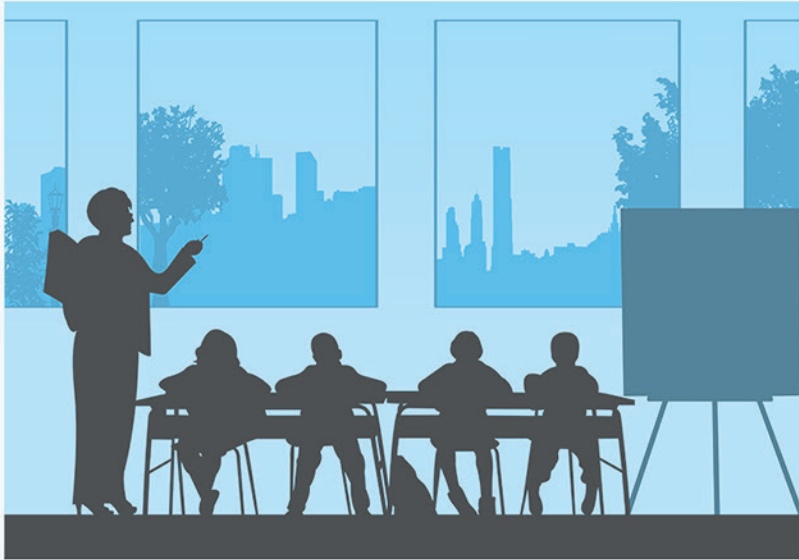




WORKBOOK



TEST PREP & PERFORMANCE TASKS

Name

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Response Type Index

Selected Response	1, 4, 5, 6, 8, 9, 10, 11, 12, 14, 16, 17, 18, 22, 23, 25
Enhanced Selected Response	2, 3, 7, 13, 15, 20, 21, 24, 29
Constructed Response	27
Extended Constructed Response	13, 15, 19, 26, 28, 30
Performance Task	Performance Task 1 (part 1 & 2) Performance Task 2 (part 1 & 2)

How can I use this response type index?

This table organizes the problem numbers based on the response types. As your students prepare for the new assessment, you can have them focus their practice on a certain response type. *For example, students complete problems 13, 15, 19, 26, etc., to practice writing their own responses and/or explanations.*

Quick description of each response type.

Selected Response

Traditional multiple-choice question where students select one correct option.

Enhanced Selected Response

Multiple-choice response where students may select more than one correct option.

Constructed Response

Students create a response such as writing/typing a sentence or math expression.

Extended Constructed Response

Students answer a question and explain their reasoning through words, pictures, or models.

Performance Task

Students perform multiple tasks requiring the knowledge of multiple skills and concepts connected to a single outcome.

How the Camel Got His Hump

By Rudyard Kipling

In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns and shrubs and milkweed and prickles, most 'scruciating idle;' and when anybody spoke to him he said 'Humph!' Just 'Humph!' and no more.

Presently the horse with a saddle on his back came to the camel and said, "Oh Camel, come and trot like the rest of us."

But the camel had no interest in working for Man. He just said, "Humph!"

Then dog with a stick in his mouth came up to the camel and stated, "Hey Camel, come and fetch and carry sticks with us."

But the camel did not feel like fetching or carrying sticks. He just said, "Humph!"

Then the ox carrying a yoke on his neck came to the camel and said, "Camel, you should come and plow like all of us oxen."

But the camel did not want to plow either. He just said, "Humph!"

The Three animals were as mad as a hornet, so they held a palaver or pow-wow on the edge of the Desert; and the Camel came chewing on milkweed most 'scruciating idle,' and laughed at them. Then he said 'Humph!' and went away again.

Soon, the Djinn in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic), stopped to pow-pow with the Three.

The animals told Djinn about the Camel's refusal to work. Djinn sat there as calm as a millpond and then after much time finally spoke, "Let me handle this. I will teach the camel a lesson he won't forget."

Then the Djinn went to the camel to ask him to help with the Man's work. And still the camel just said, 'Humph!'

"You've given the Three extra work ever since Monday morning, all on account of your 'scruciating idleness,' said the Djinn; and he went on thinking Magics, with his chin in his hand.

