

ZB **Zaner-Bloser**
NEXT GENERATION ASSESSMENT PRACTICE
English Language Arts / Literacy

Student Edition

Grade 3
Informative/Explanatory

Name _____

Date _____

PART I: Close Reading**Your Task**

You will view three sources about how getting an education can better a person's life. Then you will answer three questions about what you have learned. Later, in Part 2, you will write an essay about the importance of learning to the characters in the texts.

Steps to Follow

In order to plan and write your essay, you will do all of the following:

1. View three sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

Directions for Beginning

You will have 55 minutes to complete Part I. You will now view three sources. Take notes because you may want to refer to your notes while writing your essay. You can review any of the sources as often as you like. Answer the questions in the spaces provided after them.

From

Josias, Hold the Book

“Bonjou, Josias!” Chrislove called one morning. “When will you hold the book?”

“Bonjou, Chrislove!” Josias looked up as he sprinkled more water over empty rows of beans. “I have no use for reading and writing when there is a garden to water.”

Chrislove shrugged his shoulders and kept walking as Josias emptied the pitcher.

“Nothing is growing,” Josias sighed. “I must think of something else.”

Around the fire that night, Josias was quiet, wondering about the beans. Even as Papa told a story, Josias traced patterns in the dirt with one finger, not listening. When the donkey brayed from beside the hut, his finger froze.

“Donkey dung!” Josias whispered. “Papa would give the beans more donkey dung!”

During the next week, Josias gathered extra dung and worked it into the bare soil around the beans.

“Bonjou, Josias!” Chrislove called one morning. “When will you hold the book?”

“Bonjou, Chrislove!” Josias looked up as he sprinkled more water over empty rows of beans. “I have no use for reading and writing when the garden needs dung.”

Chrislove nodded and kept walking as Josias stabbed at the still-bare earth.

“Nothing is growing,” Josias muttered. “I must think of something else.”

At bedtime, Josias tossed and turned, thinking about the beans. Since sleep wouldn’t come, he tiptoed out to the garden. Through the night, Josias sat and stared at the still bare earth, looking for an answer. He jumped when he heard a loud thud. It was morning already, and one of the schoolchildren had dropped an armful of books on the road.

“That’s it!” exclaimed Josias. “Maybe books

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can tell me how to make my beans grow.”

He skipped down the walk to wait for Chrislove.

“Bonjou, Josias!” called Chrislove. “When will you hold the book?”

“Bonjou, Chrislove!” Josias answered. “Can books tell me why my beans won’t grow?”

“I will ask Teacher.”

As Josias worked that day, he kept staring down the road. Just when he thought he couldn’t wait any longer, Chrislove was at the gate.

“What did Teacher say?” Josias yelled as he ran to Chrislove.

Chrislove handed an open book to Josias. Josias’s eyes widened. He ran his fingers over the smooth pages filled with words. His heart pounded when he looked at the pictures of fruit and vegetables he’d never seen before.

“The book says that the soil all over Haiti is tired,” Chrislove reported. “You need to plant the beans in a different spot in the garden and plant something else where the beans were.”

“I will speak with Papa and Mama about holding the book.”

Chrislove winked and headed home.

Mama bent over the fire outside, stirring the kettle. The smell of rice and beans floated through the air. Papa sat near her repairing a basket.

Josias took a deep breath. “Papa, Mama, I wish to hold the book.”

“You can’t eat okra with one finger,” Mama shook her head.

“Mama is right,” said Papa. “The whole family must work together to grow and sell our fruits and vegetables so we have enough food to eat.”

“Let me tell you of my problem,” Josias began.

Papa nodded.

“Weeks ago, I planted the beans where we do every year. When they didn’t grow, I gave them extra water and dung.”

“You have learned well.” Papa smiled.

“But nothing happened. Through Chrislove, I asked Teacher if books could help our beans

Continued 

grow.” Josias held out the book to Papa.

“Teacher sent this book that says the soil all over Haiti is tired. I must plant the beans in a new spot in the garden and plant something else where the beans were.”

“It sounds like the book is right.” Papa slowly turned the pages.

