Poughkeepsie City Elementary Schools

Literacy Plan
Active Reading & Writing Strategies

Open-ended & Extended Response Prompts

3rd GRADE

Source: Engage NY Released 5th Grade
ELA & Math Open-ended/Extended Response Items 2014

February 20, 2015
Poughkeepsie Elementary
Active Reading Strategies for
Open-ended & Extended Response
Prompts/Tasks

Unpack the Prompt

1. Read the prompt/task.

2. Circle key direction words.

3. Underline important information.

4. Restate prompt/task in your own words.

Read, Annotate, and Write

1. Read and annotate/underline evidence in the passage.

2. Invert prompt/task as topic sentence.

3. Write response and support with evidence.
Poughkeepsie Elementary
Active Reading & Writing Strategies for
Open-ended & Extended Response Prompts/Tasks

Teacher Tips/Suggestions for Mini-Lesson with Gradual Release of Responsibility

Notes:
- For Unpacking the Prompt/Task you will need 3 sample prompts/tasks only.
- You will not need the text until you teach students to Read, Annotate, Write.
- When you are ready to teach all steps, you will need text and prompt/tasks.
- The prompt/task sets the purpose for reading and underlining/annotating the text.
- The underlined details in the text actually become the evidence students use to write after inverting the prompt/task.

Think Gradual Release of Responsibility (from Teacher to Student)
- Using the Smart Board, teacher models all 4 steps to Unpacking the Prompt.
- Teacher then models one step at a time, stopping and directing students to do that same step with a partner.
- Teacher asks student partners to collaborate to complete all steps of Unpacking the Prompt/Task.
- Each student works independently to practice all steps of Unpacking the Prompt/Task.

Unpack the Prompt/Task
1. Read the prompt/task.
   - Teacher reads the prompt/task to students.
   - Students re-read the prompt/task with the teacher.
   - Each student re-reads the prompt/task to their partner.

2. Circle key direction words.
   - Teacher models circling key direction words in the prompt/task.
   - Students collaborate with their partner to circle key direction words on their own paper.
   - Each student circles key direction words independently.

3. Underline important information.
   - Teacher models underlining important information in prompt/task.
   - Students collaborate with partner to underline important information on their own paper.
   - Each student underlines important information independently.

4. Restate prompt/task in your own words.
   - Teacher models writing the prompt/task in his/her own words.
   - Students collaborate with partner to write the prompt/task in their own words.
   - Each student writes a prompt/task in own words independently.

Cathy Evans Truitt, Ph.D.
Senior Consultant, Scholastic Achievement Partners & International Center for Leadership in Education
Read, Annotate/Underline, and Write

1. Read and annotate passage. Underline evidence.
   - Teacher models reading and underlining/annotating evidence in the passage.
   - Students collaborate with a partner to re-read and underline/annotate evidence in the passage.
   - Each student reads and underlines/annotates evidence in a passage.

2. Invert prompt/task as topic sentence.
   - Teacher models inverting the prompt/task and writing it as a topic sentence.
   - Student partners collaborate to invert and write their topic sentence.
   - Each student works independently to invert the prompt/task and write a topic sentence.

3. Write response and support with evidence.
   - Teacher models writing the topic sentence and supporting evidence.
   - Student partners collaborate to write a topic sentence and support it with evidence they underlined in the passage.
   - Each student works independently to write a topic sentence and support it with evidence they underlined in the passage.
Poughkeepsie Elementary Schools
Starter List: Grades 3-4

Key Testing Vocabulary
Note: Please add key direction words for your students.

Analyze – Look closely at each part of a problem, task, or situation.

Compare – Show how things are alike or different.

Define – Tell what something means.

Describe – Give a detailed sketch...

Explain -
### 2014 NYSE 2-Point Rubric—Short Response
#### 3rd Grade Student Friendly Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Features</th>
</tr>
</thead>
</table>
| **2 Point** | The features of a 2-point response to answer the prompt/task  
Cites evidence from the text in your own words  
Explains the evidence  
Uses facts, definitions, specific details, and/or other information from the text  
**Provides the correct number of facts, definitions, specific details, and/or other information from the text**  
Uses complete sentences |
| **1 Point** | The features of a 1-point response to answer the prompt/task  
Cites evidence from text by copying word for word  
Uses some facts, definitions, specific details, and/or other information from the text but does not answer all parts  
Uses incomplete sentences or bullets |
| **0 Point** | The features of a 0-point response to answer the prompt/task  
Does not answer any part of the prompt or is totally inaccurate  
**Is not written in English**  
Writes an answer that cannot be read because of handwriting or |

If the prompt/task requires two texts and you only use one text, the highest score is a 1.
# ELA

