



**Grade 3**

**Think Smart  
for Smarter Balanced Assessments**

# **Unit Assessments**



**Assessing the California  
Common Core State Standards**



Read the passage. Then answer the questions.

## Kara's Talent Show

"Kara's neighborhood was filled with many children her age. She knew everyone on her street. She also knew how talented many of them were.

She could hear her neighbor Joanne playing her guitar every afternoon when they got home from school. Kara loved it when Joanne played her favorite country song. If she listened carefully after dinner, she could hear Tommy, practicing the piano for hours at a time. He could play many songs without even needing sheet music. Sylvia had a magnificent singing voice. Everyone said that with such a wonderful talent, she was sure to be a star someday.

Mark knew how to do magic tricks. He would leave you guessing every time he performed a trick. Benny could juggle. He would dress up like a clown and practice juggling in his backyard.

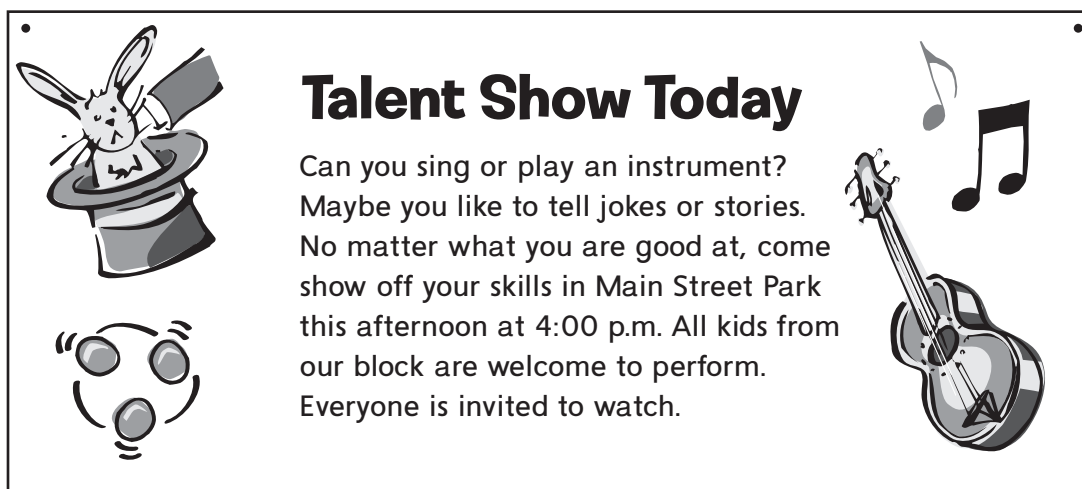
"There is so much talent right on this street," said Kara to her mother. "I wish everyone could see and hear all the great things I get to experience just living here."

"Have you ever thought about setting up a talent show?" her mother said.

"You should have a talent show so all the kids can show off what they can do."

"That is a great idea, Mom," Kara said. Soon Kara was thinking about how to spread the word about the talent show.

To let her friends know about the show, Kara decided she would make some posters. She got busy right away. She made big, colorful posters to attract as many people as possible. After she decorated her posters, she hung them up all around her neighborhood. Soon, everyone was talking about what they were going to do at the show. Here is what one of her posters looked like:



Kara was pleased that everyone wanted to be in her talent show. But she couldn't help feeling a little sad. "I wish I had a talent so I could be in the show, too," she told her mother.

Her mother smiled. "I think you will discover something about yourself by the end of the day," she said.

Kara went to the park a little early and set up a small stage for the performers. Everyone brought chairs and blankets to sit on in the cool grass. Soon it was time to begin. One by one, Kara's friends performed. The audience was all ears and applauded loudly after each act. When it was over, everyone told Kara how wonderful her talent show was.

"What a success your show was, Kara," said her mother as they walked home. "And I think we have discovered what your talent is!"

**1** Read the sentence from the passage.

If she listened carefully after dinner, she could hear Tommy, practicing the piano for hours at a time.

What does carefully mean?

- ☐ (A) to care for others
- ☐ (B) in a careful way
- ☐ (C) to be cared for
- ☐ (D) without care

**2** The illustration is important to the passage. In the boxes below, draw lines and match what the illustration's pictures show the reader and what the words tell the reader.

the talents the kids might have

why Kara is holding a talent show

The pictures show:

what people can learn

The words tell:

what Kara looks like

who should come to the show

who is interested in the show

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 3** Look at the illustration of Kara’s poster. How does her poster help make the talent show such a success? Support your answer with details from the passage.

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- 4** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which **best** describes why Kara feels sad before the talent show?

- (A)** The show was hard to set up, and she was not prepared.
- (B)** She would like to be able to perform in the show along with her friends.
- (C)** She finds out that her friends think they are too good for the show.
- (D)** The people from her neighborhood decide not to watch the show.

