Nature All Around

Eva stood still and listened to the song. She looked around to see where it was coming from. She smiled when she finally discovered the singing frog. It was hidden between tall blades of thick grass. She took out her pencil and drew a picture of what she saw. She hoped her mom was recording the song.

Eva and her parents are part of a science group that studies frogs and toads. They have learned to recognize the frogs and toads by the sounds (or songs) that they make. First, the group writes down what they see and hear. They also take pictures and record the sounds. Next, they post their findings online. Finally, scientists look at the information.

Even though Eva is only eight years old, she is a "citizen naturalist." Citizen naturalists are ordinary people who care about Earth. They want to keep it safe and clean for people, plants, and animals. Citizen naturalists are curious about the world around them. They spend time outside observing (or carefully looking at) nature.

Eva's group learns about frogs and toads, but there are different types of groups around the country. People come together to watch different things in nature. Some groups watch birds. Others count fireflies. Still others help protect monarch butterflies. Some groups even watch the stars. Like Eva's group, these groups collect facts and share them with scientists.

Many of the people who start these groups feel it is important for young people to notice and care about nature. Kids can join groups that meet in their neighborhoods, at parks, or at their schools. Groups may be led by parents, teachers, scientists, or people from the neighborhood who simply love wildlife. Anyone can become a citizen naturalist—even you! A person needs only to have a love for nature.
Looking for Answers

Have you ever wondered what makes a seed grow into a plant? Or have you wondered why certain animals only come out at night? The curious learner is full of questions. One way of seeking answers to those questions is known as the scientific method.

Scientists have lots of questions. They are interested in learning about the world around them. They pay careful attention to what they see. Often, scientists want to solve problems to make the world a better place in which to live.

Scientists often write things down because they want to remember what they see. This is known as observation [ob-zur-VEY-shuhn]. When scientists have a question to answer, they make observations. Once they have a few observations, they come up with a guess about what the answer to their question might be. This guess is called a hypothesis [hi-POTH-uh-sis].

Next, it is time for an experiment. An experiment [ek-SPER-uh-ment] is a test to find something out. Scientists think of ways to test if the hypothesis is correct. Then they watch to see what happens. Do you remember what it is called when scientists watch to see what happens? Observation! They write down the facts that they see. A fact is something that is true.

Scientists look at the facts they’ve gathered and think about what they might mean. This helps the scientists know if the hypothesis, or guess, is likely to be correct. Based on the observations, the facts, and the experiment, scientists make a conclusion. A conclusion [kuhn-KLOO-zhuhn] is a short paragraph about what was learned from the experiment.

Scientists are not the only people who can use the scientific method. Any person with a question can follow these steps to find the answers to his or her question.
Item 13

Constructed-Response: 2 points

Explain the steps BOTH authors provide to show how people can learn from nature.

Use details from BOTH passages to support your answer. Write your answer on the lines on your answer document.
Item 14

Extended Writing-Response: 7 points

WRITING TASK

Scientists have different ways of learning new information.

Think about the ideas in BOTH passages. Then write an informational piece about how some scientists and citizen naturalists answer questions and solve problems.

Be sure to use information from BOTH passages in your informational piece.

Writer’s Checklist

Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational piece on your answer document. Refer to the Writer’s Checklist as you write and proofread your piece.
Items 15–20

Item 15

**Selected-Response:** 1 point

Which word in the sentence is an abstract noun?

My sister had a lot of luck on the day she won first prize.

A. sister
B. luck
C. day
D. prize

Item 16

**Selected-Response:** 1 point

Which sentence uses correct subject-verb agreement?

A. Dogs makes wonderful pets.
B. They makes wonderful pets.
C. Dogs make wonderful pets.
D. It make wonderful pets.

Item 17

**Selected-Response:** 1 point

Read the sentences.

My brother has an old, soft teddy bear. He likes to put it on his pillow.

Which sentence is the BEST way to rewrite the sentences without changing the meaning?

A. My brother has an old, soft pillow and a teddy bear that he likes to put on it.
B. My brother has a pillow with an old, soft teddy bear that he likes to put on it.
C. My brother has a teddy bear that he likes to put on his old, soft pillow.
D. My brother has an old, soft teddy bear that he likes to put on his pillow.
Item 18
Selected-Response: 1 point

Read the address.

