

Reading Grade 3 A

Grade Level Standard(s):

RL.3.6

Materials:

- Reading 3 A Trip to the Zoo
- Reading 3 A Trip to the Zoo Picture Board
- Reading 3 A Attainment Task Questions for Student Use

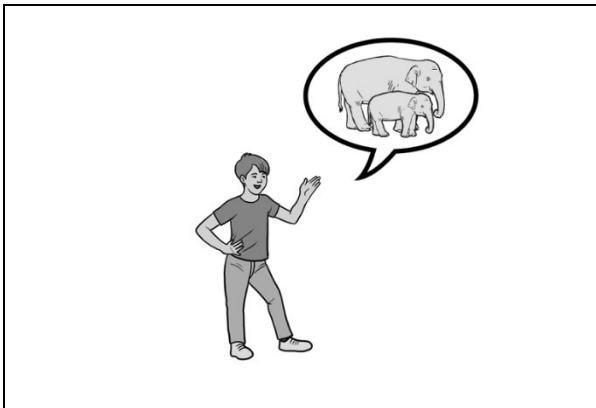
Response Code:

- Indicate the answer provided by the student.

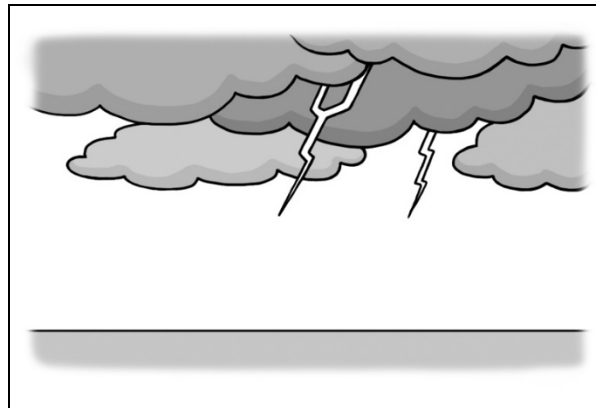
Text Coding:

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis () are optional; they may replace or be read in addition to the word(s) immediately preceding.

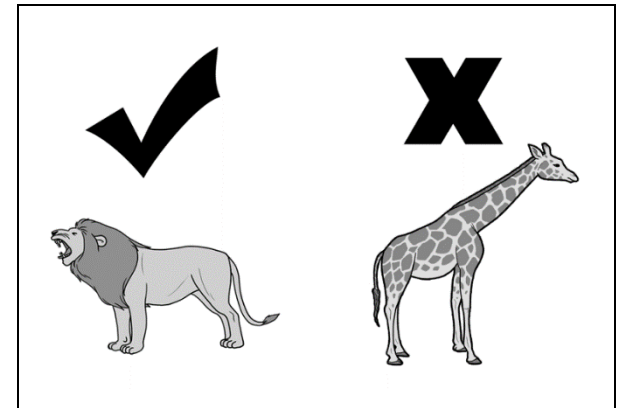
a. He tells them about all the different animals.



b. The skies turn dark and they hear a loud rumble.



c. They go see the lions first and do not get to see the giraffes.



Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”

All questions from this task are available for presentation to the student in the supplemental material Reading 3 A Attainment Task Questions for Student Use.

Explain to the student that they will be reading a passage and will then answer a few questions about the passage. Present the student with Reading 3 A Trip to the Zoo (Reading 3 A Trip to the Zoo Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Reading 3 A Trip to the Zoo.

5. “Manuel’s perspective that the lions are awesome is important to the rest of the story. What happens in the story because of Manuel’s perspective?”

Response Option	<i>Response Rationale</i>
a. He tells them about all the different animals.	<i>The student recognizes that Manuel tells his classmates about the animals but does not understand how this led to them to going to the lions first.</i>
b. The skies turn dark and they hear a loud rumble.	<i>The student recognizes the reason the class had to end the field trip early but does not understand how Manuel’s actions impacted it.</i>
c. They go see the lions first and do not get to see the giraffes. (Correct)	<i>The student understands that Manuel’s perspective persuaded the class to go to the lion’s den first and as a result when it started to storm, they did not get to see the giraffes.</i>
Depth of Knowledge (DOK) 3	

