

Form 1

Protecting a Strong Animal

Part 1, Teacher Version

My Name: _____

My Partner's
Name(s): _____

Today's Date: _____

My Teacher's Name: _____

My Grade (Circle One): 6th 7th 8th

Directions for Using the Probes

The teacher probes listed for each assessment item give teachers ideas about how to gain further insights into student responses. While the students are working in pairs, you might:

- use the questions provided for each item to gain information about the language aspects that are either supporting or impeding comprehension
- use the information given in teacher considerations for each probe to guide your opportunities to “listen in” to the partner discussions as you are observing the students working together.

Your insights from the probes can be used to plan any needed instructional intervention individually or to the class to support improved reading comprehension.

Remember:

- You can decide if there are particular items on the assessment that you want to have more information about and use the questions for those items only.
- After using a probe, depending on the student response, you may need to think of further probes to deepen your insights into his/her reading comprehension.
- You **do not have to use all the probes** for each item on the assessment.

There are three kinds of questions in this guide:

- Initial question probes: If the students provide the correct answer on the assessment form, use the initial question probes to ascertain how they arrived at the answer.
- Drill down probes: These questions are designed to give you more information about the thinking behind students’ answers. There are two uses for questions found in the drill down probes.
- If you think that the students’ correct answers to your questions do not contain sufficient evidence of appropriate knowledge and strategies, then move to the drill-down questions.
- If the students’ responses are incorrect on the assessment form, then go straight to the drill down questions.
- Teacher considerations: The questions found in this section are in general organized by word-, sentence-, and discourse-level features. These questions provide an interpretative framework for you to help you draw inferences about the student responses and guide you to specific areas you may want to probe with further questions. The information you obtain from these questions will help you make instructional adjustments or provide feedback to the students that will help them move their own learning forward.

Please refer to the Glossary for definitions of linguistic and reading terms used in the probes. The Glossary is found in *ELFA Teacher’s Guide*.

Using Evidence from the Probes

Below is a **vignette** of how a teacher uses the probes for Item 10 of *America's Problem with Screens Part 1* to gather evidence in support of student learning.

Context: A class of sixth grade students. Prior to the administration of *America's Problem with Screens Part 1*, the students have been learning about persuasive text. They have focused on understanding several aspects of persuasive text, including differentiating between fact and opinion.

In pairs, the students have begun working on Part 1 of the assessment. As they work, the teacher circulates around the pairs listening in to their conversations. Once the students begin to identify their answers, the teacher starts to focus on their responses.

The teacher notices that a pair of students selected the incorrect answer for Item 10. They identified the following statement as a fact, "It is time for us to change our habits and spread the word about screen time."

Teacher: [I want to understand why these students think this is a fact.] Can I ask you a question?

Students: [Nod yes.]

Teacher: Why did you choose that answer for number 10?

Student 1: Because it's real.

Teacher: What do you mean by real?

Student 1: Because the article says that we have to change our habits. And that's real because it's bad for you.

Student 2: Yeah...that's it. It's what the author tells us.

Teacher: I see. So are you saying that the author is saying that screen time is bad for you?

Students: Yeah.

Teacher: [Pointing to the sentence in number 10:] Where in the sentence does it say that screen time is bad for you?

Student 2: It says it's time to change.

Teacher: Yes, that's right. That's what it says. Why is it time to change?

Student 1: Because kids eat too much bad stuff when they're watching TV.

Teacher: Yes, that's an important fact from the article. Is that information in the sentence?

Students: [Pause. Students are looking at the sentence.]

Teacher: Can one of you read the sentence out loud?

Student 1: [Reads out loud.]

Teacher: Now you've heard the sentence again. Do you think that fact is in the sentence?

Student 2: Umm...I guess not.

Teacher: So let's think a little bit more about what the author is telling us in the sentence. What action is the author telling us to take?

Student 2: To change our habits.

Student 1: Yeah. And like to spread the word.

Teacher: And do you think that these are facts?

Students: Maybe.

Teacher: So when the author says "it is time" to do these things, is he giving us a fact or an opinion?

Student 1: [Pause.] I think it might be an opinion 'cause he's saying it's time to do it 'cause like he thinks if we don't do this, it'll get bad.

Student 2: Yeah, that's right! 'Cause if we watch too much TV, it'll be bad so he thinks it's time we did something...so that's his opinion.

Student 1: Yeah, that's like his opinion.

Teacher: Yes, I agree. Using the phrase "it is time" gives us a clue that this is the author's opinion about what we should do. The author is basing his opinion on the facts in the article, such as the one you mentioned earlier from the paragraph where the author is describing the research on the health effects of screen time. [The teacher then reads aloud the sentence in the article], "In addition, the research has shown that people who spend more time in front of screens consume more high calorie foods, such as candy and soda."

Teacher: Now that we've talked about your answer for number 10, I would like you to go back and think about your answers for numbers 11 and 12 and decide if you still agree with the answers you chose. Thanks.

Students: Okay.

Teacher moves to another pair.