2014 New York State Grade 3 Expository Writing Evaluation Rubric- Student Friendly

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Essays at this level:</td>
<td></td>
</tr>
<tr>
<td>CONTENT AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>— clearly introduces the topic, consistently follows the prompt/task</td>
<td></td>
</tr>
<tr>
<td>— shows a deep understanding of the text and prompt/task</td>
<td></td>
</tr>
<tr>
<td>EVIDENCE</td>
<td>2</td>
</tr>
<tr>
<td>— uses important specific details that are accurate</td>
<td></td>
</tr>
<tr>
<td>COHERENCE, ORGANIZATION, AND STYLE</td>
<td>1</td>
</tr>
<tr>
<td>— clearly and consistently organizes details and explanations</td>
<td></td>
</tr>
<tr>
<td>— clearly connects ideas using linking words and phrases</td>
<td></td>
</tr>
<tr>
<td>— has a clear conclusion sentence</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR, CAPITALIZATION, PUNCTUATION, AND SPELLING</td>
<td>0</td>
</tr>
<tr>
<td>— has grade appropriate grammar, capitalization, punctuation, and spelling with few errors</td>
<td></td>
</tr>
</tbody>
</table>

If the response uses no details from the text, the response can be scored no higher than a 1.

A response totally copied from the text, it is scored a 0.
New York State Testing Program
Grade 3 Common Core
English Language Arts Test

Released Questions with Annotations

Open-ended test items only to print & use with students.

August 2014

See the complete test document for answers, sample student responses & rubrics.
Excerpt from
David and the Phoenix
by Edward Ormondroyd

1 All the way there David had saved this moment for himself, struggling not to peek until the proper time came. When the car finally stopped, the rest of them got out stiffly and went into the new house. But David walked slowly into the back yard with his eyes fixed on the ground. For a whole minute he stood there, not daring to look up. Then he took a deep breath, clenched his hands tightly, and lifted his head.

2 There it was!—as Dad had described it, but infinitely more grand. It swept upward from the valley floor, beautifully shaped and soaring, so tall that its misty blue peak could surely talk face to face with the stars. To David, who had never seen a mountain before, the sight was almost too much to bear. He felt so tight and shivery inside that he didn’t know whether he wanted to laugh, or cry, or both. And the really wonderful thing about the mountain was the way it looked at him. He was certain that it was smiling at him, like an old friend who had been waiting for years to see him again. And when he closed his eyes, he seemed to hear a voice which whispered, “Come along, then, and climb.”

3 It would be so easy to go! The back yard was hedged in (with part of the hedge growing right across the toes of the mountain), but there was a hole in the privet large enough to crawl through. And just beyond the hedge the mountainside awaited him, going up and up in one smooth sweep until the green and tawny faded into hazy heights of rock. It was waiting for him. “Come and climb,” it whispered, “come and climb.”

4 But there was a great deal to do first. They were going to move into the new house. The moving van was standing out in front, the car must be unloaded. David would be needed to carry things. Regretfully, he waved his hand at the peak and whispered, “It shouldn’t take long—I’ll be back as soon
as I can.” Then he went around to the front door to see what could be done about speeding things up.

5 Inside, everything was in confusion. Dad was pushing chairs and tables around in an aimless way. Mother was saying, “They’ll all have to go out again; we forgot to put down the rug first.” Aunt Amy was making short dashes between the kitchen and the dining room, muttering to herself. And Beckie was roaring in her crib because it was time for her bottle. David asked, “Can I do anything?”—hoping that the answer would be no.

6 “C’mere,” Aunt Amy said, grabbing him by the arm. “Help me look for that ironing board.”

7 When the ironing board was finally located, Mother had something for him to do. And when he was finished with that, Dad called for his help. So the afternoon wore on without letup—and also without any signs of progress in their moving. When David finally got a chance to sneak out for a breathing spell, he felt his heart sink. Somehow, in all the rush and confusion, the afternoon had disappeared. Already the evening sun was throwing shadows across the side of the mountain and touching its peak with a ruddy blaze. It was too late now. He would have to wait until morning before he could climb.
How does David feel when he sees the mountain for the first time? Use two details from the story to support your response.

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What do paragraphs 4 through 7 show about David? Use two details from the story to support your response.

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Amanda, Ellen, Benji, and George have been assigned to work together on a science project. The project is due next week, and they still have not decided on a topic. They are meeting for the sixth week in a row in Amanda’s very messy room. Her mother has just made a discovery that might help their science project. Ellen, who doesn’t eat bread, has been hiding pieces of bread in Amanda’s room each week for the six weeks they have been meeting.

Science Friction

by David Lubur

1. She went to various clothes heaps in my room and revealed the slices of bread, which ranged from slightly moldy to totally overgrown.

2. Benji picked up the pieces and laid them out on my desk. If the bread hadn’t been buried in my wardrobe like some sort of ancient Egyptian funeral offering, I probably would have found it pretty fascinating.