**Part B:** Which sentence from the passage **best** supports the answer in Part A?

- (A)** "Everyone said that with such a wonderful talent, she was sure to be a star someday."
- (B)** "'I wish everyone could see and hear all the great things I get to experience just living here.'"
- (C)** "To let her friends know about the show, Kara decided she would make some posters."
- (D)** "'I wish I had a talent so I could be in the show, too,' she told her mother."

- 5** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which **best** describes the lesson of the passage?

- (A)** No one can do everything well.
- (B)** No one likes it when we show off.
- (C)** We should be friendly to everyone.
- (D)** We all have something special we can do.

**Part B:** Which sentence from the passage **best** supports the answer in Part A?

- (A)** "She knew how talented many of them were."
- (B)** "But she couldn't help feeling a little sad."
- (C)** "'That is a great idea, Mom,' Kara said."
- (D)** "'And I think we have discovered what your talent is!'"



**6** Read the sentences from the passage.

Kara was pleased that everyone wanted to be in her talent show. But she couldn't help feeling a little sad. "I wish I had a talent so I could be in the show, too," she told her mother.

Write the words that have almost the same meaning as the underlined words into the boxes below.

foolish

upset

sad

interested

pleased

worried

happy

surprised

**7** Read the sentence from the passage.

The audience was all ears and applauded loudly after each act.

What does "all ears" mean? Pick **two** choices.

- ☐ (A) paid attention
- ☐ (B) was not listening
- ☐ (C) listened very carefully
- ☐ (D) could not hear well
- ☐ (E) talked during the show

Read the passage. Then answer the questions.

## Wise Man

Long ago there was a wise man who lived in a village. The villagers came to the wise man with their problems. He always listened carefully and then gave help or advice. He found a way to solve every problem under the sun. In this way, the villagers came to count on the wise man.

Time went by, and the wise man grew old. The villagers began to worry. "The wise man will not live forever," they said. "Who will give us help and advice when he is gone?"

The villagers went to the wise man's house and explained their problem to him and the wise man listened carefully. Then he said, "I know how to solve this problem."

"Tell us what to do, wise man," the villagers said.

The wise man replied, "Several clever young men live in our village. Choose the three who are the cleverest. Send them to my house this evening. I shall put them to a test. The young man who passes the test will be the next wise man of the village."

"We will do as you say," said the villagers.

After the villagers left, the wise man went outside and whistled for his friend Nightingale. The bird flew from her nest in a tree beside the wise man's house and settled at his feet. "What do you want, Wise Man?" Nightingale asked.

"Tonight when the sky is dark, fly to a tree many miles from here," the wise man replied. "When you reach the tree, sing your saddest song. As you sing, say, 'Help me! I cannot find my way home!'"

"Is that all?" asked Nightingale.

"Not quite," the wise man said. "If a young man comes to help you, tell him where you live. If he offers to return you to your nest, go with him."

Nightingale was agreeable to her friend's plan. "I will do as you ask," she said.

The wise man went inside and prepared a large dinner. Soon, three young men appeared at his door. The wise man invited them inside. "We shall eat and talk so I can learn a little about each of you," the wise man said.

The young men thought this was the wise man's test for them. During the dinner they did their best to make clever remarks. When the dinner was over, the wise man invited the young men to stay for the night. He showed them to their rooms and said, "Meet me for breakfast at sunrise. I will tell you then who will become the next wise man."

At sunrise, only two young men joined the wise man for breakfast. "We will wait for our other friend," the wise man said.

Just then, the door to the house opened, and the third young man walked in. He looked worn out and sleepy.

"I am sorry that I am late," the young man said. "Last night, a nightingale's song woke me from my sleep. She was singing sadly because she could not find her way home. So I walked and walked until I found her. Just now I returned her to her nest beside this house."

The wise man smiled and said, "You have passed my test. You will be the next wise man."

His words puzzled the three young men. "Please explain," they said.

"All of you are clever, but a wise man must also be able to listen carefully when people explain their problems. Only then can he offer the best help and advice." The wise man added, "A man who is a servant to a nightingale's call for help is a good listener indeed."

- 8** Answer the question. Pick **two** choices to fill in the blanks in the sentence.

How do the villagers act toward the wise man?

The villagers \_\_\_\_ (1) \_\_\_\_ the wise man because he \_\_\_\_ (2) \_\_\_\_ them.

Which answer should go in blank (1)?

- ☐ (A) depend on
- ☐ (B) hide from
- ☐ (C) are jealous of

Which answer should go in blank (2)?

- ☐ (A) invites
- ☐ (B) helps
- ☐ (C) tests

- 9 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the **main** problem in the passage?

- Ⓐ A village must find a new wise man.
- Ⓑ A nightingale has lost her way home.
- Ⓒ A man must bring a bird back to her nest.
- Ⓓ A group of men must impress a wise man.