Directions:

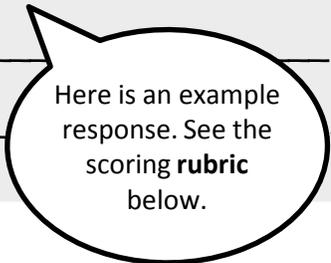
In this activity you are going to read an article from a nature magazine. The author of the article is **John Coates**. Mr. Coates wants to persuade you. He wants you to agree with him. Your job is to read the article and answer questions. Later, you will read another article by **Monique Thomas**. Ms. Thomas disagrees with John Coates. In the end, you have to decide who you agree with.

Before you read...

Look at the article by **John Coates**. Look at the title, the photo, and the first sentence of each paragraph.

What do you think John Coates' article is going to be about? Talk to your partner and finish the sentence below.

I think this article is going to be about: ways to keep honey badgers safe.



While you read...

Now read **Mr. Coates'** article. While you read the article:

- Underline any words that you don't know.
- Try to guess the meaning of the words from the context.



2 (full credit)	The response mentions honey badgers AND some notion of the need to protect them from the danger that they face. (e.g., <i>I think this article is going to be about how to protect honey badgers</i>)
1 (partial credit)	The response mentions honey badgers, but doesn't fully convey the notion that they need protection. (e.g., <i>I think this article is going to be about the amazing honey badger</i>)
0 (no credit)	The student's response mentions neither honey badgers NOR protection. It is completely off base (e.g., <i>I think this article is going to be about: humans hunt animals for no reason</i>)

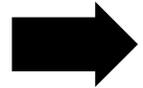
After you have finished reading...

Now you will work with your partner to answer questions. **You will write down your own answers, but discuss them with your partner.**

Tips for working together:

- Discuss the questions to make sure you understand them.
- Try to agree on the answers before you write them down.
(Remember: You can look back at the article at any time.)
- Ask your partner about things you don't understand.

When you are ready, go to the next page



Directions: For the questions on this page, think about the **topic** of the article, the **main idea**, and the author’s **main argument** (his main point or message).

Warm-up:

Before you decide whether you agree or disagree, think about what the author is saying. Answer this question with your partner.

What is the article about? _____ It is about protecting honey badgers
_____ from farmers and protecting farm animals from
_____ honey badgers.

This warm-up uses the same rubric as the **Before you read...** activity

1 What is the topic of the article? Circle the best answer.

- A. Problems caused by honey badgers.
- B. Keeping honey badgers safe from humans.
- C. Traditional medicine made from honey badgers.
- D. The honey badger’s amazing strength.

2 What is the author’s main argument in *Protecting a Strong Animal*?

- A. Honey badgers are stronger than most people realize.
- B. Biologists should do more to help honey badgers.

Initial Question Probes:

- (1) What is the difference between the **topic** of something you read, the **main idea** of what you read, and the **main argument** in the reading?
- (2) What are some similarities between the main idea and main argument?

Teacher Considerations:

To encourage students to learn from one another's understandings, write down their ideas on a white board or other visible place where the students can see their answers grouped together under headings such as **topic**, **main idea**, and **main argument**. Then discuss the answers to clarify any misunderstandings revealed.

If students are struggling with understanding how to distinguish between these concepts, have them participate in a compare and contrast activity, (e.g., working on Venn diagrams in groups). This activity can be done with the text. As the students are working together take note of their discussions and the categories in the Venn diagram to determine if there are still confusions.

Students can also explore the text in more depth by working in pairs to identify and find similar patterns in the text where the author is trying to communicate an argument, describe a topic, express an idea, etc.

Item 1**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure to indicate how they've correctly identified the main idea, go to drill down question(s). For example, are students only using a test-taking strategy such as matching the answer to a sentence in the text or visual? Or are students drawing on their knowledge of language and text structure to answer questions?

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?
- (2) Can you put the main idea in your own words? (If student says "no," ask why it's a problem for them.)

(Item 1 **Teacher Considerations** continued on next page)

Item 1 (cont.)

Teacher Considerations:

- (1) Word level: Can students infer from the words throughout the text, like *disappearing, hunt, trap, protect, keep...safe, extinct, poison, hurt*, that the main idea from the article is keeping honey badgers safe from humans?

Item 2

Initial Question Probe:

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Are students using their knowledge of verbs (especially modals) to help determine their answers? (e.g., *should, will probably, believe*) In the last sentence, do students understand that the pronoun *they* refers to *biologist*?
- (2) Discourse level: Do students know that the main argument is found in the thesis statement, which is usually the last sentence of the first/introductory paragraph? Do students use their understanding of the genre text structure to help them make their answer choice (e.g., looking carefully at the introduction and conclusion to determine the main argument)?