"Humph!" said the Camel.

"I shouldn't say that again if I were you," said the Djinn; "you might say it once too often. Bubbles, I want you to work."

And the Camel said 'Humph!' again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping hump.

"Now you will go and do work for the Man," ordered the Djinn. "You will walk in the hot, sandy desert for days and live off the food and water stored in your hump."

And the Camel humphed himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a hump (we call it 'hump' now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.



Central Message & Recount Stories

RL.3.2

Read the story *How the Camel Got His Hump* on page 1. Then, answer the questions below.

1. Which sentence would be the **best** lesson of the text?
 - A There are consequences to being lazy.
 - B It is important to help others.
 - C One should look out for themselves.
 - D Hard work pays off.

2. Which events from the passage **best** support the *theme* or *lesson*? Circle all that apply.
 - A The Camel has no interest in working for Man. He just said, "Humph!"
 - B The animals told Djinn about the Camel's refusal to work.
 - C Then Djinn spoke, "Let me handle this. I will teach the camel a lesson he won't forget."
 - D The Camel ate sticks and thorns and shrubs and milkweed and prickles.
 - E And the Camel said 'Humph!' again; but sooner had he said it than he saw his back puffing up and putting up into a great big hump.

3. Number the events from the passage in the order in which they happen.

- _____ The Camel lived in the desert eating and not working.

- _____ The Djinn warned Camel not to say 'Humph' again.

- _____ The Camel said 'Humph' again and Djinn using his magical powers and put a great big hump on the Camel's back.

- _____ The Dog, Horse, and Ox went to the Camel and asked the Camel to help with the work, but the Camel refused and said 'Humph!'

- _____ Djinn went to the camel to tell him to help with the work, but the Camel refused and said 'Humph!'

- _____ The Three animals told Djinn about the Camel's refusal to work.

- _____ The Camel helped the other animals and worked for days.

Describe Characters & Meaning of Phrases

RL.3.3, RL.3.4

4. Read the sentences from the text and the question that follows.

"The three animals were as mad as a hornet, so they held a palaver or pow-wow on the edge of the desert."

What does the phrase as mad as a hornet suggest about the three animals?

- A The three animals are happy to work hard for Man.
- B The three animals wished they could be lazy too.
- C The three animals hope Camel will work.
- D The three animals are very angry with Camel for not working.

5. Read the sentences from the text and the question that follows.

"The animals told Djinn about Camel's refusal to work. Djinn sat there as calm as a millpond and then after much time finally spoke, "Let me handle this. I will teach the camel a lesson he won't forget."

Which explains what the underlined phrase shows about Djinn's action?

- A The Djinn is sitting by a pond and thinking.
- B The Djinn is very calm and still as he thinks about what to do.
- C The Djinn sat waiting impatiently to talk to the three animals.
- D The Djinn is upset with Camel's behavior.

Audio: Central Message & Recount Stories

RL.3.2, SL.3.3

Listen to the presentation. Then answer the questions.

"Audrey Takes Her Time" Copyright © Highlights for Children
<http://www.highlightskids.com/audio-story/audrey-takes-her-time#>

6. What is the **most** important *lesson* Audrey learns?

- A It is a good idea to take a break.
- B Friendship is about helping each other.
- C Rushing through things will help you get a lot done.
- D It is important to take your time and do a good job.

7. Number the events from the presentation in the order in which they happened.

- _____ Charlie and Carlos finished their drawings quickly, so they could go to recess.
- _____ Audrey took her time deciding what to draw.
- _____ Mrs. Kane left the room and told Audrey and Kira to take their time.
- _____ Audrey heard the jump rope, but continued to work carefully on her drawing.
- _____ Kira and Audrey played on the swings together and became good friends.
- _____ Audrey tried not to notice all the students going out for recess and the time on the clock.
- _____ Tony tripped as he ran to give the teacher his drawing.
- _____ Mrs. Kane announced five minutes left of recess and asked Audrey and Kira to join the class for recess.
- _____ Kira and Audrey liked each other's drawings.
- _____ Audrey added a tree full of birds and added three squirrels to her drawing.

