Grade 5 Constructed Response Questions (2017)
Teacher Version

Smarter Balanced Assessment Consortium

Grade 5 ELA

Read the passage and answer questions 1–7.

James Watt and the Teakettle
by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.

"Grandma," he presently asked, "what makes the fire burn?"

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the lad peeped under the lid he could see nothing.

"Grandma, what is in the teakettle?" he asked.

"Water, my child—nothing but water."

"But I know there is something else. There is something in there that lifts the lid and makes it rattle."

The grandmother laughed. "Oh, that is only steam," she said. "You can see it coming out of the spout and puffing up under the lid."

"But you said there was nothing but water in the kettle. How did the steam get under the lid?"

"Why, my dear, it comes out of the hot water. The hot water makes it." The grandmother was beginning to feel puzzled.

The lad lifted the lid and peeped inside again. He could see nothing but

the bubbling water. The steam was not visible until after it was fairly out of the kettle.

"How odd!" he said. "The steam must be very strong to lift the heavy iron lid. Grandma, how much water did you put into the kettle?"

"About a quart, Jamie."

"Well, if the steam from so little water is so strong, why would not the steam from a great deal of water be a great deal stronger? Why couldn't it be made to lift a much greater weight? Why couldn't it be made to turn wheels?"

The grandmother made no reply. These questions of Jamie's were more puzzling than profitable, she thought. She went about her work silently, and Jamie sat still in his place and studied the teakettle.

How to understand the power that is in steam, and how to make it do other things than rattle the lids of teakettles—that was the problem which James Watt, the inquisitive Scottish boy, set himself to solve. Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney. The idea grew with him as he grew into manhood, and by long study he began to reason upon it to some purpose.

"There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant. But how can this be done? That is the question."

He tried one experiment after another. He failed again and again, but from each failure he learned something new. Men laughed at him. "How ridiculous," they said, "to think that steam can be made to run machinery!"

But James Watt persevered, and in the end was able to give to the

world the first successful form of the steam engine. Thus, from the study of so simple a thing as a common teakettle, the most useful of all modern inventions was finally produced.

"James Watt and the Teakettle" by James Baldwin from *Thirty More Famous Stories*. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	5	1	4	3	RL.3

Evidence Statement

The student will make an inference about a literary text and identify details within the text that support that inference.

What can you infer about the grandmother in paragraph three? Include information from the text in your answer.

Type your answer in this box.

Score	Rationale	Exemplar
2	A response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text	In paragraph three, you can infer that the grandma is quite often puzzled by her grandson's questions. Here it says " This was not the first time he had puzzled his grandma with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query." This was not the first time she didn't know a answer to the little boy's questions.
1	A response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text	I can infer that the grandmother doesn't know the answer because she doesn't answer James.
0	A response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or relevant information from the text	she dident now what to say to james.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	5	2-W	1aE	3	W.3b

Evidence Statement

The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as including dialogue to convey events/experiences.

A student is writing a narrative for English class about a girl planting a garden. Read the paragraphs from the draft of the narrative and complete the task that follows.

It was Rachel's tenth birthday, and she was very excited. Her mother had promised her that when she turned ten she could plant a garden of her own. Rachel had been planning her garden for a long time, and she knew exactly what she wanted. Finally getting to plant her garden was the best birthday present she could get.

Rachel and her mom went to the local garden store and bought several different kinds of seedlings. They worked hard that afternoon to bring Rachel's dream to life. Finally, they finished and Rachel stood back, gazing at their work. "It's perfect, beautiful," she said, hugging her mother.

It wasn't too long, however, before her happiness was disturbed by a surprising event. She woke up one morning and discovered that almost all of her plants had been eaten!

Continue the narrative and include meaningful dialogue and description to tell what happens to Rachel's garden.

Type your answer in this box.

Score	Rationale	Exemplar
2	A response: • Provides appropriate and mainly specific descriptive details and/or dialogue • Provides adequate development of experiences, characters, setting, action, and/or events • Uses adequate sensory, concrete, and/or figurative language • Is mostly "shown"	"Oh no!!" Said Rachel when she ran into the backyard. "My garden is ruined!!" exclaimed Rachel. Rachel thought she heard weird noises last night, and she suspected a raccoon had eaten them. She was right. She saw foot prints that looke like raccoon feet. She began to sob, and when her mother came out, Rachel ran into her mother's arms. "I'll never be happy again!!" Said Rachel. "It's okay, we'll rebuild it." Said her mother. " I guess so, but it won't be as meaningful as the first one." Said Rachel. After Rachel and her mother got dressed, they went to the garden store and bought more seedlings. they planted and watered them, and Rachel said, " Maybe it will be as meaningful as the first one after all."
1	A response: • Provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related • Provides limited development of experiences, characters, setting, action, and/or events • Provides mostly general descriptive details and little or no dialogue, and may include uses limited sensory, concrete, and/or figurative language • Is somewhat "told"	Rachel was so disapointed she ran outside to investagate. "Mom" shsse shouted, "my garden is gone!" Her mom came outside to see what her dauter was talking about. her mom llooked about the yard when she spoted something in the dirt. "look there are deer footprints! they must have come looking for a snack." "Well" Rachel said, "i'm at least glad they found food."
0	A response: • Includes few if any descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative • Provides minimal, if any, development of experiences, characters, setting, action, and/or events • Uses little or no sensory, concrete, and/or figurative language • Is mostly "told"	A DEER MUSTUVE EATEN HER PLANTS BECAUSE IT WAS HUNGRY