



ELA/Literacy  
Released Item 2015

Grade 3  
Conventions

Sample Student Responses  
(from all 3 released tasks)

# Anchor Set

## A1 – A8

Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

Dear Friend,

You have told me it is impossible to live in the Arctic. But that isn't true. The Inuit have lived there for over 1,000 years. How? Well, the Inuit are skilled at living with what nature provides them. They eat animals such as caribou, seals, walruses, whales, bears, hares, musk oxen, ptarmigan, char, salmon, & whitefish. They wear waterproof clothing made of seal & walrus intestine. They wear parkas made of caribou fur. They take shelter in tents made of caribou hide & wooden frames or igloos. But the Inuit

aren't the only ones who live in the Arctic. Many animals also live there. Some live by storing fat & then hibernate. Some live by migrating to where food is. Others live by digging tunnels underground where it's warm. And still another few change their coats to longer, heavier, whiter ones to stay warm & hide from predators. Some examples of animals in the Arctic are, also caribou, seals, walruses, bears, hares, foxes, muskoxen, ptarmigan, arctic owls, whales, char, salmon & whitefish. I hope this explains that it isn't impossible to live in the Arctic.

Your Friend,

## Annotations

### **Anchor Paper 1** **Score Point 3**

The response demonstrates full command of the conventions of standard English. The student constructs grammatically correct sentences with varying degrees of complexity (*How? Well, the Inuit are skilled at living with what nature provides them*). Spelling and capitalization is controlled (no errors). Although it is not appropriate to use an ampersand in place of the word "and" in the response, other than a comma error (*animals in the Arctic are, caribou, seals* [no comma is required after "are"]), the response is nearly error-free. The response demonstrates an appropriate level of complexity, and meaning is clear.

Swimming!Swimming!Swimming! One hot June day in the woods Anna and her brother Derick and her sister Amy were camping with their parents and all they could think about was going swimming in the lake! Then Amy asked her mom "can we go swimming"? Her parents said "okay"! Amy, Anna, and Derick raced to their bags and quickly got changed. As soon as they got ready they ran to the lake and jumped in! SPLASH! Anna, Amy, and Derick were all having a GREAT time seimming and splashing in the lake! You could even say it was like Disney World! Suddenly Anna shouted " come here you guys I found something"! Amy and Derick gasped! Anna had found a liitle baby turtle!

Amy started gushing over the baby turtle. She kept on saying "how cute" and " it's as cute as baby"! Then Derick relized that the turtle was all alone! He told the girls that the turtle was all alone. They had to act fast a baby turtle couldn't survive with out a mom! The kids started looking for the turtle's mom on land. Under the bushes? No turtle. Near the pond? No turtle. Where oh where could the mom be! Then Derick said " she may be in the pond". They all started looking in the pond, Anna even dove under water! Nope the turtle wasn't there at all! Then Anna suggested that they go look in the woods. They searched EVERYWHERE..... but no turtle! Then Amy started yelling " YES"! " I go tit I know what we can do! Then Amy quickly expeained her idea the kids go to work!

The kids started gathering leaves and plants and then laying them on the ground. The kids were going to leave lots of yummy food and water for the turtle so they could hopefully find the turtle's mom! What a great idea don't you think! So the Amy, Anna, and Derick waited and waited. They waited some more and some more. Then it was time to go to sleep so the kids snuggled in their sleeping bags and drifted off to sleep. Then in the morning Amy, Anna, and Derick woke up and them they ran to the pond and guess what ..... their was NO turtle! But the kids didn't give up! They kept on looking and then suddenly Derick shouted " I found her I found her" the kids rushed to Derick's side! They had done it! They had found the turtle's mom! Their parents were really proud of them! Wouldn't you be proud too?

## Annotations

### **Anchor Paper 2** **Score Point 3**

The response demonstrates full command of the conventions of standard English at an appropriate level of complexity. Knowledge of capitalizing the beginning of sentences and proper names is evident. The writer also demonstrates knowledge of using quotation marks to indicate dialogue. The response includes a few minor errors in mechanics, such as spelling (*seimming, relized, exeplained*) and missing punctuation along with an overuse of the exclamation point, but meaning is clear.

Dear Freund,

3 - 25 - 14

It is possible to live in the artic beacause people and animals live in the artic.

The grizzly bear spends all Spring, Summer, and Fall storing up fat. Then the bear goes into hibernation for all winter.

Some animals survive off of fat. Some have extra hair to keep warm and a lot of animals call the artic home.