Describe Characters & Answer Questions

RL.3.3, RI.3.1

Listen to the presentation. Then answer the questions.

“Audrey Takes Her Time” Copyright © Highlights for Children
<http://www.highlightskids.com/audio-story/audrey-takes-her-time#>

8. Which word **best** describes Audrey?
- A angry
 - B patient
 - C helpful
 - D smart
9. Which sentence from the presentation supports your answer in question 8?
- A But she liked her drawings best when she worked carefully.
 - B Audrey smiled. She had a feeling she had found a great new friend.
 - C Audrey heard a jump rope slapping the sidewalk in the playground.
 - D She drew a girl on a swing and gave her red hair to match her own.
10. Why does Audrey try not to notice the children going to recess?
- A Audrey is sad that no one wants to play with her.
 - B Audrey doesn't want to play outside.
 - C Audrey doesn't want to feel rushed to finish her drawing.
 - D Audrey doesn't want the other children to see her drawing.

A Shark Tracker

RL.3.3, RI.3.1

by Marko Garcia

I think sharks are fascinating. In fact, my job is tracking them! My name is Marko Garcia and I am a marine biologist. A marine biologist is someone who studies the oceans and its life forms. I track sharks so we can study their behavior and their role in keeping the oceans healthy.

Shark Information

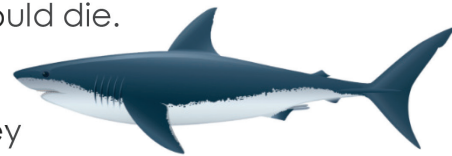
There are approximately over 400 types of sharks swimming in the ocean. It is not easy to track a shark because the ocean is so big. To track sharks, I must catch a shark and then insert a tagging device under its belly. Once the tagging device is inside the shark, I can track it using satellites in outer space.

It sounds crazy to track this remarkable creature, but I love interacting with them. They are an interesting fish that has lived on Earth for more than 420 million years. They can swim incredibly long distances or just stay in a specific region. Most sharks have an amazing sense of smell that allows them to detect blood in the water from miles away. Sharks also have good eyesight and hearing.

Most importantly, I have discovered that sharks play a crucial role on this planet. They are responsible for keeping the ocean's ecosystem healthy. How? Since sharks are atop the oceans' food chain, they keep the populations of fish in a proper balance. By tracking sharks, I can prove how the behavior of sharks helps keep the seas healthy and that without sharks fisheries would collapse and coral reefs would die.

Shark Activity

I have found sharks have different patterns of behavior. They are different in where they travel, how they hunt, and what they eat.



Sharks are able to migrate to different regions of the ocean. They can be found at the top of the ocean as well as the bottom. This is based on the shark's activities such as finding food, whether they need fresh or salt water, and the temperature of the water. For example, the bull shark can be found in fresh or salt water when looking for food.

Sharks prey on their food using different techniques. Some sharks, like the great white shark, attack and surprise their prey. Whereas other sharks swim through the ocean with their mouths open wide, filtering in large quantities of fish. For example, a megamouth shark swims with its mouth open eating anything in its path. At times, a shark will find its prey and hurt it, which causes other sharks to attack the prey causing a feeding frenzy.

A Shark Tracker

RL.3.3, RI.3.1

by Marko Garcia

A shark's diet is typically fish and other ocean mammals. Sharks typically prey on the weak or slower fish in a population, which is important for keeping the ocean healthy from sick fish and diseases. Some sharks will also search the sea floor to feed on dead animals. Fast-moving sharks such as the blue shark, mako, tiger shark, and hammerhead feed on sea lions, dolphins, or other sharks.

Shark Extinction

Many sharks are at risk of becoming endangered. I am worried that the shark population faces a huge chance of extinction due to overfishing driven by the high demand of shark fins. They are also becoming threatened because of recreational fishing, habitat alterations such as damaged and lost coastal development, and people who hunt them in order to protect the waters. All of this could cause the species to die out, affecting ocean life. I want to protect sharks so we can continue to study this amazing creature that helps keep our oceans healthy.

