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Introduction

The Chicago Reading Initiative (CRI) established in 2001 outlines basic principles underlying a literacy framework. The reading framework helps schools organize their literacy block and focuses teaching and learning around four fundamental components all equally important to literacy learning: word knowledge, comprehension, writing and fluency. While instruction in all areas of the framework is essential, the goal of reading instruction is to teach students to comprehend or make meaning of text. Exemplary instruction in all areas of the CRI prepares students to demonstrate comprehension in rich and meaningful ways.

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Word Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Phrasing</td>
<td>Structural Analysis</td>
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<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>Process</td>
</tr>
<tr>
<td>Text Organization</td>
<td>Audience</td>
</tr>
<tr>
<td>Study Strategies</td>
<td>Purpose</td>
</tr>
</tbody>
</table>

The Illinois State Achievement Test (ISAT) assesses student comprehension in two ways: multiple-choice questions and a Reading Extended Response question. Reading Extended Response is a written response to a comprehension question. In CRI, opportunities to teach students to comprehend text are found in all areas of the framework. However, an instructional strategy that is often overlooked in our classrooms is classroom discourse. A written response to an Extended Response question can be viewed as an extension of the rich dialogue, the articulation of ideas, the negotiation of understanding and the synthesis of multiple viewpoints that are evident in classrooms that have created structures and practices that support classroom discourse. This rich classroom discourse results in the comprehension of thoughts and ideas of a student’s peers, which in turn enhances the individual student’s own comprehension of reading passages. Student engagement and classroom discourse are the foundational elements to constructing comprehension and making meaning.

In order to comprehend a text proficient readers integrate their prior background knowledge and their understanding of vocabulary meaning. They make inferences, critically analyze, synthesize and evaluate the text they are reading. These readers use multiple strategies to monitor their comprehension of the text. They read for understanding and while reading they are creating new background knowledge for themselves.

This handbook focuses on supporting students in thoughtfully articulating their comprehension of text through classroom discourse. The handbook does not endorse the use of weekly writing prompts, but rather supports the more robust and effective practice of embedding instructional strategies in classroom practices that deepen student’s understanding of text. The strategies presented in this handbook will assist our students in their construction of meaning by highlighting classroom discourse, which allows readers to gain different perspectives as they read and share their thinking about text.
Extended Response Handbook

Purpose of Extended Response Handbook

The third edition of the Extended-Response Handbook provides instructional support to classroom teachers in Grades 3-8. This instructional support helps teachers to prepare Chicago Public Schools students to read, think, talk and respond thoughtfully to text. On the ISAT, students are required to identify important information found explicitly and implicitly in the passage. The intent of the ISAT Reading Extended Response is to elicit from students the following from the text: Key Ideas, Text References, Connections/Drawing Conclusions/Interpretation, Extension and Balance. There are several misconceptions regarding the Reading Extended Response portion of the ISAT assessment. For clarification,

1. Reading Extended Response is NOT a writing test
2. Students should NOT write a summary of the passage
3. Students are NOT scored on conventions (punctuation, spelling, etc.)

While we have focused for a number of years on preparing our students for the ISAT Reading Extended Response assessment measure, Chicago Public Schools students are not demonstrating adequate progress in this area. This is confirmed by our recent ISAT data from 2008 where less than 10% of students at each grade level obtained a score of 4 on the ISAT Reading Extended Response questions. Review panels have repeatedly found that Chicago Public School students write either a formulaic response to the Reading Extended Response prompt (a practice that is reinforced by a repetitive emphasis on the weekly writing prompt approach to Reading Extended Response instruction) or they write a summary of the reading passage. A summary response is not equated with exceeding standards on the state assessment. A student who provides a summary or retelling response cannot receive a score higher than a 2 on the state assessment. While improving student performance on the state assessment is a worthwhile objective, it is even more critical that classroom instruction provides students with the skills to demonstrate their own exceptional capacities.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Score 0</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>3</td>
<td>2%</td>
<td>20%</td>
<td>56%</td>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td>2004</td>
<td>8</td>
<td>2%</td>
<td>11%</td>
<td>59%</td>
<td>26%</td>
<td>1%</td>
</tr>
<tr>
<td>2005</td>
<td>3</td>
<td>2%</td>
<td>18%</td>
<td>57%</td>
<td>21%</td>
<td>3%</td>
</tr>
<tr>
<td>2005</td>
<td>8</td>
<td>1%</td>
<td>8%</td>
<td>62%</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>2006</td>
<td>3</td>
<td>0%</td>
<td>37%</td>
<td>51%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
<td>0%</td>
<td>10%</td>
<td>50%</td>
<td>33%</td>
<td>6%</td>
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<tr>
<td>2007</td>
<td>3</td>
<td>0%</td>
<td>35%</td>
<td>45%</td>
<td>17%</td>
<td>2%</td>
</tr>
<tr>
<td>2007</td>
<td>8</td>
<td>0%</td>
<td>14%</td>
<td>38%</td>
<td>41%</td>
<td>7%</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>0%</td>
<td>28%</td>
<td>51%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>2008</td>
<td>8</td>
<td>0%</td>
<td>22%</td>
<td>45%</td>
<td>28%</td>
<td>6%</td>
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</table>
This handbook articulates the connection between purposeful student talk in the classroom and the ability to construct a written response to text. Included in the handbook are guidelines on how to teach students so they are equipped to respond to Extended Response questions. Also included is a comprehensive resource for teachers and literacy leaders that compiles Illinois state information on the Reading Extended Response assessment with instructional strategies and resources that support teachers in preparing students for the ISAT assessment. To assist in thoroughly understanding the Reading Extended Response scoring rubric, annotated examples of student writing have been provided. All examples of writing are from Chicago Public School students and are illustrative of all scores on the rubric. These examples are best suited to be used by teacher teams to reflect on student work and to enter a discourse on effective instructional practices.

This handbook will address the following:
- How Purposeful Talk in the Classroom Supports Student’s Comprehension
- Instructional Strategies that Supports Extended Response
- “Unpacking” Reading Extended Response Rubric

Purposeful Talk in the Classroom

To fully understand the benefit of classroom discourse, it is important to understand the conditions for learning. Camborne (1988) proposed that learning is a natural social process. It is the social interaction that both teaches and solidifies a student’s learning. As part of the social process, teachers teach children to think and talk about text as a strategy for deepening their understanding. This practice encourages children to have purposeful conversations about text - inviting them to learn naturally through written and spoken language. Teachers immerse students in talking about the text and demonstrate how readers engage in conversation to construct meaning. Student’s construct meaning and demonstrate comprehension by posing questions, by supporting their understanding of the text through interpretations or connections, by challenging each other's thinking and by thinking more deeply about what they are reading. Practices that support the student’s social engagement, immersion and interaction in the classroom promote classroom discourse and are at the heart of comprehension instruction.

Comprehension is a meaning making process and social interaction is the most effective way for students to talk and think about text. When teachers create learning environments that engage in purposeful talk during reading, they assist readers to think deeply about the meaning of the text with a shared understanding. Purposeful talk is focused, collaborative talk; it is a social process that requires students to actively engage with ideas, think out loud together and work to a co-construction of those ideas (Nichols, 2008). This talk allows students the opportunity to clarify their thinking and hear others as they negotiate the meaning of the text.
Students can learn purposeful talk about text by developing and strengthening the following behaviors:

### Purposeful Talk Behaviors

<table>
<thead>
<tr>
<th>Purposeful Talk Behaviors</th>
<th>Adapted from Nichols 2006, 41-47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing all Voices - thinking and sharing ideas with others by talking... every student knows their role</td>
<td></td>
</tr>
<tr>
<td>Saying Something Meaningful - determining important ideas and supporting understanding with deeper explanations, i.e. turn &amp; talk</td>
<td></td>
</tr>
<tr>
<td>Listening with Intent - grasping an idea that is stated and responding appropriately</td>
<td></td>
</tr>
<tr>
<td>Keeping Lines of Thinking Alive - building on ideas shared and keeping talk focused</td>
<td></td>
</tr>
<tr>
<td>Negotiating Meaning - communicating differences of opinion with respect</td>
<td></td>
</tr>
</tbody>
</table>

When students become responsible for their own behavior and learn how to monitor their understanding during purposeful talk in the classroom, they become risk takers and engage in meaningful conversations with their peers. Purposeful talk becomes the tool needed to assist students in thoughtful responses to text. Students are able to recall conversations or ideas and use it to construct meaning. They learn to think differently and explore other viewpoints when reading.

For purposeful talk to occur in classrooms, learning communities must form where students gather naturally in meeting areas, at their desks, or in the classroom library to discuss and share their thinking about text. This routine encourages students to mature as strategic thinkers and participants in purposeful talk. Opportunities for purposeful talk should be embedded within all instructional routines.

### Opportunities for Students to Engage in Purposeful Talk

<table>
<thead>
<tr>
<th>Opportunities for Students to Engage in Purposeful Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Aloud</strong> – teacher reads a book and models how to think, question and talk about text</td>
</tr>
<tr>
<td><strong>Shared Reading</strong> – teacher reads a book and invites students to think or stop to talk about text, sometimes working with a partner (whole-group or small-group)</td>
</tr>
<tr>
<td><strong>Guided Reading</strong> - teacher targets instruction with levels of support needed to think and talk about text independently (flexible small-group only)</td>
</tr>
<tr>
<td><strong>Literature Response Groups</strong> – students talk about literature in a discussion group using the response logs to generate ideas, opinions, questions..... Teachers can demonstrate purposeful talk, support engagement or facilitate the group session during this time.</td>
</tr>
</tbody>
</table>
Extended Response Handbook

Instructional Strategies for Extended Response

Up to this point, the rationale of why purposeful talk is important in the classroom and how it impacts comprehension has been presented. Unlike typical test prep strategies that rely on intense review for short-term gains, classroom discourse is a long-term strategy that results in sustainable gains. The next section includes instructional strategies that improve classroom discourse, and deepen student’s thinking and understanding of the text.

### Instructional Strategies for Extended Response

<table>
<thead>
<tr>
<th>Directed Reading - Thinking Activity (DR-TA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say Something</td>
</tr>
<tr>
<td>Think Aloud</td>
</tr>
<tr>
<td>Writing About Reading</td>
</tr>
</tbody>
</table>

**I. Directed Reading-Thinking Activity (DR-TA)**

DR-TA developed by Stauffer (1969), is a widely used activity designed to help students learn what it means to be actively engaged when reading literature. Teachers work with small groups using short stories and pre-determined stopping points to model thinking and making predictions. The thinking can show how good readers modify or confirm ideas based on text (i.e. making interpretations, connections or inferences). This process provides opportunities to guide students in their thinking about how they determine important information to use when reading. In small groups, students listen to each other and build off of each other’s ideas, learning how other readers use information to shape their thinking. “Research has shown that DR-TA helps students learn to monitor their own comprehension (Baumann, Siefert-Kessell, & Jones, 1992) and that the quality and quantity of students’ answers are better than when using traditional questioning procedures found in basal reader manuals (Ruetzel & Hollingsworth, 1991).”

While traditional basal programs have made sufficient progress in the selection of quality comprehension questions and questioning techniques, programs are not a substitute for strategic instruction during classroom discourse and cannot adequately simulate the power of social interaction and authentic dialogue.

<table>
<thead>
<tr>
<th>DR-TA fosters critical awareness and thinking by engaging readers in a process that involves:</th>
<th>DR-TA teaches students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>prediction</td>
<td>consider information from hypotheses</td>
</tr>
<tr>
<td>verification</td>
<td>suspend judgment</td>
</tr>
<tr>
<td>interpretation</td>
<td>find proof</td>
</tr>
<tr>
<td>judgment</td>
<td>make decisions</td>
</tr>
<tr>
<td></td>
<td>develop critical reading skills.</td>
</tr>
</tbody>
</table>

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### Directed Reading-Thinking Activity (DR-TA)²

#### Narrative Text

1. **Prepare students for what they will be required to do during reading of a text.**
   - Have students survey the material by reading the title and looking at pictures. Begin with the title of the narrative, or with a quick survey of the title, subheadings, illustrations and other expository materials. Ask students to predict events in the first portion of the story; ask “What do you think this story (or section) will be about?”

To encourage predictions, pose questions such as, “Why do you think so?”, “What do you think will happen?” or “After reading the title and looking at these two pictures, what do you think this section is going to be about?” Set a purpose for reading by telling students to check their predictions: “Read to find out if you’re right” or “Read to find out who’s right.”

2. **Have students read a beginning portion of the story silently. Ask students to read silently to predetermine logical stopping point in the text.**
   - Have students use a 5-by-8 inch index card or a blank sheet of paper placed on the page to mark the place to which they are reading. This will also slow down those who want to read on before answering the questions.

