

Grade 3 Literary Mini-Assessment

“The Fisherman and His Wife” Set

This grade 3 mini-assessment is based on four scenes from “The Fisherman and His Wife.” This set of texts is considered to be worthy of students’ time to read and also meets the expectations for text complexity at grade 3. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are nine selected-response questions and two paper/pencil equivalents of technology enhanced items that address the Reading Standards listed below.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students’ ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org

Grade 3 Mini-Assessment – “The Fisherman and His Wife”

Today you will read four parts of the story “The Fisherman and His Wife”, by Jacob and Wilhelm Grimm. After each part of the story, called a scene, you will then answer questions about the story. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back to Part A after answering Part B if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

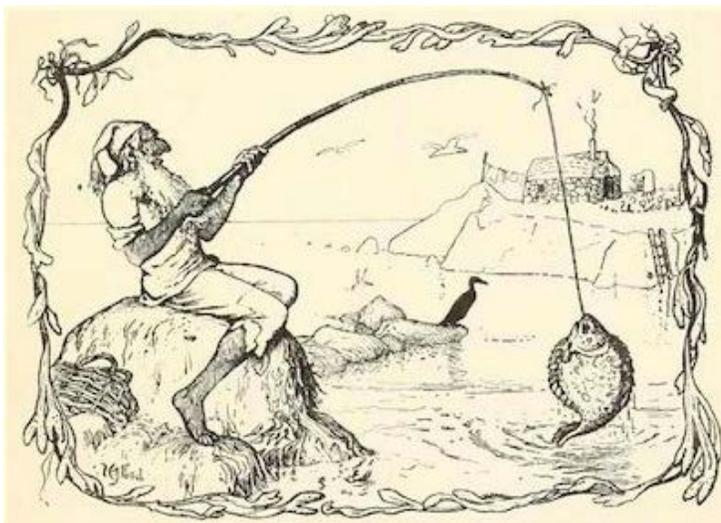
Now read each scene and answer the questions that follow. I encourage you to write notes in the margin as you read the passages.

“The Fisherman and his Wife”

by Jacob and Wilhelm Grimm, translated by Lucy Crane

SCENE 1:

- 1 There was once a fisherman and his wife who lived together in a hovel by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he angled and angled.



- 2 One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great flounder on the hook.
- 3 And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good shall I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."
- 4 "Well," said the fisherman, "no need of so many words about the matter; as you can speak, I had much rather let you swim away." Then he put him back into the clear water, and the flounder sank to the bottom... Then the fisherman got up and went home to his wife in their hovel.
- 5 "Well, husband," said the wife, "have you caught nothing to-day?"
- 6 "No," said the man--"that is, I did catch a flounder, but as he said he was an enchanted prince, I let him go again."
- 7 "Then, did you wish for nothing?" said the wife.
- 8 "No," said the man; "what should I wish for?"
- 9 "Oh dear!" said the wife; "and it is so dreadful always to live in this evil-smelling hovel; you might as well have wished for a little cottage; go again and call him; tell him we want a little cottage, I daresay he will give it us; go, and be quick."
- 10 And when he went back, the sea was green and yellow, and not nearly so clear. So he stood and said,
- "O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."
- 11 Then the flounder came swimming up, and said, "Now then, what does she want?"
- 12 "Oh," said the man, "you know when I caught you my wife says I ought to have wished for something. She does not want to live any longer in the hovel, and would rather have a cottage.
- 13 "Go home with you," said the flounder, "she has it already."
- 14 So the man went home, and found, instead of the hovel, a little cottage, and his wife was sitting on a bench before the door. And she took him by the hand, and said to him,

- 15 "Come in and see if this is not a great improvement."
- 16 So they went in, and there was a little house-place and a beautiful little bedroom, a kitchen and larder, with all sorts of furniture, and iron and brassware of the very best. And at the back was a little yard with fowls and ducks, and a little garden full of green vegetables and fruit.
- 17 "Look," said the wife, "is not that nice?"
- 18 "Yes," said the man, "if this can only last we shall be very well contented."
- 19 "We will see about that," said the wife. And after a meal they went to bed.

QUESTIONS FOR SCENE 1

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: What does the word "dreadful" mean in paragraph 9 of Scene 1?

- A. sad
- B. scary
- C. horrible
- D. embarrassing

Part B: Which words from paragraph 9 of Scene 1 best helps the reader understand the meaning of "dreadful"?

