carefully. Research had yet to be done regarding the teacher's role in small group instruction (Vaughn et al., 2001).

Washington Assessment of Student Learning

The Washington Assessment of Student Learning was a result of education reforms in the 20th Century. The Education Reform Law passed by the Washington State Legislature in 1993 required the state to create a common assessment to assess learning

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standards for grades K-10. The WASL was used to meet state and federal testing requirements (WASL, 2009).

The WASL assessed students according to the Essential Academic Learning Requirements that were developed at the state level. The WASL was a mix of multiple-choice, short-answer and extended-response questions. Students were given the WASL in grades 3-8 and 10 each spring in reading and mathematics. Students were assessed in writing in grades 4, 7, and 10, and science in grades 5, 8, and 10. The WASL was not timed, so students could take all the time needed to answer the questions in each section (WASL, 2009).

Performance Indicator Assessments

After the Washington Assessment of Student Learning was administered to students, administers sought to create a common assessment to assess students' performances in the core subjects tested by the WASL. Administrators worked closely with experienced teachers considered experts in the teacher's field. Experienced teachers wrote the first performance indicator assessments; the content the first tests assessed were essentially a guess of what the first WASL tests measured (J. Merz, personal communication, March 11, 2009).

Over time the performance indicator assessments developed into more reliable assessments. The experienced teachers were sent to Olympia where the teachers observed the process of developing the WASL. After the teachers' visit, the experienced teachers revised the previously written assessments which assessed the state learning targets for each grade level. When the Office of the Superintendent of Public Instruction released rubrics used to assess the WASL and released items, the experienced teachers

used the rubrics and WASL released items to develop and alter the assessments the experienced teachers had previously written (J. Merz, personal communication, March 11, 2009).

The performance indicator assessments were given to students three times per school year to assess the student's readiness to take the WASL. The performance indicator assessments were scored according to the WASL grading scale, and served as a predictor for how the students might have performed on the WASL (K. Smith, personal communication, March 19, 2009). The mathematics performance indicator assessments showed a high correlation between students who performed well on the PIAs and passed the WASL.

The first tests developed were reading and mathematics assessments. Over time, writing and science assessments were developed in response to the WASL assessments in writing and science (K. Smith, personal communication, March 19, 2009). The data from each core subject assessment helped teachers create lessons that helped students in areas that the students had weaknesses. Teachers adjusted the teachers' instruction from the information the test provided to create more meaningful lessons.

Holt, Rinehart and Winston: Elements of Literature Curriculum

The Office of the Superintendent of Public Instruction released a document in 2007 that showed educators how the current literacy instructional materials were aligned with the state's Grade Level Equivalents. The report helped educators make informed decisions regarding curriculum adoption in the educators' school districts. Thirty-eight state educators served on the review panel that reviewed the instructional materials available for Washington State educators. There were four categories that curriculum

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materials were rated by: student proficiency, assessment, cultural responsiveness, and universal access (Washington State Instructional Materials Review, 2009).

Holt, Rinehart and Winston materials were rated as highly recommended materials because the curriculum was closely aligned to Washington State's reading Grade Level Equivalents. The Holt, Rinehart and Winston literacy materials across grades 6-10 were strongly and adequately aligned for a combined rating above 65% in the four categories the materials were rated by. Holt, Rinehart and Winston materials were strongly and/or adequately aligned in the category of student proficiency, 72.20%; assessment, 74.20%; cultural responsiveness, 78.80%; and universal access, 78.00% (Washington State Instructional Materials Review, 2009).

Summary

Clearly teachers needed to create lessons that would enrich a student's literacy experience. Literacy interventions should not begin at the secondary level, teachers should have already implemented effective instructional approaches to aid struggling readers at the elementary level. Teachers should have created lessons that taught students how to be active readers through a variety of direct instructional approaches, teaching various reading strategies, depending on student specific needs. Frequently assessing students was necessary to create lessons that would have been powerful for the students. When a teacher worked on both fluency and comprehension, the student benefited across all content areas and in turn, the student was more successful in school.

CHAPTER 3

Methodology and Treatment of Data

Introduction

Several studies have been conducted on small group instruction and the effects and benefits for special education students. The research however, was lacking in the description of the success of regular education students identified as struggling literacy students, not identified as special education students, and the effects of small group instruction.

Methodology

The study addressed the effectiveness of literacy interventions with small group instruction through a qualitative design. Students identified as struggling in a regular education literacy classroom were placed in an intervention class for 12 weeks; reading and writing performance indicator assessments were used as a pre-test and posttest to determine the effectiveness of instruction. The students were given the seventh grade reading and writing performance indicators which were the school's common assessment.

Participants

The study was conducted at a rural Washington intermediate school. The project was set in a regular education seventh grade literacy classroom. Reading and writing scores varied by student, but overall were considered below seventh grade level by at least one or more grade levels.

The group consisted of eight children, six Caucasian students, one Hispanic student who was not considered an English Language Learner, and one African American student. One of the students had been retained in elementary school. The sample group

consisted of one boy and seven girls. The eight students were from a school district that was nearly forty-percent free and reduced lunch, and primarily middle class white families. Other cultural groups represented the cultural make-up of the district, but 69.3% of the students were from Caucasian households (OSPI, 2008).

To qualify for this study, students had to be identified as struggling in the students' regular education literacy classrooms. Teacher observation, sixth grade reading WASL scores, and the students' fall reading and writing performance indicator assessments were used to determine which students were struggling in the regular education classroom and would have benefited from small group literacy instruction.

Instruments

All students participated in small group literacy instruction during the 12-week study. The students were instructed with Holt Rinehart and Winston literature materials, which were aligned with Washington State reading and writing Essential Academic Learning Requirements. The students were administered reading and writing performance indicator assessments during the fall and the spring as pre-test and posttest.

Performance indicator assessments were utilized as the pre-test and posttest for the project. Performance indicator assessments measured the student's literacy abilities according to the standards the Washington Assessment of Student Learning assessed in reading and writing at the seventh grade level. The students were given the reading performance indicator assessment and were asked to take the test using no tools. The students were given the writing performance indicator assessment and were allowed to use a standard dictionary and thesaurus; no electronic tools were allowed. Students were

scored according to the rubrics used to assess the WASL in reading and writing; the students were given a score between one and four for both tests.

Design

A qualitative design was used for this project. Pre-test and posttests were administered three months apart during which time students participated in a small group literacy intervention course. The students' literacy skills were tested using the school district's reading and writing performance indicator assessments which were the school district's common assessments used to monitor student progress and predict a student's performance on the WASL. The results were given using the WASL grading scale (1-4).

Procedure

Instruction was given to the students in a small group setting. The students were placed in a literacy enrichment course during the school day in addition to the students' regular education literacy class. The duration of instruction was twelve weeks from pre-test to posttest. Instruction methods varied depending on the lesson, but a majority of the lessons were given through direct instruction and modeling by the researcher. The instructor offered immediate and specific feedback during the course of the lesson through monitoring each student's progress. If students offered an incorrect response or the student stated the student did not know the answer, the researcher provided the correct response verbally and explained the answer to the student. For every lesson, modeling, guided practice, and independent practice all took place.

Treatment of the Data

Students were given reading and writing performance indicator assessments to monitor progress according to the seventh grade Essential Academic Learning

Requirements. The PIAs were administered to the students in the students' regular literacy classroom. The students were not allowed to use any tools for the student's reading PIA; dictionaries and thesauruses could be used during the students' writing assessment.

The researcher examined each individual students' fall reading and writing performance indicator assessments, as well as the students' spring reading and writing assessment. The researcher looked to find areas of growth within the students' writing, as well as reading skills that had improved as demonstrated by the students' reading performance indicator assessments. The researcher compared the students' pre-test scores to the students' posttest overall scores to determine if the student had improved. Each individual question was examined on the reading performance indicator assessment to determine if the students demonstrated growth in one particular reading skill or growth in the students' overall reading abilities.

Students' reading and writing self-assessments were assessed and used for the discussion of the project. Self-assessments were given during fall trimester and spring trimester.

Summary

In summary, 8 seventh grade students were given small group literacy instruction as an intervention to meet AYP efforts in the students' school. The students were given a reading and writing self-assessment to determine the students personal feelings towards reading and writing. The students were instructed in a small group during an enrichment class in addition to the students' regular education literacy class. For every task modeling, guided practice, and independent practice were used.

CHAPTER 4

Analysis of the Data

<u>Introduction</u>

The purpose of this project was to determine the effectiveness of small group literacy interventions with regular education literacy students identified as struggling. The project consisted of eight regular education students given literacy interventions for twelve weeks. The students were taught using direct instruction in a small group setting. The students were given a pre-test and posttest to measure the students' reading and writing skills compared to the Washington State Essential Academic Learning Requirements for seventh graders.

<u>Description of the Environment</u>

The sample group was small and specifically addressed students in one rural Washington State intermediate school in Central Washington. The group consisted of eight regular education students in seventh grade, one boy and seven girls. Reading and writing scores varied by student, but overall were considered below grade level by at least one or more grade levels.

To qualify for this study, students had to be identified as struggling in the students' regular education literacy classroom. Teacher observation, sixth grade reading WASL scores, and the students' fall reading and writing performance indicator assessments were used to determine which students were struggling in the regular education classroom and may have benefited from small group literacy instruction.

<u>Research Question</u>

Does small group instruction with students identified as struggling literacy students have a positive impact on student learning and achievement in a regular education classroom?