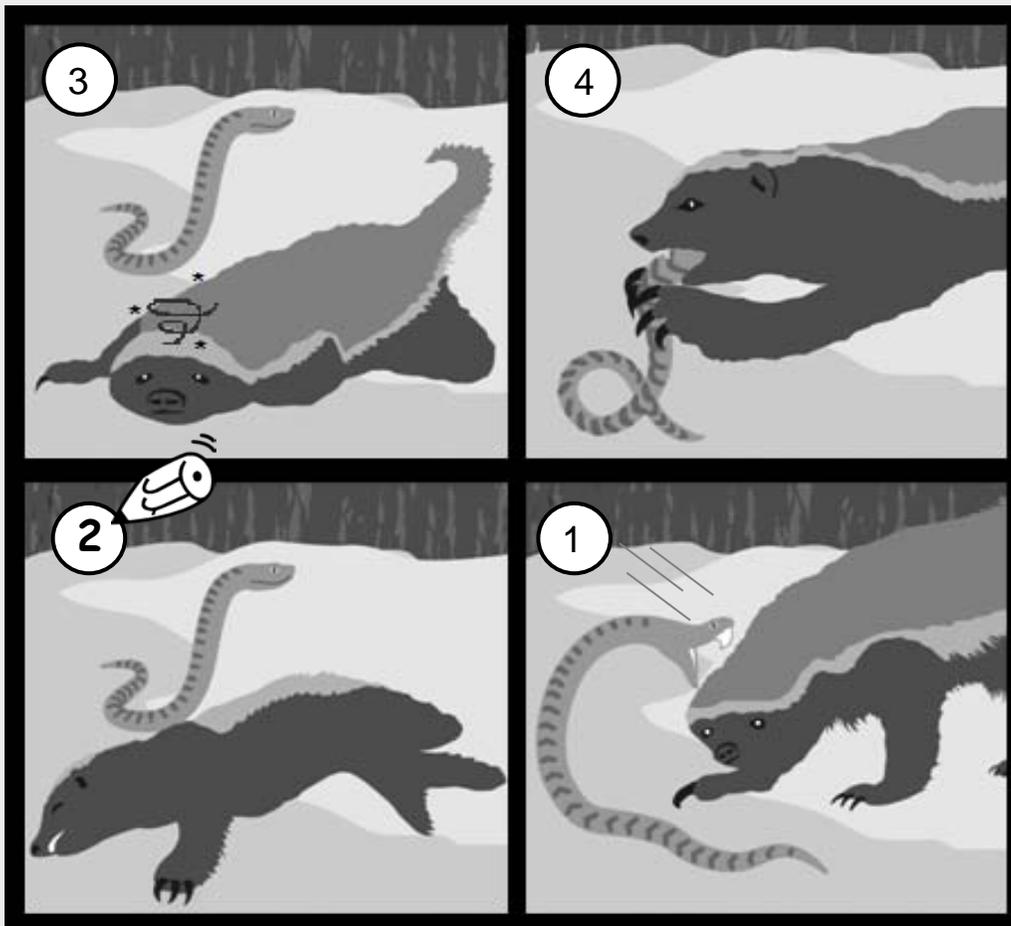
Notes

Directions: In this section you need to understand **details** (specific information) from the article.

Warm-up:

In paragraph 2, the author tells about an internet video. These pictures show scenes from the video, but the scenes are in the wrong order.

- Write numbers in the circles to put the scenes in the right order.
- One has been done for you.



Directions: There is a summary of paragraph 3 in the table below, but the sentences are in the incorrect order.

- To answer questions 3 – 5, put the sentences in the correct order so the summary makes sense.
- Draw lines to show which sentence is first, second, third, and last.
- **One line has been drawn for you.**

Incorrect Order	Correct Order
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: black; color: white; border-radius: 10px; padding: 2px 5px; font-weight: bold; margin-right: 10px;">Example:</div> <div style="padding-left: 10px;"><i>But there are safe ways to protect bees and farm animals without hurting honey badgers.</i></div> </div>	first
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">3</div> <div style="padding-left: 10px;"><i>As a result, in some areas the honey badger has completely disappeared.</i></div> </div>	second
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">4</div> <div style="padding-left: 10px;"><i>Beekeepers and farmers sometimes use traps and poison to kill honey badgers</i></div> </div>	third
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">5</div> <div style="padding-left: 10px;"><i>For example, they can use fences to protect the farm animals, or raise the beehives off the ground.</i></div> </div>	last

Items 3-5

Initial Question Probe:

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure of Paragraph 3 go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

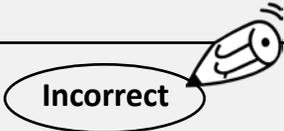
- (1) Word level: Are students using their knowledge of verbs to help determine their answers? (e.g., should, will probably, believe)?
- (2) Sentence level: To explain their answer choice, do students use the fact that the subject of item 4 is "the beekeepers and farmers" and that their actions are motivating the sequence of ideas and so should come first in the sequence? Do students point out the phrase "As a result" (item 3) to infer there needs to be a preceding idea (and so cannot come first in the sequence)? Do students mention the phrase, "For example" as a clue that this sentence (item 5) is a detail of something preceding it and so should come at the end of the sequence?
- (3) Discourse level: Do students notice that the order the ideas are presented in the paragraph corresponds to the correct sequencing of ideas?

Note: It may be helpful to probe students further on their understanding of the functions of the transitional expressions at the beginning of most of the sentences in these items.

Notes

Directions: In questions 6 and 7, decide whether the sentences are **correct** or **incorrect** based on the information in the article.