- A. "Oh dear!"
- B. "evil-smelling"
- C. "little cottage"
- D. "go, and be quick."

2. What does the fisherman mean when he uses the word “contented” in paragraph 18?

- A. They should be happy.
- B. They will be rich.
- C. They will be famous
- D. They should be honored.

3. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which word best describes the fisherman in Scene 1?

- A. Greedy
- B. Unwise
- C. Curious
- D. Kind

Part B: What action from the story best supports the answer to Part A?

- A. He goes fishing every day.
- B. He releases the fish back into the water.
- C. He tells his wife about the enchanted fish he caught.
- D. He tells the fish that his wife wants a better house to live in.

4. What part of Scene 1 does the picture help the reader understand?

- A. the joy the fisherman feels when he catches the fish
- B. how poor the fisherman and his wife are
- C. how water changes when the fisherman asks for something
- D. why the fish grants the fisherman and his wife’s wishes

SCENE 2:

- 20 So all went well for a week or fortnight, when the wife said,
21 "Look here, husband, the cottage is really too confined, and the yard
and garden are so small. I think the flounder had better get us a larger
house. I should like very much to live in a large stone castle; so go to
your fish and he will send us a castle."
22 "O my dear wife," said the man, "the cottage is good enough; what do
we want a castle for?"
23 "We want one," said the wife; "go along with you; the flounder can
give us one."
24 "Now, wife," said the man, "the flounder gave us the cottage; I do not
like to go to him again, he may be angry."
25 "Go along," said the wife, "he might just as well give us it as not; do as
I say!"
26 The man felt very reluctant and unwilling; and he said to himself, "It is
not the right thing to do;" nevertheless he went.
27 So when he came to the seaside, the water was purple and dark blue
and grey and thick, and not green and yellow as before. And he stood
and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

- 28 "Now then, what does she want?" said the flounder.
29 "Oh," said the man, half frightened, "she wants to live in a large stone
castle."
30 "Go home with you, she is already standing before the door," said the
flounder.
31 Then the man went home, as he supposed, but when he got there,
there stood in the place of the cottage a great castle of stone, and his
wife was standing on the steps, about to go in; so she took him by the
hand, and said, "Let us enter."
32 With that he went in with her, and in the castle was a great hall with a
marble pavement, and there were a great many servants, who led
them through large doors, and the passages were decked with
tapestry, and the rooms with golden chairs and tables, and crystal
chandeliers hanging from the ceiling; and all the rooms had carpets.

And the tables were covered with eatables . . . for anyone who wanted them. And at the back of the house was a great stable-yard for horses and cattle, and carriages of the finest; besides, there was a splendid large garden, with the most beautiful flowers and fine fruit trees, and a pleasance¹ full half a mile long, with deer and oxen and sheep, and everything that heart could wish for.

- 33 "There!" said the wife, "is not this beautiful?"
34 "Oh yes," said the man, "if it will only last we can live in this fine castle and be very well contented."
35 "We will see about that," said the wife, "in the meanwhile we will sleep upon it." With that they went to bed.

QUESTIONS FOR SCENE 2

5. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 26 of Scene 2, why does the husband say that asking the fish for a castle “is not the right thing to do”?

- A. He loves the little cottage the fish gave him.
- B. He does not want a larger place to take care of.
- C. He feels his wife is asking for too much from the fish.
- D. He believes there are more important things to wish for.

Part B: How does the husband think the fish will respond?

- A. He thinks the fish will become angry with him.
- B. He thinks the fish will ignore him when he calls it from the sea.
- C. He thinks the fish will tell him he is being selfish with his wishes.
- D. He thinks the fish will ask him for a favor in return.

¹ A quiet, tree-planted area with paths

6. The following question has two parts. Answer Part A and then answer Part B.

Part A: How does Scene 2 of the story build on Scene 1?

- A. Scene 1 shows that the wife is thankful for her husband, and Scene 2 allows the reader to see that the husband is thankful for his wife.
- B. Scene 1 shows the wife is unhappy with her home, and Scene 2 allows the reader to see that the wife wants more than she needs.
- C. Scene 1 shows that the husband does not believe the fish is enchanted, and Scene 2 provides proof that it is.
- D. Scene 1 shows that the wife is greedy, and Scene 2 shows that the husband becomes greedy as well.

Part B: Which sentence from Scene 2 supports the answer to Part A?