“The book also tells how to grow new crops. I want to learn more. I know it will be hard on Marc, Philliene, and Nataline if I go to school during the day. . . ” Josias’s voice trailed off.

“What about the garden?” Papa handed the book to Mama.

“I can work in the garden at night instead of playing soccer,” Josias finished.

Papa sighed and looked at Mama, who was studying the book. Finally he spoke, “We will try it.”

In the morning, Josias stood by the road, hugging the book to his chest.

“Bonjou, Josias!” Chrislove called. “When will you hold the book?”

“Bonjou, Chrislove!” Josias replied. “Today!”

As Josias joined Chrislove on the road toward school, he looked back over his shoulder at the garden.

“I’ll have you growing soon,” Josias promised the beans.

From *Josias, Hold the Book* by Jennifer Riesmeyer Elvgren. Copyright ©2006 by Jennifer Riesmeyer Elvgren. Published by Boyds Mills Press, Inc. Used by permission.

This story is about a boy who lives in Haiti. Why do Josias's parents decide to let him go to school even though they need him to work in the garden? Give three details from the text to support your answer.

From
The Royal Bee

That evening Song-ho spooned soybean soup into a bowl for his mother. She had just returned from a long day in the melon fields. “My poor Song-ho! How I wish I could give you more in this world than bruised melons.”

Later Song-ho sliced the bruised melons, thinking: *If I win The Royal Bee, I will give my mother sweet melons!*

The morning of The Royal Bee arrived!

The Governor’s palace stood among mountains that touched the sky. In his ceremonial costume of deep green and shimmering pink, Song-ho walked with Master Min through the iron gates. They entered The Great Hall.

Master Min escorted Song-ho to a large gathering of yangban pupils who stood before a panel of judges. Then Master Min took his place in the audience.

A hush came over the palace as the Governor

made his entrance with the help of a pearl-studded cane. From his royal seat he proclaimed: “Welcome to The Royal Bee! The judges will test you from their Book of Knowledge. A wrong answer and you will fall out of the contest. When The Royal Bee is over, only one pupil will remain standing—the number one pupil in the land!”

One by one the pupils were asked questions by the panel of judges. One by one the pupils began to fall out of The Royal Bee.

Hours later, only two pupils remained. One of the pupils was Song-ho!

“What mountain has twelve thousand rocky peaks?” one judge questioned Song-ho.

“Diamond Mountain,” Song-ho answered.

“What Far East country borders Korea?” another judge asked the yangban pupil.

“China,” the yangban pupil replied.

The Royal Bee went on and on.

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Darkness fell over the palace. The audience grew restless, and the judges ran out of questions.

Finally, the Governor stood up and spoke: “There is only one way to decide the winner of The Royal Bee. Each of you must answer this question: What does winning The Royal Bee mean to you? When the moon shines into The Great Hall, you must deliver your answer.”

When the moon shone in The Great Hall, the yangban pupil stepped forward. “I have studied all year long to compete in The Royal Bee, Great Governor. If I win I will follow in my ancestors’ footsteps. I will attend the finest schools and grow up to be a famous scholar!”

The audience clapped politely.

Now it was Song-ho’s turn. He took a nervous step forward and began to speak:

*My mother works in the fields
Every day from dawn to dusk,
Knowing in her heart there is
No hope for people like us.*

*Then Master Min took me in
And broke the honored rule.
He let a sangmin boy like me
Attend The Sodand School.
He taught me how to read and write—
And I am at The Royal Bee!
The gift of hope has now been won
For my poor mother and me.*

Like the full moon, silence filled The Great Hall.

The audience rose to its feet and clapped so thunderously that The Great Hall seemed to shake! Master Min shed tears of joy as the Governor declared Song-ho the winner of The Royal Bee.

“You have shown great courage by speaking the truth, Song-ho,” the Governor stated.

A royal ceremony followed. The Governor presented Song-ho with a prize cow draped with silk and a necklace of glittery gold coins.

The hour was late when Song-ho made his journey home with his prize cow. Across the

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mountains he could hear his mother calling him.

“Song-ho! Song-ho! Where are you?”

Tonight Song-ho would surprise his mother
with all that he had learned at The Sodang School.