3. “I’m sorry,” Ellen said again. “I’ll explain to your mom that this was my fault. And I’ll help you clean your room. Okay? If there’s one thing I’m really good at, it’s straightening up.” She looked at me like she expected me to turn her down.

4. She seemed really sorry. “Sure. You can help. That would be wonderful.”

5. “I’ll help too,” Benji said.

6. George nodded.

7. “Thanks,” I said as we tackled the top layer. “This is great. But we still don’t have a project.”

8. “Sure we do.”

9. I was so shocked by the voice, I just stared at George.

10. “We do?” Benji asked.

11. George nodded and pointed at the bread.

12. “Mold!” Ellen said. “We have a whole display of the stages of mold growth.”
“Yeah,” I said. George was right. We had pieces of bread for each week. “But is that enough?” It was hard to imagine a whole project from some slices of moldy bread. Then I realized it wasn’t just about mold growth.

“Look,” I said, flipping a piece over.

Ellen nodded. “Mayonnaise. It’s acidic.”

“Yup. We have an example of mold inhibition too. We just have to figure out a way to display it so you can see both sides.”

“Great,” Ellen said. “But what if it’s still not enough?”

“Oh, there might be some more . . .” Benji said.

“What do you mean?” I asked.

“Promise you won’t kill me?”

“No.”

“Promise you won’t make it slow and painful?”

“No.”

He shrugged. “I sorta don’t like turkey a whole lot.”

“Oh, please don’t tell me you’ve been stashing meat in my room.”

He nodded.

“Where?” I sniffed and looked around.

Benji pointed at the top of my bookcase.

“You slimeball,” I said as I climbed a chair to take a look. Oh, yuck. There were five piles of turkey in various stages of decomposition, neatly laid out from left to right. It was absolutely disgusting. It was also pretty fascinating. And I guess I was relieved to know the smell wasn’t coming from my clothes.

I looked over at George. “What about you? Is there anything you don’t like?”

He lifted a stack of books to reveal baby carrots.

We got back to work. At five, I asked Ellen, “Don’t you have a piano lesson?”
“It won’t hurt me to miss one.” She flipped open her cell phone and made a call.

Right after that, George left. I figured he had some sort of appointment he couldn’t cancel. But I was grateful he’d helped for as long as he could.

There was still plenty to do. The rest of us kept working.

Just as we were finishing, George returned, holding a beautiful display case with sections for the bread, turkey, and carrots. It even had mirrors in it to show both sides of the specimens.

“Wow,” I said, “that’s perfect. Did you build it?”

He nodded.

“You’re a genius with your hands,” I said.

He smiled.

Ellen patted him on the shoulder. “And you don’t waste time talking unless you have something to say.”

“I’ll do the captions,” Benji said. He started coming up with these awful puns that made everyone groan, like, “Spore score and seven weeks ago,” “Rot and roll,” and “Bacterial Girl.” But we laughed too. And I knew Ms. Adler had a great sense of humor, so I figured it wouldn’t hurt to use Benji’s titles.

Ellen, who had beautiful handwriting, lettered the signs. I typed a report to go along with the display. As we all finished up the project together, I realized I’d discovered an important scientific principle. It had nothing to do with mold, but everything to do with chemistry. Some elements combined quickly. Others combined slowly. And some didn’t combine at all unless you mixed them together under high heat and intense pressure.
How does George behave as a member of the group? Use two details from the story to support your response.
Why is the setting of the story important? Use two details from the story to support your response.

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Sea Turtles

by Kathy Kranking

SHELL STORY

1. The first thing you notice about a sea turtle is its big, beautiful shell. And that brings up one of the main differences between sea turtles and most other kinds of turtles. Most turtles have shells like houses that they can pull their heads and limbs into. But a sea turtle can’t pull into its shell at all.

2. The shells of most kinds of sea turtles are made of bone and cartilage (the same bendable stuff your ears are made of). These are covered with thin plates called scutes. But the leatherback’s shell is different. Its shell is made up of cartilage and tiny bones, but covering these is a layer of leathery skin.

SUITED FOR THE SEA

3. Sea turtles breathe air with lungs, just as you can do. But they can hold their breath a lot longer than you ever could. The green sea turtle is the champ. It can stay underwater for as long as five hours!

4. To swim, sea turtles use their strong, paddle-shaped front flippers. Their hind flippers help with steering.

5. But sea turtles are more than just great swimmers. Some of them are great divers. The leatherback can dive more than a thousand feet deep, looking for food. That’s the length of three football fields. And its deepest dives can be three times deeper than that!
CHOW TIME

Did someone mention food? Depending on the species, sea turtles can be animal-eaters, plant-eaters, or both. They don't even have teeth, but their beaks can give clues as to what they eat.