- A. "I think the flounder had better get us a larger house."
- B. "Go home with you, she is already standing before the door," said the flounder.
- C. "There!" said the wife, "is not this beautiful?"
- D. "Oh yes," said the man, "if it will only last we can live in this fine castle and be very well contented."

SCENE 3:

- 36 The next morning the wife was awake first, just at the break of day, and she looked out and saw from her bed the beautiful country lying all round. The man took no notice of it, so she poked him in the side with her elbow, and said,
- 37 "Husband, get up and just look out of the window. Look, just think if we could be king over all this country. Just go to your fish and tell him we should like to be king."
- 38 "Now, wife," said the man, "what should we be kings for? I don't want to be king."

- 39 "Well," said the wife, "if you don't want to be king, I will be king."
40 "Now, wife," said the man, "what do you want to be king for? I could not ask him such a thing."
41 "Why not?" said the wife, "you must go directly all the same; I must be king."
42 So the man went, very much put out that his wife should want to be king.
43 "It is not the right thing to do--not at all the right thing," thought the man. He did not at all want to go, and yet he went all the same.
44 And when he came to the sea the water was quite dark grey, and rushed far inland, and had an ill smell. And he stood and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

- 45 "Now then, what does she want?" said the fish.
46 "Oh dear!" said the man, "she wants to be king."
47 "Go home with you, she is so already," said the fish.
48 So the man went back, and as he came to the palace he saw it was very much larger, and had great towers and splendid gateways; the herald stood before the door, and a number of soldiers with kettle-drums and trumpets. And when he came inside everything was of marble and gold, and there were many curtains with great golden tassels. Then he went through the doors of the salon to where the great throne-room was, and there was his wife sitting upon a throne of gold and diamonds, and she had a great golden crown on, and the sceptre² in her hand was of pure gold and jewels, and on each side stood six pages³ in a row, each one a head shorter than the other. So the man went up to her and said,
49 "Well, wife, so now you are king!"
50 "Yes," said the wife, "now I am king."
51 So then he stood and looked at her, and when he had gazed at her for some time he said,
52 "Well, wife, this is fine for you to be king! Now there is nothing more to wish for."

² A staff used during ceremonies to show importance

³ Young boys who run errands

- 53 "O husband!" said the wife, seeming quite restless, "I am tired of this already. Go to your fish and tell him that now I am king I must be emperor."
- 54 "Now, wife," said the man, "what do you want to be emperor for?"
- 55 "Husband," said she, "go and tell the fish I want to be emperor."
- 56 "Oh dear!" said the man, "he could not do it--I cannot ask him such a thing. There is but one emperor at a time; the fish can't possibly make any one emperor--indeed he can't."
- 57 "Now, look here," said the wife, "I am king, and you are only my husband, so will you go at once? Go along! For if he was able to make me king he is able to make me emperor; and I will and must be emperor, so go along!"
- 58 So he was obliged to go; and as he went he felt very uncomfortable about it, and he thought to himself, "It is not at all the right thing to do; to want to be emperor is really going too far; the flounder will soon be beginning to get tired of this."

QUESTIONS FOR SCENE 3

7. In Scenes 1, 2, and 3, the wife asks for a different house. To complete the chart below, use the details from the list to describe each house.

Hovel	Cottage	First Castle
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

List of Details
<ul style="list-style-type: none">❖ small❖ smells bad❖ just a bedroom and kitchen❖ unpleasant❖ yard with different birds❖ garden with vegetables and fruits❖ large❖ made of stone❖ has servants❖ many rooms

8. Which statement from Scene 3 best shows that the wife treats the husband poorly?

- A. "“Husband, get up and just look out of the window.””
- B. "“Well,’ said the wife, ‘if you don't want to be king, I will be king.’”
- C. "“O husband!’ said the wife, seeming quite restless, ‘I am tired of this already.’”
- D. "“Now, look here,’ said the wife, ‘I am king, and you are only my husband, so will you go at once?’”

SCENE 4:

59 With that he came to the sea, and the water was quite black and thick, and the foam flew, and the wind blew, and the man was terrified. But he stood and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

60 "What is it now?" said the fish.

61 "Oh dear!" said the man, "my wife wants to be emperor."

62 "Go home with you," said the fish, "she is emperor already."

63 So the man went home, and found the castle adorned with polished marble and alabaster figures, and golden gates. The troops were being marshalled before the door, and they were blowing trumpets and beating drums and cymbals; and when he entered he saw barons and earls and dukes waiting about like servants; and the doors were of bright gold. And he saw his wife sitting upon a throne made of one entire piece of gold, and it was about two miles high; and she had a great golden crown on, which was about three yards high . . .

