

3-5 Grade Band

Benchmark: [CCSS.ELA-Literacy.RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

DOK Level: Level 1

Passage:

Coles, Robert. *The Story of Ruby Bridges*. Illustrated by George Ford. New York: Scholastic, 1995. (1995)

Ruby Bridges was born in a small cabin near Tylertown, Mississippi. "We were very poor, very, very poor," Ruby said. "My daddy worked picking crops. We just barely got by. There were Common Core State Standards for english language arts & literacy in history/social studies, science, and technical subjects appendix B | 58 times when we didn't have much to eat. The people who owned the land were bringing in machines to pick the crops, so my daddy lost his job, and that's when we had to move. "I remember us leaving. I was four, I think." In 1957, the family moved to New Orleans. Ruby's father became a janitor. Her mother took care of the children during the day. After they were tucked in bed, Ruby's mother went to work scrubbing floors in a bank. Every Sunday, the family went to church. "We wanted our children to be near God's spirit," Ruby's mother said. "We wanted them to start feeling close to Him from the start." At that time, black children and white children went to separate schools in New Orleans. The black children were not able to receive the same education as the white children. It wasn't fair. And it was against the nation's law. In 1960, a judge ordered four black girls to go to two white elementary schools.

Three of the girls were sent to McDonogh 19. Six-year-old Ruby Bridges was sent to first grade in the William Frantz Elementary School. Ruby's parents were proud that their daughter had been chosen to take part in an important event in American history. They went to church. "We sat there and prayed to God," Ruby's mother said, "that we'd all be strong and we'd have courage and we'd get through any trouble; and Ruby would be a good girl and she'd hold her head up high and be a credit to her own people and a credit to all the American people. We prayed long and we prayed hard." On Ruby's first day, a large crowd of angry white people gathered outside the Frantz Elementary School. The people carried signs that said they didn't want black children in a white school. People called Ruby names; some wanted to hurt her. The city and state police did not help Ruby. The President of the United States ordered federal marshals to walk with Ruby into the school building. The marshals carried guns. Every day, for weeks that turned into months, Ruby experienced that kind of school day. She walked to the Frantz School surrounded by marshals. Wearing a clean dress and a bow in her hair and carrying her lunch pail, Ruby walked slowly for the first few blocks. As Ruby approached the school, she saw a crowd of people marching up and down the street. Men and women and children shouted at her. They pushed toward her. The marshals kept them from Ruby by threatening to arrest them. Ruby would hurry through the crowd and not say a word.

From THE STORY OF RUBY BRIDGES by Robert Coles. Copyright © 1995 by Robert Coles. Used by permission of Scholastic Inc.

Students read Robert Coles's retelling of a series of historical events in The Story of Ruby Bridges. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school. [RI.3.3]

1. What effect did Ruby going to school have on the crowd that gathered around the school on her first day?

- a) The staff protested and marched out of the school.
- b) The police escorted her to the class.
- c) **Men, women and children shouted at her.**
- d) Everyone clapped as she walked in.

Rationales:

a	This answer would be incorrect because it is not mentioned in the text.
b	Although, it mentions that the police escorted her, this is not a direct effect on the crowd.
c	This is the correct answer. In the text it says "Men and women and children shouted at her."
d	This answer would be incorrect. Based on the text, it was a hostile environment and the crowd was not happily or excited.

Benchmark: [CCSS.ELA-LITERACY.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

DOK Level: DOK Level 2

Passage:

Carroll, Lewis. Alice's Adventures in Wonderland. Illustrated by John Tenniel. New York: William Morrow, 1992. (1865) From Chapter 1: "Down the Rabbit-Hole"

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?' So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her. There was nothing so VERY remarkable in that; nor did Alice think it so VERY much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually **TOOK A WATCH OUT OF ITS WAISTCOAT-POCKET**, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge. In another moment down went Alice after it, never once considering how in the world she was to get out again.

2. Based on the text, How did Alice react after the Rabbit passed by her saying "Oh dear! Oh dear! I shall be late! And took out the watch out.

- a) She didn't seem bothered or interested.
- b) burning with curiosity, she ran across the field after it.**
- c) She continued reading the book with her sister.
- d) She was frightened and ran away.

Rationales:

a	This would be incorrect and this answer is not supported by the text.
b	Choice is the correct answer. This is mentioned in the text that she ran after the rabbit and jumped into the rabbit hole.
c	This answer would be incorrect. She was peaking at the book her sister was reading

	at the beginning of the story.
d	This answer would be incorrect. The text mentions that she was intrigued and burned with curiosity which led her to chase the rabbit.

Selected Response Template

Benchmark: [CCSS.ELA-Literacy.L.5.5](#) (standard) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-Literacy.L.5.5a](#) (benchmark) Interpret figurative language, including similes and metaphors, in context.