#### Informational Text

1. **Set the purposes for reading.**
   - Teacher may say “From reading only the chapter title (subtitles, charts, maps, etc.), what do you think the author will present in this chapter (passage, next pages, etc.)?”
   - Record speculations on overhead, chalkboard, or chart paper and challenge their thinking by asking, “Why do you think so?”
   - Encourage a guided discussion. If speculations and statements of proof yield an inaccurate or weak knowledge base, review through discussion.

Teacher may choose to capitalize on such situations by further clarifying significant concepts, e.g. comparison/contrast or cause/effect, in a way that enhances pupil discussion and inquiry through discovery techniques.

2. **Adjust the rate to the purposes and the material.**
   - The teacher should adjust the amount of reading, depending on the purposes, nature, and difficulty of the reading material; skimming, scanning and studying is involved.

Students are told “Read to find out if your predictions were correct.” The reading task may be several pages, a few passages, or some other amount of text. If the teacher designates numerous stopping points within the reading task, the same procedures as noted in step 1 should be executed at each stopping point.

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Directed Reading-Thinking Activity (DR-TA)³

<table>
<thead>
<tr>
<th>Narrative Text</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Stop to verify (or reject) through discussion the predictions made before reading. Repeat questions as suggested in Step 1.</strong></td>
<td><strong>3. Observe the reading.</strong></td>
</tr>
<tr>
<td>▪ Some predictions will be refined; new ones will be formulated. Ask, “How do you know?” to encourage clarification or verification. Redirect questions.</td>
<td>▪ The teacher observes the reading by assisting students who request help and noting abilities to adjust rate to purpose and material, to comprehend material, and to use word recognition strategies.</td>
</tr>
<tr>
<td>▪ Prediction questions are particularly effective when students compare their guesses with what actually takes place in the text (Fielding, Anderson, &amp; Pearson, 1990).</td>
<td><strong>4. Guide reader-text interactions.</strong></td>
</tr>
<tr>
<td><strong>4. Ask for new predictions before reading the next section.</strong> In many cases, these predictions will now be based on what has been previously read in the passage.</td>
<td>▪ Students check the purposes by accepting, rejecting, or redefining them which can be accomplished during discussion time. After students have read a predetermined number of pages or by encouraging students to rework their predictions as they read, noting their revised predictions and hypotheses.</td>
</tr>
<tr>
<td><strong>5. Continue silent reading to another suitable point. Ask similar questions.</strong></td>
<td><strong>5. Extend learning through discussion, further reading, additional study, or writing.</strong> Students and teacher identify these needs throughout the strategy.</td>
</tr>
<tr>
<td><strong>6. Continue with a cycle of predicting, reading and confirming or rejecting through discussion until the material is completed.</strong></td>
<td>▪ After reading, students should be asked (1) if their predictions were inaccurate, (2) if they needed to revise or reject any predictions as they read, (3) how they knew revision was necessary, and (4) what their new predictions were. Discussion in small groups is most useful in this step. A recorder, appointed by the group, can share the groups’ reading-thinking processes with the whole class. These should be compared with original predictions. ▪ The teacher should ask open-ended questions that encourage generalization and application relevant to students’ predictions and the significant concepts presented. In any follow-up discussion or questioning, proof should always be required: “How do you know that? Why did you think so? What made you think that way?” Encourage students to share passages, sentences, and so on for further proof (Homer, 1979).</td>
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</tbody>
</table>

Once these elements have been identified, the teacher has a framework for deciding on logical stopping points within the text.

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II. Say Something

Say Something (Harste, Short, and Burke, 1988) is a very simple strategy that prompts a student to stop periodically while reading to talk about what they were thinking while they were reading. Students form groups of two or three and take turns reading a portion of the text aloud. As they read, they occasionally pause to “say something” about what was read. They make a prediction, ask a question, clarify a confusion, comment on what’s happening in the text, or connect what’s in the text to something they know. The reading partners offer a response to what was said, then a different student continues the reading until the next time they pause to say something.
### Extended Response Handbook

#### Say Something
**Directions and Stem Starters for Say Something Comments (3)**

**Students: Rules for Say Something**
1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
   - make a prediction
   - ask a question
   - clarify something you misunderstood
   - make a comment
   - make a connection
3. If you can’t do one of those five things then you need to reread.

**Make a Comment**
- This is good because...
- This is hard because...
- This is confusing because...
- I like the part where...
- I don’t like this part because...
- My favorite part so far is...
- I think that...

**Make a Prediction**
- I predict that...
- I bet that...
- I think that...
- Since this happened (fill in detail), then I bet the next thing is going to happen is...
- Reading this part makes me think that this (fill in detail) is about to happen...
- I wonder if...

**Make a Connection**
- This reminds me of...
- This part is like...
- This character (fill in name) is like (fill in name) because...
- This is similar to...
- The differences are...
- I also (name something in the text that has also happened to you)...
- I never (name something in the text that has never happened to you)...
- This character makes me think of...
- This setting reminds me of...

**Ask a question**
- Why did...?
- What’s this part about...?
- How is this (fill in detail) like this (fill in detail)...?
- What would happen if...?
- Why...?
- Who is...?
- What does this section (fill in detail) mean...?
- Do you think that...?
- I don’t get this part here...

**Clarify Something**
- Oh, I get it...
- Now I understand...
- This makes sense now...
- No, I think it means...
- I agree with you. This means...
- At first I thought (fill in detail), but now I think...
- This part is really saying...
III. Think-aloud

The think-aloud strategy (Davey, 1983; Olshavsky, 1976-77) is a way for teachers to model their thinking aloud for readers. Readers are able to see how good readers think about how they make meaning, clarify their understanding, ask questions, make interpretations, generalize and summarize. This oral process allows students to hear how a good reader uses strategies to comprehend text. The process of thinking aloud begins with reading a few pages or a small portion of text with the teacher orally demonstrating what they think the text means (see figure 1). The following example shows the teacher clarifying the meaning of a phrase and the connection they used to understand the character. The think-aloud strategy slows down the reading process and allows readers to comment on what they have read. It teaches students how to monitor their comprehension and have a constant dialogue with the text.

**Think Aloud**

- Select a short passage to read to your students.
- Stop frequently to share your thinking and understanding of what the passage says.
- Give students a verbal cue to let them know you are switching from reading to thinking.
- Have students try the strategy with a partner.
- Provide a list of points that the students can think about as they read and ways to prepare for conversation with each other during class discourse.

Figure 1 Think aloud for *Stargirl* by Jerry Spinelli

<table>
<thead>
<tr>
<th>Example: Think Aloud Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
</tr>
<tr>
<td>“When we got to school the next day, Hillari Kimble was holding court at the door.”</td>
</tr>
<tr>
<td>“She’s not real,” Hillari said. She was sneering. “She’s an actress. It’s a scam.” Someone called out, “Who’s scamming us?”</td>
</tr>
</tbody>
</table>
IV. Writing about Reading

Writing about reading is a way for students to record their thinking and demonstrate their ability to comprehend text. Writing about reading usually begins with students writing short comments on sticky notes, the notes are then used to write reflections and are then expanded to create longer entries in a readers’ response notebook. The process of a student collecting notes, reflecting and expanding on his/her notes in a readers’ response notebook or journal is a critical first step toward the student writing analytically and evaluatively about their reading. At each step in the process of collecting, reflecting and expanding, students must be reminded that sticky note entries must make sense and that while their notebook entries are evidence of their thinking, the entries must be crafted to convey their understanding and thoughts to a larger audience.

For students to be adequately prepared to write about reading they must have opportunities to:

- Think and talk about various texts everyday
- Examine texts in more than one way
- Rethink their initial responses and assumptions
- Renegotiate their understanding of the text based on classroom discourse
- Debate with their peers
- Give their opinions and back them up with their rationale

When students have the opportunity to write about text in their reading notebooks as part of their daily routine, they begin to develop a natural way of responding to text. Think of the natural way of responding to text as a strategy for becoming successful readers. When students authentically engage in reading and writing behaviors, they talk, think and respond to text through group discussions or writing. These practices develop the skills necessary for students to quickly and adeptly demonstrate an exceptional response to an Extended Response question. As educators, we can create the type of learning environment that supports reading, thinking, talking and writing about text that empowers our student’s to succeed on the ISAT Extended Response.
“Unpacking” the Extended Response Reading Rubric Criteria

This section will cover the Extended-Response Reading Rubric and an explanation for the characteristics involved in each criterion score point of a four. Appendix C also includes scored annotations from the 2008 Fall Reading Benchmark Reading Extended Response Assessment as this assessment includes a response to a single prompt, similar to the manner of the ISAT. As exemplified previously, building rich classrooms structures and routines are the best way to aid students in the comprehension of text. However, because writing an Extended Response is required as part of ISAT, the focus in this section is to assist educators in understanding the ISAT reading rubric language and the characteristics involved in each score point. Teachers should use this information in conjunction with other student work as one way to measure the level of their student’s reading comprehension.

Reading-Extended Responses Rubric

- The key ideas identified focus on comprehension skills and strategies that the state of Illinois deems important to answer the Reading Extended Response.
- The “big ideas” highlighted are explained and the reading behaviors students must engage in to meet the assessment criteria are reviewed.
- The Reading Extended Response rubric presented in this handbook is the only rubric that should be used when assessing student’s responses. Teachers should not use the student-friendly rubric for assessment.

2008 Fall Reading Benchmark Assessment

- The scored annotations (Appendix C) can serve as anchor papers when assessing student responses during grade level planning sessions.
- The annotations give insight as to how score points are assigned to student’s responses. For example students who make simplistic connections or interpretations in their writing or who do not fully support, analyze or evaluate their interpretations are subject to a score point of 2.
- The annotations indicate the student’s ability to answer the prompt and targeted instruction that can support the student needs. Simply assigning weekly extended response prompts will not move a student to the next score point; however, using the instructional strategies presented in this handbook and modeling ways to expound your thoughts will support rapid gains in student achievement.
## Current Extended Response Reading Rubric

### EXTENDED-RESPONSE READING RUBRIC*

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CRITERIA</th>
</tr>
</thead>
</table>
| 4     | • Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.  
      • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.  
      • Reader uses relevant and accurate references; most are specific and fully supported.  
      • Reader integrates interpretation of the text with text-based support (balanced). |
| 3     | • Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly.  
      • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast.  
      • Reader uses relevant and accurate references; some are specific; some may be general and not fully supported.  
      • Reader partially integrates interpretation of the text with text-based support. |
| 2     | • Reader demonstrates an accurate but limited understanding of the text.  
      • Reader uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts.  
      • Reader uses irrelevant or limited references.  
      • Reader generalizes without illustrating key ideas; may have gaps. |
| 1     | • Reader demonstrates little or no understanding of the text; may be inaccurate.  
      • Reader makes little or no interpretation of the text.  
      • Reader uses no references or references are inaccurate.  
      • Reader’s response is insufficient to show that criteria are met. |
| 0     | • Reader’s response is absent or does not address the task.  
      • Reader’s response is insufficient to show that criteria are met. |

*This rubric appears in the 1999 and 2000 ISAT Sample Reading Materials. This version has been edited slightly and reformatted.*
"Unpacking" the Extended Response Reading Rubric Criteria

### EXTENDED-RESPONSE READING RUBRIC

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast.

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| 4     | • Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.  
• Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.  
• Reader uses relevant and accurate references; most are specific and fully supported.  
• Reader integrates interpretation of the text with text-based support (balanced). |

**Criteria**
- Reader demonstrates an accurate understanding of **important information** in the text by focusing on the **key ideas** presented **explicitly or implicitly**.

**What is Important Information?**
A critical part of comprehension is the ability to identify what is important. Being able to determine what is useful or worthy information in the passage, relies on the readers ability to:
- think about what the question is asking,
- search for information that will aid in understanding and answer the question being asked,
- read with specific questions in mind and
- Understand the layout, particularly in nonfiction text, that can give valuable clues to what's important.

**What are Key Ideas?**
Key Ideas are the topics, themes and concepts of the text. They appear as topics or themes throughout the story and are expressed through what different characters do, think, want, or say; it is the gist of a specific action. The topic is the big idea in a story or novel.

**What are Explicit Key Idea(s)?**
Explicit key idea(s) are clearly stated by the author and are directly stated in the text.
- Example – *Because of Winn-Dixie* by Kate Di Camillo
- Question: What did Opal go to the store to buy?