64 So the man went up to her and said, "Well, wife, so now you are emperor."

- 65 "Yes," said she, "now I am emperor."
- 66 Then he went and sat down and had a good look at her, and then he said, "Well now, wife, there is nothing left to be, now you are emperor."
- 67 "We will see about that," said the wife. With that they both went to bed; but she was as far as ever from being contented, and she could not get to sleep for thinking of what she should like to be next.
- 68 The husband, however, slept as fast as a top after his busy day; but the wife tossed and turned from side to side the whole night through, thinking all the while what she could be next, but nothing would occur to her; and when she saw the red dawn she slipped off the bed, and sat before the window to see the sun rise, and as it came up she said, "Ah, I have it! What if I should make the sun and moon to rise-- husband!" she cried, and stuck her elbow in his ribs, "Wake up, and go to your fish, and tell him I want power over the sun and moon."
- 69 The man was so fast asleep that when he started up he fell out of bed. Then he shook himself together, and opened his eyes and said, "Oh,-- wife, what did you say?"
- 70 "Husband," said she, "if I cannot get the power of making the sun and moon rise when I want them, I shall never have another quiet hour. Go to the fish and tell him so."
- 71 "O wife!" said the man, and fell on his knees to her, "the fish can really not do that for you. I grant you he could make you emperor . . . do be contented with that, I beg of you."
- 72 And she became wild with impatience, and screamed out, "I can wait no longer, go at once!"
- 73 And so off he went as well as he could for fright. And a dreadful storm arose, so that he could hardly keep his feet; and the houses and trees were blown down, and the mountains trembled, and rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high. So he cried out, without being able to hear his own words,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

- 74 "Well, what now?" said the flounder.
- 75 "Oh dear!" said the man, "she wants to order about the sun and moon."
- 76 "Go home with you!" said the flounder, "you will find her in the old hovel."
- 77 And there they are sitting to this very day.

Translated by Lucy Crane. Originally published in *Household Stories by the Brothers Grimm*, New York: Dover Publications, 1886.

QUESTIONS FOR SCENE 4

9. Which sentence from Scene 4 **best** shows that fish has become angry about the situation?
- A. "'What is it now?' said the fish."
 - B. "'Go home with you,' said the fish, 'she is emperor already.'"
 - C. "'Well, what now?' said the flounder."
 - D. "'Go home with you!' said the flounder, 'you will find her in the old hovel.'"

10. This question has two parts. First answer Part A and then answer Part B.

Part A: The water changes throughout the scenes of this story. Draw an arrow from the event to the way the water looks when the fisherman makes his request.

EVENT	DESCRIPTION
The fisherman asks for a cottage for his wife.	The purple, grey, and blue water is thick.
The fisherman asks if his wife can be emperor.	The water forms high, foamy waves that crash into the mountains.
The fisherman asks if his wife can be king.	The water is green and yellow.
The fisherman asks for a castle for his wife.	The dark grey water came up on the land and smelled bad.
The fisherman asks if his wife can have power over the sun and moon.	The water becomes thick, black, and foamy.

Part B: How does the changing water in each scene add to the story?

- A. The water shows the emotions of the husband.
- B. The water shows the emotions of the wife.
- C. The water shows the emotions of the fish.
- D. The water shows the emotions of the narrator.

11. The following question has two parts. Answer Part A and then answer Part B.

Part A: What lesson does this story teach?

- A. You should be satisfied with what you have.
- B. You should be kind to others so you will be rewarded.
- C. You should try to make other people happy even if what they ask of you is wrong.
- D. You should work hard for what you get so that you take care of it.

Part B: What happened as a result of the wife not learning this lesson?

- A. Her husband would no longer help her.
- B. She was punished by having to live in a hovel again.
- C. Her husband became emperor instead of letting her rule.
- D. She caused a terrible storm that destroyed her castle.

Information for Teachers: Quantitative and Qualitative Analyses of the Texts

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The set of texts for this mini-assessment has been placed at grade 3, and the process used to determine this grade level placement is described below. “Appendix A of the Common Core” and the “Supplement to Appendix A: New Research on Text Complexity” lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a **grade band** based on at least one⁴ quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a **grade-level** based on a qualitative analysis.