<u>Results of the Study</u>

Table 1

Pre-test and Posttest Assessment Results

Student	Reading pre-test	Reading posttest	Writing pre-test content, organization and style	Writing pre-test conventions	Writing posttest content, organization and style	Writing posttest conventions
A	2	3	2+	1+	3-	2
B	2	3	3	1	3-	2
C	3	4	2	1	2+	2
D	1	2	2	2	3-	2
E	3	3	3	1	2-	2
F	2	4	2	2	3	2
G	1	2	2	1	2	1
H	2	3	3	2	3+	2

All of the students who participated in the study did show improvement in one or more areas that were tested for the purpose of the study. Six of the eight participants showed improvement on the students' reading and writing performance indicator assessments to demonstrate overall academic achievement during the study. Student E's overall reading and writing performance on the school's performance indicator assessments did not improve, but improvement was demonstrated in the student's writing conventions score on the student's posttest, as compared to the student's pre-test. Student G's overall reading and writing scores did not improve, but improvement was demonstrated on the student's reading performance indicator assessments from pre-test to posttest.

Findings

The data was analyzed and interpreted. The researcher found that small group instruction with students identified as struggling did have a positive impact on student learning and achievement in a regular education classroom as measured by reading and writing performance indicator assessments.

Discussion

The project was conducted to determine if 7th grade students identified as struggling would benefit from small group instruction in a literacy intervention course. The project also reviewed the effect on students reading and writing abilities. Reading and writing performance indicator assessments that were administered in the fall and the spring measured the benefits of small group instruction in a literacy intervention course.

The results of the project were positive. The effects of small group literacy interventions for students identified as struggling were positive and supported by the data. Posttest outcomes confirmed that students who received small group instruction in a literacy intervention course did show improvement on the students' overall reading scores (see Table 1).

Summary

The students used in this project were labeled struggling in the students' regular education literacy classroom. The data for the project was based on twelve weeks of small group instruction, given daily in a literacy intervention course. The project was to determine the effectiveness of small group instruction with students identified as struggling in a literacy intervention course.

The information was gathered and analyzed to establish if there were significant differences in the students pre-test and posttest scores. The students that received small group instruction in a literacy intervention course showed positive improvements on the student's reading and/or writing abilities.

The research question was answered: Students identified as struggling that received small group instruction did show a positive impact on individual student learning and achievement in a regular education classroom as measured by reading and writing performance indicator assessments.

CHAPTER 5

Summary, Conclusions and Recommendations

<u>Introduction</u>

Several studies have been conducted on small group instruction and the effects and benefits for special education students. The research, however, was lacking in the description of the success of regular education students identified as struggling literacy students, but not identified as special education students, and the effects of small group instruction.

<u>Summary</u>

The purpose of this project was to develop research on the use of small group instruction and the benefits small group instruction has on regular education students identified as struggling in the students' literacy classroom. The project consisted of eight regular education students from a rural town in Central Washington; seven girls and one boy participated in the study. The students were placed in a literacy enrichment course in addition to the students' regular education literacy class. The students were given direct instruction in a small group setting for twelve weeks during the duration of the study. The students were given reading and writing performance indicator assessments as the students' pre-test and posttest to measure the students' overall reading and writing skills.

Following fall trimester, the researcher and the researcher's literacy coach analyzed the researcher's students' reading and writing performance indicator data, 6th grade reading WASL data, and classroom performance to identify students as struggling, and who may have benefited from small group instruction in a literacy enrichment class. The students identified as struggling were placed in a literacy enrichment class for twelve

weeks. The students were given direct instruction in a small group setting during the course of the study. For every task modeling, guided practice, and independent practice occurred.

The data was gathered and analyzed to establish if there was a significant difference in the students' reading and writing performance indicator assessments from fall to spring. The project results found a positive impact on student learning during the course of the study. The participants showed growth on the students' reading and/or writing performance indicator assessments. Students identified as struggling that received small group instruction did show a positive impact on individual student learning and achievement in a regular education classroom, as measured by reading and writing performance indicator assessments.

Conclusions

There were two possible conclusions to be discussed. First, small group instruction in a literacy enrichment course was positive for students identified as struggling in the students' regular literacy course. The statement was supported with the project results. Second, 7th grade students who received literacy interventions in a small group setting did have an increase in the students' overall literacy abilities.

Recommendations

The research has shown that small group instruction was positive for 7th grade students identified as struggling. However, further research was recommended to test the project's conclusions. Future studies must include students pooled from a more diverse group of students. The student base should span several areas not addressed by the project such as lower socioeconomic status, larger populated areas, parent involvement,

and other student risk factors. Further potential research should also have several small groups studied to compare conclusions of small group effectiveness.

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Table 1

Pre-test and posttest writing performance indicator assessment scores

Student	Fall Persuasive Writing Prompt COS	Fall Persuasive Writing Prompt CONV	Spring Persuasive Writing Prompt COS	Spring Persuasive Writing Prompt CONV
A	2+	1+	3-	2
B	3	1	3-	2
C	2	1	2+	2
D	2	2	3-	2
E	3	1	2-	2
F	2	2	2	1
G	2	1	3	2
H	3	2	3	2

Table 2

Pre-test reading performance indicator assessment item analysis

Student	Item 1 (1) IC11 Major Idea	Item 2 (1) IA17 Cause/Effect	Item 3(1) IA15 Text Features	Item 4 (1) IC13 Inferences	Item 5(2) IC12 Summarize	Item 6(1) LC04 Vocab	Item 7(2) LC01 Theme	Item 8(1) LA06 Compare/Contrast	Item 9(2) LT09 Evaluate	Item 10(1) LT10 Extend Info	Item 11(1) LA05 Literary Elements	Item 12(1) LC03 Inferences	Item 13(1) LT08 Author's Purpose	Tri. 1 PIA Raw Total Score (16)	Tri. 1 PIA Level
A	0	1	1	0	2	0	1	1	1	1	1	1	1	11	2
B	1	1	0	0	1	0	2	1	1	1	1	0	1	10	2
C	1	1	0	1	2	1	2	1	2	1	1	1	0	14	3
D	0	1	1	0	1	1	1	1	1	1	1	0	0	9	1
E	1	1	1	0	2	1	2	1	2	1	1	0	1	14	3
F	0	0	0	0	1	0	2	1	2	1	1	1	1	10	2
G	0	1	0	0	2	0	0	0	1	0	0	0	0	4	1
H	1	0	0	0	2	0	2	1	1	1	1	1	1	11	2

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Table 3

Posttest reading performance indicator assessment item analysis

Student	Item 1(1) IT19 Theme	Item 2(2) IC13 Inference	Item 3(1) IC14 Vocab	Item 4 (1) IA15 Text Features	Item 5(2) IT18 Author's Purpose	Item 6(1) IC12 Summarize	Item 7(1) IA17 Cause/Effect	Item 8(1) LC04 Vocab	Item 9(1) LT08 Author's Purpose	Item 10(1) LC01 Theme	Item 11(2) LT09 Evaluate Ideas	Item 12(1) LA06 Compare/Contrast	Item 13 (1) LA07 Cause/Effect	Total 16	Level
A	0	2	1	1	2	1	1	1	1	1	1	1	0	13	3
B	0	2	1	1	2	1	1	0	1	0	1	1	1	12	3
C	1	2	1	1	2	0	1	1	1	1	2	1	1	15	4
D	1	1	1	0	1	1	1	1	1	1	0	1	1	11	2
E	0	2	1	1	2	0	1	1	1	1	2	0	1	13	3
F	1	2	1	1	2	1	1	1	1	1	2	0	1	15	4
G	1	2	1	1	1	1	1	1	0	1	0	0	1	11	2
H	0	1	1	1	2	0	1	1	1	1	2	1	0	12	3

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APPENDIXES

Grade 7
Content, Organization, and Style Scoring Guide

Points	Description
4	• Maintains consistent focus on topic and has selected and relevant details • Has a logical organizational pattern and conveys a sense of completeness and wholeness • Provides transitions which clearly serve to connect ideas • Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • Includes sentences, or phrases where appropriate, of varied length and structure • Allows the reader to sense the person behind the words
3	• Maintains adequate focus on the topic and has adequate supporting details • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • Provides adequate transitions in an attempt to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • Provides the reader with some sense of the person behind the words
2	• Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • Provides transitions which are weak or inconsistent • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • Shows limited variety in sentence length and structure • Attempts somewhat to give the reader a sense of the person behind the words
1	• Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • Has little evidence of an organizational pattern or any sense of wholeness and completeness • Provides transitions which are poorly utilized, or fails to provide transitions • Has a limited or inappropriate vocabulary for the intended audience and purpose • Has little or no variety in sentence length and structure • Provides the reader with little sense of the person behind the words
Z	• Response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Grade 7
Conventions Scoring Guide

Points	Description
2	• Consistently follows the rules of Standard English for grammar and usage • Consistently follows the rules of Standard English for spelling of commonly used words • Consistently follows the rules of Standard English for capitalization • Consistently follows the rules of Standard English for punctuation • Exhibits the use of complete sentences except where purposeful fragments are used for effect • Indicates paragraphs consistently
1	• Generally follows the rules of Standard English for grammar and usage • Generally follows the rules of Standard English for spelling of commonly used words • Generally follows the rules of Standard English for capitalization • Generally follows the rules of Standard English for punctuation • Generally exhibits the use of complete sentences except where purposeful fragments are used for effect • Indicates paragraphs for the most part
0	• Mostly does not follow the rules of Standard English for grammar and usage • Mostly does not follow the rules of Standard English for spelling of commonly used words • Mostly does not follow the rules of Standard English for capitalization • Mostly does not follow the rules of Standard English for punctuation • Exhibits errors in sentence structure that impede communication • Mostly does not indicate paragraphs
Z	• Response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Principles of Holistic Scoring:

- **Density:** We weigh the proportion of errors to the amount of writing done well. This includes the ratio of errors to length.
- **Variety:** We consider the range of errors across the categories included in the rubric (usage, grammar, spelling, capitalization, punctuation, sentence formation, and paragraphing).
- **Severity:** We weigh basic errors more heavily than higher level errors. We also weigh basic spelling and sentence formation errors more heavily.