**Part B:** Which sentence from the passage **best** supports the answer in Part A?

- Ⓐ "He always listened carefully and then gave help or advice."
- Ⓑ "'Who will give us help and advice when he is gone?'"
- Ⓒ "'If a young man comes to help you, tell him where you live.'"
- Ⓓ "During dinner they did their best to make clever remarks."

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- 10** Explain why the wise man asks Nightingale to sing her saddest song. Support your answer with details from the passage.

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- 11** Read the sentences from the passage.

Nightingale was agreeable to her friend's plan. "I will do as you ask," she said.

The suffix *-able* means "is able" or "can do." Which answer choices use *-able* in the same way as agreeable? Pick **two** choices.

- (A)** cable
- (B)** dependable
- (C)** fixable
- (D)** stable
- (E)** table

**12** Read the paragraph from the passage.

The wise man went inside and prepared a large dinner. Soon, three men appeared at his door. The wise man invited them inside. "We shall eat and talk so I can learn a little about each of you," the wise man said.

Write the words that have almost the same meaning as the underlined words into the boxes below.

**13** Read the sentences from the passage.

Just then, the door to the house opened, and the third young man walked in. He looked worn out and sleepy.

What does sleepy mean?

- ☐ Ⓐ not sleeping
- ☐ Ⓑ needing to sleep
- ☐ Ⓒ one who sleeps
- ☐ Ⓓ refusing to sleep

- 14** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** How do the young men feel when the wise man announces the winner of the test?

- ☐ (A) angry
- ☐ (B) confused
- ☐ (C) nervous
- ☐ (D) tired

**Part B:** Which sentence from the passage **best** supports the answer in Part A?

- ☐ (A) "At sunrise, only two young men joined the wise man for breakfast."
- ☐ (B) "He looked worn out and sleepy."
- ☐ (C) "'I am sorry that I am late,' the young man said."
- ☐ (D) "His words puzzled the three young men."



Read the passages. Then answer the questions.

## Strange Science

Long ago, people thought living things could come from nonliving things. People saw worms in the soil after a rainstorm. They thought the worms came from water and dirt. People found rats in garbage. They thought the rats came from rotting food. These ideas may seem laughable today. Yet they made sense to people who lived long ago.

Some scientists did not believe ideas like these, so they did experiments. Francesco Redi was one of these scientists. In 1668, he tested the idea that flies come from meat. Why did people believe this? When meat was left out, worm-like creatures called maggots appeared. Soon they turned into flies. Redi did not believe the flies came from meat.

### Flies Come from Flies

For his experiment, Redi used three jars. Redi put some meat in each one. He left one jar uncovered. He covered the second jar with netting. He covered the third jar tightly. Then he waited to see what happened.

Before long, flies appeared. They laid eggs on the meat in the first jar and on the netting of the second jar, but they stayed away from the third jar. Soon Redi found lots of maggots on the meat. He found some on the netting. The covered jar had no maggots at all. In a few days, the maggots turned into flies.

Redi proved that flies do not come from meat. They come from eggs laid by other flies. When the eggs turn into maggots, the meat is their food.

### More to Prove

Redi's experiment helped to change people's minds, but only a little. He convinced many people that insects and bigger animals come from animal parents. However, people still thought tiny living things, such as germs, could come from nonliving things.

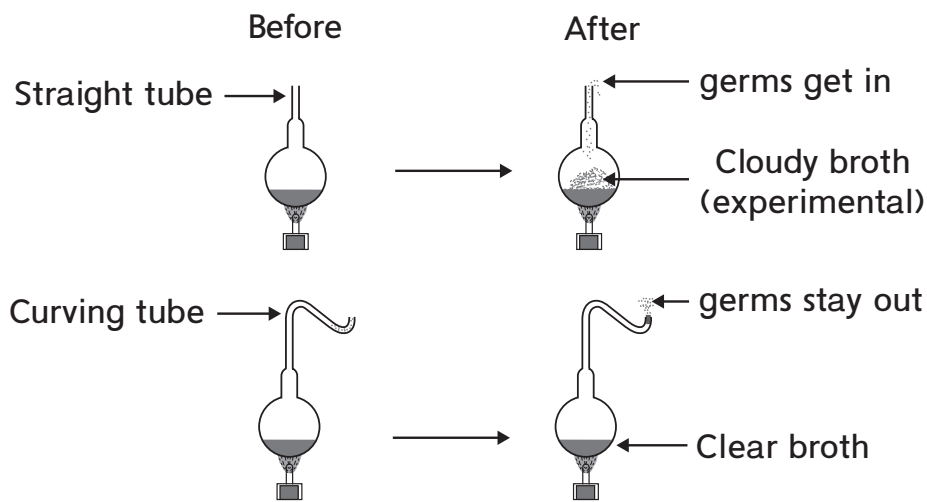
Two hundred years passed before another scientist put this idea to rest. His name was Louis Pasteur. He wanted to prove that germs come from other germs, not from nonliving things such as food. Pasteur's job was harder than Redi's in a way. Redi could see flies landing on meat to lay their eggs. Pasteur could not observe germs with his eyes alone.