And how he had won The Royal Bee! And a prize
cow! And silk! And gold coins!

From *The Royal Bee* by Frances and Ginger Park. Copyright
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What is the difference between a sangmin boy and a yangban pupil? Provide three details from the story to support your answer.

From
Helping Others

In the early 1800s in America, most African Americans were slaves. Slaves were owned by other people and were forced to work long hours under poor conditions. They had few rights. Most slaves had no education and no way to escape their hard lives.

In 1837, Fanny Jackson Coppin was born into slavery. Fanny was very sick as a child. She had chills and fevers. Still, she had to work because she was a slave. It was not a fair way to live.

One day, Fanny got her freedom. Her aunt gave \$125 to the slave owner to set Fanny free.

When Fanny was free, she was happier. Although Fanny was no longer a slave, she was still not treated equally. Back then African Americans had few rights. Most had no education, so they could not get good jobs. They had to work very hard for very little money.

Fanny wanted to go to school so badly. She was smart and curious. What could she do?

In Massachusetts, Fanny's aunt found a school for her. It was a school for African Americans. Fanny learned how to read and write. This was a great success. Most African Americans of the time could not read or write because slaves were not allowed to go to school.

Fanny went to a school to learn how to become a teacher. She had secretly been taking piano lessons, too. She was good at everything she did. When she graduated, she wanted to do more.

Fanny learned about Oberlin College in Ohio. It was the only college in the United States that African Americans could attend.

In 1860, Fanny became a student at Oberlin College. She couldn't believe it. Fanny had been born a slave, and now she was a college student.

Continued 

Her teachers were proud of her accomplishment.

Fanny worked hard. She learned how to read Latin and Greek. She took classes that only men were allowed to take. She did things that no other woman had done before. The next year, the teachers at Oberlin College asked Fanny to teach a class!

Fanny's teachers warned her it would not be easy. No African American woman had ever taught a college class. The students might even get angry, but Fanny would not give up. She held her head high and started to teach.

The students loved Fanny's class. Fanny was such a good teacher that she started to teach two more classes. The teachers at Oberlin College were proud of her. Fanny not only taught college students, she also started teaching a group of African American men at night. They had escaped slavery, but they had never gone to school. Fanny taught them how to read and write.

Fanny soon knew what she wanted to do with her life. She would help African Americans

succeed. What they needed, she believed, was an education. It was their right.

In 1865, Fanny graduated from Oberlin College, and the American Civil War had just ended. All the slaves were free now, but Fanny saw a new problem. Without an education, African Americans could not get good jobs.

Fanny became a teacher at a school for African Americans in Philadelphia. She taught Latin, Greek, and math. In 1869, she became principal of the school! Fanny Coppin was the first African American woman to ever have such an important job.

Fanny's students were learning a lot, but she worried they would not find good jobs. So Fanny took the school in a new direction.

Knowing Latin and Greek would not help a man or a woman get a job in a factory or in an office. Fanny wanted her students to learn specific skills to help them get good jobs.

She made the school bigger. All the students

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would still learn all the regular school subjects. But in Fanny's school, they would learn trades, such as carpentry, shoemaking, typewriting, or cooking. Fanny's school was the first in the country to teach these skills to African Americans, and the school

was a success. It became so popular that new students had to be put on a waiting list. Students graduated and found good jobs. Fanny was so proud.

From *Helping Others* by Peter McDonnell.
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**Describe three obstacles Fanny overcame to be successful.
Provide details from the text to support your answer.**

PART 2: Writing to Multiple Sources

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part I, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored; then begin your work.

Your Assignment

Think about how learning to read, taking part in a national competition, and going to school changed each character's life. Your assignment is to write an essay about the importance of learning for each character. Support your position with specific details from the sources you have viewed. The audience for your essay will be your reading teacher.

Essay Scoring

Your essay will be scored on the following criteria:

- I. Focus and organization**—How well did you introduce your topic? How well did you group related information together? How well did you use linking words to connect ideas? How well did you provide a concluding statement or section? How well did you stay on topic throughout the essay?

Continued



Essay Scoring (continued)

2. **Elaboration of topic**—How well did you develop the topic with facts, definitions, and details?
3. **Conventions**—Did you check your punctuation, capitalization, and spelling?