Answer Questions & Describe Character Context Clues

RI.3.1, RL.3.3, L.3.4.A

Answer the following questions using the text *A Shark Tracker* by Marko Garcia.

11. Which word **best** describes Marko Garcia?
- A concerned
 - B scared
 - C dishonest
 - D nosy
12. Which sentence from the passage supports your answer in the above question?
- A I am a marine biologist.
 - B To track sharks, I must catch a shark and then insert a tagging device under its belly.
 - C I am worried that the shark population faces a huge chance of extinction.
 - D I have found sharks have different patterns of behavior.
13. Explain how Marko supports his statement that *sharks prey on their food using different techniques*. Use details from the text to support your explanation.

Write your answer in the space below.

Answer Questions & Describe Character Context Clues

RI.3.1, RL.3.3, L.3.4.A

14. Which sentence summarizes the main idea of the section "Shark Activity"?
- A Sharks can be found at the top of the ocean as well as the bottom.
 - B Sharks can travel to different parts of the ocean.
 - C Sharks can sense blood from miles away in the water.
 - D Sharks eat a variety of fish and other sea animals.
 - E Sharks have different patterns of behavior.
15. Explain why the author is interested in sharks. Use details from the passage to support your explanation.

Write your answer in the space below.

Context Clues, Prefixes and Suffixes

L.3.4.A, RF.3.4.A

16. Read the sentence from the passage.

Sharks typically prey on the weak or slower fish in a population, which is important for keeping the ocean healthy from sick fish.

What does the word prey mean as used in the sentence?

- A a victim
- B a game
- C to hunt and eat
- D to deceive or lie

17. Read the sentences from the passage.

Sharks are able to migrate to different regions of the ocean. They can be found at the top of the ocean as well as the bottom.

The word migrate means to *move from one place to another*. Which phrases in the passage are a context clue for migrate?

- A sharks are able to
- B different regions of the ocean
- C top of ocean
- D they can be found

18. By knowing the prefix in the word, *interacting*, you can determine that it means:

- A to act after
- B to not act
- C to act between
- D to act again

19. The word healthy has a suffix. Using the suffix, explain the meaning of healthy.

Main Idea & Supporting Details, Opinion Piece

RI.3.2, W.3.1.B

- 20.** The following is the beginning of an opinion article that a student is writing for the school newspaper. The article needs more support for the reasons why students should be given more afterschool activities. Read the beginning of the article and the directions that follow.

The school should offer more afterschool activities. Providing multiple activities will help students succeed in school. Currently, the school offers tutoring to assist with school work, but that's it! The school should also offer activities that promote creativity and healthy living. Cooking and exercise classes would be very useful in creating a healthy lifestyle. Learning to cook and eat healthy food can increase a student's energy levels.

Choose **two** sentences that support the reasons given in the paragraph.

- A.** Providing art classes such as painting, drawing, or pottery will foster a student's creativity, which will be useful in a student's writing.
- B.** Afterschool activities should include a snack for students who are hungry.
- C.** There are many students who attend the afterschool activities.
- D.** Adding afterschool exercise classes will help a student become more successful because it will help with reducing stress.

21. A student has written an informational report about weather tools. Read this paragraph from the report. Then, answer the question that follows.

Weather Tools

Weather scientists use different tools to predict the weather. A barometer is a weather tool that measures the air pressure. Quick changes in air pressure often mean a change in the weather. The direction of the wind indicates the temperature and amount of water in the air moving into an area. A thermometer provides the temperature of the air.

The student needs to revise the paragraph by adding **two** more details that support the main idea of the paragraph. Which sentences would **best** support this paragraph?

- A Many people use thermometers outside their homes to tell the temperature.
 - B Lower degrees on a thermometer indicates colder weather, whereas degrees closer to 100 show hotter weather.
 - C A wind vane tool tells a scientist which direction the wind is blowing.
 - D Weather scientists are people who study the changes in weather.
 - E The barometer was invented or created by Evangelista Torricelli.
22. A student has written an informational report about mammals for class. The student needs to remove information that does not support the topic sentence. Read the paragraph from the report and the question that follows.