### **Germs Make More Germs**

For his experiment, Pasteur poured soup broth into two glass bottles. Next, he boiled the broth to kill any germs that might be in it. Then he used heat to melt and shape the tops of the bottles. Pasteur made one top a straight, open tube. He turned and twisted the other one into an S shape. If tiny living germs were in the air, Pasteur thought, they could get into the bottle with the straight tube at the top. But the other bottle's curving tube would keep germs out.

Then Pasteur waited to see what would happen. In a few weeks, he noticed something. The broth in the first bottle was cloudy, but the broth in the second bottle was clear. He used a microscope to examine broth from each bottle. In the cloudy broth, he saw living germs, but there were no germs in the clear broth. Pasteur showed that germs came from other germs. The broth did not make the germs. The germs were living in the air. Some formed a small settlement in the broth. It became food for them, so they made more germs.

### Pasteur's Experiment



### Learning from Redi and Pasteur

Redi and Pasteur were special. They questioned old ideas that most people believed. They demonstrated that living things can come only from living things. They also showed us how to plan and carry out experiments. In this way, we have learned much about our world.

## John Audubon's Dream

John Audubon had many skills. He could swim, fence with a sword, dance, and play the violin. Surprisingly, his favorite interest was something much more calming. John liked painting birds.

### Enjoying the Birds

John lived with his family in France. When he was 18 years old, France's ruler began forcing men to join his army. To keep John safe, his father sent him to America.

Family friends welcomed John into their home at Mill Grove farm. For John, his new home was like a wonderful prize. He fished, hunted, and hiked through the woods. Often, he studied birds and drew them.

One summer, John spent hours watching a nest of phoebes, a medium-sized insect-eating bird, near a cave. John knew the birds flew south in the winter. He wondered if they returned home again in the spring. Curious, he decided to find an answer. John carefully tied a silver thread around the leg of each baby bird before it left the nest.

The next spring, John waited and watched for the phoebes. Soon, two birds returned to the cave. They were wearing silver threads that gave John his answer.

### A One-of-a-Kind Job

When John grew older, he married a woman named Lucy. She shared his respect for nature and admired his art. They traveled west where many new settlements were growing. To earn a living, John opened a store.

However, John soon discovered he did not like being a store-owner. In time, he chose a much different job. He wanted to draw and paint all the birds of America. At that time, there were no cameras to take pictures. People depended on an artist's drawing to record a likeness.

**Bringing Birds to Life**

John planned to add something special to his work. His paintings would give information about a bird's life, too. They would show things like the trees where birds lived or the foods the birds ate. To make his drawings more exact, John took field notes to help him remember details.

For years, John spent much time in the forests and woods. He hiked along rivers and through marshes. He studied birds wherever he found them.

When John painted, he created life-sized birds. He paid close attention to each line and color. For example, after John painted a bird's wing, he rubbed it with a cork. The cork made the paint glitter like shiny feathers.

At last, in 1862 John set out to have his paintings printed in a book. No one in America had the machines to do the job, so John traveled to London. When people saw his paintings, they considered him a master. In the end, his book, *Birds of America* showed 489 kinds of birds.

Today, people still admire John's paintings. They offer a close-up look at many birds. Scientists also use John's "thread" trick. They tie bands on the legs of birds to track how they travel. Thanks to John, people can better understand the lives of these feathered animals.

**Answer these questions about “Strange Science.”**

- 15** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence **best** explains what the passage is about?

- (A)** Scientists named Redi and Pasteur proved that the old ideas people believed were right.
- (B)** Redi and Pasteur were scientists who showed that life cannot come from things that are not alive.
- (C)** Most people believed that animals such as rats and flies came from garbage and soil.
- (D)** Most people did not think it was a good idea to support the experiments on animals.

**Part B:** Which sentence from the passage **best** supports the answer in Part A?

- (A)** “They thought the worms came from water and dirt.”
- (B)** “Some scientists did not believe ideas like these, so they did experiments.”
- (C)** “When meat was left out, worm-like creatures called maggots appeared.”
- (D)** “They demonstrated that living things can come only from living things.”

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 16** Explain why the author writes the section “More to Prove” **after** the section “Flies Come from Flies.” Use details from the passage to support your answer.

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- 17** Read the sentence from the passage.

Some formed a small settlement in the broth.

What word has the **same** root as settlement?

- (A)** judgment
- (B)** kettle
- (C)** settler
- (D)** apartment

**Answer these questions about “John Audubon’s Dream.”**

- 18** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the main idea of the section “A One-of-a-Kind Job”?

- (A)** John met a woman who had many of the same interests as he did.
- (B)** John needed money so he decided to move west and buy a shop.
- (C)** John was not happy with his work so he decided to become an artist.
- (D)** John liked watching birds but he could not find a way to photograph them.