**What are Implicit Key Idea(s)?**
Implicit key idea(s) are what the author expects the reader to infer. Implicit key ideas are not directly stated in the text.
- Example – *Because of Winn-Dixie* by Kate Di Camillo
- Question: Why was the store manager so upset?
“Unpacking” the Extended Response Reading Rubric Criteria

EXTENDED-RESPONSE READING RUBRIC
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• Reader integrates interpretation of the text with text-based support (balanced). |

Criteria
- Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.

Readers use the information from the text to make a rational or reflective judgment. A judgment is made when the reader combines the message of the author with his own prior knowledge through reasoning, and emotions to arrive at, the key ideas, themes, or “big ideas” of the text.

What is interpreting significant concepts?
Interpretation of significant concepts is the ability for readers to infer the overall meaning of the text. The reader combines text-based references along with information they bring to the text to make plausible interpretations of the text.

What is making connections?
Making connections is a reflective judgment that consists of:  
• Text-to-self connections (when text makes me think of my own life),  
• Text-to-text connections (when text makes me think of another text or media of any kind,  
• Text-to-world connections (when text makes me think of the world around me, maybe a theme or a big idea).  
This reflective judgment is one in which the reader uses personal experiences to aid in understanding the text however, connections need to support their thinking and reflect the important ideas in the text to answer the response.
**What is an analysis?**
Analysis is a process of taking apart the text into smaller components and looking closely at those parts to interpret the bigger ideas of the text.

**What is an evaluation?**
Evaluation is a rational judgment of determining significance, value, or worth of the text. For example, the reader reads the text and makes a value judgment of the ideas and information accompanied with a rational that explains or justifies the judgment.

**What is inference?**
Inference is the process of creating a personal and unique meaning from text. It involves a mental process that combines information gleaned from the text with relevant prior knowledge. The reader's unique interpretation of text is the product of this blending.

**What is comparison/contrast?**
Comparison/contrast is a making meaning technique that requires placing together like characters, situations, or ideas to show common or contrasting features. Seeing how they are alike and different helps the reader gather vital information and draw important conclusions.

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### “Unpacking” the Extended Response Reading Rubric Criteria

#### EXTENDED-RESPONSE READING RUBRIC
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**Criteria**
- Reader uses relevant and accurate references; most are specific and fully supported.
What are relevant and accurate references?

- Relevant references are the events, actions, or remarks in the article or story that directly relate to the topic(s), key idea(s), or theme(s).
- Relevant references are significant concepts in the passage that are factual or correct information which is being targeted for use in the overall meaning of the text and relates to answering the extended response question.

“Unpacking” the Extended Response Reading Rubric Criteria

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      • Reader integrates interpretation of the text with text-based support (balanced). |

Criteria

- Reader integrates interpretation of the text with text-based support (balanced).

What does balance mean?

- Proficient readers balance their interpretation of text with the author’s message in conjunction with their own thinking.
Appendix A: Questions and Answers Concerning the ISAT Reading Assessment

This section provides the teacher with a host of frequently asked questions and the state’s responses to those questions. Included are responses to concerns about the structure of the reading assessment and the extended response portion.

What is the structure of the ISAT reading assessment?
The reading assessment consists of 51 items. Session 1 consists of 30 multiple-choice items. Within session 1 are six shorter passages - the passages in session 1 consist of a variety of stimulus material (i.e., short story, advertisement, instructions, poetry). Each shorter passage has five multiple-choice items. These items represent an abbreviated form of the Stanford 10 Achievement Test. The items in session 1 produce each student’s national percentile rank for reading.

Sessions 2 and 3 each contain two longer passages that are developed by ISBE. Each passage in sessions 2 and 3 has ten multiple-choice items. One passage in each session will have an extended-response item. Some of the passages and items in the reading assessment are pilot material and do not contribute to a student’s score.

How does the extended-response item relate to a student’s overall score?
The reading assessment extended-response item represents 10% of a student’s overall scale score.

Can a student receive a score of “2” on the reading extended-response item and still get enough multiple-choice items correct to reach the “meets” category?
Yes, in fact, there are students at every grade that receive a score of “1” on the reading extended-response item and do well enough on the multiple-choice items to reach the “meets” and even “exceeds” category.

What are important aspects of a student response to an extended-response item?
Most students write a summary/retelling of the passage. A response that is strictly a summary/retelling of the passage cannot receive a score higher than a “2.” One important question scorers ask when evaluating a student response is – What has the response stated that is not in the passage? How has the student related/tied it back to the passage?

Below is an excerpt from Mosaic of Thought by Ellin Keene and Susan Zimmerman (p. 161–163, copyright 1997, Heinemann). This text outlines ways proficient readers demonstrate a more complete/thorough understanding of text.

To infer, in a pure sense, is to build meaning. We build meaning by doing something with the text. Inferring is the process of creating a personal meaning from text. It involves a mental process of combining what is read with relevant prior knowledge (schema). The reader’s unique interpretation of text is the product of this blending.

When proficient readers infer, they create a meaning that is not necessarily stated explicitly in the text. The process implies that readers actively search for, or are aware of, implicit meaning.
Extended Response Handbook

When they infer, proficient readers
- draw conclusions from text
- make reasonable predictions as they read
- create dynamic interpretations of text
- use the combination of background knowledge and explicitly stated information from the text to answer questions they have
- make connections between conclusions they draw and other beliefs or knowledge
- make critical or analytical judgments about what they read.

When proficient readers infer, they are more able to remember and reapply what they have read; create new background knowledge for themselves; discriminate and critically analyze text and authors; engage in conversation and/or other analytical or reflective responses to what they read.

Student Self Questioning Strategies

One way to help students move beyond a summary/retelling response is to work with students on self-questioning strategies. Below are some questions developed by Doug Buehl—the complete lesson plan can be found at http://www.weac.org/news/2007-08/sept07/readingroom.htm

- How has this author changed what I understand?
- How has the author’s perspective influenced what he/she tells me?
- How is this similar to (or different from) other material I’ve read?
- How can I connect what the author is telling me to understand something better?
- What does this author want me to understand?
- What do I need to remember to make sense of this text?

Here are some additional stimulus statements that could be used:

- This passage makes me feel _____ because
- I predict that _____ because
- The setting reminds me of _____ because
- The problem in this passage is _____ because
- _____ (character) reminds me of _____ because
- I think the main character feels _____ because
- This passage reminds me of _____ because
- This text in the passage shows that _____ because
- The author shows that _____ because

Comparisons:
- List what is being compared
- List the elements of each thing that is compared
- Provide examples and explanations of how the things are alike
- Provide examples and explanations of how the things are different
- Explain why the similarities are important

Drawing a Conclusion or Making a Generalization or Inference:
- State your generalization or conclusion
- Provide information that supports the conclusion or generalization
- Explain how the information supports the conclusion or generalization

For Evaluation:
- State the problem or issue
- State your opinion or position
- Provide evidence that supports your position
- Explain how the evidence supports your position
How is an extended-response scored when the student’s extension (personal connection) becomes the response?
Sometimes when a student makes a personal connection to the passage/question, the student produces a narrative of an event (usually something that has occurred in the student’s life). Students need to be cautioned about this type of response. Sometimes the personal narrative becomes the student’s entire response. Making connections can be an effective strategy to demonstrate comprehension, but students must understand that the connection needs to answer the question. In other words, the reader should be able to see how this personal connection ties back and explains the passage/question. A response that is dominated by a narrative of a personal event and does not clearly connect back to the passage or explain the question usually receives a score of 2.

How long does a student’s response to the extended-response item need to be?
Students must produce a response that addresses the question and addresses the requirements of the rubric. In general, a student response that consists of a few sentences will have a sufficiency issue and be unable to meet the requirements of the rubric beyond a score of “2.”

There is no requirement for the number of paragraphs that a reading extended-response must have.

How are the reading extended-response items scored?
Each year, Illinois educators, ISBE staff, and staff members of the scoring contractor meet and review student responses for each pilot extended-response item. The purpose of this meeting is to evaluate the piloted extended-response items and to develop scoring guides for the extended-response items. The student responses to the extended-response pilot items are then scored and their performance reviewed.

After the passages and items have been selected for inclusion in the upcoming operational assessment, a second group of Illinois educators gather to review a larger sample of student responses for the upcoming operational extended-response items. This group of educators validates the scores assigned to the student responses during pilot scoring. The scoring contractor uses this group of student responses for training scorers and for quality control during the actual scoring of the operational items.

Where can I obtain additional information about the ISAT Reading Assessment?
http://www.isbe.net/assessment/pdfs/2008/ISAT_ReadingQA.pdf
GRADE 3
Passage Title: “Fly by Night”

Question
What lesson does Blink lean in the passage? Use information from the passage and your own ideas and conclusions to support your answer.

Student Work

SAMPLE #1:

Blink learned that he had to wait until he felt dampness of the night air. He learned that you have to wait for quite a mount of time till night time like when he keeps saying now mom is it time time to fly and mom keeps saying no go back to sleep. He also learns patient because he learns to sit and wait till night time. He gets frustrated because he wonders when he's going to go and fly out in the open to be free to fly. He knows he can go and fly when he fills the breeze and the dampness of the air. Blink was excited when his mom said you are old enough and strong enough. Blink learns that owls sleep during the day and go out at night. He wonders a lot like in the story he wonders what his mom wanted him to wait for. Blink likes the sound of the wing and the sound of whispering at night time when the stars are out and the moon is right. I think he was excited when he did this in the night. Blink drew him self up stretched his wings on lifted into the air. In conclusion Blink is going to get better at his patients. Blink is going to be able to sit and not move very soon.

Annotation:
Score 4
The response accurately communicates understanding of implicit key ideas, e.g., (He learns patient, He gets frustrated, Blink was excited, Blink is going to get better at his patients, Blink is going to be able to sit and not move very soon) as well as explicit key ideas, e.g., (He keeps saying now is it time time to fly and his mom keeps saying no go back to sleep, He knows he can go and fly...
when he fills the breeze and the dampness of the air, “You are old enough and strong enough”, Blink drew himself up, stretched his wings and lifted into the air. The implicit ideas are supported with explicit, text-based support. For example, the response incorporates a text-based reference, i.e., He keeps saying now is it time time to fly and his mom keeps saying no go back to sleep, to support the interpretation of the text, i.e., (Blink learns patience). The reader also provides analysis of the text, e.g., (Blink is going to get better at his patients. Blink is going to be able to sit and not move very soon). The response is balanced throughout with ample, relevant support from the text and the reader's own interpretations.

SAMPLE #2:

| Blink also learns that he is meant to fly by night because when he flies, he sees the ducks, the stars in the sky, and he hears soft whispers. He then sees and hears how things Blink realizes why owls are meant to fly at night. Also, in this story, Blink also learns that sometimes, patience is a good thing. For example, At the end, Blink cannot sleep so he watched all the other living things around him, watched the birds fly and listened to the wind. I think those things prepared Blink for-fly even when he was muttering “poo” and “nonsense.” Even though it might be very annoying to be patient, it is mostly a good thing. I can do this because the time that I had federation in piano, I was really impatient to just get inside and get it over with. But by watching all the other people play their songs and seeing what the judges did, and for waiting for ten minutes and playing two pieces, I got treated to Rainforest Café. In my opinion, I believe never let Blink come with me at night. But I think I know, because in #6 his mother says “You are old enough and strong enough.” I guess that means that the mother was afraid that he wouldn't be strong enough and would fall, and maybe someone would see him.

I really liked this story because of its moral—patience and also because Blink finally learns to fly! |

Annotation:

Score 4
The response accurately presents understanding of both implicit key ideas, e.g., (Blink also learns that sometimes, patience is a good thing, the mother was afraid that he wouldn’t be strong enough and would fall, I think those things prepared Blink to fly) and explicit ones, e.g., (At the end, Blink cannot sleep so he watched all the other living things around him, watched the birds fly and listened to the wind, “You are old enough and strong enough”). The implicit ideas are supported with explicit text-based support. For example, the response uses text-based references, i.e., (Blink cannot sleep so he watched all the other living things around him, watched the birds fly and listened to the wind) to support the interpretation of the text, i.e., (Blink also learns that sometimes, patience is a good thing;
I think those things prepared Blink to fly) to make a connection to a personal experience, i.e., (I was really impatient to just get inside and get it over with. But by watching all the other people play their songs and seeing what the judges did). This response is indicative of a score point 4.

SAMPLE #3:

Annotation:

Score 3
The response provides implicit (being patient, the mother owl did a good thing to keep her child safe) and explicit (know the right time to do something, mom was sleeping) key concepts, but fails to provide specific and fully supported text references. For example, the response does not provide any specific text-based support for the interpretation of the text (being patient). The response attempts to provide an analysis of the text (I think blink is a good boy because he did not sneak out... like humans do they want to do something new), but this is only generally supported with a text-based reference (when his mom was sleeping). The response demonstrates an accurate understanding of information from the text; however, the reader only partially integrates interpretation of the text with text-based support.