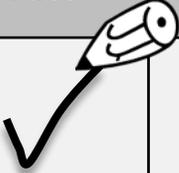
- If a sentence is correct, circle **Correct**.
- If a sentence is incorrect, circle **Incorrect** AND quote the article to explain why it is incorrect.
- **Two examples have been done for you.**

SENTENCES	ANSWERS
<p>Example: <i>Honey badgers are small animals that live in Africa, the Middle East, and India.</i></p>	<p>Correct Incorrect</p> 
<p>Example: <i>In most areas, the honey badger has disappeared.</i></p>	<p>Correct Incorrect</p>  <p>The article says, "in some areas honey badgers are disappearing." It doesn't say that the honey badger has disappeared in <u>most</u> areas.</p>
<p>6 <i>There is no way to protect bees and farm animals from the honey badger.</i></p>	<p>Correct Incorrect</p>  <p>The article says "There are safe, cheap ways to protect bees and farm animals. For example, fences can be built around the farms to keep the honey badgers out."</p>
<p>7 <i>Eating honey badgers can make humans strong and brave.</i></p>	<p>Correct Incorrect</p>  <p>The article says "there is no scientific evidence that this is true. Nobody has ever studied whether or not eating the honey badger can improve our health."</p>

2 (full credit)	The statement is identified as "incorrect" AND at least one specific reason <u>from the article</u> is given as a quotation (see examples).
1 (partial credit)	The statement is identified as "incorrect," but there is NOT a satisfactory explanation of why. If an explanation is present, it may not include information from the article, may include irrelevant information, or may be illegible or incomprehensible.
0 (no credit)	The response is blank or doesn't indicate that the statement is incorrect.

Directions: For questions 8, 9, and 10, read the sentences in the table.

- Check (✓) **Fact** if the sentence expresses a fact.
- Check **Opinion** if the sentence expresses an opinion.
- **One example has been done for you.**

Sentences from this article	Fact	Opinion
<p>Example: <i>In some areas, honey badgers are disappearing.</i> (paragraph 1)</p>		
<p>8 <i>The honey badger is an amazing animal.</i> (paragraph 2).</p>		
<p>9 <i>There is a famous video on the internet that shows a fight between a honey badger and a puff adder.</i> (paragraph 2)</p>		
<p>10 <i>There is no good reason for people to kill honey badgers.</i> (paragraph 5)</p>		

Item 8**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that the sentence was an opinion?

If students do not refer to the evaluative adjective “amazing” as a clue that the sentence in the prompt is an opinion, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand the word “amazing” signals a particular point of view?
- (2) Discourse level: Do students understand that the paragraph begins with the opinion followed by the facts on which the opinion is based?

Item 9**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that the sentence was a fact?

If students do not refer to the prepositional phrase “on the internet” and the relative clause “that shows a fight between a honey badger and a puff adder” as clues about the existence of the video, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 9 **Teacher Considerations** continued on next page)

Item 9 (cont.)

Teacher Considerations:

- (1) Word level: Even though the word “famous” can convey an opinion, do students understand that the rest of the ideas in the sentence is factual? (See Sentence level considerations for an extension of this idea.)
- (2) Sentence level: The sentence contains a prepositional phrase and a relative clause that provide the factual information about the existence of the video.

Item 10

Initial Question Probes:

- (1) Why did you choose that answer?
- (2) How did you know that the sentence was an opinion?

If students do not refer to the evaluative phrase “no good reason” as a clue that the sentence in the prompt is an opinion, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand the phrase “no good reason” signals a particular point of view?

Notes

Directions: For questions 11 – 13, think about what **words** mean.

- Hint: to find the answers you may need to use clues from the **context**—the words that come before and after.
-

11 Find and circle the word “**areas**” in paragraph 1. Here are three dictionary definitions for the word “area”. Which of these definitions goes with the meaning of “areas” in paragraph 1?

- a) **area:** A field of research or study, such as biology
- b) **area:** A part of a larger place, such as a region
- c) **area:** The amount of space inside a shape

12 Find and circle the word “**traditional**” in paragraph 4. Which of these words is related to “traditional”?

- a) Old
- b) New
- c) Large
- d) Expensive

13 Find and circle the word “**nevertheless**” in paragraph 4. Choose the word or words that could replace “nevertheless” in the sentence.

- a) Less and less
- b) However
- c) Because of
- d) As a result

Item 11**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that “area” used in paragraph 1 was “a part of a larger place, such as a region”?

If students do not refer to the phrase “lives in parts of Africa, the Middle East, and India” as a clue that “area” means “place” instead of “field of research” or “amount of space,” then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that the use of the word “area” in the paragraph is an umbrella term for the places such as Africa, Middle East, and India?
- (2) Discourse level: Do students understand that the context clues for understanding the meaning of the word “area” are not in the adjacent sentences? Instead, students have to look in sentences earlier in the paragraph for context clues (e.g., the sentence referring to “parts of Africa, Middle East, and India”).

Item 12**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that “traditional” used in paragraph 4 was “old”?

If students do not refer specific evidence in the text, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 12 **Teacher Considerations** continued on next page)

Item 12 (cont.)

Teacher Considerations:

- (1) Word level: Do students understand that they can make inferences about time from phrases in the text, such as “nobody has studied” and “people continue,” that provide clues that “traditional” in this context means “old”?
- (2) Discourse level: Do students understand that the context clues for understanding the meaning of the word “traditional” are not in the adjacent sentences? Instead, students have to look in sentences later in the paragraph for context clues.

Item 13

Initial Question Probes:

- (1) Why did you choose that answer?
- (2) How did you know that “however” was the correct answer to replace “nevertheless” used in paragraph 4?