**Part B:** Which sentence from the passage **best** supports the answer in Part A?

- (A)** “She shared his respect for nature and admired his art.”
- (B)** “To earn a living, John opened a store.”
- (C)** “He wanted to draw and paint all the birds of America.”
- (D)** “At that time, there were no cameras to take pictures.”



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- 19** Explain John's method for tracking birds. Use details from the passage to support your answer.

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- 20** Read the sentences from the passage.

At the time, there were no cameras to take pictures. People depended on an artist's drawing to record a likeness.

The word likeness includes the root word *like*. What does likeness **most likely** mean?

- (A)** an object that is painted by an artist
- (B)** technology that allows people to see better
- (C)** something that looks similar to something else
- (D)** a way to help someone learn something

- 21** Now answer this question about “Strange Science” and “John Audubon’s Dream.”

In the passages “Strange Science” and “John Audubon’s Dream” you learned about three men who were curious about their environments. Their curiosity shaped their work and led them to discover new things. Explain the order of this curiosity and how these men were led into their work. Be sure to use evidence from both passages to support your explanation.

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**Read the passage below. Choose the word or words that correctly complete the sentences.**

One Saturday, Grandma and Lucy \_\_\_\_ (1) \_\_\_\_ the mall. They went to a store to buy a sweater. “Which one do you like best?” Grandma asked Lucy.

Lucy picked up a green sweater with a round neckline. “I like this color, but it is not a turtleneck,” she said. “A turtleneck \_\_\_\_ (2) \_\_\_\_ me warm next winter.”

“That color \_\_\_\_ (3) \_\_\_\_ your green eyes,” added Grandma.

Lucy looked at some turtlenecks and \_\_\_\_ (4) \_\_\_\_ a green one. Then she \_\_\_\_ (5) \_\_\_\_ it on. It was too small.

“I guess I can’t have a green turtleneck,” Lucy sighed.

“Yes, you can,” Grandma replied. “I am going to knit one for you. It will be one of a kind, just like you.”

**22** Which answer should go in blank (1)?

**(A)** seeing

**(C)** visited

**(B)** feels

**(D)** will believe

**23** Which answer should go in blank (2)?

**(A)** kept

**(C)** keeps

**(B)** will keep

**(D)** was keeping

**24** Which answer should go in blank (3)?

**(A)** match

**(C)** do match

**(B)** matches

**(D)** are matching

**25** Which answer should go in blank (4)?

**(A)** picks

**(C)** picked

**(B)** picking

**(D)** pick

**26** Which answer should go in blank (5)?

**(A)** tryed

**(C)** tryied

**(B)** tryd

**(D)** tried

Read the passage. Then answer the questions.

## My Uncle Dan

(1) My Uncle Dan is a nature writer. (2) He explores wild places. (3) He writes a book about each place. (4) One of his books won a prize. (5) Uncle Dan felt very proud.

(6) Every summer I take a trip with Uncle Dan. (7) I enjoy our trips together. (8) Last summer we traveled to Arches National Park in Utah. (9) There is no place like it in the world! (10) It is filled with all kinds of life. (11) There were lizards, squirrels, and eagles. (12) Wildflowers bloomed beside the paths. (13) Uncle Dan took a picture of me on a huge rock. (14) My picture will be in his next book.

- 27** Which sentence contains a present-tense verb?
- (A) Sentence 3                      (C) Sentence 8  
(B) Sentence 4                      (D) Sentence 14
- 28** What is the **best** way to combine sentences 2 and 3?
- (A) He writes a book, he explores wild places.  
(B) He explores wild places, writes a book about each place.  
(C) He explores wild places and writes a book about each place.  
(D) He writes about each wild place, and he explores each place.
- 29** Which sentence contains a past-tense verb?
- (A) Sentence 3                      (C) Sentence 7  
(B) Sentence 5                      (D) Sentence 9
- 30** How can sentence 11 **best** be written with an action verb?
- (A) Lizards, squirrels, and eagles were there.  
(B) Seen were lizards, squirrels, and eagles.  
(C) We saw lizards, squirrels, and eagles.  
(D) Lizards were there, and squirrels and eagles.
- 31** Which sentence contains a future-tense verb?
- (A) Sentence 11  
(B) Sentence 12  
(C) Sentence 13  
(D) Sentence 14



## Opinion Performance Task

### Task:

Your class has learned about how different animals can be from each other and how people study them. Now your class is creating a website about the most interesting and unique, or different, animals. You have been asked to write an article for the website about the most unique animal. Before you decide what you will write, you read two sources that provide information about unique animals and how people try to observe and study them.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an opinion article for your class website.

In Part 2, you will write your article using information from the two sources.

### Directions for Part 1

You will now look at two sources. You can look at either of the sources as often as you like.

### Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

## Source #1: A Big Underwater Mystery

Long ago, sailors told stories about a sea monster in the deep ocean. It had huge arms that looked like snakes. If ships disappeared, sailors blamed the sea monster.

As years passed, some of these strange “sea monsters” washed up on ocean shores. After spending their lives deep in the ocean, their large bodies eventually drifted to land. Curious scientists began studying the bodies. They realized the “sea monsters” were giant squids.

### A Hidden Home

The giant squid does not attack boats, but it does live in deep seas. It swims far below the surface where little light reaches. Its cold, dark home hides the squid well. This is why it is difficult to learn its secrets.

### Understanding Body Clues

However, studying the squid’s body did give scientists some clues. For example, the squid has big eyes. They are the size of dinner plates. With such eyes, the squid can see well in the dark. It can skillfully hunt for fish.

The scientists also looked at the squid’s head, called a mantle. It has strong muscles. That means the squid can swim fast. The mantle also has fins to help the squid through the water. Last of all, the mantle has a sharp beak, or mouth. In a flash, the squid can bite a fish into small pieces.

The squid’s arms offered hints about its life, too. It has eight arms and two feeding arms, or tentacles. The tentacles are very long. They can shoot out like a net. With them, a sneaky squid can catch a fish that is 30 feet away.

### Spying on the Squid

Scientists wanted to know more about the interesting creature. One man, Clyde Roper, tried a new trick. He placed some special cameras on some



sperm whales. The whales live in the same deep waters as squids. Roper hoped the cameras might record a squid. Instead, the movies just showed how whales feed.

Next, Roper put a camera on a small machine. From a boat, he guided the machine with a computer. The machine dove down 2,400 feet. However, it did not find a squid.

### **Success at Last**

A woman named Edith Widder had another idea. She thought about the squid's big eyes. Perhaps the camera's bright lights frightened the squid away. To fix that problem, she made a camera that used a dim red light.

Widder and some other scientists tried her new camera. They lowered the machine deep into the sea. On their second try, they watched a squid swim toward the camera. Its legs opened wide and grabbed the machine. Since that time, other cameras have also recorded the squid.

Scientists are excited. Viewing the squid in its own home offers the best information. For instance, they saw one squid's skin change colors. By using their machines, scientists hope they will discover many more of the squid's mysterious secrets.

## Source # 2: An Uncommon Treasure

A thousand years ago, people in China sent the leader of Japan a gift. The unusual present was two giant panda bears. The animals only live in China, so few people had ever seen them.

Americans did not meet their first panda until 1936. A woman, Ruth Harkness, visited China. Some explorers helped her find a cub. She brought the bear to a zoo in our country. People fell in love with the black and white bear.

### A Snowy, Cold Home

Pandas make their home in the mountains of China. Bamboo trees grow on the hills. In the winter, snow covers the ground. Pandas like to wander through the thick, cold forests. Usually, they live alone.

### An Animal in Danger

Over the years, some people hunted pandas. The people sold their furs for money. Slowly, the number of pandas dropped. At last, China passed laws to stop hunters. However, few pandas were left.

### A Peek at Panda Life

People wanted to be sure that pandas survived. Because of this, certain zoos started to raise pandas. Today, about 300 pandas live in zoos.

The zoo pandas give scientists a chance to closely study the bears. One zoo did tests to see what kind of bamboo pandas like best. Bamboo is a plant that is the panda's main food. They have an extra thumb that helps them hold the branches as they eat.

The pandas munched their zoo lunch for about 16 hours a day. Their favorite choice was arrow bamboo. The scientists hope the information they learn from zoo pandas can help wild pandas.

### Protected Places

In China, reserves provide a safe home for pandas. Reserves are large areas of land set aside for animals. In the reserves, the scientists take care of pandas that need help. For example, they raise cubs without mothers.

**GO ON →**

Scientists also study the reserve's pandas. For one project, scientists looked at how far pandas travel to eat. To do this, the scientists put special collars on certain bears. The collars gave off signals, so the scientists could see where the bears went.

The scientists learned that pandas often ate their food in one small area. Horses in the reserves ate bamboo in that place, too. Scientists realized the bears might not have enough food.

### **Into the Wild**

One man, George Schaller, wanted to study pandas in their mountain home. For several years, he tracked pandas in the forests. He measured how much bamboo they ate. In two years, he only saw a panda 16 times. The shy creatures hid well.

Schaller discovered one sad problem. People were hunting pandas. Because of his findings, China put more force into laws guarding the bears.

Today, about 1600 pandas live in the mountains of China. Scientists continue to study them in different ways. They hope their new knowledge will help the number of pandas grow.

- 1** Read the ideas from the sources. Draw lines and match the ideas with the supportive details.

Animals' bodies are different in ways that help the animals.

Some animals can be very hard to find.

Squid have big eyes that help them see in the dark.

Pandas have an extra thumb that helps them hold bamboo to eat.

