

Question 1	Level 2	Level 3	Level 4	Level 5
<p>1. What kind of person is Esther?</p> <p><i>Inferring About Characters and Other Story Elements: Character Traits and Supporting Thinking with Text Evidence</i></p>	<p><i>Responses at this level may confuse traits with feelings. Or students could supply a trait, especially if the trait is explicitly named in the text.</i></p>	<p><i>Responses at this level tend to identify a character trait and to use evidence to support this thinking.</i></p>	<p><i>Responses at this level tend to show how characters are complicated. They discuss more than one trait and/or motivation. Students also use and discuss details from different parts of the text to support their answers.</i></p>	<p><i>Responses at this level show how the character is complicated or contradictory, including hidden sides to the character in addition to obvious or external traits. Students provide more than one motivation for a character's actions. They also provide a theory about the character that is built from the character's complexities.</i></p>

Question 2	Level 2	Level 3	Level 4	Level 5
<p>2. How did Esther change from the beginning to the end of the story and why?</p> <p><i>Character Response/Change</i></p>	<p><i>Responses at this level tend to mention a change in feelings or actions and provide a surface-level reason for the change.</i></p>	<p><i>Responses at this level may focus on changes in character feelings, actions, or traits. They typically point to one key event from earlier in the story to explain the change.</i></p>	<p><i>Responses at this level address change across the whole story. They often include discussion of how other story elements (other characters, setting, problem, key events) play a part in causing the change. In cases where the character changes because he or she has learned a life lesson, student responses may talk about the lesson or theme.</i></p>	<p><i>Responses at this level address change across the whole story. They write about subtle as well as more obvious changes in characters and multiple possible causes for the changes. They often include discussion of how other story elements (other characters, setting, problem, key events) play a part in causing the change. In cases where the character changes because he or she has learned a life lesson, student responses may talk about the lesson or theme.</i></p>

Question 3	Level 2	Level 3	Level 4	Level 5
<p>3. Reread lines 37-42 from “Shells.” <i>And though he denied it, he did hate Esther. She was so different from his mother and father. Prejudiced – she admired only those who were white and Presbyterian. Selfish – she wouldn’t allow him to use her phone. Complaining – she always had a headache or a backache or a stomachache.</i> <i>He didn’t want to, but he hated her. And he didn’t know what to do except lie about it.</i></p> <p>How is this part of the story important to the whole story?</p> <p><i>Analyzing Parts of a Story in Relation to the Whole</i></p>	<p><i>Responses at this level discuss how a particular part in the story fits into the story’s sequence of events. Students may tell what came before the part and/or what came after.</i></p>	<p><i>Responses at this level tend to name which story element was featured in a particular part in the story (in this case, “change”). Student responses also include the importance of the particular part to the rest of the story.</i></p>	<p><i>Responses at this level discuss how a particular part affects or is affected by other parts of the story. Students name the story element that is featured in this part and also include specific details from other parts of the story, perhaps to explain a decision or change.</i></p>	<p><i>Responses at this level use literary language to explain how a particular part of the story is important to the whole story. In addition to discussing the story element(s) featured in this part, students may also discuss how this part supports a larger idea or theme in the text. Fifth-grade responses may also consider the author’s word choice or craft techniques, and often quote the text.</i></p>

Question 4	Level 2	Level 3	Level 4	Level 5
<p>4. Write about a theme that this story develops. Use details from the story to support your answer.</p> <p><i>Determining Themes/Cohesion</i></p>	<p><i>Responses at this level tend to focus on the story itself rather than on a universal theme that the story develops. Students may simply retell a part of the story or they may name a lesson they learned from it or a reaction—or feeling—they had.</i></p>	<p><i>Responses at this level tend to name a life lesson that a character in the story learns, most likely at the end. Students can tell about a part of the story that shows this lesson.</i></p>	<p><i>Responses at this level explore one theme across the story. Students are not yet able to name multiple themes, but can explain how one theme emerges in more than one part of the text. Some students may do this by showing the absence of the theme at the start of the story, and the presence of it by the end, while other students may cite a couple of examples of the theme developing across the story.</i></p>	<p><i>Responses at this level name more than one theme that the story develops. Students can explain how parts of the text develop each theme and will reference specific details or quote the text. If asked, they can discuss the techniques that the author uses to highlight at least one of the themes.</i></p>