(1) Mammals have four common features that make them different from other animals. (2) Mammals are covered with hair or fur. (3) All mammals use their lungs to breathe. (4) Whales live under water, but they still have lungs. (5) Mammals are warmed-blooded animals. (6) Mammals give birth to babies, and nourish them with milk.

Which sentence does **not** support the topic sentence and should be removed?

- A sentence 2
- B sentence 3
- C sentence 4
- D sentence 5
- E sentence 6

Subject-Verb Agreement

L.3.1.F

23. Yang is writing a story for class. Read the sentences from her story and the question that follows.

Mike went to Lyn's house after school to play games. They planned to play basketball.

"I wants to play soccer," said Lyn.

Mike said, "How about we jump on the trampoline instead?"

Which change should be made to one of the underlined words to correct a grammar usage mistake in the sentences?

- A Change "play" to "plays."
 - B Change "play" to "played."
 - C Change "wants" to "wanted."
 - D Change "wants" to "want."
24. Circle the sentences below that use the **correct** subject-verb agreement.
- 1. The man drives a big truck up and down California.
 - 2. A red bird have red feathers.
 - 3. I am part of the school band.
 - 4. The Earth is the third planet in the Solar System.
 - 5. The ladies is part of a book club.

Coordinating and Subordinating Conjunctions

L.3.1.H

25. The student is writing about the phases of the moon. Read the sentences and the directions that follow.

(1) The Moon goes through eight phases as it travels around Earth. (2) The Moon phases are created by the position of the Moon and the Sun in the sky. (3) The Moon is always lit up by the sun, _____ we only see the portion that's lit up. (4) Each phase is named after how much of the moon we can see, and whether the amount visible is increasing, or decreasing each day.

The student needs to use a word to complete the third sentence. Which word **best** fits in the blank?

- A** or
- B** so
- C** but
- D** also

26. The sentence below uses a subordinating conjunction.

My dad had to drop me off at school before going to his doctor's appointment.

Explain why this is the correct subordinating conjunction.

Describe Sequence Relationships

RI.3.3, W.3.2.A

27. A student has written an informational paragraph about repotting a plant. The paragraph needs an introduction to the topic. Read the paragraph and directions that follow.

How to Repot a Plant

First, buy a new pot that is two times larger than the base of the plant. You will also need to purchase potting soil and peat moss. Next, mix the soil and peat moss together in a wheelbarrow and fill the new container halfway with the mixture. Make sure to use only half of the mixture. Then, carefully transport or move the plant from the old pot into the new one. Fill the pot to the top with the remaining mixture, and then water it. Add enough water to soak the plant until water runs out the bottom and then let it drain completely. Before long, the plant will grow to fit the new pot.

Write at least one sentence that could be added to the beginning of the paragraph to introduce the topic. Write your answer in the space below.

Main Idea and Supporting Details

Answer Questions about Informational Text

SL.3.2, SL.3.3

Listen to the presentation. Then answer the questions.

NASA eClips Presents – *Our World: Space Grub*
<https://www.youtube.com/watch?v=Rb8fKWBAUCM>

28. Explain how cooking food on the International Space Station is different from cooking food on Earth. Use details from the presentation to support your answer.

Write your answer in the space provided.

29. Select **two** questions that the listener can answer after listening to the presentation.

- A How do astronauts sleep on the International Space Station?
- B How often do astronauts get to eat food on the International Space Station?
- C How do astronauts move around the International Space Station?
- D What is the most important thing about food in space?
- E How do astronauts grow food on the International Space Station?
- F Why do astronauts want food that does not crumble for the International Space Station?

30. Describe **two** things astronauts think about when selecting what food to take into space. Use details from the presentation to support your answer.

Write your answer in the space provided.

Performance Task 1 (part 1)

Task:

Your class is creating a magazine about different jobs. Each person has been assigned to learn about a different profession. Your assignment is to learn about being a pilot. You have found two sources about being a pilot.

After you have reviewed the sources, you will answer some questions. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully, so you will have the information you will need to answer the questions and write an informational article.

In Part 2, you will write an informational article using the information you have read.

Directions:

You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you write your informational article.

You may click on the buttons to look at the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the spaces below them.