Pandas live alone in the mountains.

Squid live in dark, deep places.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 2** Source #1 discusses ways that people have tried to learn more about squid. Explain how the information in Source #2 adds to the reader's understanding of how people can learn about different animals. Give **two** details from Source #2 to support your explanation.

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- 3** Explain why people want to observe animals in the wild. Why would this be helpful? Give **two** examples, one from Source #1 and one from Source #2. For each reason, include the source title or number.

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**Directions for Part 2**

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. First, read your assignment and the information about how your article will be scored. Then begin your work.

**Your Assignment:**

Your class is creating a website about interesting animals. You have been asked to write an article about an animal that is special in some way. The article will be posted on the class website for students, parents, and teachers to read.

Your assignment is to use the information from the sources to write an article. The article should explain how one of the animals you learned about is special and different from other animals. You should also explain why the animal you chose is especially interesting. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

**REMEMBER: a well-written opinion article**

- has a clear opinion
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details or facts from the sources to support your opinion
- puts the information from the sources in your own words, except when using direct quotations from the sources
- gives the title or number of the source for the details or facts you included
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

**Now begin work on your opinion article.** Manage your time carefully so that you can plan, write, revise, and edit the final draft of your opinion article. Write your response on a separate sheet of paper.



# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Suffixes: -ly	L.3.4b	DOK 2
2	see below	Text Features: Illustrations	RL.3.7	DOK 3
3	see below	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 3
4A	B	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 3
4B	D	Character, Setting, Plot: Problem and Solution/Text Evidence	RL.3.3/ RL.3.1	DOK 3
5A	D	Lesson/Moral	RL.3.2	DOK 3
5B	D	Lesson/Moral/Text Evidence	RL.3.2/ RL.3.1	DOK 3
6	see below	Synonyms	L.3.4a	DOK 2
7	A, C	Figurative Language: Idioms	RL.3.4	DOK 2
8	A, B	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 3
9A	A	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 3
9B	B	Character, Setting, Plot: Problem and Solution/Text Evidence	RL.3.3/ RL.3.1	DOK 3
10	see below	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 3
11	B, C	Suffixes: -able	L.3.4b	DOK 2
12	see below	Synonyms	L.3.4a	DOK 2
13	B	Suffixes: -y	L.3.4b	DOK 2
14A	B	Point of View	RL.3.6	DOK 3
14B	D	Point of View/Text Evidence	RL.3.6/ RL.3.1	DOK 3
15A	B	Main Idea and Key Details	RI.3.2	DOK 3
15B	D	Main Idea and Key Details/Text Evidence	RI.3.2/ RI.3.1	DOK 3
16	see below	Text Structure: Sequence	RI.3.8	DOK 3
17	C	Root Words	L.3.4c	DOK 2
18A	C	Main Idea and Key Details	RI.3.2	DOK 3
18B	D	Main Idea and Key Details/Text Evidence	RI.3.2/ RI.3.1	DOK 3
19	see below	Text Structure: Sequence	RI.3.8	DOK 3
20	C	Root Words	L.3.4c	DOK 2

Question	Correct Answer	Content Focus	CCSS	Complexity
21	see below	Compare Across Texts	W.3.8	DOK 4
22	C	Action Verbs	L.3.1a	DOK 1
23	B	Future-Tense Verbs	L.3.1e	DOK 1
24	B	Present-Tense Verbs	L.3.1e	DOK 1
25	C	Past-Tense Verbs	L.3.1e	DOK 1
26	D	Past-Tense Verbs	L.3.1e	DOK 1
27	A	Present-Tense Verbs	L.3.1e	DOK 1
28	C	Combining Sentences with Verbs	L.3.1a	DOK 1
29	B	Past-Tense Verbs	L.3.1e	DOK 1
30	C	Action Verbs	L.3.1a	DOK 1
31	D	Future-Tense Verbs	L.3.1e	DOK 1

Comprehension: Selected Response 2, 4A, 4B, 5A, 5B, 8, 9A, 9B, 14A, 14B, 15A, 15B, 18A, 18B	/16	%
Comprehension: Constructed Response 3, 10, 16, 19, 21	/12	%
Vocabulary 1, 6, 7, 11, 12, 13, 17, 20	/16	%
English Language Conventions 22-31	/10	%
Total Unit Assessment Score	/54	%

- 2 • The pictures show: the talents the kids might have  
• The words tell: who should come to the show
- 3 **2-point response:** Kara’s poster helped make the talent show a success. She invites all the kids in her neighborhood to participate, no matter what their talent is. Her poster told exactly when and where the talent show would happen. The pictures and words give ideas of things that kids can do in the show. She also invited everyone in the neighborhood to watch.
- 6 • sad – upset  
• pleased – happy
- 10 **2-point response:** The wise man needs to find someone who is wise but can also listen carefully to people’s problems. This is why he asks the nightingale for help. He asks her to sing her saddest song and pretend she is lost in order to see who will help her. The man that listens to her problem, that she can’t find her way home, and helps her, will win the test to become the next wise man.
- 12 • prepared – made  
• invited – asked