SAMPLE #4:

I think the lesson from the story is to be patient because Blink kept asking his mother if it was time to fly and she would keep asking her and she would just say to close his eyes and go to sleep. The only reason I think that Blink kept on getting cause he was so excited cause it was probably his first day of flying. I'm exactly like Blink cause I always ask my mom when it's time to go shopping or to a store!
Annotation:

Score 3
The response discusses explicit and implicit key concepts along with text-based references to demonstrate understanding at the score point three level. The reader needs to more thoroughly explain the interpretation of key concepts. For example, the response uses a text-based reference, i.e., (close his eyes and go to sleep) to support the interpretation of the text, i.e., (the lesson... patient because Blink kept asking his mother if it was time to fly). However, the response needs to incorporate more explicit text references to fully support the interpretation of the text with balanced text-based support. The reader also makes a weak comparison to a personal experience, i.e., (I'm like Blink... always ask my mom), but fails to draw any conclusions from the text or fully explain how the situations are similar, i.e., (What does the reader’s mother do in this situation?).

SAMPLE #5:

Blink leaves one important thing in the story. I will tell you two of them. One is that Blink must be pashet and wait to fly, and would not want to be a owl because many things eat owls. And other time, when my dad was getting his driving license, we had to wait 20 minutes and I kept on asking my dad every 5 minutes was it time to go home. In Fly By Night Blink learns one important thing: I have told you it.

Annotation:

Score 2
The response presents an implicit key idea, i.e., (blink must be pashet). The only text-based reference to support this concept is (wait to fly). Inference is required as the reader attempts to make a connection to a personal experience, i.e., (and one time my dad...), but fails to provide text-based support or explain how or why the situations are similar.
SAMPLE #6:

Annotation:
Score 2
While the response uses information from the text, more detail is needed to explain this information fully and reinforce it with specific text-based references. The lack of explanation and text references leads to a very basic and simplistic interpretation of the text which requires inference.

SAMPLE #7:

Annotation:
Score 2
While the response uses information from the text, more detail is needed to explain this information fully and reinforce it with specific text-based references. The lack of explanation and text references leads to a very basic and simplistic interpretation of the text which requires inference.
Annotation:
Score 1
The response demonstrates little understanding of the text and presents some inaccurate information, i.e., (he didn't go flying). The response fails to make any connections to implicit key ideas. The reader also introduces some of his/her own ideas, i.e., (the branehes can be midel of no were and they can get hert) but fails to provide any connection to, or interpretation of, the text.

SAMPLE #8:

Annotation:
Score 0
The response provides an implicit idea, learnt how to woit, but is otherwise insufficient to score higher.

SAMPLE #9:

Annotation:
Score 0
The response has been partially scribbled out and partially erased.
Question

Explain why Henry keeps fishing instead of following Cousin Billy to the bend in the river. Use information from the passage and your own ideas and conclusions to support your answer.

Student Work

SAMPLE #1:

Henry keeps fishing because he doesn’t want to get bullied around anymore. In the passage, Cousin Billy kept picking on Henry last making the game unfair, and making sure Henry never got a turn. Henry was catching a lot of fish too. In the passage, it said that Henry was catching fish after fish, and all the cousins caught twigs, lily pads, and a muddy shoe. So that taught the cousins to be nice. Henry also kept fishing because he knew that Cousin Billy would soon find out there was no “better” spot to fish at the pond. This relates to my life because sometimes I have bossy or mean cousins. And sometimes they think they’re better just because they’re older. I think that this story was trying to teach you something. Maybe it was to show you that just because you are older doesn’t mean you can take advantage of anybody younger than yourself. But most importantly, don’t follow other people’s commands. Be your own leader for yourself and no one else. And Henry doesn’t follow Cousin Billy because he knows he is going to be bossed around some more. And finally, the cousins followed Henry and trusted him because they...
Henry keeps fishing because he doesn’t want to get bullied around anymore. He knew that cousin Billy would soon find out there was no “better” spot to fish at, I think that this story was trying to teach you something. Maybe it was to show you that just because you are older doesn’t mean you can take advantage of anybody younger than yourself. But most importantly, don’t follow other people’s commands. Be your own leader for yourself and no one else., as well as explicit key ideas, e.g., (Cousin Billy kept picking Henry last, making the game unfair, and making Sure Henry never got a turn., And finally the cousins followed Henry and trusted him because they sat down with him). The implicit ideas are supported with explicit, text-based support. For example, the response incorporates a text-based reference, i.e., (Cousin Billy kept picking Henry last, making the game unfair, and making Sure Henry never got a turn), to support the interpretation of the text, i.e., (Henry keeps fishing because he doesn’t want to get bullied around anymore.). The response is balanced throughout with ample, relevant support from the text and the reader’s own interpretations.
**Sample #2:**

Henry kept fishing instead of following Cousin Billy for those reasons first. Henry must be pretty mad because he always gets picked on by Cousin Billy. Everything he did with Cousin Billy he was always doing the worst and when he did try to do something better, Cousin Billy ruined it. He always made fun of Henry and pointed out that he was doing something better. Henry was smart, thinner, and fast. I’m fishing, if you are quiet, now we will catch fish. Cousin Billy used very fast boats. All Henry did was sit there quietly and fish. That is how Cousin Billy and the rest of the family respected Henry. Even after, a lot of Henry stood up to them here also. Even if everyone was picking on him, he never gave in. When Henry was angry, he would fish. Cousin Billy used to pick on him when he was fishing. He did that he could always catch a more fish than Henry. He would sit and he didn’t catch more fish. In the end, it turns out that all Henry can catch one fish, we can catch two. All Henry can catch more fish if he can catch. There is no such thing as a fish. They shouldn’t. My connection did well on a trip with my father and brother. They were playing, swimming, and fishing. It was a lot of fun. Every connection I made I want to show. We can catch twice as much fish as Henry. The implicit ideas are supported with explicit, text-based support. For example, the response incorporates a text-based reference, i.e., (All Henry did was sit there quietly and fish. We can catch twice as much fish as Henry.) The implicit ideas are supported with explicit, text-based support. For example, the response incorporates a text-based reference, i.e., (He finally caught more fish than Cousin Billy and proved that he is better than him in one thing. He doesn’t need to be big and fast.) as well as explicit key ideas, e.g., (if you are quiet you will catch fish, Cousin Billy was very loud., All Henry did was sit there quietly and fish., We can catch twice as much fish as Henry.) The reader also provides a connection to a personal experience, i.e., (I would always be the monkey. Finally I caught the ball….) and draws a conclusion from the text to fully explain how the situations are similar, i.e., (I also felt good like when Henry did…). This response is fully developed and indicative of a score point 4.

**Annotation:**

**Score 4**

The response provides accurate understanding of implicit key ideas, e.g., (Henry must be pretty mad, Everything he did with Cousin Billy, he was always doing the worst, if he followed Cousin Billy, he will get picked on. He finally caught more fish then Cousin Billy and proved that he is better then him in one thing. He doesn’t need to be big and fast.) as well as explicit key ideas, e.g., (if you are quiet you will catch fish, Cousin Billy was very loud., All Henry did was sit there quietly and fish., We can catch twice as much fish as Henry). The implicit ideas are supported with explicit, text-based support. For example, the response incorporates a text-based reference, i.e., (All Henry did was sit there quietly and fish.) to support the interpretation of the text, i.e., (He finally caught more fish then Cousin Billy and proved that he is better then him in one thing. He doesn’t need to be big and fast.). The reader also provides a connection to a personal experience, i.e., (I would always be the monkey. Finally I caught the ball…), and draws a conclusion from the text to fully explain how the situations are similar, i.e., (I also felt good like when Henry did…). This response is fully developed and indicative of a score point 4.
SAMPLE #3:

The reason he kept fishing was because he didn’t want all the cousins and cousin Billy to laugh at him and talk about him or tease him because when they first came, they said, "Let’s play ball but when cousin Billy chose, he picked Henry last. And then, cousin Billy said, "Let’s play tag this time Henry can be it. Don’t wish you were here. And Henry tried but he couldn’t and then he’s cousin Billy said lots more to the other side of the bank and Henry ran as fast as he could but he became last in place and he was tired and felt like crying and the reason he felt like crying was because he couldn’t do anything with his cousins and cousin Billy. So he just went to the river to fish and when he was fishing he pulled out a fat flopping fish and cousin Billy and the rest of the cousins came over to look. But the fat flopping fish and then cousin Billy said, "I know a better spot. Follow me." The other followed except Becky and she saw her little brother asleep and she went to get him up. So while fishing, cousin Billy said, "If Henry won nothing, me, we’d can catch two and if he didn’t five. We can ten. And Henry said nothing but he caught more than them, and they caught nothing then they came by Henry and was jealous but Henry felt happy and I am glad.

Annotation:

Score 3
The response provides implicit (he didn’t want all the cousins and cousin Billy to laugh at him and talk about him or tease him, they caught nothing then they came by Henry and was jealous but Henry felt happy and I am glad.) and explicit (Henry was chose last, Henry can be it, Henry ran as fast as he could but he became last in place, felt like crying, Cousin Billy said: I know a better spot. Follow me.) key concepts, but fails to fully explain how the text references support the interpretations. There is an imbalance of explicit text-based support and implicit interpretation of the text. The response demonstrates an accurate understanding of the information from the text; however, the reader only partially integrates interpretation of the text with text-based support.
He did not follow Cousin Billy to the bend because he could not do anything Cousin Billy could do. When he played tag he could not catch one single person. So he was really sad. When they played baseball Henry was picked last. When it was his turn to bat the game was already over. They had a race. Henry got tired. He ran as fast as he could but he still came in last. Henry sighed. He was beginning to cry but he did not. Henry just went over to the river to fish. I think he was feeling left out. I have felt that way before. It does not feel good. I think that’s the way Henry was feeling. I think Billy was not being nice. I think he needs to give other people a chance to do something. It’s like babysitting a baby. You need to help it. I think the double chocolate brownies sound delicious. If I could make them I would make them every day. Well, for dessert. And I would also make the pie. Apple pie is the best pie ever! It’s the only pie I like. Henry taught Billy how to fish. I would be nice if Billy did something for him. All Billy could catch was a muddy sneaker, three twigs, and some lily pads. I think Billy should apologize to Henry. If I have done something bad, wrong, or disrespectful, I would either take the punishment or I would apologize! I think apologizing is the best thing you could say to someone. I have a cousin and we fight. But we do make up. And say we are sorry. When Henry helped Billy catch fish he did a wonderful, wonderful job. They had so much fish they had a Fish Fry. Fish Frys are awesome. The moral of the story is “If you help others they will help you.”

The End
Annotation:

Score 3
The response discusses one implicit key idea, i.e., (I think he was feeling left out.) and reinforces this, in places, with explicit text-based references, e.g., (When he played tag he could not catch one single person, When they played base ball henry was picked last.). However, there are gaps in the analysis due to a lack of explanation. The reader fails to make a key connection that Henry didn’t have to feel left out when he was fishing because he didn’t need to be bigger or faster to outdo his older cousin Billy; all he had to do was be quiet in order to catch more fish than any of his cousins. The reader makes several attempts to connect this passage with a personal experience, but none of the attempts fully develop why or how they relate to the story. This response only partially integrates interpretation of the text with the text-based support.

Sample #5:

When Henry kepted fishing all the time. So when Henry was fishing he always liked to catch fish but I don't think he doesn't want to do anything with his cousin Billy because Billy wants to play baseball and Henry liked to eat his favorite pie. And Henny had a big sister and all Henny said that he wanted to play games this year with everyone in his family and at the family reunion was Billy, Henry, Becky, his mom. And Dad and his Grandpa, and Grandma and cousin Billy wanted to play tag with Henry. Billy told Henry to come over here to see the squiggy fish and cousin Billy come over and said to Henry how did you catch all of those fish, and cousin Billy said lets play base ball and they both picked sides and when they picked Henry was last. Then he said by the time it was his turn to bat they game was over.