The sharp, strong beak of the loggerhead turtle, for example, is great for crushing the shells of crabs and shrimp. A hawksbill's narrow, pointed beak helps it pull prey such as sponges from tight spaces in a coral reef.

A leatherback has a soft, delicate beak—just the thing for eating squishy foods such as jellyfish. And the green sea turtle's jagged-edged beak is great for snipping sea grasses and scraping algae off coral and rocks.

NESTING TIME

Sea turtles spend almost their entire lives in the water. But when it's nesting time, the females come ashore to lay their eggs. They often return to the same beaches where they themselves hatched.

In most species, a female sea turtle comes ashore at night. She crawls clumsily along the sand. Next, she uses her flippers to dig a nest. Depending on the species, she lays from 50 to 200 round, white eggs. Then she covers them up with sand and lumbers back into the sea.

Later, the baby turtles hatch from the eggs and dig their way out of the nest. They crawl down to the shoreline and then disappear into the waves.

TURTLE TROUBLES

Sea turtles have been around for millions of years. But these days they face their share of troubles. Many get caught in fishing nets or tangled in fishing lines. Turtles are also harmed by pollution, litter, and oil spills. Lights along the streets and on buildings near the beach can cause problems, too. Newly hatched babies can become lost and crawl toward the artificial light instead of the ocean where they belong.

HOPE FOR THE FUTURE

The good news is that lots of people are trying hard to help sea turtles. Many laws have been passed to protect them. In some places, for example, beach communities are required to turn off outside lights at night during nesting season. And to keep eggs safe from predators, pollution, and other
dangers, people sometimes carefully dig them up and move them to “nurseries” protected by high fences.

Thanks to conservation efforts like these, sea turtle numbers are actually going up in some places. With a little luck, these ancient reptiles will be flapping through the sea for another hundred million years!
Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? Use two details from the passage to support your response.

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__________________________________________________________________________
The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to
• explain how a leatherback sea turtle is similar to a green sea turtle
• explain how a leatherback sea turtle is different from a green sea turtle
• use details from the passage to support your response
New York State Testing Program
Grade 3 Common Core
Mathematics Test

Released Questions with Annotations

Open-ended test items only to print & use with students.

See the complete test document for answers, sample student responses & rubrics.
Jimmy’s teacher asked him to describe a situation in which the number of objects could be represented by $24 \div 4$.

Jimmy started his description, shown below. Complete the description so that the number of objects can be represented by $24 \div 4$.

A pet store had a total of 24 fish. __________________________

______________________________

______________________________

______________________________

**Measured CCLS: 3.0A.2**

**Commentary:** This question measures 3.OA.2 because it assesses a student’s ability to interpret whole-number quotients of whole numbers as the number of objects in each share or the number of shares.
Mr. Tran needs 96 tiles to cover his kitchen floor. He already has 60 tiles. Tiles come in packages of 4. What is the total number of packages he will need to buy to finish covering his kitchen floor?

*Show your work.*

*Answer* _______________ packages
Four fraction cards are shown below. Complete the fraction on each card so that all four fractions are equivalent.

\[
\frac{2}{2} \quad \frac{3}{8} \quad \frac{2}{8}
\]

**Measured CCLS: 3.NF.3.b**

**Commentary:** This question measures 3.NF.3.b because it assesses a student’s ability to recognize and generate equivalent fractions.
In a computer game, players earn points by collecting ducks and frogs. The picture below shows the ducks and frogs Sheila collected the first time she played the game. She earned the same number of points for 6 ducks as she did for 4 frogs.

If Sheila earned 36 points for the ducks, how many points did she earn for each frog?

*Show your work.*

*Answer* _____________ points
The table below shows the points scored by different teams at the math games.

### MATH GAME SCORES

<table>
<thead>
<tr>
<th>Team</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>40</td>
</tr>
<tr>
<td>Green</td>
<td>25</td>
</tr>
<tr>
<td>Red</td>
<td>35</td>
</tr>
<tr>
<td>Yellow</td>
<td>20</td>
</tr>
</tbody>
</table>

Complete the bar graph to represent the data. Remember to include a numeric scale.

**Measured CCLS: 3MD.3**

**Commentary:** This question measures 3.MD.3 because it assesses a student’s ability to draw a scaled bar graph to represent a data set with several categories.
There were 30 students in a school chorus. The music teacher arranged the chorus into 6 equal groups. How many students were in each group?

*Show your work.*

**Answer** ___________ students

Three more students joined each of the 6 groups. How many students were in the chorus then?

*Show your work.*

**Answer** ___________ students
Charlotte played a computer game that uses a target like the one shown. Each ring of the target is marked with the number of points she earns if her dart lands in that ring.

Each X on the rings shows where one of Charlotte’s darts landed the first time she played the game.

How many points did Charlotte earn her first time playing the game?

*Show your work.*

**Answer** _________________ points