“The Fisherman and His Wife” set	Qualitative Measure #1	Qualitative Measure #2
	Flesch-Kincaid: 4.5	Reading Maturity: 7.9

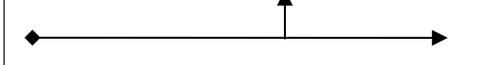
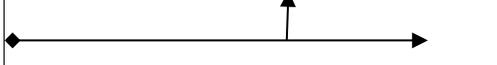
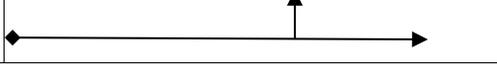
After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.corestandards.org/resources) and determine the grade band of the text. Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from the Flesch-Kincaid and the Reading Maturity measures were converted to grade bands.

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid [§]	The Lexile Framework [®]	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

⁴ For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

To find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Qualitative Analysis	"The Fisherman and His Wife" set	Where to place within the band?					
Category	Notes and comments on texts, support for placement in this band	Too low for grade band	early 2 to mid 2	mid 2 to early 3	early 3 to mid 3	mid 3 to end 3	Too high for grade band
Structure (both story structure or form of piece)	The structure of the text is chronological, told across four scenes, following a pattern of the fisherman asking for larger homes at the request of his wife. As the scenes progress, the wife's requests become more outlandish and the water reflects the flounder's growing anger, until the couple ends up back in the hovel where they were when the story begins. The fisherman's requests to the flounder are conveyed in verse, while the rest of the text is a narrative.						
Language Clarity and Conventions	Although the language conventions in the text are largely explicit and easy to understand, there are instances of archaic syntax and vocabulary (<i>I shall not taste well; no need of so many words about the matter; fortnight; For she wants what I do not</i>). Vocabulary that may be unfamiliar to students (<i>confined, reluctant, obliged</i>) is accessible through sufficient context clues.						
Knowledge Demands (life, content, cultural/literary)	No prior knowledge is needed to understand this text, as the author develops the narrative using common human emotions; however, the experiences the characters go through are distinctly different from the common third-grade reader. Students unfamiliar with folklore may struggle with the suspension of belief needed to understand the magical fish and its ability to grant wishes.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	The theme of the text is implicit and developed over the four scenes. From paragraph 70: <i>'Oh wife!' said the man, and fell on his knees to her, 'the fish can really not do that for you...do be contented with that, I beg of you.'</i> The wife's constant desire for more leaves her unappreciative of what she has been given.						
Overall placement: Grade 3	Justification: Although the organizational structure of this set of texts is chronological, the series of scenes, and the very complex language features make this set of texts appropriate for the average 3rd grader.						