If students do not refer specific evidence in the text, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Sentence level: Does the student understand that because of the logic in paragraph 4, s/he should choose answer B (“however”) rather than answer D (“as a result”), since B denotes the contrastive logic whereas D denotes the causal and sequential relationship?

Notes

Directions: Now think about **word parts**—the chunks that make up words.

- In the table below, look at the word parts and the examples from the article.
- Circle the meaning of each word part (one choice will not be used!)
- Then think of your own example and write it in the blank.
- An example has been done for you.

Word Part	Example From The Article	
Example: dis-	<u>dis</u> appeared (paragraph 3)	Meaning (circle): A person Full of <u>The opposite of</u> Between
		My own example: _____ dislike 
14 -ous	<u>poison</u> ous (paragraph 2)	Meaning (circle): A person <u>Full of</u> The opposite of Between
		My own example: _____ dangerous
15 inter-	<u>inter</u> net (paragraph 2)	Meaning (circle ONE meaning): A person Full of The opposite of <u>Between</u>
		My own example: _____ interact

1 (full credit) for each item	#14: The word entered by the student is a real word that clearly contains the word part (suffix) “-ous,” having the meaning <i>full of</i> . Examples include <i>dangerous, famous, and humorous</i> . #15: The word entered by the student is a real word that clearly contains the word part (prefix) “inter-,” having the meaning <i>between</i> . Examples include <i>interact, interview, and interpret</i> .
0 (no credit)	The words entered by the student are not real words, or do not really contain the word parts “-ous” or “inter-.”

Item 14**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that the suffix “-ous” used in poisonous in paragraph 2 meant “Full of”?

If students do not refer specific evidence in the text, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that the word poisonous is an adjective and so must modify a noun? With this understanding, the only answer that makes sense is “full of” since the others wouldn’t logically modify a noun. Do students understand what “poison” means? This would be necessary for making this deduction. Do students’ own examples show that they understand the word part as meaning “full of?”
- (2) Sentence level: Do students refer back to the text to see how the word “poisonous” is used in the article? Specifically, noticing that it is used to describe a snake.

Item 15**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that the prefix “inter-” used in internet in paragraph 2 meant “between”?

If students do not refer to their knowledge of the word “internet” as a set of connected networks, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: If students do not know the definition of the word “internet,” the teacher should tell students the definition and ask students to infer what the prefix –inter means.

Directions: With your partner, brainstorm two more words with the word part “dis-”.

- Remember that “dis-” means “opposite”, so the words you choose should have a meaning related to “opposite”.
- Discuss the definitions of the two words.
- Write down the words and the definitions in the table below.

Word with “dis-”	Definition of the Word
<div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-bottom: 5px;">Example:</div> <p style="text-align: center;"><u>dis</u>appear</p>	to stop being seen (the opposite of <i>appear</i>)
<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">16</div> <p style="text-align: center;">Distrust</p>	to not trust (opposite of trust)
<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">17</div> <p style="text-align: center;">Discourage</p>	the opposite of encourage. To make someone feel bad.

2 (full credit)	The word entered by the student is a real word that clearly contains the word part “dis” having the meaning <i>opposite</i> or <i>not</i> . Examples include <i>disregard</i> , <i>discourage</i> , <i>distrust</i> . The word is also correctly defined.
1 (partial credit)	The word entered by the student is a real word that clearly contains the word part “dis” having the meaning <i>opposite</i> or <i>not</i> , but it is NOT correctly defined.
0 (no credit)	The word entered by the student is not a real word, or does not really contain the word part “dis”.

Directions:

- In questions 18 and 19, the **subject** of the sentence is underlined.
- Circle the **verb** that goes with the subject.
- One example has been done for you.

Example:

The subject is underlined. Circle the verb that goes with the subject.

Beekeepers and farmers need to protect their bees and animals.

- 18 The subject is underlined. Circle the verb that goes with the subject.

Simple solutions like fences save the lives of honey badgers.
(paragraph 2)

- 19 The subject is underlined. Circle the verb that goes with the subject.

In addition, some people hunt honey badgers to make traditional
medicine. (paragraph 4)

1 (full credit)	The main verb is correctly identified. The object of the main verb may also be circled (e.g., “save” or “save the lives of honey badgers” for #18 and “hunt” or “hunt honey badgers” for #19).
0 (no credit)	The main verb is not correctly identified.

Directions: In question 20, choose the best **paraphrase** for the sentence. When you paraphrase, you say what the sentence says in your own words.

Example:

Sentence: There is a famous video on the internet that shows a fight between a honey badger and a puff adder, a kind of poisonous snake.



Paraphrase: On the internet people can see a honey badger fight a snake.

Read this sentence from paragraph 5. Choose the *best* paraphrase.

If biologists do not protect the honey badger soon, one day it may become extinct.

- a) Honey badgers may become extinct even if biologists work very hard to protect them.
- b) Honey badgers might disappear unless biologists work to keep them safe.
- c) Biologists are working hard to protect the honey badger so that it does not disappear.

Directions: In questions 21-25, think about how the different things the author says fit together to make an argument.

- For numbers 21 and 22, look at the example with your partner.
- Underline the sentence(s) that offer a solution in number 21.
- Underline the sentence(s) that give a warning in number 22.

