

ELA.08.CR.1.06.152 C1 T6

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| Sample Item Id: | ELA.08.CR.1.06.152 |
| Grade/Model: | 08 / 1b |
| Claim: | 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target: | 6: TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation. |
| Standard(S): | RL-5, RL-7 |
| DOK: | 3 |
| Difficulty: | M |
| Item Type: | Constructed Response |
| Score Points: | 3 |
| Correct Response: | See rubric |
| Stimulus/Passage(S): | "The Legends" |
| Stimuli/Text Complexity: | The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8. Please see the text complexity worksheet attached. |
| Acknowledgement(S): | "The Legends" From <i>American Indian Stories</i> By Zitkala-Sa http://www.gutenberg.org/cache/epub/10376/pg10376.html |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | When reading literary text, students are able to analyze text structures and determine their impact on the overall meaning of the text. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |

Stimulus Text:

Below is a story set in a Native American community. Read the text and then answer the question that follows.

The Legends
By Zitkala-Sa

During the summer days my mother built her fire in the shadow of our wigwam.

In the early morning our simple breakfast was spread upon the grass west of our tepee. At the farthest point of the shade my mother sat beside her fire, toasting a savory piece of dried meat. Near her, I sat upon my feet, eating my dried meat with unleavened bread, and drinking strong black coffee.

The morning meal was our quiet hour, when we two were entirely alone. At noon, several who chanced to be passing by stopped to rest, and to share our luncheon with us, for they were sure of our hospitality.

My uncle, whose death my mother ever lamented, was one of our nation's bravest warriors. His name was on the lips of old men when talking of the proud feats of valor; and it was mentioned by younger men, too, in connection with deeds of gallantry. Old women praised him for his kindness toward them; young women held him up as an ideal to their sweethearts. Everyone loved him, and my mother worshiped his memory. Thus it happened that even strangers were sure of welcome in our lodge, if they but asked a favor in my uncle's name.

Though I heard many strange experiences related by these wayfarers, I loved best the evening meal, for that was the time old legends were told. I was always glad when the sun hung low in the west, for then my mother sent me to invite the neighboring old men and women to eat supper with us. Running all the way to the wigwams, I halted shyly at the entrances. Sometimes I stood long moments without saying a word. It was not any fear that made me so dumb when out upon such a happy errand; nor was it that I wished to withhold the invitation, for it was all I could do to observe this very proper silence. But it was a sensing of the atmosphere, to assure myself that I should not hinder other plans. My mother used to say to me, as I was almost bounding away for the old people: "Wait a moment before you invite any one. If other plans are being discussed, do not interfere, but go elsewhere."

The old folks knew the meaning of my pauses; and often they coaxed my confidence by asking, "What do you seek, little granddaughter?"

"My mother says you are to come to our tepee this evening," I instantly exploded, and breathed the freer afterwards.

"Yes, yes, gladly, gladly I shall come!" each replied. Rising at once and carrying their blankets across one shoulder, they flocked leisurely from their various wigwams toward our dwelling.

My mission done, I ran back, skipping and jumping with delight. All out of breath, I told my mother almost the exact words of the answers to my invitation. Frequently she asked, "What were they doing when you entered their tepee?" This taught me to remember all I saw at a single glance. Often I told my mother my impressions without being questioned.

While in the neighboring wigwams sometimes an old Indian woman asked me, "What is your mother doing?" Unless my mother had cautioned me not to tell, I generally answered her questions without reserve.

At the arrival of our guests I sat close to my mother, and did not leave her side without first asking her consent. I ate my supper in quiet, listening patiently to the talk of the old people, wishing all the time that they would begin the stories I loved best. At last, when I could not wait any longer, I whispered in my mother's ear, "Ask them to tell an Iktomi story, mother."

Soothing my impatience, my mother said aloud, "My little daughter is anxious to hear your legends." By this time all were through eating, and the evening was fast deepening into twilight.

As each in turn began to tell a legend, I pillowed my head in my mother's lap; and lying flat upon my back, I watched the stars as they peeped down upon me, one by one. The increasing interest of the tale aroused me, and I sat up eagerly listening to every word. The old women made funny remarks, and laughed so heartily that I could not help joining them.

The distant howling of a pack of wolves or the hooting of an owl in the river bottom frightened me, and I nestled into my mother's lap. She added some dry sticks to the open fire, and the bright flames leaped up into the faces of the old folks as they sat around in a great circle.

Item Prompt:

Use details from the text to explain how time and memory are used to structure the story.

| Rubric for 3-point CR item | |
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| 3 | A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to recognize chronology and family memory as underpinning the structure of the text • Includes specific inferences that make clear reference to the text • Adequately supports the inferences with clearly relevant examples from the text |
| 2 | A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to recognize chronology and family memory as underpinning the structure of the text • Includes some specific inferences that make clear reference to the text • Adequately supports the inferences with clearly relevant examples from the text |
| 1 | A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to recognize chronology and family memory as underpinning the structure of the text • Includes some inferences that make reference to the text • Supports the inferences with limited examples from the text |
| 0 No | A response gets no credit if it provides no evidence of the ability to recognize chronology or family memory as part of the text structure, includes no relevant information from the text, or is vague. |

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Scoring Notes:

Response may include but is not limited to:

Episodic chronology—the text refers to a simple breakfast, luncheon, and supper in describing the daily life of the narrator and her mother

Family memory—the text refers to the mother’s esteem for her brother who was a highly regarded warrior and whose renown played a role in connecting with visitors

Score Point 3 Sample:

The narrator uses the mealtimes as a way to show the passage of time. The excerpt describes the narrator and her mother having a simple breakfast, refers to luncheon where they are joined by people who knew her uncle, and to supper where the old people would tell legends.

The narrator also references time in her description of the mother’s memory about how important her uncle had been to the community. His memory is very important to her mother and to other people in the tribe. Her mother keeps the past in the present through this connection.

Score Point 2 Sample:

The author uses the daily routine of the narrator to structure the story. The author recounts events that happen during the day and evening. The day starts with the young girl eating a simple breakfast with her mother. She then describes how people would join them for luncheon. In the evening she would invite people from other wigwams to join her and her mother for supper. They would sit around the fire and tell legends, which the young girl really enjoyed.

Score Point 1 Sample:

The story is about daily life of a young Native American girl and her mother. Every day they eat breakfast, lunch, and supper and listen to legends.

Score Point 0 Sample:

The young girl had a good time listening to the legends that the old people told.

| Worksheet: Text Complexity Analysis | | |
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| Title | Author | Text Description |
| The Legends from <i>American Indian Stories</i> | Zitkala-Sa | A reminiscence about the feelings the narrator had when gathering elders and listening to legends |



Recommended Placement for Assessment: Grade 7 or 8

The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.**

| Qualitative Measures | Quantitative Measures |
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| <p>Meaning/Purpose: <u>Moderately complex:</u> The theme of security/safety/ connection is somewhat subtle, but clearly illustrated through the narrative.</p> <p>Text Structure: <u>Moderately complex:</u> The narrative is a series of reminiscences, not events that happened in a clearly chronological order.</p> <p>Language Features: <u>Moderately complex:</u> The vocabulary and sentence structure are somewhat formal, but most of the language should be accessible.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The passage explores a single theme with which students will most likely be able to relate. The theme is revealed through minor descriptions/details, however, not through events.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1010L; grades 6-8 Flesch-Kincaid: 7.2 Word Count: 781</p> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count |

Adapted from the 2012 ELA SCASS work