SELAH SCHOOL DISTRICT
Selah Intermediate School
7th Grade Reading
Performance Indicator Assessment
Fall

Fall
Reading Performance Indicator Assessment
Answers

"Coins Up Close"
"The Heroine of Lime Rock"

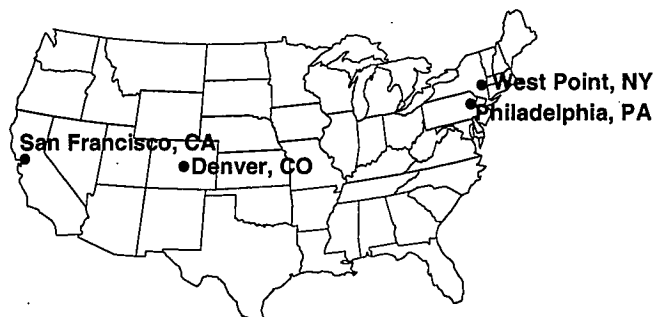*Literature/Informational Text from OSPI 2007 7th Grade Released Items*

Directions: Read the selection and answer the questions.

Coins Up Close
by Neale S. Godfrey

Cool Mints!

1   The coins we use today are produced in U.S. government mints located in San Francisco, California, Denver, Colorado, Philadelphia, Pennsylvania, and West Point, New York. The mint in Philadelphia is the largest in the world. When it is not busy minting American coins, it makes coins for other countries.

Coins are now made in four U.S. Mints.

The U.S. Mint is very busy—it produces about 13 billion coins per year!

2   How can you tell where a coin was minted? Look at the head of a coin such as a quarter. The tiny letter to the right of George Washington's head is called the mint mark. It tells you where the coin was minted. P stands for Philadelphia; D stands for Denver. If you see an O, that's because there was once a mint in New Orleans.

U.S. Mints and Their Mint Marks		
Mark	**Mint**	**Dates of Operation**
P (or none)	Philadelphia, Pennsylvania	1793–present
C	Charlotte, North Carolina (gold coins only)	1838–1861
D	Dahlonega, Georgia (gold coins only)	1838–1861
O	New Orleans, Louisiana	1838–1861; 1879–1909
S	San Francisco, California	1854–1955; 1968–present
CC	Carson City, Nevada	1870–1893
D	Denver, Colorado	1906–present
W	West Point, New York	1976–present

Making Coins

3   Today's coins are not made of gold or silver. They are made from copper and nickel alloys, which are cheaper and more available than precious metals.

4   To make coins, the metal is melted and poured into molds to make bars, or ingots. Machines roll the ingots into sheets. Blanks for each type of coin are punched from the sheets. They are then put through an edge-rolling machine, which produces a raised rim. Finally, the designs on both sides of the coin are stamped at the same time. All United States coins have two sayings stamped

on them: E Pluribus Unum (which is Latin for "Out of many, one"), and In God We Trust. The completed coins are loaded into machines that automatically count them and drop them into bags, which are weighed and sent off to banks.

Mill-ions of Coins

5   Coins haven't always had ridges. Milled coins, coins with ridges, were created to solve a problem. When coins were still made from gold and silver, some people would shave the edges of the coins and sell the valuable scraps. Ridges were put on the edges of the coins to stop this. Even though quarters and dimes are no longer made of silver, they still have ridges around the edges.

A Dollar that Thinks It's a Quarter

6   In 1979 the United States minted a new one-dollar coin. On it was a picture of Susan B. Anthony, who fought for women's rights in the late 1800s. The government thought people would prefer the convenience of a dollar coin. However, it was too much like a quarter in size, and people were easily confused. Millions of Susan B. Anthony dollars were minted, but only a small number were circulated. Now the government has 400 million of these coins in storage!

1 What is unique about the Philadelphia Mint?

○ **A.** It is the newest in the U.S.

○ **B.** It is the largest in the world.

○ **C.** It produces foreign bills.

○ **D.** It specializes in gold currency.

Item Information

Score Points: 1

Strand and Target IC11: Demonstrate understanding of major ideas and supporting details (Reading GLE 2.1.3)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A
		%	B*
		%	C
		%	D
		%	NR

2 Why are coins no longer made of gold or silver?

○ **A.** These metals are expensive.

○ **B.** These metals are easily damaged.

○ **C.** These metals are not in fashion.

○ **D.** These metals resist ridges.

Item Information

Score Points: 1

Strand and Target IA17: Make connections (cause and effect) within a text (Reading GLE 2.3.1)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A*
		%	B
		%	C
		%	D
		%	NR

3 According to the chart and the map, what occurred as the United States expanded?

○ **A.** Mints were set up in the state of Washington.

○ **B.** Mints were created in western states.

○ **C.** Mints closed in New York and Pennsylvania.

○ **D.** Mints in four states closed and reopened.

Item Information

Score Points: 1

Strand and Target IA15: Demonstrate understanding of text features (titles, headings and other information divisions, table of contents, indexes, glossaries, prefaces, appendices, captions) and graphic features (Reading GLE 2.2.2)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A
		%	B*
		%	C
		%	D
		%	NR

2007 Reading Released Items

4 What idea does the motto "E Pluribus Unum" communicate?

    ○ **A.** Courage

    ○ **B.** Freedom

    ○ **C.** Honor

    ○ **D.** Unity

Item Information

Score Points: 1

Strand and Target IC13: Make inferences and predictions based on the reading (Reading GLE 2.1.5)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A
		%	B
		%	C
		%	D*
		%	NR

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

_____

_____

_____

_____

_____

_____

_____

_____

Item Information

Score Points: 2

Strand and Target IC12: Summarize with evidence from the reading (Reading GLE 2.1.7)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Points
		%	0
		%	1
		%	2
		%	NR
			Mean

Scoring Rubric

Write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

2	A 2-point response accurately summarizes the process of making coins by including three text-based main ideas. OR Provides a summarizing statement and two text-based main ideas from the selection. Example: In making a coin, first the metal must be melted and poured into molds to be made into bars. Coins are then punched out of metal sheets.
1	A 1-point response partially summarizes the process of making coins by including one or two main ideas from the selection. OR Provides a summarizing statement and one main idea from the selection. OR Provides a summarizing statement.

Text-based main ideas may include, but are not limited to:

   A. Made from copper / nickel alloy
   B. Melt metal / copper, metal alloy
   C. Poured into molds to make bars / ingots
   D. Machines roll into sheets
   E. Blanks / coins are punched
   F. Went through edge-rolling machine / raised rims
   G. Designs are stamped on both sides / designs stamped on
   H. Sayings stamped on the coins (E Pluribus Unum and In God We Trust)
   I. Counting, dropping into bags, weighing and sending to banks

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

In my own words first, you can get some copper and nickel alloys. Second, melt the metal and pour it into molds. Third, roll the ingots into sheets. Fourth, punch blanks for each type of coin. Fifth, put them through an edge rolling-machine. Finally, stamp the designs on.

Annotated example for a 2-point response:

This response accurately summarizes the selection by including seven main ideas from the selection.

A. "...get some copper and nickel alloys."
B. "...melt the metal..."
C. "...pour it into molds."
D. "...roll the ingots into sheets."
E. "...punch blanks for each type of coin."
F. "...put them through an edge rolling-machine."
G. "...stamp the designs on."

This response is a 2.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

First they melt the metal and pour it into different molds. Then blanks are punched from the sheets for each type of coin, which then are put through edge-rolling machines which raises the rim. Finally, stamped on both sides of the coin, are the designs. These designs also include the saying "E Pluribus Unum" or "In God We Trust."

Annotated example for a 2-point response:

This response accurately summarizes the selection by including six main ideas from the selection.

B. *"...melt the metal..."*
C. *"...pour it into different molds."*
E. *"...blanks are punched from the sheets for each type of coin..."*
F. *"...put through edge-rolling machines which raises the rim."*
G. *"...stamped on both sides of the coin, are the designs."*
H. *"...the saying 'E Pluribus Unum' or 'In God We Trust.'"*

This response is a 2.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

To make coins the metal is melted and poured into molds to make bars. Then the bars are rolled into sheets. Then the design is stamped on both sides of the coin.

Annotated example for a 2-point response:

This response accurately summarizes the selection by including four main ideas from the selection.

    B. *"...metal is melted..."*
    C. *"...poured into molds to make bars."*
    D. *"...bars are rolled into sheets."*
    G. *"...design is stamped on both sides of the coin."*

This response is a 2.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

1. you melt medol
2. put the ridges on the edge.
3. roll the ingots
4. put the design on.

Annotated example for a 2-point response:

This response accurately summarizes the selection by including three main ideas from the selection.

    B. *"...melt medal"*
    F. *"put the ridges on the edge."*
    G. *"put the design on."*

This response is a 2.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

At the begining, coins are melted and poured into molds. Next, they get put on sheets to start drying. After that, it will be put into a machine that raises the edges. Later, the coins are stamped with their "mark" or "seal". Finally, the ridges are put into the edges.

Annotated example for a 1-point response:

This response partially summarizes the selection by including two main ideas from the selection.

F. "...*put into a machine that raises the edges.*"
F. "...*ridges are put into the edges.*"
G. "...*coins are stamped with their 'mark' or 'seal.'*"

This response is a 1.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

today coins are not made of gold or silver. they are made from copper and nickel alloys which are cheaper and more availble than precious metals.

Annotated example for a 1-point response:

This response partially summarizes the selection by including one main idea from the selection.

A. *"...made from copper and nickel alloys..."*

This response is a 1.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

To make coins you need copper and nickle. After that you put it in a musting that makes them coin shaped. Then you stamp both side of the coin. After that you have your coin. This is how you make coins.

Annotated example for a 1-point response:

This response partially summarizes the selection by including one main idea from the selection.

A. *"...you need copper and nickle."*

This response is a 1.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

wen you are going to make a coins the metal has to be very hot they put the edge-rolling machine which produces a raised rim. then the put the stamp on both sides of the coins.

Annotated example for a 1-point response:

This response partially summarizes the selection by including one main idea from the selection.

F. "...*put the edge-rolling machine which produces a raised rim.*"

This response is a 1.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

- make blocks out of metal
- roll out/cut out
- design stamp/stamp it
these are the three main Ideas from the selection about how to make your own new coin

Annotated example for a 0-point response:

This response provides no main ideas or summarizing statements from the selection.