Example:

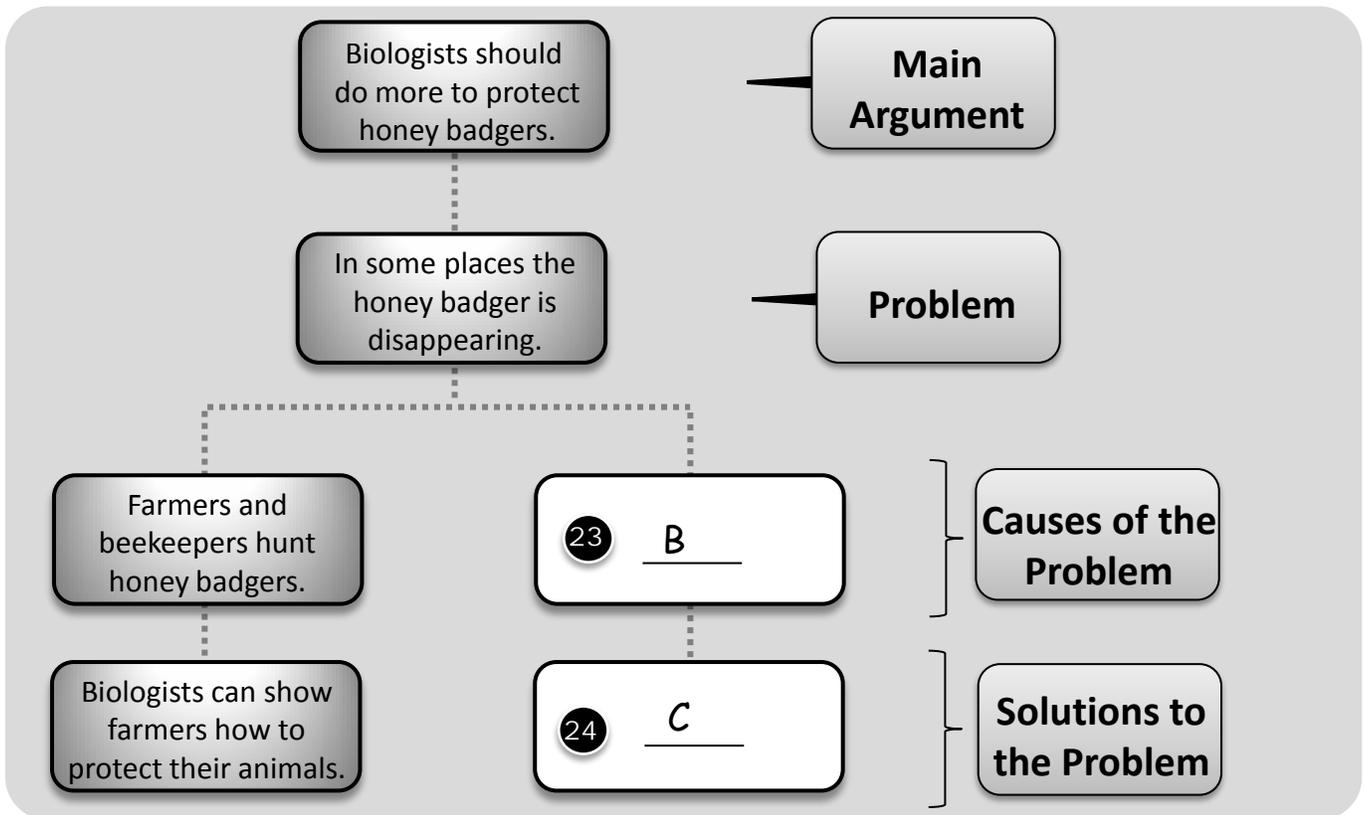
<p>The purpose of <u>paragraph 1</u> is to introduce a problem and make a suggestion.</p> <p><i>Underline the sentence or sentences that make a suggestion.</i></p>	<p>The honey badger is a small animal. It lives in parts of Africa, the Middle East, and India. It is famous for being tough. However, in some areas honey badgers are disappearing. They are disappearing because humans hunt and trap them. <u>Biologists need to protect the animals they study. They should do whatever they can to keep the honey badger safe.</u></p> 
<p>21 The purpose of <u>paragraph 5</u> is to offer a solution and give a warning.</p> <p><i>Underline the sentence or sentences that <u>offer a solution</u>.</i></p>	<p>It is time for biologists to protect honey badgers. There is no good reason for people to kill them. <u>Biologists should teach beekeepers and farmers to use simple, cheap methods to protect their animals. They should also teach people that eating the honey badger cannot make them strong and brave.</u> If biologists do not protect the honey badger soon, one day it may become extinct.</p>
<p>22 The purpose of <u>paragraph 5</u> is to offer a solution and give a warning.</p> <p>Now underline the sentence or sentences that <u>give a warning</u>.</p>	<p>It is time for biologists to protect honey badgers. There is no good reason for people to kill them. Biologists should teach beekeepers and farmers to use simple, cheap methods to protect their animals. They should also teach people that eating the honey badger cannot make them strong and brave. <u>If biologists do not protect the honey badger soon, one day it may become extinct.</u></p>

Directions: The graphic organizer below shows the author’s **main argument**.