Source #1

This article about pilots is based on information from the following sources:

<http://www.discovery.kids.com/articles/how-do-you-become-a-pilot/>

<http://www.kidzworld.com/article/8759-becoming-a-pilot>

<http://www.whyyz.com/what-does-an-airplane-pilot-do>

<https://www.youtube.com/watch?v=qGrrXH8T3s8>

Performance Task 1 (part 1)



A Pilot

Do you wish you could fly like a bird? One way to fly is to become a pilot. A pilot is someone who flies an airplane. Being a pilot is an exciting job. A pilot gets to see a bigger part of Earth. They get to see the sunrise and sunset at 36,000 feet. Pilots also get to travel to different places around the world.

A pilot is an exciting career, but it requires school, a lot of training, and hard work. Paid pilots must have a college degree or have experience flying airplanes in the military. A pilot also spends between 3-4 years in training and acquiring flight hours after college.

To get paid as a pilot, a commercial pilot license is required. A pilot must earn the license by passing flight school and logging over 250 flight hours. Some of this time must be spent in different weather conditions and practicing different movements. After the 250 hours are completed, the pilot must pass the written test and pass a check-ride. A check-ride is like a driving test where an examiner goes with a pilot on a flight to make sure they can follow the laws, properly fly the aircraft, and perform certain moves.

There are a variety of pilot jobs. There are airline pilots, helicopter pilots, military pilots, and test pilots. An airline pilot flies passengers or cargo to major cities around the world. A helicopter pilot flies short flights at lower altitudes or closer to Earth. Military pilots fly for either the Army, Navy, Air Force, Marines, National Guard, and Reserves. These pilots fly aircraft that defend the United States of America. A test pilot is a dangerous job. These pilots must have “nerves of steel” because they are testing to make sure airplanes can fly.

A pilot performs many tasks to prepare for flight. First, the pilot must check all routes and weather forecast. Next, the pilot reviews the flight plan with the air traffic controllers. The pilot makes sure the equipment is working properly. Then, the pilot starts up the power unit and enters the flight plan. Once this is completed, the pilot guides the takeoff and works the computerized systems while up in the air.



The most important part of a pilot's job is safety. The pilot is responsible for hundreds of people's lives. The possibility of danger is very real. Due to the danger of the job, a pilot must be very alert and ready for anything, such as weather changes, instrument failures, and other aircraft.

Performance Task 1 (part 1)

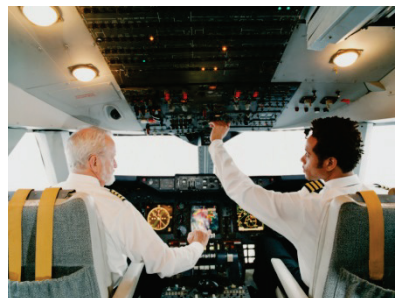
Source #2

This article about what it is like to be a pilot is based on the information in the following sources: <http://www.wikihow.com/Become-an-Airline-Pilot>
https://www.youtube.com/watch?v=hAKiJBn_UCU

Becoming an Airline Pilot

Many children say they want to be pilots and fly big airplanes. However, it takes time and dedication to fly big airplanes or become an airline pilot. An airline pilot flies passengers or cargo to places all around the world. There are many steps a pilot must follow to become a commercial airline pilot.

First, an airline pilot must have a four-year college degree. The degree is usually required by most major airlines in the United States such as United, Delta, America Airlines, etc. It is recommended that a pilot have a degree in science with a focus in aviation. The background in science and aviation will prepare a person for understanding and flying an airplane.



Next, a person must attend a local flying school where they earn a private pilot license. A private license can be attained without a college degree; however, all major airlines require a college degree. A pilot will spend around 40 to 60 hours in flight time before getting the private license. In addition to flight school, a pilot must get a medical certificate from the Federal Aviation Administration to show they are healthy to fly a plane.