This response is a 0.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

First you melt the silver or gold into bars. Then you pour that after It's melted again and put into circular holes.

Annotated example for a 0-point response:

This response provides no main ideas or summarizing statements from the selection.

This response is a 0.

5 In your own words, write a summary of the process of making coins. Include **three** main ideas from the selection in your summary.

There are four mint one San Francisco Ca Denver CO West Palm NY Philadelphia Penn. The mint in Penn is the biggest and it produces 13 billion coins a year.

Annotated example for a 0-point response:

This response provides no main ideas or summarizing statements from the selection.
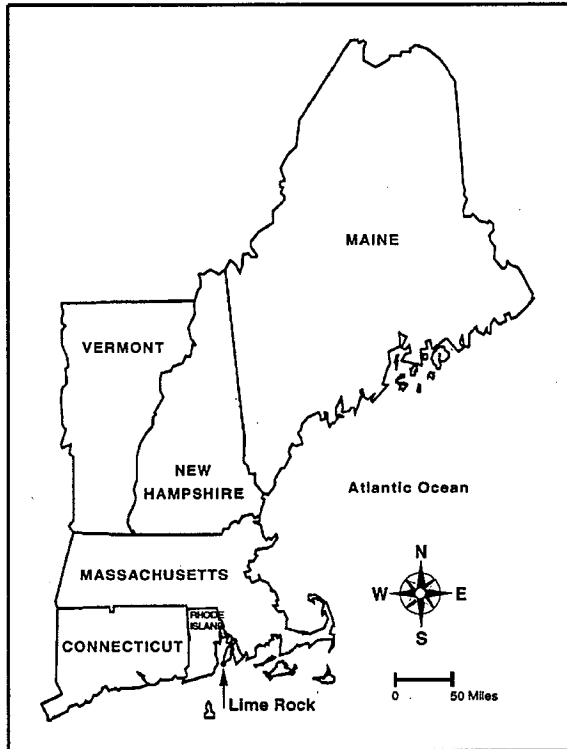
This response is a 0.

Directions: Read the selection and answer the questions.

The Heroine of Lime Rock
by Janette Gentry

Location of Lime Rock

Most young girls would hate having to live on an isolated rock surrounded by water, but not shy Ida Lewis. The 15-year-old was glad when her father was appointed the lighthouse keeper of Lime Rock. Now he would be home with his family all the time.

It was in June, 1857, that the Lewis family moved to Lime Rock. The tiny island stood about 300 yards out in the Newport, Rhode Island, harbor. It barely poked its craggy head through the waters of Narragansett Bay, but it was very dangerous to incoming boats.

Though Ida had lived near the sea all her life, she knew very little about boats. She learned quickly. Every weekday she had to row herself, her two younger brothers, and sister to the mainland to attend school. The distance wasn't far, but often the boat would bob like a cork in the choppy water.

4   Ida also learned to tend the light. For long periods, during gloomy weather or storms, the light was kept burning both day and night.

5   Four happy months passed. Then tragedy struck. Hosea Lewis had a stroke that left him paralyzed. Mrs. Lewis was appointed lighthouse keeper.

6   One day she called Ida to her. "Ida," she said, "you will have to quit school. I cannot care for the light and your father, too. I need your help."

7   How sad Ida must have been to have to leave school. But she did not complain. She continued to row her brothers and sister to school. She was also given the task of buying supplies for the light and groceries for the family.

8   So much rowing back and forth caused the girl's arms to become strong. "Ida can set as straight a course as ever I could," her father would say.

9   Late one afternoon Ida heard faint cries of "Help! Help!" Peering through the dusk, she could make out an overturned sailboat. And someone was clinging to it!

10   Without thinking of danger, Ida was in her boat, skimming across the water to the rescue. When she reached the sailboat, she found not one but four young men clinging to it.

11   Ida pulled the four into her boat and headed for shore. She had rescued three teenagers and a twenty-year-old. They were very frightened and amazed to see a young girl at the oars of the rescue boat.

12   "Please, please, don't tell anyone about this," Ida begged them shyly.

13   The youths promised to keep the rescue a secret.

14   From then on, Ida kept a watchful eye for anyone in trouble in the water. Once she saved three farmers whose valuable sheep had fallen into the bay. The three borrowed a boat and followed the sheep as the tide carried it farther and farther out. Then the boat filled with water and sank.

15   In only a few minutes Ida was taking the drowning men into her boat. After she had deposited them on shore, she went back and saved the sheep.

16   It was Ida's rescue on March 25, 1869, that brought her courageous feats to the attention of the nation and the world. It was late afternoon. Cold rain and high waves drenched Lime Rock. Ida sat before the fire, her head bent over some sewing. Suddenly her mother was shrieking, "Someone is drowning! Someone is drowning!"

17   At once, Ida was up and calling to the older brother, "Come on, Hosey. Hurry. I'll need help."

18   "Don't go, daughter," her father implored.

19   Ida didn't answer. She was running barefoot across the slippery rock to her boat.

20   Never had Ida's courage been so tested. The rain blinded her. Her hands became freezing cold. It took all her strength to force the little boat into the wind as the waves almost swamped it.

21   This time Ida's rescue saved two soldiers. They were from Ft. Adams, which was on the bay, about three miles from Newport.

22   Over and over the soldiers thanked Ida for saving them. Ida, now 24, didn't want to be thanked. "What would you do if you had a boat and saw someone drowning?" she asked them.

23   There was no way that Ida could keep this rescue a secret. The soldiers told everyone. Newspapers and magazines published the story. Ida received letters from all over the United States and England. She was given several awards and a life-saving medal. The Rhode Island Legislature recognized her service by sending her a beautiful certificate. Girls and boys had a heroine to admire. Ida Lewis was famous.

24   The years that followed brought over 9,000 visitors to Lime Rock to meet Ida. One day the most famous person in America came to visit her—President Ulysses S. Grant.

25   The governor of Rhode Island declared July 4, 1869, "Ida Lewis Day." A grand celebration was held in her honor. Thousands attended. Some wore Ida Lewis hats and scarves. They even danced to the "Ida Lewis Waltz."

26   The people of Newport gave Ida a new boat. The rudder was made of walnut wood. The silver plate on it was inscribed "The Heroine of Lime Rock."

27   Ida asked a friend to give a thank you speech for her. "I've never made a speech in my life," she said. And with that, she got into the boat and rowed for Lime Rock. When she had gone a little way, she stopped and waved to the crowd.

28   When Ida's mother died, Ida was officially appointed the lighthouse keeper. She was alone now except for her cocker spaniel, Dewey, six cats, and several rabbits.

29   Some say that during Ida's lifetime, she saved 18 people from drowning; some say more than 40. No one knows for sure because Ida wouldn't tell. She made her last rescue at age 63.

30   Ida Lewis died on October 24, 1911, on Lime Rock—the place she never wanted to leave. The lighthouse is still there today. In honor of this courageous "lady of the light" it has been renamed The Ida Lewis Light.

6 What is the meaning of the word *feats* in paragraph 16 of the selection?

○ **A.** Actions

○ **B.** Mistakes

○ **C.** Thoughts

○ **D.** Wishes

Item Information

Score Points: 1

Strand and Target LC04: Interpret vocabulary critical to the meaning of the text (Reading GLE 1.3.2)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A*
		%	B
		%	C
		%	D
		%	NR

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

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Item Information

Score Points: 2

Strand and Target LC01: Demonstrate understanding of theme or message and supporting details (Reading GLE2.1.3)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Points
		%	0
		%	1
		%	2
		%	NR
			Mean

Scoring Rubric

Explain how the selection shows Ida's courage. Include two details from the selection in your answer.

2	A 2-point response provides two text-based details to explain how the selection shows Ida's courage.
	Example:
	It shows courage because Ida saved the two soldiers' lives. She also saved three farmers.
1	A 1-point response provides one text-based detail to explain how the selection shows Ida's courage.

Text-based details include, but are not limited to:

- A. Although she knew very little about boats, she learned to row very quickly
- B. She rowed her siblings to school every weekday through choppy waters
- C. She had to quit school to care for the lighthouse and her father
- D. Without thinking of danger, Ida rowed across the water to the rescue
- E. She saved four boys on the sail boat / four people / four youths / 3 teenagers and a 20-year-old
- F. She saved three farmers
- G. She saved sheep
- H. Her father told her not to go save the two soldiers, but she didn't listen to him / walked away from her father / disregards her parents pleas
- I. She ran barefoot across the slippery rock to her boat
- J. It took all her strength to row against the wind / it took all her strength to force the boat to go / waves almost swamped the boat
- K. She rowed into stormy weather / freezing rain / stormy night / waves / dangerous weather / harsh conditions / in storms / raining and cold / her hands were frozen / her hands were cold / the rain blinded her
- L. She saved the two soldiers' lives
- M. She did not want people to know when she saved someone / did not want fame / heroism / did not want to be thanked
- N. She received a life-saving medal / awards
- O. Ida asked a friend to give a thank-you speech for her
- P. She lived on Lime Rock alone with her dog, cats and rabbits
- Q. She rescued over forty people, but she would never tell how many / she rescued people / she saved lives
- R. She made her last rescue at the age of 63 / saved more lives over time

Scoring Note: If a student receives a score point for E, F, or L, the student does not receive a score point for Q.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

One example that shows Ida's courage is that Ida would immediately run after to the person that was drowning without hesitating. The rain would blind her and the cold would freeze her hands. It was a stormy day and she ran barefoot on slippery rocks to her boat in order to save two soldiers. Ida had so much courage that the governer named a day after "Ida Lewis.

Annotated example for a 2-point response:

The response provides five details to explain how the selection shows Ida's courage.

D. "...Ida would immediately run after to the person that was drowning without hesitating."
K. "The rain would blind her and the cold would freeze her hands. It was a stormy day..."
I. "...she ran barefoot on slippery rocks to her boat..."
L. "...to save two soldiers."
N. "Ida had so much courage that the governer named a day after 'Ida Lewis'."