Annotation:

Score 2
The response provides a simplistic implicit interpretation of the text (I don’t think he doesn’t want to do anything with his cousin Billy), but provides inaccurate explicit text-based support for this idea, i.e., (Billy want’s to play baseball and Henry liked to eat his favorite pie...). The response basically retells part of the story without illustrating any key ideas.
Annotation:

Score 2
The response provides a simplistic implicit interpretation of the text, i.e., (Always believe you can do something even though someone makes fun of you.), and uses a limited explicit text-based reference for support, i.e., (Henry knew where he was fishing the fish would bite. It only takes quiet and stillness.) which does not fully develop any key concepts, e.g., (Just because you are younger doesn’t mean you can’t do something better than an older person, or you don’t have to be big and fast to be a winner). There are other implicit interpretations of the text, e.g., (Never bully around with someone., Be nice to family members.); however, no explicit text-based support is provided. Some interpretations are irrelevant, e.g., (Don’t talk to strangers., Don’t listen to crazy people., Never leave a family without permission.). The response generalizes without illustrating key ideas.
SAMPLE #6:

Henry Pickle last on the baseball team.
In last race went fishing with three fish.
Four or five fish he felt like crying.
After fish had caught Benson and apple pie.
There ran to Henry his cousin for a fight.
Time toes many little sister stay.
In river the end.

Annotation:
Score 1
The response demonstrates little understanding of the text or task. No interpretation of the text is provided.

SAMPLE #7:

He don't have to be big or fast.

Annotation:
Score 1
The response is insufficient to show that criteria are met.

SAMPLE #8:

I don't know.

Annotation:
Score 0
The response is absent.
The author of this story states that ventriloquism is difficult to do and takes a lot of hard work. I am prepared to back up this statement with the story. I do have an idea as to why the author’s statement about ventriloquism is true.

To start off, the text states that in order to make a good ventriloquist, you will have to give it a personality that will fit your “friend.” At first, readers hoping to become ventriloquists might think this to be simple; however, they will have to keep in mind that their “friend” must be interesting. I believe that if the text were to be from me, trying to create a spectacular personality is not easy, but I would never be easy. Basically what I am saying is that the act of ventriloquism is not easy, period.

Next in the story, the author brings up a point that you also need to master the art of (or not) ventriloquism. Making your “friend” move, like it said before, the task might appear to be easy as pie; however, it is probably as easy as pie and just not easy to get back on track. Getting to personify an inanimate object is really difficult. I am sure that you are screaming, “When you think about it, trying to give a blank not human feature a voice; it’s a lot of hard work; doesn’t it? And don’t just me, STARTED yet!”

And this brings us into designing your “friend.” All the elements of ventriloquism work together with each other, and the more elements you explain, the harder it seems to become a ventriloquist. When you design your “friend,” you have got to make sure that he is a right “friend” look. Goes along with how it talks and what his or her personality is like. For example, you can’t have a gloomy personality with bright colors and clothing on, and doesn’t move an inch for the whole. There are a lot of things you have to worry about.
Annotation:

Score 4

The response indicates strong understanding of the text by discussing both implicit key ideas, e.g., (you can’t have a gloomy personality, with bright colors of clothing on, and doesn’t move an inch for the world., you have to make sure that their voice takes on their personality.) and explicit ideas paraphrased from the text, e.g., (you have got to make sure that the way your “friend” looks, goes along with how it talks, and what his or her personality is like., you need to make a voice for your “friend.” But, it can’t be yours. You have to change yours somehow.). The implicit ideas are supported with explicit text-based support. For example, the response uses the text-based reference, i.e., (you need to make a voice for your “friend.” But, it can’t be yours. You have to change yours somehow.), to support the strong interpretation of the text, i.e., (you have to make sure that their voice takes on their personality.). The response uses knowledge of key concepts to make logical and well-supported conclusions about the text.
SAMPLE #2:

I think there are many reasons the author thinks the art of ventriloquism is hard work. In my perspective, ventriloquism is hard to do. In the text it states the author says will your friend be talkitive or quite, shy or outgoing, happy or gloomy, and from that sentence I thought the author was trying to tell you have to put allot of thought into ventriloquism. Also, in paragraph five, don’t be afraid to exaggerate the movements you have your friend make. I comprehend that you have to put in feeling and hard work into getting your friend to make that movement just right. In the story to me the author makes it seem like talking without moving your mouth is the hardest thing to do about ventriloquism. When the author says, holding a teaspoon handle in your mouth will help you talk without moving your lips, I sat here and I imagined someone doing that and I just couldn’t imagine that. I thought it was impossible. I bet you if the author was a ventriloquist when he tried it I bet he thought it was impossible too. When I read that you couldn’t pronounce the letter "z" and others, I’m pretty sure I said ventriloquism was the hardest thing I will ever try in the entire world. Now I really do see why the author thinks ventriloquism is hard work. I think the author thinks ventriloquism is allot of hard work.

Annotation:

Score 4

The response focuses on key implicit ideas, e.g., (the author was trying to say you have to put allot of thought into ventriloquism, the author makes it seem like talking without moving your mouth is the hardest thing to do about ventriloquism), and explicit ones, e.g., (will your freind be talkitive or quite, shy or outgoing, holding a teaspoon handle in your mouth will help you talk without moving your lips). For example, the response uses text-based support, i.e., (holding a teaspoon handle in your mouth will help you talk without moving your lips) to support the interpretation of the text, i.e., (the author makes it seem like talking without moving your mouth is the hardest thing to do about ventriloquism.). The reader also provides additional analysis, i.e., (I sat here and I imagined someone doing that and I just couldn’t imagine that. I thought it was impossible.). Throughout, the response balances information from the text with interpretation of the text.
**SAMPLE #3:**

I think the author think ventriloquism is hard work because you have to multitask. I think you are multitasking because you must talk with moving your lips, you must move the object's mouth just as you talk, and it must be accurate or else, it won't look real. The point to ventriloquism is to make your object come to life, and to do that it takes practice. If you don't believe me, the author states in in paragraphs 6, 7, 10, and 11. For an example, in the text, it states if you chose a rabbit as your object you could make the rabbit bury his face into your neck. When people come, and represent a shy personality, I think this story can help people that are interested in ventriloquism. I think this because I've never thought about doing ventriloquism so; as I was reading along, I tested some of the tips and they were successful. They worked so well that I wouldn't be half bad even without exaggerating. If you get really into ventriloquism you start to believe that your object is alive yourself. Ventriloquism can also be used for the imitations of little brothers or sisters. Your also helping out yourself when you do ventriloquism on your little brothers or sisters, your helping yourself because you get the benefit of seeing their faces light up with smiles because they then see their teddy bear talk. It may be hard work when you first start but when you practice you master it. When you master it, you will show the art of ventriloquism. This concludes why I think ventriloquism is hard work.

**Annotation:**

Score 3

The response concentrates on one implicit key concept, i.e., (ventriloquism is hard work because you have to multitask.) and provides some explicit paraphrased text-based support, e.g., (you must talk without moving your lips, you must move the object's mouth just as you talk,). The reader needs to more fully develop the explicit text-based support for the key concept of multitasking, e.g., (nod his head forcefully, adding gestures, voice that is different, work on good mouth control). The response only partially integrates interpretation of the text with text-based support.
SAMPLE #4:

The author thinks ventriloquism is hard because you have to do it a lot. It takes a long time, but the author also said that if you practice you will get better. I know what it’s like to not be good at something. So when I would do the cheerleading I would always mess up. So at home in my free time I would practice it so I kept doing that even during homecoming. I was so nervous, but I knew as soon as I got on that stage I could do it. I was proud of myself, we were done. It was so proud. That’s how it went.

The author says that you need to practice to achieve your potential. And if it is something you love to do then you could try your best. And when you practice a lot you will do good and it will pay off. If I had not practiced as much as I did and used things to remember moves I would have probably messed up on that field. Now when I learn something I try to find something to help me remember it.

Annotation:

Score 3
The response uses information from the text to make a connection to a personal experience, i.e., (in my free time I would practice [a dance for cheerleading]) and illustrate a key concept, i.e., (the author also said that if you practice you will get better). The reader also provides an analysis, i.e., (If I had not practiced as much as I did and use things to remember moves I would have probably messed up on that field.), but fails to support this with text-based references. For example, the reader could have referenced the passage, e.g., (practicing with the spoon in your mouth, [practice different] sounds that are impossible to make without moving your lips, Practice those words until you can say them without your lips moving at all.). The response only partially integrates interpretation of the text with text-based support.

SAMPLE #5:

The author thinks ventriloquism is hard because you have to do a lot of stuff. She says that it is a lot of hard work and all the practicing from my point of view I think it is really hard because you have a lot of practice because you have to take a lot of steps to do it and it takes a lot of practice because the practicing is difficult. One thing that is very difficult is to learn how to say letters that I need your mouth, without moving your mouth.
Annotation:
Score 2
The response provides an implicit key idea, i.e., *(alot of hard work and all the practicing... because you have to take alot of steps to do it)*. However, the response lacks any explicit text reference to support this concept and demonstrate a greater understanding of the text. The reader provides a general response.

Sample #6:

I think the author thinks it was hard in there ways, first I think being a ventriloquist is hard to make. Second its hard to talk with your mouth close, third I think being a ventriloquist is hard because its scary to sit in front of all the hard work.

First I think Bing a ventriloquist is hard to make. I'm still wondering how are you going to make the mouth open and how are you going to make the mouth? I tried to make some eyes but everything fell off.

Second its hard to talk with my mouth close. I tried before the did not sound good. I did not try it ever again.

Third hard to work it, I wish I new before I tried working it but never got it. I love puppet but never got the trick.

Annotation:
Score 2
The response provides a simplistic implicit interpretation of the text, i.e., *(hard to talk with your mouth close)*. However, the reader does not explain and reinforce this concept with text-based references. The response demonstrates limited understanding of the text.
Extended Response Handbook

SAMPLE #7:

because you cant move your lips, so is hard. To talk, that's all I can think of.

Annotation:
Score 1
The response attempts to provide information from the text, i.e., (you cant move your lips so is hard), but is otherwise insufficient to score higher.

SAMPLE #8:

Because ventrilouism want to a new try figure out what to do it. So she also try to do something to make a new, she think and she see the things she want to have a habit, personality, excitement anger, speech, ordinary object, teddy bear talk, puppet, exaggerate, friend talk, make one friend, more, appear, apartment spoon, and also the letter of alphabet to try a word, she want to created a word and practice the word also make her soft. But like she going to be a tried and she alread say to herself to not be afraid, she shy too, but the things is important to said to the friend that she don't to her friend, her friend will be not talk. So that she said to her friend, her friend also will talk with her and both are so happy.

Annotation:
Score 1
The response relates some comprehensible facts from the text but provides no interpretation, analysis, or evaluation.

SAMPLE #9:

to explain that you can make a wash that you can make a wash for a baby your not at some
It don't makes about the same it is ok that to make a wash for that ask.

Annotation:
Score 0
The response is incomprehensible and does not address the task.
SAMPLE #10:

I think that. I feel the same as the question cause.
I tried to make one and I couldn’t so the question
must be very very hard and I think it
is interesting cause it looks like fun.
It might not come out as you imagine to
be.

Annotation:
Score 0
The response does not address the task.
Question

In the story, the author describes our special clock. Explain how a person’s life would be impacted without a “biological clock”. Use information from the passage and your own observations and conclusions to support your answer.

Student Work

SAMPLE #1:

A person’s life would be impacted without a “biological clock”. A “biological clock” is our special clock.

A biological clock really helps us each and everyday. In the text, it said “Controlling temperature is one of its job. At night, our body clock prepares us for sleep by lowering our temperature. We wouldn’t be able to sleep without this drop in temperature. When we wake in the morning, our body clock raises our temperature.” This proves that without our body clock, we cannot be able to fall asleep since without a drop in temperature we aren’t able to. Sleep is very important to the mind. The mind controls the body, without sleep, our mind isn’t focus, and if our mind is not focus, neither is our body since our mind controls our body. In my opinion, I hear that sleep helps you stay healthy and so without sleep, it might affect our health, which isn’t good. Also, I would like to mention that in the text, it also said “Our body clock also tells us how much sleep we need,” which also proves that without our body clocks we don’t know how much sleep we need, plus the point that we can’t sleep since without our body clocks, there would be no raise or drop in temperature which we can’t sleep, and proves that without sleep we aren’t as healthy or as active.

Another reason that without a “biological clock” would affect a person’s life is that in the text, it said “Amazingly, this clock regulates our senses of taste, smell, touch, and hearing, too.” Which proves that without our body clock we can’t regulate our senses. Without regulation of our senses, we aren’t as active with our senses. Our senses won’t get used.
much and in my opinion, I think that our body parts must be active in order to perform the activities we normally do. Which means if we aren’t active, like no exercise then what will happen to our body? It wouldn’t be as healthy. And we all want to be healthy, right? So we need our body clock.