230 N. Roosevelt, Street
Wichita, Kansas 67208

Which change should be made to correctly write this address?

A. Remove the comma after “Roosevelt.”
B. Add a comma after “Street.”
C. Remove the comma after “Wichita.”
D. Add a comma after “Kansas.”

Item 19

Selected-Response: 1 point

Read the sentences.

My sister likes to sit in the kitchen and make art. She has made some large drawings that are almost as big as the table.

Which underlined word is spelled incorrectly?

A. kitchen
B. large
C. almost
D. table
Item 20

Selected-Response: 1 point

A student is writing a paragraph about watching a fireworks display with her family. Read the paragraph.

1 Every year the Old Time Music Festival puts on a fireworks display. 2 My family and I really enjoy it. 3 The musicians give a concert. 4 Then, we sit on the grass and watch neat lights zoom across the sky. 5 There is every color of the rainbow you can imagine. 6 Some burn out quickly and others glow for a long time. 7 Sitting there, I forget about everything but those fireworks.

Which edit should be made to the paragraph to BEST describe the beauty the student sees?

A. In sentence 2 change “enjoy” to “love.”
B. In sentence 4 change “neat” to “sparkling.”
C. In sentence 5 change “imagine” to “think of.”
D. In sentence 6 change “a long time” to “a while.”
<table>
<thead>
<tr>
<th></th>
<th>ELAGSE3RI3</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td>3</td>
<td>N/A</td>
<td>See scoring rubric and exemplar responses on page 48.</td>
</tr>
<tr>
<td>14</td>
<td>ELAGSE3W2, ELAGSE3L1, ELAGSE3L2</td>
<td>4</td>
<td>N/A</td>
<td>See exemplar response on page 49 and the seven-point, two-trait rubric beginning on page 53.</td>
</tr>
<tr>
<td>15</td>
<td>ELAGSE3L1c</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) luck. The word <em>luck</em> is an abstract noun because it denotes an idea rather than a concrete object. Choice (A) is incorrect because <em>sister</em> is a concrete noun that denotes a person. Choices (C) and (D) are incorrect because <em>day</em> and <em>prize</em> are both concrete nouns that denote things rather than abstract ideas.</td>
</tr>
<tr>
<td>16</td>
<td>ELAGSE3L1f</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) <em>Dogs</em> make wonderful pets. The subject <em>Dogs</em> agrees with the verb <em>make</em>. Choice (A) is incorrect because the subject <em>Dogs</em> does not agree with the verb <em>makes</em>. Choice (B) is incorrect because the subject <em>They</em> does not agree with the verb <em>makes</em>. Choice (D) is incorrect because the subject <em>it</em> does not agree with the verb <em>make</em>.</td>
</tr>
<tr>
<td>17</td>
<td>ELAGSE3L1i</td>
<td>3</td>
<td>D</td>
<td>The correct answer is choice (D) My brother has an old, soft teddy bear that he likes to put on his pillow. Choices (A), (B), and (C) are incorrect because they do not effectively form complex sentences.</td>
</tr>
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</table>
### Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
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</table>
| 2      | The response achieves the following:  
- Gives sufficient evidence of the ability to describe the relationship between a series of scientific ideas or concepts in a text  
- Includes specific examples/details that make clear reference to the texts  
- Adequately explains the relationship between a series of scientific ideas or concepts with clearly relevant information based on the texts |
| 1      | The response achieves the following:  
- Gives limited evidence of the ability to describe the relationship between a series of scientific ideas or concepts in a text  
- Includes vague or limited examples/details that make clear reference to the texts  
- Gives a partial or limited explanation of the relationship between a series of scientific ideas or concepts with clearly relevant information based on the texts |
| 0      | The response achieves the following:  
- Gives no evidence of the ability to describe the relationship between a series of scientific ideas or concepts in a text |

### Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>The author of “Nature All Around” and the author of “Looking for Answers” both give steps to show how people can learn from nature. In “Nature All Around,” the author mentions that people can join a group just like Eva did. Then, the author says people should observe the world around them and write down what they see and hear. They can also take pictures and post findings online. They can “collect facts and share them with scientists.” The author of “Looking for Answers” tells the readers to “pay careful attention to what they see” and to “write things down.” This author tells people to make a guess and to plan an experiment. Finally, the author tells readers to “make a conclusion.”</td>
</tr>
<tr>
<td>1</td>
<td>The authors of both articles say that people should look around the world and write down what they see. This helps people to observe the world and learn about nature.</td>
</tr>
<tr>
<td>0</td>
<td>Just about anyone can learn from nature by following steps.</td>
</tr>
</tbody>
</table>
Item 14

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 53 and 54 to see why this example would earn the maximum number of points.

Citizen naturalists like Eva answer questions and solve problems by spending time in nature. When they want to learn about frogs, they spend time observing them. Citizen naturalists took pictures, recorded the sounds, and wrote notes about what they saw and heard the frogs do. The information they put together was put online for scientists to read.

Scientists use the scientific method to answer questions and solve problems. If scientists were learning about frogs they would first watch the frogs to see how they act and what they sound like. Then they would make a guess that is called a hypothesis. They might guess about the way the frogs make their sounds or which frogs make the different sounds.

Their experiment could be testing the frogs and the sounds they make. They could catch the frogs and see what will make them sing.

In the end, they make a conclusion about the things they learned about the frogs and write about it.
## Seven-Point, Two-Trait Rubric

### Trait 1 for Informational/Explanatory Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Idea Development, Organization, and Coherence | 4 | The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.  
- Effectively introduces a topic  
- Effectively develops the topic with multiple facts, definitions, and details  
- Groups related ideas together to give some organization to the writing  
- Effectively uses linking words and phrases to connect ideas within categories of information  
- Provides a strong concluding statement or section |
| | 3 | The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.  
- Introduces a topic  
- Develops the topic with some facts, definitions, and details  
- Groups some related ideas together to give partial organization to the writing  
- Uses some linking words to connect ideas within categories of information, but relationships may not always be clear  
- Provides a concluding statement or section |
| | 2 | The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.  
- Attempts to introduce a topic  
- Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic  
- Ineffectively groups some related ideas together  
- Uses few linking words to connect ideas, but not all ideas are well connected to the topic  
- Provides a weak concluding statement or section |
| | 1 | The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.  
- May not introduce a topic or topic is unclear  
- May not develop a topic  
- May be too brief to group any related ideas together  
- May not use any linking words to connect ideas  
- Provides a minimal or no concluding statement or section |
| | 0 | The student will receive a condition code for various reasons:  
- Blank  
- Copied  
- Too Limited to Score/Illegible/Incomprehensible  
- Non-English/Foreign Language  
- Off Topic/Off Task/Offensive |
## Seven-Point, Two-Trait Rubric

**Trait 2 for Informational/Explanatory Genre**

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Usage and Conventions</strong>&lt;br&gt;This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</td>
<td>3</td>
<td>The student’s response demonstrates full command of language usage and conventions.&lt;br&gt;- Has clear and complete sentence structure, with appropriate range and variety&lt;br&gt;- Shows knowledge of language and its conventions when writing&lt;br&gt;- Any errors in usage and conventions do not interfere with meaning*</td>
</tr>
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<td></td>
<td>2</td>
<td>The student’s response demonstrates partial command of language usage and conventions.&lt;br&gt;- Has complete sentences, with some variety&lt;br&gt;- Shows some knowledge of language and its conventions when writing&lt;br&gt;- Has minor errors in usage and conventions with no significant effect on meaning*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The student’s response demonstrates weak command of language usage and conventions.&lt;br&gt;- Has fragments, run-ons, and/or other sentence structure errors&lt;br&gt;- Shows little knowledge of language and its conventions when writing&lt;br&gt;- Has frequent errors in usage and conventions that interfere with meaning*</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>The student will receive a condition code for various reasons:&lt;br&gt;- Blank&lt;br&gt;- Copied&lt;br&gt;- Too Limited to Score/Illegible/Incomprehensible&lt;br&gt;- Non-English/Foreign Language&lt;br&gt;- Off Topic/Off Task/Offensive</td>
</tr>
</tbody>
</table>

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.