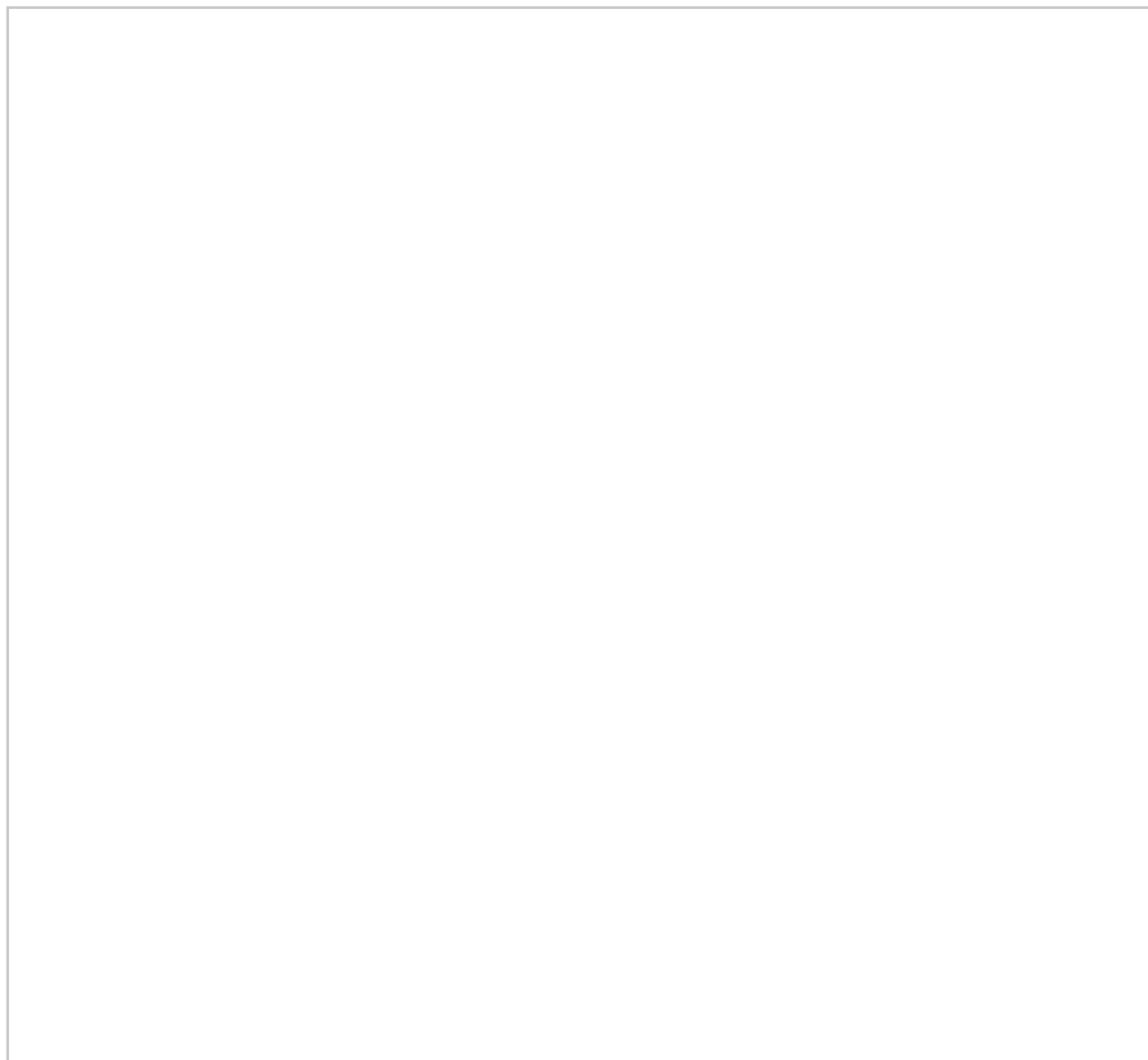
Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Spell check is available to you.

Type your response in the space provided on the following page. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

Type your response below.



Go to the next
page if you need
more space.



Continue your response below.