The last reason how a person’s life would be impacted without a “biological clock” is that in the text it said “Even food use in our body is controlled by this amazing clock,” which proves that without our body clock we would not be able to digest. Without digestion it is very bad, since if we can’t digest, our body won’t be healthy. In my opinion, we can’t even eat or have food in our stomachs without digestion. Our body clock has a very important role. In my opinion, we should treat our body clock with care, it can become “off” too if we don’t. Since we need our body clock for a lot of reasons.

In conclusion, how a person’s life would be impacted without a “biological clock” because without it we wouldn’t have much sleep, or protein, or food in our stomachs, or we wouldn’t be using our senses a lot, all in all, our body wouldn’t be as healthy without our body clock. Our body clocks are very important.

Annotation:
Score 4
The response accurately communicates understanding of both implicit and explicit key concepts centered on the relationship of the body clock and a human being’s health. Implicit key concepts, e.g., (Sleep is very important to the mind. The mind controls the body, without sleep, it might affect our health. Without digestion it is very bad, since if we can’t digest, our body won’t be healthy.) are reinforced with explicit text-based references, e.g., (At night, our body clock prepares us for sleep by lowering our temperature., “Even food use in our body is controlled by this amazing clock.”). Throughout, the response integrates interpretation of the text with text-based support.
After reading “Your Amazing Body Clock” by Karen Kawamoto McCoy, I believe a person’s life would change dramatically without a biological clock. Our bodies would not get enough sleep, our diet would be affected, and our senses would be weak, leading to confusion at confusing intervals. Without a biological clock, our blood pressure would rise and fall randomly, making it difficult to sleep and stay awake. Biological clocks keep our body on a schedule that works well. In the text, it says, “At night our body clock prepares us for sleep by lowering our temperature. We wouldn’t be able to sleep well without this drop in temperature.” The text also says, “When we wake in the morning, our body clock raises our temperature. This rise in temperature helps us to be more active during the day.” Both of these statements support my point.

I think the author wants the reader to understand that our body clocks are extremely important to our digestive system. The author wants the reader to treat their body clocks with respect. The author is inferring that your biological clock controls your diet, so you should eat healthy foods to accommodate it. Food is what keeps your body running but can upset your biological clock. You can get sick, depressed, or nervous. If your biological clock is messed up, your body will be at a disadvantage.

Your biological clock keeps your senses functioning correctly. Without a biological clock, your senses would be mixed up. The natural order of your body would be mixed up. I often see splashes of color after waking up or looking into a light source. This must be my biological clock telling me something. Sometimes I can barely hear or taste anything, but I will be perfectly normal later. I once watched a television program about a woman whose senses were mixed up. For example, she could smell sounds, see scents, and feel color. I wonder what is wrong with her biological clock. These are all the reasons why I think a person’s life would change without a biological clock. I hope my biological clock stays healthy and intact for my entire life. I learned a lot from this text and I’m glad I read it.

Annotation:
Score 4
The response discusses explicit and implicit key ideas to indicate an understanding of the text. This discussion includes specific and accurate text-based references in support of the conclusions made about the text. For example, the response uses explicit text-based support, i.e., (Your biological clock keeps your senses functional and intact); followed by an implicit interpretation and a
connection to a personal experience, i.e., (Without a biological clock, your senses would go haywire. The natural order of your body would be modified. I often see splotches of color after waking up, or looking into a light source. This must be my biological clock telling me something.) This is a well-balanced and well-developed response.

**SAMPLE #3:**

I believe that a life without a biological clock would be crazy! According to the passage, your biological clock controls your bodily temperature, without it you probably wouldn’t get a good night sleep and you wouldn’t be completely active and awake in the morning. Your biological clock also tells your body how much sleep you need. If you don’t have one, I think you’d be tired all day. I hate when I don’t sleep well and wake up all sleepy and tired, that’s not the way I like to start my day.

Another back side to not having a biological clock is that it regulates your senses. It controls your sense of taste, smell, touch, and hearing. Without it, your senses wouldn’t be as strong as they are at certain times. They would be off or out of order. With this clock at 3 AM you hearing is the best but without this clock, it might be the best at like 6 PM.

A good thing about not having a biological clock is that you won’t get jet lag. You don’t have to take care of it or restrain from drinking or eating anything unlike people who get jet lag. In your drunk as much pop as you want because you don’t have a clock that will keep you up all night because of caffeine.

If you ask me for my opinion, I’d say having a biological clock is worth it. I’d rather restrain myself from too much soda than be up all night. It’s like having a heart. If you have one (which everyone does), you have to take care of it by eating healthy food and not smoking. But if you don’t have one, you’ll never have a heart attack, still having a heart...
in this case, a biological clock is better than not having one for so many reasons.
In the conclusion not having a biological clock is not better than having one. There are a lot more food factors than good factors. In the end you would be sleepy, tired, and hungry without a biological clock. A person's life would be impacted a lot because they wouldn't know when to go to bed, when to wake up, and when to eat.
There are maybe more things the biological clock does than mentioned in this paper. Without a biological clock your life would not be the same and neither would you.

Annotation:
Score 3
The response logically discusses implicit key ideas from the text, e.g., (Without it you probably wouldn't get a good night sleep and you wouldn't be completely active and awake in the morning.). However, the response lacks enough specific text-based references to reinforce inferences made about the text and show explicit understanding; e.g., (Without it you probably wouldn't get a good night sleep and you wouldn't be completely active and awake in the morning.), is supported with only a brief text-based reference, i.e., (your biological clock controls your body temperature.) to demonstrate how the reader knows this and how this affects one's activity. The response also provides a positive concept for not having a biological clock. The reader provides an implicit key idea, i.e., (A good thing about not having a biological clock is without it you won't get jet lag.); however, the text-based reference, i.e., (You don't have to take care of it or restrain from drinking or eating anything) is minimal and lacks a full explanation of how this relates to the biological clock and jet lag. The response only partially integrates interpretation of the text with text-based support.

SAMPLE #4:
A person's life without a biological clock would be very hard. I feel this way because the story states that this "clock" does many jobs for us. For example, it controls your body temperature. At night the body clock lowers our temperature so that we can sleep better. When we wake up, our temperature raises so that we can be more active in the day. So without the body clock, we wouldn't be able to sleep and would be really tired throughout the day. Therefore we need it. The body clock also helps our body with travel, say you are traveling some place in a different time zone. Within another
Annotation:
Score 3
The response discusses an explicit key concept, i.e., (it controls your body temperature. At night the body clock lowers our temperature so that we can sleep better. When we wake up our temperature raises so that we can be more active in the day.), but offers only a general implicit interpretation, i.e., (we wouldn’t be able to sleep and would be really tired throughout the day.). The reader needs to fully develop the importance of the rise and fall in body temperature with regard to everyday activities. The response also provides a connection to a personal experience but fails to fully explain the relationship between experiencing jet lag and the body’s biological clock. The reader only partially integrates interpretation of the text with text-based support.

SAMPLE #5:

If our bodies didn’t have a clock then our lives would be in a complete mess. In the passage, our body clock does everything for us, like keeping our body temperature comfortable and helping out our senses.

First, if we didn’t have a body clock, our temperature would stay the same. If it did, then we wouldn’t feel comfortable when we sleep because in the passage it says that our clock lowers our temperature when we sleep and rises when we wake up.

Second, also in the passage, it says that the
The response presents some explicit and implicit key concepts in a summary of the text. The summary offers a simplistic implicit interpretation of the text, i.e., (if we didn’t have a body clock, our temperature would stay the same.) and offers some explicit text-based support, i.e., (our clock lowers our temperature when we sleep and rises when we wake up.). However, the reader needs to provide more explanation as to how and why the body clock lowers and raises the body temperature with regard to sleeping and waking. For example, the response could include, e.g., (early birds... [with] fast-rising morning temperatures, night owls with slow-rising morning temperatures.). The response shows accurate but limited understanding of the text.
SAMPLE #7:

Are life would be impacted without a biological clock. Cause it won’t be the same, and also I think that without a biological clock we would be eating every time and if we are in school we are just gonna think of how to eat every time. I see that we have breakfast time, lunch time and dinner time without this time we would every time. That is what I think if we don’t have a biological clock, and also wouldn’t know when to go to school or what ever we have to go.

Annotation:
Score 1
The response attempts to discuss some information from the text, but this discussion offers little understanding or interpretation of the text. There are no accurate text-based references.

SAMPLE #8:

A person’s life without a biological clock would be like a person would be very slow, and would not even he/she would not want to do anything.

In the story it said that some people are early birds. Other are night owls with slow rising morning. They work better later in the day.

Another thing that a person was biological clock would do is if people who drink too much pop can make you nervous during the day or wide awake at night. It might also affect people without a biological clock bring a lot of pop. And the biological clock people who have that their body’s would not work well.

Annotation:
Score 1
The response makes some explicit assertions with regard to the text, e.g., (early birds, night owls), but does not explain these terms nor does it reference the text to reinforce the assertions or address the question by discussing how a person’s life would be impacted without a “biological clock.” The last statement of the response shows no understanding of the concept (the biological clock people who have that their body’s would not work well).
**SAMPLE #9:**

Are life would be impacted without a biological clock cause it won’t be the same and also I think that with out a biological clock we would be eating every time and if we are in school we are just going think of food every time. I see that we have breakfast time, lunch time and dinner time without this we would every time. That is what I think if we don’t have a biological clock, and also we wouldn’t know when to go to school or what ever we have to go.

**Annotation:**
Score 1
The response attempts to discuss some information from the text, but this discussion offers little understanding or interpretation of the text. There are no accurate text-based references.

**SAMPLE #10:**

A person’s life without a biological clock would be like a person would be very slow and would not even be/she would not want to do anything.

In the story it said that some people are early birds. Other are night owls with slow-rising morning. They work better later in the day.

Another thing that a person was biological clock would do is if people who drink too much pop can make you nervous during the day or wide-awake at night. It might also affect people without a biological clock drink a lot of pop. And the biological clock people who have that their body’s would not work well.

**Annotation:**
Score 1
The response makes some explicit assertions with regard to the text, e.g., (early birds, night owls), but does not explain these terms nor does it reference the text to reinforce the assertions or address the question by discussing how a person’s life would be impacted without a “biological clock.” The last statement of the response shows no understanding of the concept (the biological clock people who have that their body’s would not work well.).
SAMPLE #11:

We saw the capital of the world. It was nice. We ate their. It funny.

Annotation:
Score 0
The reader's response does not address the task.

SAMPLE #12:

The story is about how each of us has
each other. We always do things together. We are art.

Annotation:
Score 0
The reader's response is absent.
GRADE 7
Passage Title: “The Little Music King”

Question

Why was Wolfgang successful in reaching his musical goals at such a young age? Use information from the passage and your own ideas to support your answer.

Student Work
SAMPLE #1:

Wolfgang was successful in reaching his musical goals at such a young age because he had a proud family who supported them in him.

The passage states that “Papa’s music ear caught the sound and he rushed back into the room to find that his baby had indeed indeed all along found his way into the beautiful tone world. After that music lessons were far too few...” In my opinion, Wolfgang’s father must have been very proud that his son was musically inclined and he wanted to encourage his son’s interest in music.

According to the selection, “the two children were presented at the court and played for before Francis II, the Emperor.” Wolfgang’s father must have been very proud and supportive of his children’s musical talents to show them off to the emperor.

His father was even more supportive by letting him broaden his musical horizons by letting him have a little violin.

In the story it states, “...softening his own bones more and more, let the little fellow play on. Finally he ceased playing altogether.” Schachter must have been amazed at young Wolfgang’s skill, because he let him play his whole part. He was surprised to hear young Wolfgang’s clear notes.

Also stated in the passage that “Wolfgang’s father, clasped him in his arms, after he finished playing his song. This is further showing his father’s pride and support for his music career. He hugged his son after he finished a piece, and also gave him compliments, “Little music-king thou art, my Wolfgang, and thou shalt reign over us all.” He claimed his little boy music-king.
Before young Wolfgang turned eight he and his sister were taken to perform in Vienna, Paris, Munich, and London. This is even more support being shown by his family. Also, the public supported him, because he and his sister were, “the wonder and delight to all who heard them.” So, upon being praised as a genius musician, he continued with support from all over. He was “received with the greatest enthusiasm in Italy; made a Knight of the Golden Goblet by the Pope; elected a member of the Philharmonic Academy, and had praises and honours heaped upon him.” In my opinion, more than just his family were supportive of him. The Pope, other musicians, and people who loved to hear him play encouraged him with praises and honors.