DOK Level: DOK Level 2

Passage:

Dickinson, Emily. "A Bird Came Down the Walk." The Complete Poems of Emily Dickinson. Boston: Little, Brown, 1960. (1893)

A Bird came down the walk—

He did not know I saw;
He bit an angleworm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
That hurried all abroad—
They looked like frightened beads, I thought—
He stirred his velvet head —

Like one in danger; cautious,
I offered him a crumb,
And he unrolled his feathers

And rowed him softer home

Than oars divide the ocean,
Too silver for a seam,
Or butterflies, off banks of noon,

Leap, splashless, as they swim.

3. Based on the poem, which line below would be an example of a simile as used in the text?

- a) I offered him a crumb
- b) He glanced with rapid eyes
- c) Or butterflies, off banks of noon,
- d) **They looked like frightened beads, I thought**

Rationales:

a	This response is incorrect. This does not describe a simile using the words like or as.
b	This response is incorrect. Although the eyes are being described as rapid eyes. There is no comparison in this sentence.
c	This would be incorrect. This does not describe a simile using the words like or as.
d	This is correct. The eyes are being compared to frightened beads.

Constructed Response Template

Benchmark: [CCSS.ELA-Literacy.W.4.1](#) (standard) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [CCSS.ELA-Literacy.W.4.1a](#) (benchmark) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

DOK Level: DOK Level 3

Passage:

Burnett, Frances Hodgson. *The Secret Garden*. New York: HarperCollins, 1985. (1911) From "There's No One Left"

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her her own way in everything, because the Mem Sahib would be angry if she was disturbed by her crying, by the time she was six years old she was as tyrannical and selfish a little pig as ever lived. The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months, and when other governesses came to try to fill it they always went away in a shorter time than the first one. So if Mary had not chosen to really want to know how to read books she would never have learned her letters at all.

One frightfully hot morning, when she was about nine years old, she awakened feeling very cross, and she became crosser still when she saw that the servant who stood by her bedside was not her Ayah.

"Why did you come?" she said to the strange woman. "I will not let you stay. Send my Ayah to me."

The woman looked frightened, but she only stammered that the Ayah could not come and when Mary threw herself into a passion and beat and kicked her, she looked only more frightened and repeated that it was not possible for the Ayah to come to Missie Sahib.

There was something mysterious in the air that morning. Nothing was done in its regular order and several of the native servants seemed missing, while those whom Mary saw slunk or hurried about with ashy and scared faces. But no one would tell her anything and her Ayah did not come. She was actually left alone as the morning went on, and at last she wandered out into the garden and began to play by herself under a tree near the veranda. She pretended that she was making a flower-bed, and she stuck big scarlet hibiscus blossoms into little heaps of earth, all the time growing more and more angry and muttering to herself the things she would say and the names she would call Saidie when she returned.

- 4. Based on the text, How would you describe Mary as a character based on how she was raised up to this point in the text? Why did she behave the way she did towards others? Use evidence from the text to support your answer.**

Response Area:

According to the text Mary was “the most disagreeable-looking child ever seen”. Her parents were not involved in her upbringing. Her father was always working and the mother was too busy attending parties. Mary was ultimately raised by the servants and staff. “By the time she was six years old she was as tyrannical and selfish a little pig as ever lived”. One could say, that Mary felt rejected by her family and by throwing temper tantrums, this was her way to show that she craved love and attention.

Scoring Rubric and Exemplar

Rubric:

2	A score of two indicates that the student has demonstrated a thorough understanding of the writing or reading concept embodied in the question. The student response is clear and complete, follows a logical order, and is grammatically correct. The response may contain minor errors in grammar, spelling, or punctuation.
1	A score of one indicates that the student has provided a response that is only partially correct. For example, the student may arrive at an acceptable conclusion or provide an adequate interpretation, but may demonstrate some misunderstanding of the underlying concepts. Conversely, a student may arrive at an unacceptable conclusion or provide a faulty interpretation, but could have applied appropriate and logically sound concepts. The response may contain several grammar, spelling, or punctuation errors.

0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the reading or writing concept. The student's response may be uninterpretable, lack sufficient information to determine the student's understanding, or contain clear misunderstandings of the underlying concepts. The response may contain many errors in grammar, spelling, or punctuation.
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Exemplar:

2	This response gives sufficient evidence of the ability to describe a character in a text and use opinions to state a claim.. It assesses the validity of the reasoning and provides sufficient evidence to support their response with clear relevant information. It states an opinion and supplies reasons to support the opinion.
1	This response gives limited evidence of the ability to use to describe a character in a text. It does not provide sufficient evidence to support their response with clear relevant information. It states an opinion but with limited reasoning to support the opinion.

No 0-point exemplar is required.