After the private pilot license is earned, an airline pilot will continue their training by obtaining multiple ratings or certificates. An airline pilot must acquire an instrument rating, which helps the pilot fly through clouds and bad weather. An airline pilot will also need to get a CFI or certified flight instructor. This rating allows a person to teach flying at a flight school. A multi-engine rating, a certified flight instructor (CFII), and a multi-engine instructor (MEI) rating will also be required in order to become an airline pilot. These ratings allow a pilot to teach other pilots how to fly multi-engine aircraft. These ratings also help an airline pilot gain more experience and flight hours, which will be needed to apply for an airline.

An airline pilot will also need to get a commercial pilot license. A commercial airline license will require over 250 hours of flight training and learning about the instruments and computerized systems in major aircrafts. This is done at the same time a pilot is getting the required ratings or certificates.

With a college degree, multiple ratings, and licenses, a pilot could get hired by an airline company. Most airlines will require that a pilot have at least 3,000 hours of total flight time experience.

Performance Task 1 (part 2)

1. Explain why it takes time to become a pilot. Give three reasons, using information from both sources. Be sure to tell which source you used for each reason. Write your answer in the space below.
2. Which source best explains how a pilot gets their commercial pilot license. Explain your answer by giving two examples from that source using the space below.
3. Which topic could be found in both sources?
- A. There are multiple pilot jobs.
 - B. Pilots get to see the sunrise and sunset.
 - C. A pilot must earn multiple ratings or certificates.
 - D. A pilot must have a college degree.

Performance Task 1 (part 2)

Student Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. You may use your notes and go back to the sources. Now read your assignment and the information about how your informational article will be scored; then begin your work.

Your assignment:

Your class is creating a magazine about different jobs. Each person has been assigned to learn about a different profession.

Your assignment is to write an informational article that is several paragraphs long that will help students in your class know how to become a pilot. The magazine will be read by the students in your class, parents, and your teacher.

Make sure to have a main idea, clearly organize your article, and support your main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

REMEMBER: A well-written informational article:

- has a clear main idea
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support your main idea
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your article
2. write your article
3. revise and edit the final draft of your article.

* Writing Rubric created by Smarter Balanced Assessment Consortium is available at <https://portal.smarterbalanced.org/library/en/performance-task-writing-rubric-narrative.pdf>

Performance Task 2 (part 1)

1. Listen and follow along with the poem *Your World* by Georgia Douglas Johnson.

<https://archive.org/details/YourWorldByGeorgiaDouglasJohnson>

2. Then, read a short passage about the author *Georgia Douglas Johnson*.

In Part 2, you will compare (tell what is the same or different) between the written poem and a movie clip.

Directions:

You will listen to and read the poem *Your World* by Georgia Douglas Johnson. Then, you will answer some questions.

You may read and listen to the audio when you think it would be helpful. You may also look at your notes. Answer the questions in the spaces below them.

Performance Task 2 (part 1)

1. Listen and follow along with the poem *Your World* by Georgia Douglas Johnson.
<https://archive.org/details/YourWorldByGeorgiaDouglasJohnson>
2. Then, read a short passage about the author *Georgia Douglas Johnson*.

Your World

by Georgia Douglas Johnson 1918

Your world is as big as you make it
I know, for I used to abide
In the narrowest nest in a corner
My wings pressing close to my side

But I sighted the distant horizon
Where the sky-line encircled the sea
And I throbbed with a burning desire
To travel this immensity.

I battered the cordons (chains) around me
And cradled my wings on the breeze
Then soared to the uttermost reaches
with rapture, with power, with ease!

Georgia Douglas Johnson

Georgia Douglas Johnson was an African American poet during the Harlem Renaissance period. She was born in Atlanta, Georgia, sometime in the 1880s. Georgia's earlier life was lonely and sad. She was separated from her father when she was very young, and she was not close to her mother. Georgia studied music and literature at Atlanta University. After graduation, she married Henry Lincoln Johnson and moved to Washington D.C. Georgia was a very generous woman. She would offer shelter and food for people in need. She also would host parties for African American artists to share stories and poems. Georgia did not begin writing until she was 36 years old. Her husband was not supportive of her writing. Henry believed Georgia should focus on being a housewife. Her writing usually covered the themes of hope, love, motherhood, racial issues, and women's liberty. Georgia wanted to change the views of her environment, so she wrote inspiring poetry.