This response is a 2.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

The selection showed Ida's courage
when she was a young girl fifteen
years old to go save four people
and some sheep shows the most
courage you could think of. Also
when she was twenty-four to
go out into a storm when the rain
is blinding you and your father
tells you not to also shows courage.

Annotated example for a 2-point response:

The response provides four details to explain how the selection shows Ida's courage.

E. "...*four people*..."
G. "...*some sheep*..."
K. "...to go out into a storm when the rain is blinding you..."
H. "...your father tells you not to..."

This response is a 2.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

It show by her eye getting blinded by the rain and her hand freezing cold and It took all her strength to force the little boat into the wind as the wave almost swamped it.

Annotated example for a 2-point response:

The response provides two details to explain how the selection shows Ida's courage.

K. "...her eye getting blinded by the rain and her hand freezing cold..."
J. "...It took all her strength to force the little boat into the wind as the wave almost swamped it."

This response is a 2.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

Ida's courage shows in this selection by first she quit school to practically take care of her family at at 15. Second to save as many people as she did during all kinds of weather.

Annotated example for a 2-point response:

The response provides two details to explain how the selection shows Ida's courage.

C. "...*quit school to practically take care of her family...*"
Q. "...*to save as many people as she did...*"

This response is a 2.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

Ida went out on a rowboat alone to save the soldiers. Ida also went out many other times to save alot more people.

Annotated example for a 2-point response:

The response provides two details to explain how the selection shows Ida's courage.

    L. *"...save the soldiers."*
    R. *"...to save alot more people."*

This response is a 2.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

Ida shaw her courage when she had saved the sheep from drawning. No one else would have done it but her.

Annotated example for a 1-point response:

The response provides one detail to explain how the selection shows Ida's courage.

    G. *"...she had saved the sheep..."*

This response is a 1.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

She liked to save People.
But did not want any
body to Know.

Annotated example for a 1-point response:

The response provides one detail to explain how the selection shows Ida's courage.

M. *"...did not want any body to Know."*

This response is a 1.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

1. She was brave.

2. She saved many lives.

Annotated example for a 1-point response:

The response provides one detail to explain how the selection shows Ida's courage.

Q. *"She saved many lives."*

This response is a 1.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

The selection shows her courage by telling of her bravery at sea. The selection also tells and describes other acts of courage. It also says that people deeply honored her.

Annotated example for a 0-point response:

The response does not provide any details to explain how the selection shows Ida's courage.

This response is a 0.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

Ida was looking out the window waiting and looking out for people. Never had Idas courage been so tested.

Annotated example for a 0-point response:

The response does not provide any details to explain how the selection shows Ida's courage.

This response is a 0.

7 Explain how the selection shows Ida's courage. Include **two** details from the selection in your answer.

She wasn't scared, she was brave, and she was carring.

Annotated example for a 0-point response:

The response does not provide any details to explain how the selection shows Ida's courage.

This response is a 0.

8 Which sentence tells how Ida Lewis and her mother are similar?

○ **A.** Both Ida Lewis and her mother quit school.

○ **B.** Both Ida Lewis and her mother rowed every day.

○ **C.** Both Ida Lewis and her mother took care of others.

○ **D.** Both Ida Lewis and her mother disliked Lime Rock.

Item Information

Score Points: 1

Strand and Target LA06: Compare and contrast elements of text (Reading GLEs 2.3.1, 2.4.6)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A
		%	B
		%	C*
		%	D
		%	NR

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

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Item Information

Score Points: 2

Strand and Target LT09: Evaluate reasoning and ideas/themes related to the text (Reading GLE 2.4.1, 2.4.5)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Points
		%	0
		%	1
		%	2
		%	NR
			Mean

Scoring Rubric

Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

2	A 2-point response states or implies that Ida Lewis' decision was or was not a good decision and provides two text-based details to support the answer.
	Example:
	(yes) Ida met President Ulysses S. Grant. Boys and girls saw her as a heroine.
	OR
	Example:
	(no) Ida's decision was not a good one because she ignored her father. She went out in rainy weather.
	OR
	Example:
	(yes and no) Ida's decision was good because the soldiers would've died without her. It was bad because the soldiers made her famous, which she didn't want.
1	A 1-point response states or implies that Ida Lewis' decision was or was not a good decision and provides one text-based detail to support the answer.

Text-based details are on the following page.

2007 Reading Released Items

Text-based details may include, but are not limited to:

A. Ida took care of her family / the lighthouse
B. Her arms became very strong from rowing back and forth
C. She had saved lives before
D. Her father told her not to go, but she didn't listen to him
E. Ida ran barefoot across the slippery rock to her boat
F. The rain blinded her / her hands became freezing cold / the weather was bad / storm / the waves almost swamped the boat
G. It took all her strength to row against the wind
H. The soldiers would have died / she saved their lives
I. The soldiers thanked her
J. Ida asked the soldiers, "What would you do if you had a boat and saw someone drowning?" / couldn't let the soldiers drown
K. She became famous / she was noticed / recognized / respected / well-known
L. She told people not to tell anyone that she had saved them / did not want fame / heroism / the soldiers told everyone
M. Newspapers and magazines published the story
N. Ida received letters
O. She was given a life-saving medal
P. She got a certificate
Q. Girls and boys had a heroine to admire / admired as a heroine
R. Her fame brought many people / 9000 people to visit Lime Rock
S. She met President Ulysses S. Grant / most famous person in America
T. The governor declared July 4, 1869 "Ida Lewis Day" / grand celebration was held in her honor / thousands came to the celebration for her
U. People wore Ida Lewis hats and scarves
V. They danced to the "Ida Lewis Waltz"
W. The people of Newport gave Ida a new boat
X. Ida's friend gave a thank-you speech for her
Y. Ida was appointed the official lighthouse keeper after her mother's death
Z. In her honor the lighthouse has been renamed "Ida Lewis Light"

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

Ida Lewis' decision to rescue the two soldiers was a good dicision I thought because after she saved them she had got a lot respect and honor and fame. She was published in Magizines and Newspapers. Also, she had alot of letters and awards for her actions. Second, she had 9,000 visitors come to Lime Rock and one visitor was Ulysses S. Grant and she received a boat and her own day "Ida Lewis Day."

Annotated example for a 2-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision and provides nine details to support the answer.

H. "...she saved them..."
K. "...she had got a lot respect and honor and fame."
M. "She was published in Magizines and Newspapers."
N. "...she had alot of letters..."
O. "...she had alot of...awards for her actions."
R. "...she had 9,000 visitors come to Lime Rock..."
S. "...one visitor was Ulysses S. Grant..."
W. "...she received a boat..."
T. "...she received...her own day 'Ida Lewis Day.'"

This response is a 2.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

Yes, because she saved someones life and she also won many awards and medals. She also had the lighthouse named after her in recoqration of her actions. Boys and girls had a new hero to admire. She was also given a new boat. It had a silver plate on it with the words "The Heroin of Lime-Rock.

Annotated example for a 2-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision and provides five details to support the answer.

H. _"...she saved someones life..."_
O. _"...she also won many awards and medals."_
Z. _"She also had the lighthouse named after her..."_
Q. _"Boys and girls had a new hero to admire."_
W. _"She was also given a new boat. It had a silver plate on it with the words, 'The Heroin of Lime-Rock."_

This response is a 2.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

Ida Lewis' decision to rescue the two soldiers
was a good decision because people got to
honor her for her brave actions and she
got deserved rewards for what she did. people
named days, dances, lights, and more after her.
Also, she got a new boat and met the
president.

Annotated example for a 2-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision and provides five details to support the answer.

    T. *"People named days...after her."*
    V. *"People named...dances...after her."*
    Z. *"People named...lights...after her."*
    W. *"...she got a new boat..."*
    S. *"...she...met the president."*

This response is a 2.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

yes the first reason is because they were
soldiers fighting for the country so they
were really important another is because she
would have never got noticed that she
saved people

Annotated example for a 2-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision and provides two details to support the answer.

    K. *"...she would have never got noticed..."*
    H. *"...she saved people"*

This response is a 2.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

_____This was a good decision because
if she had not saved them, they would
have drowned. Another detail is it was
very courageous._____

_____

_____

_____

_____

Annotated example for a 1-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision and provides one detail to support the answer.

> H. _"...if she had not saved them, they would have drowned."_

This response is a 1.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

No because She want to avoid fame, and Keep rescueing a secret.

Annotated example for a 1-point response:

The response states that Ida's decision to rescue the two soldiers was not a good decision and provides one detail to support the answer.

    L. *"...she want to avoid fame, and keep rescueing a secret."*

This response is a 1.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

Yes, because she got medals and praise.

Annotated example for a 1-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision and provides one detail to support the answer.

O. *"...she got medals..."*

This response is a 1.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

Yes, Ida Lewis' take the decision to rescue
the two soldiers because that was what
she was doing helping people, also she
just want to help people.

Annotated example for a 0-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision but does not provide any details to support the answer.

This response is a 0.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

She like to save people from drowing.

Annotated example for a 0-point response:

The response does not state or imply that her decision was a good decision or a bad decision and provides no details from the text.

This response is a 0.

9 Was Ida Lewis' decision to rescue the two soldiers a good decision? Provide **two** details from the selection to support your answer.

Yes, it was a good idea to
save two soldiers because...
1. because they stand for the USA,
saves many people.
2. Soldiers know many people and
many contacts that could bring
fame.

Annotated example for a 0-point response:

The response states that Ida's decision to rescue the two soldiers was a good decision but does not provide any details to support the answer.

This response is a 0.

10 Based on the information in the selection, what conclusion can be drawn about the soldiers?

○ **A.** The soldiers were taught to save lives.

○ **B.** The soldiers were taught survival skills.

○ **C.** The soldiers were proud of their rescuer.

○ **D.** The soldiers were ashamed of being rescued.