- To answer questions 23 and 24, choose from the ANSWER CHOICES to fill in the blank spaces in the graphic organizer. (Write the letter of the correct choice on the line)
- **One answer choice will not be used.**

ANSWER CHOICES

- A. There is a famous video that shows a honey badger fighting a snake.
- B. People hunt honey badgers to make traditional medicine.
- C. Biologists can teach people that eating honey badger cannot make them strong and brave.



25 Which **two** paragraphs in John Coates’ article give reasons that humans hunt honey badgers?

- A. Paragraphs 2 and 3
- B. Paragraphs 1 and 4
- C. Paragraphs 1 and 3
- D. Paragraphs 3 and 4

Item 23**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that sentence describes a “cause of the problem”?

If students do not refer to the “problem” as honey badgers disappearing or the “cause” as people hunting, then move to the drill down questions.

Drill Down Questions:

- (1) Did you use clues in the text and the graphic organizer to help you answer this question? What were they?
- (2) If students answered that they did not look in the text for clues or did not understand the graphic organizer on the assessment page, then ask them to see if they can find any clues in the text or graphic.
- (3) What sentences or phrases in the article give you clues to help you understand the argument?

Teacher Considerations:

- (1) Word level: Do students understand that the word “hunt” is used in one of the boxes already describing “Causes of the Problem” and so may also be used in the correct answer choice?
- (2) Sentence level: Do students understand that they can refer back to the article text and underline sentences describing causes of the problem to help them conceptualize the information before looking at the answer choices?
- (3) Graphic organizer level: Do students understand they need to equate the “problem” in the “Causes of the Problem” box with the “Problem” described in the box directly above it in the graphic organizer? Do students also understand that the information in box “23” needs to be parallel in content to the information in the box next to it, i.e., that both need to describe “Causes of the Problem”? These are both clues that can help students find the answer.

Notes

Item 24**Initial Question Probes:**

- (1) Why did you choose that answer?
- (2) How did you know that sentence describes a “solution to the problem”?

If students do not refer to the “solution” as biologists protecting honey badgers or to people learning that eating honey badgers will not make them strong and brave, then move to the drill down questions.

Drill Down Questions:

- (1) Did you use clues in the text and the graphic organizer to help you answer this question? What were they?
- (2) If students answered that they did not look in the text for clues or did not understand the graphic organizer on the assessment page, then ask them to see if they can find any clues in the text or graphic to make more sense of the argument.
- (3) What sentences or phrases in the article give you clues to help you understand the argument?

Teacher Considerations:

- (1) Word level: Do students understand that the subject of the correct answer choice will be “biologists” since in the article text it is the biologists who are asked to save the honey badgers?
- (2) Sentence level: Do students understand that they can refer back to the article text and underline sentences describing solutions to the problem to help them conceptualize the information before looking at the answer choices?
- (3) Graphic organizer level: Do students understand they need to equate the “problem” in the “Solutions to the Problem” box with the “Problem” described in the box above it in the graphic organizer? Do students also understand that the information in box “24” needs to be parallel in content to the information in the box next to it, i.e., that both need to describe “Solutions the Problem”? These are both clues that can help students find the answer.

Item 25

Initial Question Probes:

- (1) Why did you choose that answer?
- (2) How did you know those paragraphs gave reasons that humans hunt honey badgers?

If students do not refer to the text mentioning honey badgers eating bees and farm animals or people making traditional medicines from honey badgers, then move to the drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that the word “reason” in paragraph 3 refers to the reason humans hunt honey badgers? Do students understand that the infinitive verb “to make” in the first sentence of paragraph 4 begins a phrase that provides a reason people hunt honey badgers? This may be confusing for students since the reason is expressed without more common words students may expect such as “because”.
- (2) Sentence level: Do students understand that the reasons given in paragraphs 1 and 5 are not related to why people hunt honey badgers but related to why biologists should protect honey badgers?
- (3) Discourse level: Do students understand that the second sentence in paragraph 3, “One reason is that honey badgers like to eat bees and farm animals,” is an answer to the question posed in the previous sentence, “So, why do humans hunt honey badgers?”

Notes



**Before you go on, read Article # 2
with your partner !**

Directions: For questions 26 and 27, think about the **connections** between the two articles you have read.

John Coates and Monique Thomas disagree about whether or not honey badgers need protection.

- The table below contains two kinds of sentences:
 - Sentences that argue that honey badgers need protection
 - Sentences that argue that honey badgers **DO NOT** need protection
- Choose sentences from the **ANSWER CHOICES** to complete the table.

ANSWER CHOICES	
A. Farmers poison honey badgers to protect their animals.	
B. Honey badgers are wonderful animals.	
C. Honey badgers are living in more than 80 countries.	

Sentences that argue that honey badgers need protection	Sentences that argue that honey badgers do NOT need protection
<i>People kill honey badgers to make traditional medicine.</i>	<i>Many animals need protection more than the honey badger.</i>
26 <u> A </u>	27 <u> B </u>

Item 26

Initial Question Probes:

- (1) Why did you choose that answer?
- (2) How did you know that sentence argued that honey badgers needed protection?