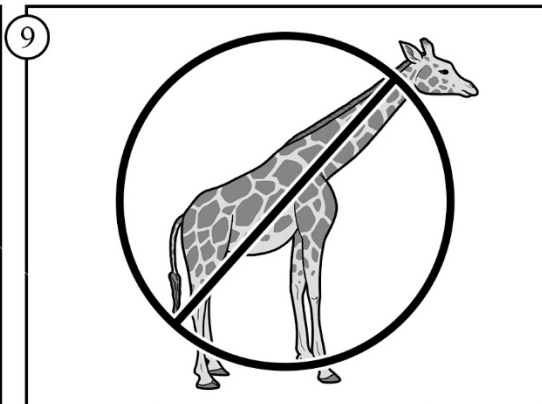
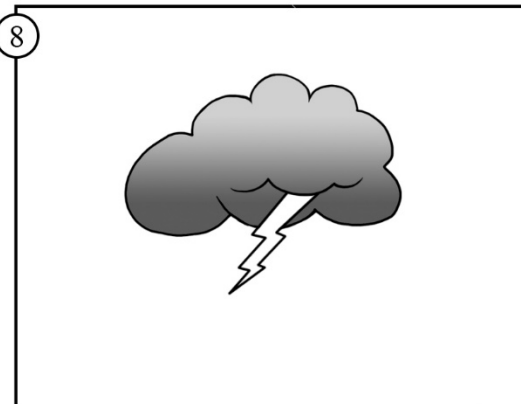
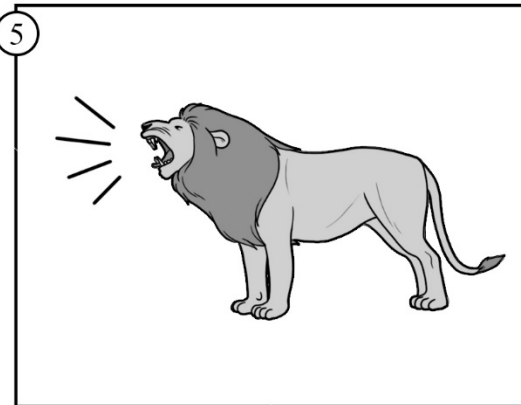
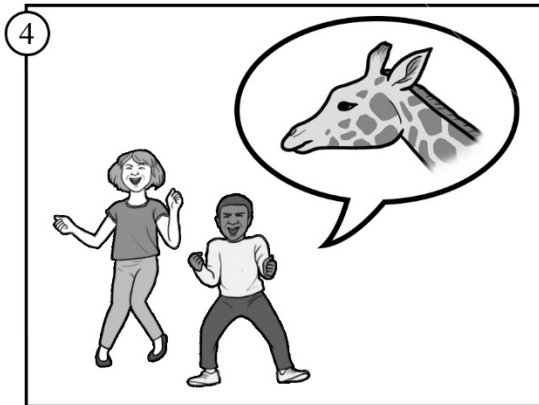
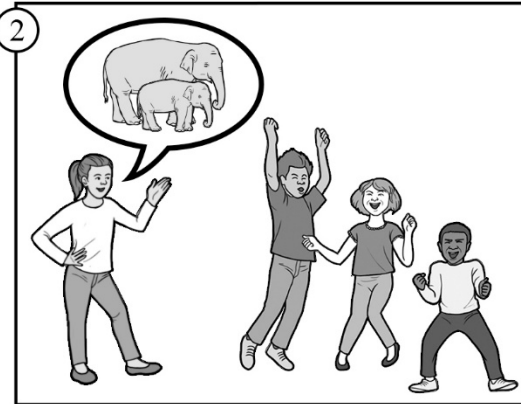
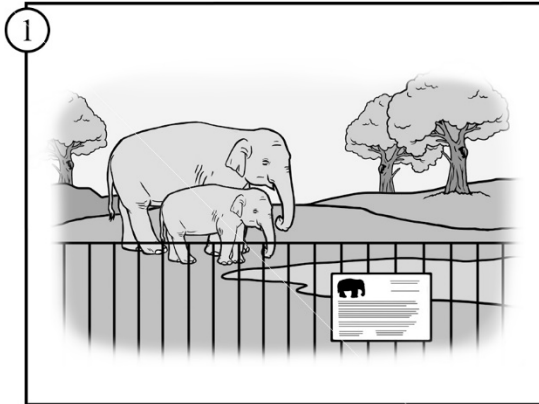
Reading 3 A Trip to the Zoo

¹Today my class is going to the zoo. I love going to the zoo, but it is Manuel, Sarah, and Andre's first trip to the zoo. ²I told them all about the different animals they will see and hear. They are very excited to go to the zoo. ³Manuel really wants to see the lions. ⁴Sarah and Andre want to see the giraffes.

First, we run to the lions. Manuel thinks the lions are strong. ⁵When the lions roar, ⁶Sarah and Andre jump behind our teacher and beg to go see the giraffes. ⁷But, Manuel smiles and screams, "Whoa, cool!" in delight.

Finally, we are walking toward the giraffes. We are all excited to see them. ⁸Suddenly, the sky turns dark and we hear a loud rumble. Our teacher looks up and says, "Oh no, looks like our field trip is over." ⁹So instead of seeing the giraffes, we cover our heads and run to the bus.

Reading 3 A Trip to the Zoo Picture Board



Reading 3 A Attainment Task Questions for Student Use

5. Manuel's perspective that the lions are awesome is important to the rest of the story. What happens in the story because of Manuel's perspective?

Kentucky Academic Standard: RL.3.6 - Distinguish their own perspective from that of the narrator or those of the characters and describe how various perspectives shape the content of the text.

Alternate Assessment Target: *Limit full standard to how narrator's and character's perspectives shape the text (excludes own perspective).*

Student Group	Number of Students	Percent Correct
All Students	495	50.30%
Gender		
Female	169	47.34%
Male	326	51.84%
Ethnicity		
African American	62	46.77%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic of Latino	<10	Not Reported
Native Hawaiian of Pacific Islander	<10	Not Reported
White (Non-Hispanic)	360	49.72%
Two or More Races	68	55.88%
English Learner	28	46.43%
Economically Disadvantaged	370	52.43%

*Number of students that attempted the item