Performance Task 2 (part 1)

1. The poem has three stanzas. The first stanza is about not being able to succeed. The second stanza is about goals, and the third stanza is about succeeding and the joy of succeeding. Use details from the poem to support the message in each stanza. Make sure to use complete sentences.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
2. The author is very encouraging in some parts of the poem. Which lines from the poem supports this encouragement?
- A. Your world is as big as you make it
 - B. In the narrowest nest in a corner
 - C. Where the sky-line encircled the sea
 - D. I battered the cordons (chains) around me
 - E. Then soared to the uttermost reaches with rapture, with power, with ease!
3. What information from the passage about Georgia Douglas Johnson helps the reader understand why she wrote the poem *Your World*?
- A. Georgia Douglas Johnson was born in Atlanta, Georgia.
 - B. She was a poet during the Harlem Renaissance period.
 - C. Georgia Douglas wanted to change the views of her environment, so she wrote inspiring poetry.
 - D. She opened her home to help others by giving them food and shelter.

Performance Task 2 (part 2)

3.RL.2, 3.RI.1, 3.SL.2, 3.SL.3

Student Directions for Part 2

You will now watch a short movie clip from *The Pursuit of Happyness* where Will Smith's character tells his son to believe in himself and never let anyone tell him that he cannot do something.

Your assignment:

You will compare the message in the poem *Your World* to the movie clip *The Pursuit of Happyness*. Your assignment is to write a response that explains the similar messages of the poem and movie clip. Make sure to support the themes using the details from the written poem and movie clip.

The Pursuit of Happyness Video Clip:

<http://www.watchknowlearn.org/Video.aspx?VideoID=42526&CategoryID=10498>

Your World

by Georgia Douglas Johnson 1918

Your world is as big as you make it
I know, for I used to abide
In the narrowest nest in a corner
My wings pressing close to my side

But I sighted the distant horizon
Where the sky-line encircles the sea
And I throbbed with a burning desire
To travel this immensity.

I battered the cordons (chains) around me
And cradled my wings on the breeze
Then soared to the uttermost reaches
with rapture, with power, with ease!

REMEMBER: A well-written response:

- has a clear focus
- is well-organized and stays on the topic
- uses details from the sources to support your main idea
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)


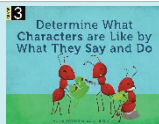
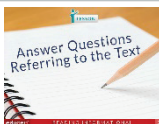





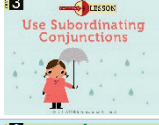


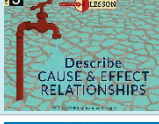

Now begin work on your response of comparing the movie clip to the poem *Your World*. Manage your time carefully so that you can

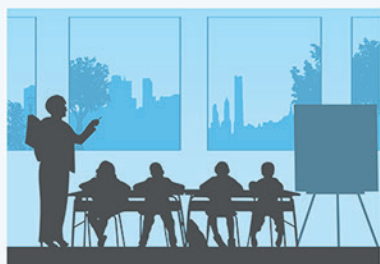
1. plan your response
2. write your response
3. revise and edit the final draft of your response.

* Response Rubric created by Smarter Balanced Assessment Consortium is available at <https://portal.smarterbalanced.org/library/en/performance-task-writing-rubric-opinion.pdf>

Pages 27-29 for Responses

Educeri Lessons Available

RL.3.2	Comprehend Plots of Myths	
RL.3.3	Determine What Characters are Like by What They Say and Do	
RI.3.1	Answer Questions Referring to the Text	
L.3.4	Use Antonyms to Determine the Meaning of Words	
RI.3.2	Determine the Main Idea	
W.3.1.B	Write an Opinion Piece	
W.3.5	Edit Writing	
L.3.1.F	Ensure Pronoun-Antecedent Agreement - Subjective Pronouns	
L.3.1.H	Use Subordinating Conjunctions	
RI.3.3	Sequence Relationships in Text	
W.3.2.A	Write Informative Text	
RI.3.2	Describe Cause & Effect Relationships	
RL.3.2	Determine the Central Message in a Text	



TEST PREP & PERFORMANCE TASKS