Item Information

Score Points: 1

Strand and Target LT10: Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations) (Reading GLEs 2.4.1, 2.4.5)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A
		%	B
		%	C*
		%	D
		%	NR

11 Which word best describes Ida Lewis?

○ **A.** Compassionate

○ **B.** Egotistical

○ **C.** Helpless

○ **D.** Delicate

Item Information

Score Points: 1

Strand and Target LA05: Demonstrate understanding of literary elements (genres; story elements such as plot, character, setting; stylistic devices) and graphic elements/illustrations (Reading GLE 2.2.2, 2.2.3, 2.3.3)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A*
		%	B
		%	C
		%	D
		%	NR

12 What inference could you make about Ida Lewis' attitude toward fame?

    ○ **A.** Ida Lewis desired fame.

    ○ **B.** Ida Lewis avoided fame.

    ○ **C.** Ida Lewis resented fame.

    ○ **D.** Ida Lewis expected fame.

Item Information

Score Points: 1

Strand and Target LC03: Make inferences or predictions based on the reading (Reading GLE 2.1.5)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A
		%	B*
		%	C
		%	D
		%	NR

13 What was the author's purpose for writing the selection?

○ **A.** To inform people about lighthouse keepers

○ **B.** To describe how a woman saved many lives

○ **C.** To demonstrate that good rowers can rescue people

○ **D.** To persuade women to act bravely in dangerous situations

Item Information

Score Points: 1

Strand and Target LT08: Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tone, and use of persuasive devices)

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		%	A
		%	B*
		%	C
		%	D
		%	NR

SELAH SCHOOL DISTRICT   Name _____

Selah Intermediate School   Teacher _____

7th Grade Reading   Date _____

Performance Indicator Assessment

Spring

Spring
Reading Performance Indicator Assessment
Answers

"The Returning Cats"
The Friendship Orchard"

Make a note with students before giving:
10 and # 13 do not have a O (circle)
to fill in. Circle the correct letter response.

Literature/Informational Text from OSPI 2008 7th Grade Released Items

Directions: Read the selection and answer the questions.

The Returning Cats
by David C. Knight

1   In the autumn of 1968, a housewife in the suburbs of a large Midwestern city heard scratching sounds at her front door. Puzzled, she went to the door, opened it slowly, and after a few seconds exclaimed, "Jingles!"

Jingles' Story

2   Jingles was the family's black-and-white cat. The woman could scarcely believe her eyes because Jingles had been lost for over four weeks—ever since the family had missed the cat while on vacation at the lake resort nearly 300 miles away. When, at the end of the vacation, the cat had not shown up, they had had to leave without him.

3   At first the woman thought she must be mistaken. The cat *looked* like Jingles, but its fur was so matted and dirty that it was hard to tell. Also, one of its ears was torn and there were patches of dried blood on its back. But when the woman saw the grimy white star on the cat's black chest, she knew it must be Jingles.

Cats seem to know their way home.

4   The woman took Jingles into the bathroom and cleaned him up as best she could. Then she fed him. Except for his torn ear and a slight limp from a cut on one of his legs, Jingles seemed to be in reasonably good shape after his ordeal.

5   Around the dinner table that night, the family talked about what poor Jingles must have gone through. How had the cat managed to stay alive for all those days and miles? How had it found food? How had the animal known in which direction the city lay and, once he had reached it, how had he made his way through the busy streets to the correct suburb and his home? The lake resort was so isolated, with twisting, confusing roads leading to it, that Jingles must have had to travel long miles through fields and woods on his way back. There were also several small rivers that the cat must have had to swim across.

6   As the family shook their heads over these mysteries, Jingles purred happily on the sofa. Already he seemed to have forgotten his terrible experience and was content simply to be back with the people he loved.

Other Mystery Returns

7   This story is not an unusual one. Cat owners all over the world have reported similar cases of their pets traveling long distances, overcoming tremendous obstacles, to find their way back to their homes. One cat, returning from New Jersey to Brooklyn, must have had to cross the Hudson and East Rivers. Whether it used bridges or swam, no one will ever know. Yet it reached home safely. Another cat, lost in the Arizona desert, somehow made its way across the sandy wasteland to its home in Phoenix—over 100 miles away.

A cat crossed the Hudson and East Rivers to get from New Jersey to Brooklyn.

8   Some animal experts have compared this amazing ability of cats to that of homing pigeons. But there is one big difference. Pigeons must be trained by their owners to return. Each training period, they are taken farther and farther from their homes, until they have learned to fly back over great distances. But cats are given no such training. They just seem to *know* the way back.

9   Does this "homing instinct" have something to do with cats' keen sense of smell? It doesn't seem likely. Even for cats, the smells of home would be too far off for them to sniff their way back. One scientist has suggested that homing pigeons—and perhaps cats as well—somehow use the earth's magnetic field to guide them. But the scientist does not explain how this actually happens. There is also a theory that the cats' strong sense of belonging to certain people and to a certain place somehow furnishes them with a special gift for knowing just how to return to those people and that place. It is still a mystery.

1 Based on the information in the selection, what is the most important idea the author presents?

    ○ **A.** Animal experts believe cats have a strong sense of belonging.

    ● **B.** Animal experts believe cats have a special ability to find their way home.

    ○ **C.** Animal experts believe cats may use a strong sense of smell to guide them.

    ○ **D.** Animal experts believe cats may use the earth's magnetic field to guide them.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

    Determined   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

_____

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Scoring Rubric

Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

<div align="center">

Determined   **Brave**   **Intelligent**

</div>

Provide **two** details from the selection to support your choice.

2	A 2-point response states or implies which word best describes Jingles in the story and provides two text-based details to support the choice.
	Examples: Determined: Jingles was determined. He traveled 300 miles to get home. He also had to cross several rivers. OR Brave: Jingles must have been very brave. He was able to find his own food and travel through a busy city. OR Intelligent: Jingles must be an intelligent cat. He knew in which direction the city lay. Jingles did not need to be trained.
1	A 1-point response states or implies which word best describes Jingles in the story and provides one text-based detail to support the choice.

Text-based details may include, but are not limited to:

Determined / Brave / Intelligent

A. He scratched the door to get in
B. He was lost for over 4 weeks
C. He traveled 300 miles
D. His fur was matted / dirty / grimy
E. One of his ears was torn
F. There were patches of dried blood on his back
G. He had a slight limp / cut on his leg
H. He stayed alive for all those days / miles / stayed alive
I. He was able to find his own food
J. He knew in which direction the city lay
K. He made his way through the busy streets / traffic
L. There were twisting / confusing roads
M. He traveled through fields
N. He traveled through woods / wilderness
O. He had to swim across several small rivers
P. He had a sense of belonging
Q. He found his way home / *knew* where his home was / made it home
R. Jingles did not need to be trained
S. He used the earth's magnetic field to guide him

2 Any of these words could be used to describe Jingles in the selection.
Choose the word you think best describes Jingles.

Determined   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

From the selection you can tell that Jingles is
determined. One idea that supports that is in par. 2
it says Jingles was gone for four weeks and
would have had to cover a distance of nearly 300 miles.
Another idea that supports that is in par. 5 Jingles
would have to have travel long miles through fields,
woods, and swim across several rivers.

Annotated example for a 2-point response:

Response states which word best describes Jingles in the story and provides at least two text-based details to support the choice.

B. *Jingles was gone for four weeks...*
C. *...had to cover a distance of nearly 300 miles.*
M. *...travel long miles through fields...*
N. *...travel long miles through...woods...*
O. *...swim across several rivers.*

This response is a 2.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

(Determined)   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

I think that Jingles was Determined. One, Jingles way back took 300 miles. Two, it was very much impossible to stay alive all those days and miles.

Annotated example for a 2-point response:

Response states which word best describes Jingles in the story and provides two text-based details to support the choice.

    C. ...*way back took 300 miles.*
    H. ...*stay alive all those days and miles.*

This response is a 2.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

Determined   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

The word I think best describes Jingles is determined because.

1. In paragraph 5 it said how had the Animal known which way the city lay.

2. also in paragraph 5 it said there were also several small rivers the cat had to cross.

Annotated example for a 2-point response:

Response states which word best describes Jingles in the story and provides two text-based details to support the choice.

J. ...*known which way the city lay.*
O. ...*several small rivers the cat had to cross.*

This response is a 2.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

Determined   Brave   (Intelligent)

Provide **two** details from the selection to support your choice.

The word that best describes Jingles
is intelligent.
① Jingles was scratching on the front
door of a housewife.
② The cat managed to stay alive for
all these days and mile without eating.

Annotated example for a 2-point response:

Response states which word best describes Jingles in the story and provides two text-based details to support the choice.

A. *Jingles was scratching on the front door...*
H. *The cat managed to stay alive for all those days and mile...*

This response is a 2.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

Determined   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

I think that the word intelligent describes Jingles because for one Jingles was able to travel all the way home. Another reason I think this is because Jingles must have been able to get food and get through traffic.

Annotated example for a 2-point response:

Response states which word best describes Jingles in the story and provides at least two text-based details to support the choice.

Q. ...*was able to travel all the way home.*
I. ...*must have been able to get food...*
K. ...*get through traffic.*

This response is a 2.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

Determined   Brave   Intelligent

Provide **two** details from the selection to support your choice.

The word I chose was intelligent. The two detcals that support my answer is First, Jingles had to find his way home. Second, Jingles used his sense to find his way home.

Annotated example for a 1-point response:

Response states which word best describes Jingles in the story and provides one text-based detail to support the choice.

Q. ...had to find his way home.
Q. ...find his way home.

This response is a 1.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

(Determined)   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

I think Jingles is determined because he traveled 300 miles all the way home, in an area he'd probably never been before.

Annotated example for a 1-point response:

Response states which word best describes Jingles in the story and provides one text-based detail to support the choice.

C.   ...he traveled 300 miles all the way home...

This response is a 1.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

<p align="center">**Determined**   **Brave**   **Intelligent**</p>

Provide **two** details from the selection to support your choice.