Annotation:
Score 4
The response begins with an overall interpretation of the text, clearly showing implicit understanding, and then goes on to reference text-based specifics to reinforce this interpretation and show explicit understanding. The reader provides an implicit interpretation, i.e., (Wolfgang was successful in reaching his musical goals at such a young age because he had a proud family who supported him.). This key concept is reinforced throughout the response with explicit text-based support, e.g., (“Papa’s music-ear caught the sound and he rushed back into the room to find that his baby had indeed, all alone, found his way into the beautiful tone-world,” ...letting him broaden his musical horizons by letting him have a little violin, “Little music-king,” Before young Wolfgang turned eight, he and his sister were taken to perform in Vienna,...). The response is balanced throughout with ample, relevant support from the text and the reader’s own interpretation.

SAMPLE #2:

Why was Wolfgang successful in reaching his musical goals at such a young age? Well, he was successful in reaching his musical goals at such a young age because he had such exposure for music. In the passage, it says he was only three years old he played a perfect chord on the harpsichord. He did that by standing Forside and watching his father give his sister piano music lessons. Then, by age five he was already composing a song of his own.

I feel such a passion for volleyball so I can relate to Mozart but I didn’t begin playing until the grade. I can’t imagine trying to play when I was three years old. The passage states that he threw his whole soul into his performance, and I feel the same way when I play volleyball. I gave it my all.

The story also says that before he was eight and his sister was twelve they had performed at the courts of Vienna, Paris, Munich, and London.

He could play the works of Bach, Handel, and other masters, and in England composed six sonatas, which he dedicated to the queen. Before eight...
Wolfgang Amadeus Mozart had such a passion for music and that is why he was able to reach his musical goals at such a young age. Picking up the harpsichord at age three, composing difficult music at age five, and amusing himself by playing the violin, being honored and praised in the musical world before age eight, and composing his first opera at age fifteen. His sonatas and operas all show what a genius he was. All in all, he had a great passion for music.
Lessons too. I believe that music lessons contributed to his success because if they were not given, he would know less. Another example that shows his papa contributed his support is his expression towards the end of his musical performance to Francis I. Paragraph 12 states that tears rolled down the chapel-master’s face and he was overwhelmed with astonishment and joy. These are expressions of the chapel-master’s pride in Wolfgang, which is another way of showing support. Wolfgang had a very large source of interest in the harpsichord and the violin. If you have an interest in something particular, you improve at it. The fact that Wolfgang was young and he had an interest gave him plenty of time to get better at it. The chapel-master knew his son was interested in the harpsichord but in paragraph 12 he said he never knew he could play the violin. I believe that it was a great factor that he was so young and he had an interest in such mature instruments.

If Francis I would have never called Wolfgang back his talent would have not been discovered. Once the piece had been heard listeners were shocked. The fact that he knew how to also play the violin would one day be discovered but not as early as it was because Francis I knew that from his emotions he really could play.

When I was in fifth grade no one knew I had the potential to be a cheerleader, but I had talked about being one. When it was time for me to show my skills my supporters were shocked. Just like Wolfgang, I had the
The response provides three implicit interpretations as to why Wolfgang was successful in reaching his musical goals at such a young age, i.e., (papa’s support, his interest in the harpsichord and the violin, and because of Francis I, the emporer.). The reader provides accurate explicit text-based support for the first two interpretations, e.g., (Papa gave Wolfgang musical lessons, tears rolled down the chapel-master’s face… and the chapel-master knew his son was interested in the harpsichord but... he never knew he could play the violin.); however, the response incorrectly asserts, i.e., (If Francis I would have never called Wolfgang back…, because Francis I knew that from his emotions he really could play., Francis I listening to what he had to say). These were the actions of Schachtner, with whom Wolfgang played six trios, not Francis I.

**Sample #4:**

Wolfgang Amadeus Mozart was very successful in reaching his musical goals at a very young age. The reason for that was that he worked really hard to reach his goals. He was such a good musician that when he was a baby he played music on the harpsichord only by listening to his sister play it first.

Mozart was also very passionate when he played. He put his heart into his performances and became part of the music he played. In the text it is said that "He had been absorbed in the music, and all unconsciously threw his whole soul into the performance and with flushed cheeks and flashing eyes, played on to the close, radiant
Mozart wanted to play his music. If he hadn't have wanted to play his music, he wouldn't have given his music the enthusiasm that made his music wonderful. He also had tremendous talent. He visualized the music and played it by memory.

My parents always tell me that if I work hard, I can accomplish anything. They tell me to do one hundred and ten percent and to try very hard to do all my work and reach my full potential. Wolfgang did just that.

Wolfgang was very talented and was a hard worker and that is how he became known as one of the greatest musicians in history.

Annotation:

Score 3
The response discusses implicit key ideas, e.g., (Mozart was also very passionate when he played.) as well as explicit text-based support, i.e., (“He had been absorbed in the music...”). Another example of an implicit idea is (he worked really hard to reach his goals.). However, this is not supported by any text-based reference. The response needs to more thoroughly explain these ideas and reinforce these concepts with more specific text-based information. The reader only partially integrates interpretation of the text with text-based support.

**SAMPLE #5:**

Wolfgang was so successful in reaching his musical goals because he put a lot of practice. As it says in the story he had a little violin on which he played to amuse himself. He also took time to write concerts for the music lovers. I also believe that he loved music so if you love something you'll try harder to reach a goal. But if you don't like something you'll probably do worse or not as good. But that's not in all cases. Allen Iverson, one of the best basketball players alive, used to hate basketball. He loved football so he's been put him on a B-ball team and he loved it. Getting back to Wolfgang, he reached his goals because he tried his best. That's what I believe made Wolfgang so successful in reaching his musical goals.
Annotation:
Score 2
The response provides an implicit concept, i.e., (Wolfgang was so successful in reaching his musical goals because, he had a lot of practice.). However, the explicit text-based support for the idea, i.e., (he had a little violin on which he played to amuse himself. He also took time to write concerto for the harpsichord.) does not support this concept. The reader also provides a connection to a similar situation but fails to explain or support how this relates to the passage. The comparison to Allen Iverson is, in fact, an irrelevant connection to Mozart. Allen Iverson, e.g. (use to hate B-ball. He loved football. So he’s mom put him on a B-ball team and he loved it.); Mozart always had a love for music. The response provides only limited and irrelevant references.

SAMPLE #6:

Wolfgang was very successful in reaching his musical goals at a young age, because Wolfgang had passion and determination. At 6, he could play a perfect chord on his own. He wasn’t pressured or told to. That was an early sign that he had a passion for music. When he was a little boy, I would sing and dance, because that was my passion. Till this day I love to sing and dance, just like Wolfgang Mozart. Over the years, he continued because to him it was not a phase. At the age of 15 he compose a selection that other musician would have thought of it as impossible, so which means he had high standards for music. Wolfgang Mozart had a passion for music so that’s why he was so very successful in reaching his musical goals at a young age.

Annotation:
Score 2
The response provides an implicit concept, i.e., (Wolfgang had passion and determination for Music.); however, the explicit text-based support is somewhat inaccurate, i.e., (at 6 could play a perfect chord, on his own). Although Mozart played a chord at an early age, the passage explains that he was 3 when this occurred, not 6. Another somewhat inaccurate example of an explicit reference: (At the age of 15 he compose a selection that other Musician would have thought of it as impossible.). This actually occurred when he was 5. The reader provides a connection to a personal experience, i.e., (I would sing and dance, because that was My passion. Till this day I love to sing and dance. just like
wolfgang Mozart.); however, the relationship between the reader and Mozart is not clearly explained. The personal connection is their mutual passion for their individual art; not singing and dancing. The response contains limited references and inaccurate references and connections.

**SAMPLE #7:**

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**Annotation:**

**Score 1**

The response attempts to address the assignment; however, the explicit text references are inaccurate or irrelevant.
SAMPLE #8:

Before he was eight years old he went to a music school where he learned to play the violin. At the age of fifteen, he composed his first opera, and his name was immortalized the next year. The family moved to Munich so the boy could play before the king. Two years before, he had heard listening to the fireside while his older brother played the piano. The boy wished to see a concert. "Beethoven," his friend said. "He's dead."

Annotation:
Score 1
The response randomly presents text-based facts copied from the passage.

SAMPLE #9:

Annotation:
Score 0
The response is absent.
Question

In the story, the author describes the process of starting her own business. What could a young craftsperson learn from how the author organized her business and overcame her insecurities? Use information from the story and your own observations and conclusions to support your answer.

Student Work

**SAMPLE #1:**

A young craftsperson could learn a lot from the author. They could learn how to sell, be patient, and not be afraid to take risks. This author can teach people a lot of valuable skills.

In the passage, the author says she began her business because of her interest in art and jewelry making. This is lesson 1 for young people. Most people want to make a lot of money. Therefore, they make products that can sell for more. Some of these people have flops because they are just not interested enough.

The author shows us that to have a good business, you need to be interested and work. Money will not come to you. You will have to be interested and add some sweat.

The author overcame her insecurities by being confident. The author says, “… I was a little nervous because I did not know how people would react to my creations. I was afraid customers would not see me as a serious craftsperson because of my age.” That happens a lot in businesses. Some people love ideas, some people loathe the same idea. Instead of backing out, the author showed everyone her creations. She took many compliments and a lot of criticism. That is what
young people have to do. They can’t be scared of being laughed at. Some people will give them advice. That doesn’t mean they are demoralizing you. Those people are trying to help. A young craft person needs to know that before he or she can start a business.

Organization is a very important part of a good business. It doesn’t mean how you arrange stuff. Organization means how you start and end. In the passage the author started making the hair sticks for her friends. When they liked it, she went on. The author set reasonable prices and made sure her display attracted enough people. In life, you can not expect your ideas to boom from the beginning. You need to start low and then move up. A person needs to organize their ideas before going any further. That is exactly what the author did. She looked at how the sticks looked on her friends. Then she bought materials that would help her stay organized. She started and ended well. When she had a thriving business, she took it even further. That is very important.

Learning from this author is an excellent way for a young craft person to get started. This author starts well, does not give up and continues to work at her full potential. That is why a young craft person could learn a lot from this author.

Annotation:
Score 4
The response accurately communicates understanding of implicit key ideas, e.g., (Some people love ideas, some people loathe the same idea. Instead of backing out, the author showed everyone her creations. She took many compliments and a lot of criticism. That is what young people have to do. They can’t be scared of being laughed at. Some people will give them advice. That doesn’t mean they are demoralizing you. Those people are trying to help.) and uses text-based references to support the interpretation, e.g., ("...I was a little nervous because I did not know how people would react to my creations."). Another example of an implicit key idea is (In life, you can not expect your ideas to boom from the beginning. You need to start low, and then move up.... When she had a thriving business, she took it even further.), and the reader also provides a text-based reference to support the interpretation (In the passage the author started making the hair sticks for her friends. When they liked it, she went on.). This is a well-balanced, well-developed, and effective response.
A young crafts person could learn how to get some publicity. All the steps the narrator took to begin and expand her business are helpful to other amateur craftsmen and entrepreneurs.

First she built a design based on what she saw and what was popular. Before seeing her product, she wanted to test it. By this, I mean how well her product would do with the public. She gave them to her loved ones who loved them and encouraged her to sell them in a fair. Before she could sell her product legally, she got a state sales license and a business bank account.

The narrator kind of sounds like me. When I was in second or third grade, I’d sell jewelry and pictures my friends and I made. We made money but the principal demanded we stop. So it’s important to get permission to sell your product.

At the fair, the narrator got what is called “constructive criticism.” It is only to help people to enhance or better their product even if it sounds rude. The criticism also provides ideas on what the public is looking for out of you and your product. The narrator’s idea impressed a merchant. This says to me that it’s important to get your idea out into the world so your business can grow.

The merchant sold her product in their stores, and other stores wanted her product. The narrator lettered to get help from a friend.
Extended Response Handbook

SAMPLE #3:

A young craftsperson could learn that despite how insecure you are, you can always succeed. The author of this essay was insecure about her designs at first, so she only gave her designs to her friends. As time went on, she discovered how much her designs were liked and appreciated. And she decided to take her designs to the craft fair. She got over her insecurities and she realized that even if she got criticism, that it was all meant to help her, not discourage her. A young craftsperson could also learn that starting your own business is a lot of work, and it doesn't come easily or cheap. When the author set up her business, she had to get a state sales license, a business bank account. She had to get help from her parents to do those two things and also to take her to buy materials and help her with plan production. She had to set up prices according to how expensive the materials were and labor costs. She also had to purchase glass bowls and vases to
Display her products. I personally don’t think that I would be able to accomplish all of this. I can recall one time when I started my own “business.” I didn’t go through all of this though.
I just sold to my family and friends. I made cards for different events using some markers that I had and some stencils that I had for almost every possible holiday or event of the year.
I did cards for birthdays, Christmas, the 4th of July, and more.
I only charged $0.25 per card so I didn’t make much money off of it, but it was just a fun hobby. I think that the author is a very brave person, because it takes a lot of guts to display your talent for everyone to see and criticize or compliment.
This girl’s story can be a big inspiration to other young people.