If students do not refer to the sentence as a fact that contributes to honey badgers being in danger, which is corroborated in the John Coates article (paragraph 3), go to drill down questions.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that the word “poison” in answer choice A relates to a potential harm for honey badgers? Are students able to connect the noun “poison” in the John Coates article in paragraph 3 which is said to be used to kill honey badgers, with the verb “poison” in the answer choice? Can students use the word “wonderful” in answer choice B as a clue to understand that this is not the correct answer as it suggests the sentence is an opinion and not a fact?
- (2) Sentence level: Do students understand that the pronoun “their” in answer choice A refers to the farmer’s animals? This may be a challenge for students to understand the referents. They have to infer from this information that the honey badger needs protection from the poisoning as the sentence instead describes actions taken to protect farm animals not honey badgers.

Notes

Item 27

Initial Question Probes:

- (1) Why did you choose that answer?
- (2) How did you know that sentence argued that honey badgers do not need protection?

If students do not refer to the sentence as a fact that contributes to honey badgers not needing protection, which is corroborated in the Monique Thomas article (paragraph 2) through a contrast with the Philippine eagle, go to drill down questions

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

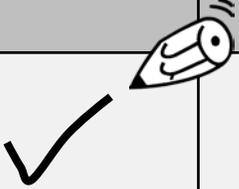
Teacher Considerations:

- (1) Sentence level: Do students make the connection between the content in answer choice C with the similar sentence in the Monique Thomas article, paragraph 2, which contains the additional information that there are over one million honey badgers? This information provides students with context about honey badgers “liv[ing] in more than 80 countries.”
- (2) Discourse level: Are students able to contrast the information in the article about the Philippine eagle with the information about the honey badger? Do students understand the meaning of “critically endangered” (word level) and that, based on the contrast made in the paragraph, this classification does not apply to honey badgers?

Notes

Directions: In questions 28 and 29, you need to make **inferences**. When you make an inference, you decide what is *probably* true based on what you have read.

- Read the statements in the table below.
- Place a check mark (✓) to show which author (John Coates or Monique Thomas) would probably agree with each statement.

Statement	John Coates	Monique Thomas
<div style="background-color: #333; color: white; padding: 2px 5px; border-radius: 10px; display: inline-block;">Example:</div> Biologists should help the most endangered animals first.		
28 It is impossible to protect all animals, so biologists should focus on animals that are in danger of disappearing.		
29 Biologists should try to protect all animals, even if they are not in danger of disappearing.		

Questions 30 and 31 are about the **FIRST** article **only!**
(*Protecting a Strong Animal* by John Coates)

Directions: In questions 30 and 31, think about the author’s **argument** and the **evidence** he uses to support it. (Evidence is a fact or example that supports an argument.)

- Read the sentences in the table.
- Decide if each sentence...
 - **SUPPORTS the author’s argument** (makes it stronger)
 - **WEAKENS the author’s argument** (makes it weaker)
 - **IS NOT RELEVANT** (does not strengthen or weaken the argument).
- Place a check mark (✓) in the blank to show your answer.

Example: People kill honey badgers to make traditional medicine.	<input checked="" type="checkbox"/>	Supports the author’s argument
	<input type="checkbox"/>	Weakens the author’s argument
	<input type="checkbox"/>	Is not relevant
30 The Philippine eagle is a large bird that lives only in the Philippines.	<input type="checkbox"/>	Supports the author’s argument
	<input type="checkbox"/>	Weakens the author’s argument
	<input checked="" type="checkbox"/>	Is not relevant
31 Honey badgers will survive without help from biologists.	<input type="checkbox"/>	Supports the author’s argument
	<input checked="" type="checkbox"/>	Weakens the author’s argument
	<input type="checkbox"/>	Is not relevant

Directions: You have read two articles. Each author made an argument about protecting honey badgers. Now it is time for you to decide whose argument was stronger.

- Choose the author who you agree with more.
- Use **specific information from what you read** to explain why you think their argument was the strongest.

32

Who do you agree with more about protecting honey badgers?

- I agree with John Coates more.
 I agree with Monique Thomas more.

Now write a paragraph to explain your choice.

Remember to use specific reasons from the articles you have read.

I agree with Monique Thomas more. She says that we should
 protect the animals that are in real danger. I agree with that.
 The honey badger doesn't seem to be disappearing everywhere,
 but some other animals are, like the Philippines Eagle. So, I
 think we should protect animals like the Philippines Eagle first,
 and then protect other animals like honey badgers.

Item 32

Constructed response: Responses will vary. Responses receiving full credit (see rubric below) should show evidence that the student correctly understood the arguments made by John Coates and Monique Baron (i.e., their disagreement over which animals need protection) and should cite specific details from the article to support the student’s opinion.

2 (full credit)	One opinion choice is checked, and at least one fully developed reason with specific details is provided that clearly supports the opinion and engages the content of the articles (i.e., whether honey badgers need additional protection).
1 (partial credit)	One opinion choice is checked and there is interpretable writing in the blank space, but the reason is not fully developed. It may lack clarity, include irrelevant information, or fail to engage the content of the articles.
0 (no credit)	No response; if an opinion choice has been checked, there may be no reason provided, or the reason is completely lacking in clarity, relevance, or connection to the content of the articles.

Teacher Considerations:

Pay attention to the degree to which students accurately cite specific examples from the text. This will indicate the students’ general comprehension and reasoning of the author’s argument.

Notes