> I would say that the Jingles has to be determined to go so far to get here.
>
> I also think that he was brave because he must have encountered some animals that could have hurt him, but he still made it.

Annotated example for a 1-point response:

Response states which word best describes Jingles in the story and provides one text-based detail to support the choice.

    Q. ...*to get here.*

This response is a 1.

2 Any of these words could be used to describe Jingles in the selection. Choose the word you think best describes Jingles.

Determined   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

To describe Jingles, I'd choose "brave". That cat must have really loved his owners to come back after all that walking, running, and swimming. It can be so dangerous out in the world, and anything could've happened.

Annotated example for a 0-point response:

Response does not provide any text-based details.

This response is a 0.

2   Any of these words could be used to describe Jingles in the selection.
Choose the word you think best describes Jingles.

(Determined)   **Brave**   **Intelligent**

Provide **two** details from the selection to support your choice.

Determind because he pobly loves his family
and wanted to see them.

Annotated example for a 0-point response:

Response does not provide any text-based details.

This response is a 0.

3 What is the meaning of the word *furnishes* in paragraph 9 of the selection?

○ **A.** Eliminates

○ **B.** Distracts

○ **C.** Replaces

● **D.** Provides

1C14
Vocab

4 According to the section **Other Mystery Returns,** which statement is true?

1A15
ext features

○ **A.** Cats rarely have a strong sense of belonging to their owners.

○ **B.** A cat in Arizona traveled over 100 miles to get home.

○ **C.** Jingles the cat had a grimy, white star on his chest.

○ **D.** Cats are trained to return home.

Go On ▶

5

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

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urpose

oric
shors

_____

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6 Which sentence best summarizes the section **Other Mystery Returns**?

_1C12_

summarize

○ **A.** Cats are trained by their owners to return home.

○ **B.** Cats can cross deserts, bridges, and rivers to return home.

● **C.** Cats, like homing pigeons, have an amazing ability to return home.

○ **D.** Cats, like homing pigeons, use the earth's magnetic field to return home.

6

Go On ▶

In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

2	A 2-point response provides two text-based details to explain why the author includes information about homing pigeons in paragraphs 8 and 9.
	Example: Pigeons need to be trained to find home, but cats seem to know their way back home.
1	A 1-point response provides one text-based detail to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

Text-based details may include, but are not limited to:

A. Some animal experts have compared the ability of cats to homing pigeons / both have the ability to return home

B. Pigeons must be trained by their owners to return / learn to fly back over great distances

C. Each training period, pigeons are taken farther from their homes

D. Cats are given no such training / cats seem to *know* their way back home / "homing instinct" / strong sense of belonging to a certain place / special gift for knowing how to return

E. Homing pigeons / cats may use the earth's magnetic field to guide them

5   In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

In paragraph 8 and 9 of the selection the author includes information about homing pigeons because he is telling us about how some ~~scientists~~ animal experts compared the cats ability to a homing pigeon. One expert believes that perhaps cats use earths magnetic fields to guid them just like the homing pigeon does. But there is also one big difference. The homing pigeon must be trained to find its way back and the cat just seems to know the way back.

Annotated example for a 2-point response:

The response provides at least two text-based details to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

   A. ...*animal experts compared the cats ability to a homing pigeon.*
   E. ...*perhaps cats use earth's magnetic fields to guid them...*
   B. ...*homing pigeon must be trained...*
   D. ...*the cat just seems to know the way back.*

This response is a 2.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

The author includes information on homing pigeons because:

- " pigeons must be trained to return home "
- " animal experts have compared this amazing ability of cats to that of homing pigeons "
- " they are taken farther and farther from from their homes."
- " homing pigeons somehow use the earths magnetic field to guide them."

Annotated example for a 2-point response:

The response provides at least two text-based details to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

   B. *"pigeons must be trained to return home."*
   A. *"animal experts have compared this amazing ability of cats to that of homing pigeons."*
   C. *"they are taken farther and farther from from their homes."*
   E. *"homing pigeons somehow use the earths magnetic Field to guide them."*

This response is a 2.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

To begin with, the author states, "Some animal experts have compared this amazing ability of cats to that of homing pigeons. But there is one big difference pigeons have to be trained to return home, but cats are given no such training. They just seem to know the way back."

Annotated example for a 2-point response:

The response provides at least two text-based details to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

A. ..."Some animal experts have compared this amazing ability of cats to that of homing pigeons."
B. ...pigeons have to be trained to return home,...
D. ...cats are given no such training.
D. They just seem to know the way back.

This response is a 2.

5 In paragraphs 8 and 9 of the selection, why does the author include
   information about homing pigeons? Include **two** details from the selection
   in your answer.

The author includes information about homing pigeons in
this selection. The section says, animal experts
have compared this amazing ability of cats to
that of homing pigeons. (p 10, §8) This shows
why they put pigeons in it, because they were
comparing them to cats. It also says that
homing pigeons and cats somehow use the earth's
magnetic field to guide them. (p 10, §9) This
suggests that while they comparing the two
animals, they got the result that they had some-
thing in common.

Annotated example for a 2-point response:

The response provides two text-based details to explain why the author includes information
about homing pigeons in paragraphs 8 and 9.

   A. ...*animal experts have compared this amazing ability of cats to that of homing pigeons.*
   E. ...*homing pigeons and cats somehow use the earth's magnetic field to guide them.*

This response is a 2.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

In the paragraphs 8-9, the author includes information about homing pigeons because, in a way cats and pigeons are alike in getting home; they also have "homing" skills which we don't understand how they do that to full understandment.

Annotated example for a 1-point response:

The response provides one text-based detail to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

A. ...cats and pigeons are alike in getting home,...

This response is a 1.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

the thhis think the somehow use the earths magnetic field to guid them. and the think that they have good nose to help them.

Annotated example for a 1-point response:

The response provides one text-based detail to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

E. ...*the earths magnetic field to guid them.*

This response is a 1.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

One reason the author includes information about
homing pigeons is ① cats seemed to have a special
sense of being able to find home, just like the
pigeons. Another reason is ② scientists compared
homing pigeons to cats, to see the likenesses &
differences.

Annotated example for a 1-point response:

The response provides one text-based detail to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

A. ...*cats seemed to have a special sense of being able to find home, just like the pigeons.*

This response is a 1.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

The author Includes information about homing pigeons because he is describing how cats are like homing pigeons because the can travel long distances and still find its way back, Also, The author ads information about homing pigeons because the are seeing if both pigeons a cats have the same way of getting home.

Annotated example for a 1-point response:

The response provides one text-based detail to explain why the author includes information about homing pigeons in paragraphs 8 and 9.

A. ...cats are like homing pigeons because the can travel long distances and still find its way back.
A. ...both pigeons a cats have the same way of getting home.

This response is a 1.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

that the homing pigeons is like a
cat that is training by their owners with
return.

Annotated example for a 0-point response:

The response does not provide any text-based details from the selection.

This response is a 0.

5 In paragraphs 8 and 9 of the selection, why does the author include information about homing pigeons? Include **two** details from the selection in your answer.

The author is comparing pigeons to cats, and it length-ens the story.

Annotated example for a 0-point response:

The response does not provide any text-based details from the selection.

This response is a 0.

7 Which sentence best explains why homing pigeons return home?

+17

se/Effect

   ○ **A.** Pigeons have a sense of belonging to their owners.

   ● **B.** Pigeons are trained by their owners to return.

   ○ **C.** Pigeons instinctively know their way back.

   ○ **D.** Pigeons use their sense of smell to return.

Directions: Read the story and answer the questions.

The Friendship Orchard
a tale from Central Asia
by Pleasant DeSpain

1   Two elderly friends tilled a small patch of earth on the barren steppe, a large, flat, treeless piece of land. They raised vegetables and a few sheep, but life was hard and they earned little. Winter was especially difficult because of the dreaded snowstorms known as *dzhut*, in which previously thawed snow froze over. Sheep couldn't dig through the ice for food and often perished.

2   Because they were old and poor, they took care to watch out for one another. One of the men was named Kurai. He owned the land on which they lived and worked. The other was called Dau, and he was in charge of the sheep.

3   One winter, a severe dzhut struck their farm. Soon after, all their sheep starved to death.

4   Dau took Kurai aside and said, "I must move away and start again. You've been a fine friend, Kurai. I will miss you."

5   "No, no, Dau," replied Kurai. "You can't go off and leave me. Who will help with the garden, come spring? Who will tell me stories around the night fire? I want you here, on the land with me. I'm giving you half ownership of the field. You take the lower half, and I'll keep the upper part. The deed is already in your name."

6   A rare and wonderful thing happened the following spring. Dau was digging in his half of the field and struck something made of metal with his hoe. He dug deeper into the black earth and uncovered a small, iron chest. It was filled with gold coins.

7   He ran to Kurai, shouting, "You are rich! You can live like a tribal ruler. And you deserve it, Kurai, for you are a good man."

8   Kurai said, "You found the gold in your half of the field, Dau. The treasure is yours, and yours alone. I'm truly happy for you."

9   "No, my generous friend," explained Dau. "The gold is yours. You have already helped me enough. How can I take anything more?"

10   "You have found the gold," said Kurai. "How can I take from you that which has been found by you?"

11   "Enough of your stubbornness!" cried Dau. "Take the gold."