The Inuit collany canged their life stile to survive in the canadein artic and only eat meat!

They use animal skin for clothes too! Seal or walrus intestin is waterproof,the Inuit people used this to keep dry witch is importent because water freezes quickly in the north.

So people and animals can survive in the artic veary well.

Your friend,

Score Point 2



## Annotations

### **Anchor Paper 3** **Score Point 2**

The response demonstrates some command of the conventions of standard English at an appropriate level of complexity. Sentence structure is controlled with the exception of one run-on sentence. Knowledge of capitalizing the beginning of sentences is evident. However, the response contains other capitalization errors (*artic, Spring, Summer, Fall*). The response contains errors in spelling (*artic, Freind, collany, canged* [changed], *stile, veary*), but the meaning is generally clear.

In How Big Bear Struck to the Sky the first illustration shows Fisher scratching his front claws on the sky's floor, if you look close enough you can see the scatch marks are not that deep so it has not made a hole deep enough to get above the sky's floor.

In How Big Bear Struck to the Sky the second and last illustration shows Fishers constellation and his friends looking at his constellation in the sky.

In Coyote and Fire there is only one picture unlike How Big Bear Struck to the Sky in the picture there is a lion, a fox, a squeril, in the story it said it was an antelope, and a deer they are all carring one stick and on the tip of the stick is a flame of fire.

Well that is what the illustrations describe what is happening in the story.

## Annotations

### Anchor Paper 4 Score Point 2

The response demonstrates some command of the conventions of standard English at an appropriate level of complexity. The response contains a few spelling errors (*anough* [enough], *squeril* [squirrel]), a few punctuation errors (*it was an antelope, and a deer*), and inconsistency in use of apostrophes (*sky's floor, Fishers constellation*), but the meaning is generally clear.

When the cousins went swimming Nate was acting like a monster and every boddy tried to swim away from him .And the narrator suggested hide and go seak.When they were exploring the water they found a sand crab,and when nate tried to pick it up it pinched him,and every started laughing.And when every one was done swiming the went back to camp and Macorronie and cheese for dinner,every boddy had the best time of their lives.And the next thing you no they went swimming tommorow and they did.They had the best camping trip ever thanks to Mapps and Popp.

Score Point 1

## Annotations

### **Anchor Paper 5** **Score Point 1**

The response demonstrates a limited command of the conventions of standard English. Errors in spelling (*every boddy, seak, every one, tommorow*) and capitalization (*nate* [and] *Macorrhonie*) often impede understanding. The response also exhibits errors in sentence structure (run-ons) and dropped words. Overall, the density of errors demonstrates the writing is not at an appropriate level of complexity.

In *How Big Bear Struck to the Sky* the picture helps the reader by showing what the floor of the sky looks like and that the animals want it to be nice and sunny like there so in order to make it look like the floor of the sky they have to break through the floor of the sky so the animals world will look that way. And in the book *Coyote and Fire* the illustration helps the reader remember the order the stick of fire was passed from one animal to another.

## Annotations

### **Anchor Paper 6** **Score Point 1**

The response demonstrates limited command of the conventions of standard English. Capitalization and punctuation are mostly accurate. However, errors in sentence construction in both sentences in the response often impede understanding (*And in the book Cyote and Fire the illstration helps the reader remember the order the stick of fire was passed from animal to another*).

Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

Dear  
not impossible for  
animals to live in the  
arctic lots of animals  
live in the arctic.

Score Point 0



## Annotations

### **Anchor Paper 7** **Score Point 0**

The response demonstrates no command of the conventions of standard English. No control over sentence formation is established. Other than the salutation (*Dear*), no knowledge of capitalization is demonstrated. Overall, it is a very brief response that does not demonstrate any degree of complexity.

LONG AGO FOR MENY YERA THAR WHUS A TON WITH PEOPLE AND THAR  
WHUS LAJINS THAT THAR WHAS ANYMOL'S THAT HOLD'S TRTCHIS INIT'S  
MOTH AND RAN THE HUTRSTRIDE TO CIL THAM BUT THAR WHUS TO EAST  
FOR THE HUTER'S

Score Point 0

## Annotations

### **Anchor Paper 8** **Score Point 0**

The response demonstrates no command of the conventions of standard English. Frequent and varied errors in grammar (*MENY YERA* [many years]), punctuation (*ANYMOL'S* [animals]), and spelling (*THAR, WHUS, THAM*) impede understanding.