- 16 2-point response:** The first section “Flies Come from Flies” explains a new experiment that Redi did. The section “More to Prove” explains that Redi’s experiment only partly convinced people that living things come only from living things. There was more to prove. So “More to Prove” builds on the information in “Flies Come from Flies.” It also shows the sequence of events by explaining that 200 years passed before Pasteur’s experiment convinced people completely.
- 19 2-point response:** John wanted to know if birds came back to their nests after they flew south for the winter. He found a nest of baby birds and tied a string around their legs. Then he waited. The next spring, he waited at the nest of the birds. Two birds with his strings tied around their legs came back to their nest. That is how he found out that birds return to their nests.
- 21 4-point response:** The three men, Redi, Pasteur, and Audubon all had curious personalities. Because they were curious, they learned many things that they could share with other people. First of all, in “John Audubon’s Dream” we learn that John had a love for nature. He especially loved studying birds. Because he loved them, he spent a lot of time watching them in the wild. He was curious about everything about them: the food they ate, the different trees they lived in and he was really interested in learning about whether or not they would return to their homes after their long winter in the south. Because he was curious about this, he tied some string on the legs of some birds. He discovered that the birds do return home after winter, because he saw some birds with strings tied to their legs come back. Scientists today still use his procedure for tracking birds. Because of his love and curiosity about birds, he began drawing them and because of his drawings, people all over the world know what hundreds of birds look like.

Redi and Pasteur were curious about different things. They wanted to figure out how living things were created. Redi’s curiosity led him to do experiments with meat. He wanted to find out where flies came from. Did they come from the meat or something else? In fact, he discovered that the flies came from other flies. So the living flies came from other living things, not the meat. Pasteur was curious too. He wanted to learn even more about where living things come from. So he continued the research that Redi started. He studied germs. He wanted to know if germs could be created from nonliving things or if they could only be created from other germs. His curiosity led him to learn that germs can only be created by germs, which are other living things. They cannot be created by nonliving things.

Because these three men were curious, people today have a lot more knowledge. These men shared their findings and their hard work and people today have benefited from their hard work and curious minds.

Opinion Performance Task				
Question	Answer	CCSS	Complexity	Score
1	see below	RI.3.1, RI.3.6, RI.3.7, RI.3.9 W.3.1b, W3.1 (a-d), W. 3.4, W3.5 L.3.1, L.3.2	DOK 3	/1
2	see below		DOK 3	/2
3	see below		DOK 3	/2
Article	see below		DOK 4	/4 [P/O] /4 [E/E] /2 [C]
Total Score				/15

- 1 • Animals' bodies are different in ways that help the animals.
  - Pandas have an extra thumb that helps them hold bamboo to eat.
  - Squid have big eyes that help them see in the dark.
- Some animals can be very hard to find.
  - Pandas live alone in the mountains.
  - Squid live in dark, deep places.
- 2 **2-point response:** Sources 1 and 2 show that the way people try to observe animals depends on the animal. Pandas live alone in the mountains. They are very shy. To watch them in the wild, people have to go to where they are and be very patient. For example, George Schaller spent years watching pandas in the woods, but he only got to see them 16 times. Since pandas also live in zoos and on reserves, there are other ways for people to study them, but people might not learn the same kinds of things about pandas.
- 3 **2-point response:** People observe animals in the wild because they can learn different things about them there. For example, Source #2 explains that George Schaller studied how much bamboo pandas eat in the wild. In a zoo, they might eat a different amount of bamboo since it is given to them. Source #1 explains that squids are hard to find at all because they live in deep water. By finding a way to watch them, people were able to learn that their skin changes colors.

**10-point anchor paper:** I think that giant squid are interesting animals because they are built differently than other sea animals. Giant squid are built in a way that helps them live in their environment. They are also able to do interesting things that help them live. The most special thing about squid is that they are able to live in a part of the ocean where many other sea animals do not live.

In order to live in the dark, deep waters they call home, giant squid have very large eyes, according to Source #1. These large eyes help them see even though there is not much light. This helps squid move around, find prey, and avoid danger. According to Source #1, they also have strong muscles, long tentacles, and sharp beaks. This helps them move quickly and catch prey. This may be especially important since fewer sea animals live in the deeper parts of the ocean where the giant squid live. Once people figured out how to watch giant squid in their ocean homes using video cameras, they learned that giant squid can change colors, according to Source #1. This may be to blend in or to scare or lure other animals. One thing is for sure; the giant squid are some of the most interesting animals there are.

I chose to write about the giant squid because the things that make them different from other animals also help them survive and make them really interesting. They have arms, tentacles, beaks, and the ability to change color. The giant squid are proof that being different can be good.