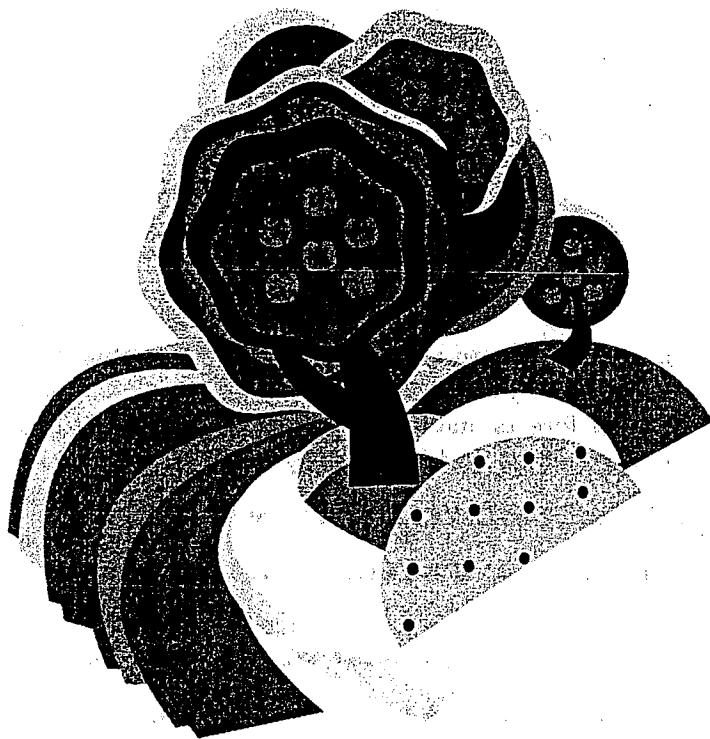12   "Enough of your nonsense!" replied Kurai. "The gold is yours."

13   The two friends argued long into the night. Neither gave in to the other. They were exhausted by morning and decided to talk with a teacher who lived in the middle of the steppes. He was known as the wisest man in the region.

14   It took five days to find the wise man's hut. The two friends showed him the gold and told him of their argument. The teacher looked at the coins and then at the men. He looked again at the coins and again at the men. Then he closed his eyes and thought and thought.

15   After a long while, he opened his eyes and said, "Take the gold to the city and buy the highest quality seeds in the land. Return to your fields and plant the finest orchard in the steppes. Make it an orchard of friendship. Allow the poor to rest in its shade, eat of its fruit, and enjoy its beauty. Rather than divide two friends, let the gold serve many."

16   Kurai and Dau agreed, and left for the city. They arrived several days later and headed for the marketplace. They searched and searched for a seller of fruit seeds, but had no luck. No one had seeds to sell. The old men were tired and decided to rest for the night and try again the following day.

17   On the way to an inn, they heard a terrible screeching coming from a thousand caged birds, carried by a caravan of camels. The colorful birds had been captured in the thick forests and high mountains, and were being taken to market. They would be sold as food for wealthy tables.

18   Kurai looked at Dau and said, "It isn't good to be put in a cage."

19   Dau looked at Kurai and said, "It isn't right that beautiful birds should be eaten by the rich."

20   They approached the leader of the caravan and asked the price of the birds.

21   He looked at their poor clothes and said, "More than you have."

22   Kurai opened the iron chest. "Release them and the gold is yours," he said.

23   Dau nodded his head in agreement.

24   The leader ordered his helpers to set the birds free.

25   Up into the sky they flew, singing songs of joy!

26   Kurai and Dau began their long walk home, feeling happy for the birds, but sad for the orchard that would never be. They talked about their long friendship and decided that it was foolish to argue.

27   Arriving home a few days later, they witnessed a strange sight. A thousand beautiful birds sat in their field and scratched in the dirt. Each held a seed in its beak and dropped it into the loose soil. The dirt was smoothed over the seeds with the beating of strong wings. Then, creating a multicolored cloud of

feather and song, the birds rose into the sky and flew away.

28   Rain fell and the seeds sprouted, climbing slowly from earth toward sky. The orchard took root. Apple trees and pear trees and apricot, too.

29   Trees take time to grow, and the two old men passed on before they could taste the first of the fruit. Kurai and Dau were not saddened, however, as they had eaten from the fruit of friendship for so many years.

8 What is the meaning of the word *deed* in paragraph 5 of the story?

○ **A.** A garden that is bare

● **B.** A document giving ownership

○ **C.** A few acres of land

○ **D.** A letter to a landowner

9 What is most likely the author's purpose for writing this story?

○ **A.** To persuade the reader to donate

○ **B.** To explain how orchards came to be

● **C.** To demonstrate the power of friendship

○ **D.** To show how friends can get advice

10 According to the story, which of these is true of a *dzhut*?

A. A *dzhut* lasts for most of the season.

B. A *dzhut* immediately kills livestock.

C. A *dzhut* can happen at almost any time of the year.

D. A *dzhut* makes it hard for animals to find food.

Go On ➤ **11**

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

_____

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_____

12 How are Dau and Kurai alike?

○ **A.** They are both ambitious.

● **B.** They are both stubborn.

○ **C.** They are both dishonest.

○ **D.** They are both greedy.

Go On ▶

Scoring Rubric

Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

2	A 2-point response states or implies whether or not releasing the birds is a reasonable thing to do and provides two text-based details to support the response. Examples: Spending the money is reasonable because birds should not be in cages. Also the birds came back to plant the orchard. OR Spending the money is not reasonable because they didn't do what the old man said. Also they were poor, so they needed the money for themselves. OR Spending the money is reasonable because the birds should not be in cages. But it was not reasonable because they were so poor and needed the money for themselves.
1	A 1-point response states or implies whether or not releasing the birds is a reasonable thing to do and provides one text-based detail to support the response.

Text-based details may include, but are not limited to:

A. The men were poor / needed the money for themselves
B. The wise man told them to take the gold to the city and buy seed and plant the seeds / allow the poor to eat orchard's fruit / rest in shade
C. No one had seeds to sell / they did not find the seeds
D. They find caged birds / men say birds should not be put in cage
E. The birds would be sold as food / birds should not be eaten / birds would die / saved their lives
F. The men felt happy
G. They were sad for the orchard that would never be
H. They talked about their long friendship and decided it was foolish to argue
I. The birds came back to plant the orchard / plant seeds / the men got the garden they wanted
J. The men died before they ate the fruit

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

Spending the gold on releasing the birds was a reasonable thing for Kurai and Dau to do. In paragraph 18 and 19, the two men said that it wasn't right for the birds to be caged or eaten by the wealthy. By paying for their freedom, Dau and Kurai saved the birds' lives. at the end of the story (para. 27 and 28), the two mens' deed was rewarded with a beautiful orchard in return.

Annotated example for a 2-point response:

The response provides two details from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

    D. ...*men said that it wasn't right for the birds to be caged or eaten...*
    E. ...*or eaten...*

Other text-based details provided:

    E. ...*saved the birds' lives.*
    I. ...*beautiful orchard in return.*

This response is a 2.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

Yes spending all the gold to relieve the birds was a reasonable thing to do because when all the birds were reliesed the two men felt happy for what they did. Then the birds returned the favor and planted a orchard for the men.

Annotated example for a 2-point response:

The response provides two details from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

F. ...*two men felt happy for what they did.*
I. ...*the birds returned the favor and planted a orchard for the men.*

This response is a 2.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

I think it was a reasonable thing to do be cause the birds ended up planting the orchard that would have been made from the gold. Also, the decision helped not only all the poor that would eat from the orchard, but also those beautiful birds.

Annotated example for a 2-point response:

The response provides two details from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

I. ...*birds ended up planting the orchard*...
B. ...*the decision helped not only all the poor that would eat from the orchard,...*

This response is a 2.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

Yes because after turning loose the birds Kurai and Day felt a better friendship. Also each of the birds planted a seed so they didn't have to buy seeds and the birds wer set free too,

Annotated example for a 2-point response:

The response provides two details from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

    H. ..._better friendship._
    I. ..._the birds planted a seed..._

This response is a 2.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

Spending all the gold doesn't seem to be a reasonable thing to do. The men were poor and had bad clothing. Since no one had seeds, they could have gone somewhere else and bought seeds

Annotated example for a 2-point response:

The response provides two details from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

A. *The men were poor...*
C. *...no one had seeds,...*

This response is a 2.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

Yes because the two men were kind enough to redese them if they didn't help the birds would die. as the saying gos a good deed will always be rewarded somehow.

Annotated example for a 1-point response:

The response provides one detail from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

    E. ..._birds would die._

This response is a 1.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

I think yes, because its important to care for other living things. Like when they said that they were beautiful birds, but were going to be eatin by rich people.

Annotated example for a 1-point response:

The response provides one detail from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

    E. ...*were going to be eatin by rich people.*

This response is a 1.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

It is a reasonable thing to do because they felt bad for all those birds locked up in cages. They also felt since they had so much money that they minus well help the birds and set them free.

Annotated example for a 1-point response:

The response provides one detail from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

D. ...*they felt bad for all those birds locked up in cages.*

This response is a 1.

11 Does spending all the gold on the release of the birds seem to be a
reasonable thing to do? Explain your response by providing **two** details
from the story.

In this case yes, They Freen the birds
and for that the birds helped them, The
two also agreed to do it togeather.

Annotated example for a 0-point response:

The response does not provide any details from the story to explain whether spending the gold
on the release of the birds was a reasonable thing to do.

This response is a 0.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

They approached the leader of the caravan and asked the price of the birds. I think it is a good thing to do to spend the gold on bird other people if they would of have the gold they only think of themselves and not other animals or people. The leader ordered their helpers to set the birds free. That was good if people would be in jail they would want to be free to that's how the birds want they want to be free too like people.

Annotated example for a 0-point response:

The response does not provide any details from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

This response is a 0.

11 Does spending all the gold on the release of the birds seem to be a reasonable thing to do? Explain your response by providing **two** details from the story.

Yes, because now the birds can get to fly around with other birds and find its own food and anything they need.

Annotated example for a 0-point response:

The response does not provide any details from the story to explain whether spending the gold on the release of the birds was a reasonable thing to do.

This response is a 0.

13 Which sentence explains why Kurai gives Dau half ownership of his land?

-D7
use/Effect

    A. Dau raises sheep on Kurai's land and becomes part owner of the land.

    B. Kurai and Dau are brothers and should share their possessions with each other.

    (C.) Kurai enjoys and appreciates Dau and wants to keep a good friend in his life.

    D. Dau's sheep die and he needs to plant a crop in order to have some food.

13
STOP