Annotation:
Score 3
The response discusses a simple, implicit key idea, i.e., (it was all meant to help her, not discourage her.) but explicit text-based support for the concept is minimal, i.e., (even if she got criticism.). The reader provides a logical assertion about the text, but the response is not fully explained and sufficiently reinforced with specific text-based references that would demonstrate greater understanding. The response also provides a logical connection to a personal experience (I made cards for different events) but fails to provide explicit text-based references to fully develop a comparison. The response needs more development of these significant concepts to score higher.

SAMPLE #4:
A young crafts-person could learn a lot from how the author organized her business and overcome her insecurities, such as getting to know what to sell, how to organize and where to sell them at, and at least to not worry about how old you are. (Things like that)
First of all, I think a young crafts-person could learn from this story, that it would give you an idea of what to see like in the story, the young girl saw how people used pencils and pens to hold their hair. And that gave her an idea to make hair sticks with designs on them. So you could think of something that has not been made and then you think people would buy. Or you can improve something that has already been made, so it would be better for others to use.
Also another reason is that how to organize and where to sell your item at. In the story the girl thought of selling her creation at a local craft fair. This gives you an idea of selling your item, where people go to allot, because you would have a better chance of selling more. Also it would be better if you organize your stuff because it would be easier to get when a customer comes.
Finally, you could learn from this story that to not worry about how old you are or that if you're going to sell or not. Just find a place and try to sell something people would buy. And hopefully you make good profit.

There are other ways a craftsperson can learn from this passage. But what I think are the main points are requiring what to sell, how to organize and where to sell it at. And to not worry about the small things.

Annotation:
Score 3
The response provides simplistic, implicit interpretations of the text, e.g., (So you could think of something that has not been made and that you think people would buy.), which is minimally supported using text-based information, i.e., (the young girl saw how people used pencils and pens to hold their hair). In order to be fully developed, the implicit interpretation could develop specific ideas of something that has not been made or an idea that could be improved upon. More specific explicit support could include, e.g., (sticks looked great, family liked them, enter my designs in a craft fair.) Another simplistic, implicit interpretation of the text, i.e., (selling your item, where people go to a lot, because you would have a better chance of selling more.) is minimally supported by explicit text-based information, i.e., (In the story the girl thought of selling her creation at a first craft fair.). In order to be fully developed, the implicit interpretation could develop more explanation, e.g., (Craft fairs are attended by many women. Women would be more likely to purchase hair sticks for themselves or as gifts.) Explicit text-based support for this concept could include, e.g., (the difference between the cost of the expensive glass-beaded [hair sticks] and the less expensive beaded hair sticks.). The response only partially integrates interpretation of the text with text-based support.

Sample #5:

They could learn a lot of things, for example, they would learn that there is no fear by trying to become who they want to be, they should just try their best and work harder, and they have their family and friends to help. The author organized every thing from scratch, he showed how she started and how she was afraid, even how her family helped her and showed her how to start business. This whole story was in order, the author made the girl turn out successful and anyone can turn out successful just the way she did.
Annotation:

Score 2
The response shows some understanding of implicit key ideas, e.g., *(that there is no fear by trying to become who they want to be).* While this is a logical and accurate conclusion based on the text, the response does not provide an explicit text-based reference to reinforce the assertion. The reader could have more specifically discussed why the author was afraid, how she perceived criticism, and how she overcame her fears. The response demonstrates accurate but limited understanding of the text.

SAMPLE #6:

Something a young craftsperson could learn from is what people say. Some people have bad things to say about her designs and some have good things to say about them. For example, the craftsperson made hair sticks for her friends, they liked them. She tried selling them for $2.50 and it was a hit. She sold $500 worth of merchandise.

My connection is that I’m also a craftsperson. I make superheroes, cars but I’m still working on planes and making them fly and everything. The different types of heroes I make is at least all of them. The favorite ones I made were Spiderman, Batman, Superman, Fantastic Four and of course Ironman. Spiderman just made the costume and put him on a string and swing him around. Batman was simple and so was Superman and the Fantastic Four. I just had to make the costume. Superman, I had to make the costume and put tape over it because he’s invincible. Fantastic Four, I made the Human Torchy. The invisible
In conclusion, being a craftsperson, you can learn a lot. You either make stuff for yourself or get paid to do it.

Annotation:
Score 2
The response provides explicit text-based references, e.g., (made hair sticks for her friends, they like them. She tried selling them) to demonstrate what a young craftsperson could learn from the story, but these are not reinforced with implicit interpretation of the text. The reader attempts to provide a connection to a personal experience, but the analogy only weakly relates to the story. Both are craftsmen, but the reader fails to provide any comparison to the author of the passage. All the reader provides is a discussion of the superheroes he designs. The reader demonstrates only limited understanding of the text.

Sample #7:
I think that a young person should be happy to start a new business so they can do something they like even boys can start a business so when you grow up you could do something you like so you want you to be on the streets when you grow up it's good to start a business that you like to do. If you really think about it business is really fun if you know how to run a good business it will be fun if you do it with your family then it will really be even funner. I think I will want to become a business owner one when I grow up.

Annotation:
Score 1
The response, although logically based on the text, does not offer any key implicit text-based concepts, and there is no explicit supporting evidence to indicate a greater understanding. The reader demonstrates little understanding of the text.
SAMPLE #8:

A young craftsman could learn by how the author organized her business. They could get help from their family or friends. They could help their customers make a good business.

Annotation:
Score 1
There is no attempt to provide an implicit text-based interpretation. The reader uses some explicit text-based ideas, but the response is insufficient to show that criteria are met. The response demonstrates little understanding of the text.

SAMPLE #9:

I think they can learn how to start

Annotation:
Score 0
The reader’s response is absent.

SAMPLE #10:

once I went to California. We saw the ocean and the big trees. It was a enjoyable vacation. I hope I can go there again because I am older with my sister.

Annotation:
Score 0
The reader’s response does not address the task.

Appendix B: Resources


Angelillo introduces the reader to a new way of thinking about writing about reading. She shows the reader how to teach students to manage the thinking and questioning that precedes students' ability to put pen to paper. Writing About Reading offers teachers ways to have students write about their reading that builds their comprehension of what they read. Angelillo demonstrates how students' responses to reading can start in conversation or read-aloud. They lead to thinking that is guided by literary criticism, as the students reflect deeper into text analysis.

The Reading Zone shows the reader how to help children become skilled, passionate, habitual, critical readers. This book allows the reader to listen to classroom conversations around books and reading. Atwell builds a portrait, through which the reader may witness wise teaching and see how to take children into books and help them live among the characters, to experience along with the author, and to construct a personally relevant understanding through passionate participation with the text. Atwell reminds the teacher readers that they have the power to take their students on this journey through reading and discourse.


The Art of Teaching Reading serves as a reminder of what matters most in the teaching of reading. Calkins asks the reader to “draw from all the reader knows, thinks, and believes in order to create something beautiful.” Calkins shares an inside view into several classrooms where exemplary literacy instruction of the highest order is in action. This book provides teachers with a way to guide their approach to the components of reading curriculum, including book talks, reading aloud, and thinking about reading.


**Chicago Public Schools Office of Literacy High Quality Literacy Instruction Handbook.** Chicago, IL, 2004.

The High Quality Literacy Instruction Handbook (Gold book) provides teachers with an opportunity to deepen their knowledge of the four components of the Reading Instruction Framework of the Chicago Reading Initiative in order to bring more consistency to literacy instruction within the schools in the district. This handbook provides strategies and useful explanations of the roles of the teacher and student for each component of balanced literacy.


Ten-year old India Opal Buloni describes her first summer in the town of Naomi, Florida, and all the good things that happen to her because of her big ugly dog Winn-Dixie.


Harvey and Goudvis have created a resource for the teacher who is looking to explicitly teach thinking strategies so that students become engaged, thoughtful, and independent readers. Many new strategies that work include comprehension lessons and extending background knowledge that is vital in understanding text. Content literacy is described with application comprehension strategies that cut across the curriculum. This text includes a wealth of appendices that teachers may access for children’s book titles of differing genres, magazines, websites, and journals that will assist teachers as they design and implement comprehension instruction to their students.

Holt and Bell introduce the teacher to book clubs, literature response groups, literature discussion groups, and literature circles in which children are deeply engaged with good books. The article highlights a school where teachers work to help children build reading lives that support good talk around good books. The classrooms described participate in open and lively conversations where the teacher challenges students to participate in classroom discourse about their reading.


Keene's book contains assessments and rubrics developed with significant help from Anne Goudvis, with input from teachers and staff developers. This resource comprises an extensive reading comprehension assessment tool that examines how students think when they read. Assessing Comprehension Thinking Strategies provides a way to document a student's thinking process and score it, using procedures and methods that monitor growth in understanding. This resource allows teachers to differentiate instruction to meet the needs of the multi-ability students in the classroom.


Mosaic of Thought proposes a new instructional paradigm that is focused on in-depth instruction of strategies that are used by proficient readers. The reader is taken beyond the traditional classroom into literature-based, workshop-oriented classrooms. The teacher is shown a portrait into how instruction looks in dynamic literature-rich reader's workshops. Teachers will learn how students can connect their reading to their background knowledge, create sensory images, ask questions, draw inferences, determine what's important, synthesize ideas, and solve problems that will enable them to construct a rich mosaic of meaning.


Lloyd takes the reader through a series of activities that the teacher may use to model the read-aloud and guide the student to learn reading strategies and have student-driven conversations that will "take off" with questioning in literature circles. The author illustrates the process of the gradual release of responsibility model with the reader and how that can look in the literacy classroom as a springboard for student talk.


This text assists teachers who instruct students who have literacy difficulties. It illustrates a balanced view of reading instruction for literacy educators.

Story discussion in the primary grades is often comprised of literature discussion groups or literature circles. This article explores how teachers can use a balance of explicit teaching on how students may participate in story discussion and techniques of authentic dialogue. This article shows teachers how to help students participate in meaningful discussion of literature.


Reading with Meaning is a comprehension strategies guide for teachers of primary-age children. It provides techniques for modeling thinking, gives specific examples of modeled strategy lessons for inferring, asking questions, making connections, and synthesizing information. Reading with Meaning shows the teacher how to teach children to make their thinking visible through oral and/or written responses to literature. Miller demonstrates ways for teachers to develop book clubs as a way for children to share their thinking, leading to rigorous classroom discourse and greater comprehension.


Conversation sparks when students use a strategy called "Say Something". Moran and Carson demonstrate for the reader how, through the read-aloud, the teacher reads then pauses to allow children to say something about what they read/heard. The comments students make are called "conversation sparks". Students are pushed to make various types of comments that include predictions, questions, connections, clarifications, and inferences. All these "sparks" lead children to increased comprehension of text.


Comprehension Through Conversation is a practical guide to comprehension, conversation, and collaboration. The authors invite the reader to listen in on reading workshops where purposeful book talk leads students to deeper understanding of fiction, nonfiction, and the world beyond. Nichols shows specific ways that teachers may use conversation to scaffold bridges of prior knowledge to more advanced reading skills and techniques as well as to big ideas such as theme. She begins with the read-aloud to spark discussion, which leads to suggestions for units of study that support children as they read progressively more complex texts and ultimately build toward fully independent reading and thinking.


Comprehension Strategies is designed to be a desktop reference that teachers can use as needed to teach specific student-friendly strategies in literacy. The CD-ROM provides chart ideas that assist the teacher in explaining the strategies being addressed. This book guides the teacher in teaching comprehension to all learners.

The Illinois State Board of Education has presented “Questions & Answers Concerning the Illinois State Achievement Test (ISAT) Reading Assessment” to teachers regarding information about Reading Extended Response Rubric, aspects of a student response, and links to further information about reading literacy instruction.


This powerful novel by Newberry Medal-winning author Jerry Spinelli has much to say about the perils of popularity ---and the thrill and inspiration of first love.


Describes an alternative procedure to DRA – The Directed Reading –Thinking Activity.


Content Area Reading provides strategies and best practices to include in a standards-based curriculum. This reference assists the educator in planning a balanced literacy classroom.


Seven Keys to Comprehension is a resource book for teachers and parents to use with their students and children. It provides seven keys that the user can try out to turn the task of reading into a rewarding adventure for any age or grade level child. This book demystifies reading and gives practical advice on how the reader can help children understand and love reading. It reveals why basic activities like reading to a child and sharing the reader's thoughts about what is read creates the solid foundation needed to build an avid reader who will grow to love reading.