Question Annotations & Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1 Part A	C	RL.3.4, RL.3.1	<p>A. Although “dreadful” can sometimes mean “sad,” based on the context of paragraph 9, “dreadful” means “horrible.”</p> <p>B. Based on the context of paragraph 9, “dreadful” does not mean scary. “Scary” cannot be supported by textual evidence because evil-smelling focuses on the unpleasant smells rather than evil itself.</p> <p>C. This is the correct answer. Based on the context of paragraph 9, “the house is “evil-smelling,” which leads the reader to know the house is “dreadful.”</p> <p>D. Although a “dreadful” house might be embarrassing to some people, there is no textual evidence that the wife is embarrassed. She seems more interested in the comfort of a bigger house than what people would think.</p>
1 Part B	B	RL.3.4, RL.3.1	<p>A. “Oh dear!” expresses the concern the wife has about the house, but does not provide specific context for the house being “dreadful.”</p> <p>B. This is the correct answer. “Evil-smelling” helps the reader know that “dreadful” means “horrible” in the context of paragraph 9.</p> <p>C. “Little cottage” tells what kind of house the wife wants instead of a hovel, but the words do not help with the meaning of “dreadful.”</p> <p>D. “Go, and be quick” helps the reader know that the wife wants a new house right away, but the words do not help with the meaning of “dreadful.”</p>
2	A	RL.3.4, RL.3.1	<p>A. This is the correct answer. In paragraph 18, the fisherman agrees with his wife’s question, “...is not that nice?”</p> <p>B. Although the husband and wife are given a nicer home, the fisherman hopes that they will be happy rather than wealthy.</p> <p>C. The fisherman only wants to please his wife and live peacefully with her, not to be famous.</p> <p>D. Although the wife later demands to be made king and emperor, the fisherman prefers to live simply and be happy.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
3 Part A	D	RL.3.3, RL.3.1	<p>A. Although there is a greedy character in Scene 1, it is the wife rather than the fisherman who demands a favor from the flounder.</p> <p>B. Although there is an unwise character in Scene 1, it is the wife who sends her husband back to take advantage of the flounder.</p> <p>C. Although the fisherman asks what he should have wished for, his curiosity is not a major character trait.</p> <p>D. This is the correct answer. The fisherman returns the flounder to the sea and only asks the flounder for a favor because his wife demands it.</p>
3 Part B	B		<p>A. Although the fisherman goes fishing every day, that behavior suggests that the fisherman is hardworking rather than kind.</p> <p>B. This is the correct answer. The fisherman releases the flounder back to the sea when it reveals it is actually an enchanted prince.</p> <p>C. Although the fisherman tells his wife about catching the flounder, he does so because his wife demands to know what he caught.</p> <p>D. Although the fisherman asks the fish for a better home, he does so because his wife demands that he ask the fish for a favor.</p>
4	B	RL.3.7, RL.3.1	<p>A. Although the image does show the fisherman catching a fish, the text does not describe how he feels when he catches a fish.</p> <p>B. This is the correct answer. The fisherman's tattered clothes, lack of shoes, and the size and condition of the house in the background reinforce the idea from the text that the family was poor.</p> <p>C. Although the text mentions the water changing, the illustration does not show this.</p> <p>D. The text explains that the fish grants the wishes because he is released, but the image shows him being caught by the fisherman.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
5 Part A	C	RL.3.3, RL.3.1	<p>A. The fisherman believes the cottage is “good enough” and that his wife is being greedy.</p> <p>B. Although a castle would be larger than the cottage they currently live in, the fisherman does not want to ask for a castle because he believes that would be asking for more than they need.</p> <p>C. This is the correct answer. The fisherman was “reluctant” and “unwilling” to return to the flounder, wondering, “what do we want a castle for?”</p> <p>D. Unlike his wife, the fisherman does not want any favors from the flounder.</p>
5 Part B	A		<p>A. This is the correct answer. In paragraph 24, the fisherman says, “the flounder gave us the cottage; I do not like to go to him again, he may be angry.”</p> <p>B. Although the fisherman returns to the sea to speak with the flounder, his concern is that the flounder will be angry rather than unresponsive.</p> <p>C. The fisherman believes that his wife is being selfish and that the fish will be angry because of her wish.</p> <p>D. Although the flounder asks the fisherman to release him in Scene 1, this is the only favor he asks for.</p>
6 Part A	B	RL.3.5, RL.3.1	<p>A. Although the husband does what the wife wants, she does not thank him for returning to ask a favor of the flounder.</p> <p>B. This is the correct answer. In Scene 1, the wife wants to live in a “little cottage” rather than a hovel, but in Scene 2, she desires a “large stone castle.”</p> <p>C. Scene 1 provides evidence that the flounder is an enchanted fish when it speaks to the fisherman and transforms the hovel into a cottage.</p> <p>D. Although Scene 1 does show the wife’s greed, the husband believes that they do not need more than the cottage.</p>
6 Part B	A		<p>A. This is the correct answer. In paragraph 21, the wife complains that the cottage is “too confined” and desires a “large stone castle.”</p> <p>B. This statement is the flounder’s response to the wife’s greed, not a detail that demonstrates her greed.</p> <p>C. Although this statement is the wife’s response to the castle she greedily desired, it shows her approval and excitement.</p> <p>D. This statement demonstrates the fisherman’s hope for a contented life with his wife rather than his wife’s greed.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options	
			Answer	Rationale
7	See correct responses and rationales in right column	RL.3.9, RL.3.1	House 1: smells bad, unpleasant	According to paragraph 9, the wife says that it is “dreadful” to live in an “evil-smelling hovel.”
			House 2: small, yard with birds, garden with veggies and fruits, just a bedroom and kitchen	According to paragraph 16, the cottage is described as “a little house-place and a beautiful little bedroom, a kitchen and larder” with “a little garden full of green vegetables and fruit.”
			House 3: large, made of stone, has servants, many rooms	According to paragraphs 31 and 32, there appeared “a great castle of stone” with “a great many servants” and “all the rooms had carpets.”
8	D	RL.3.3, RL.3.1	<p>A. Although this statement from Scene 3 shows the wife ordering the husband to look outside, this action is not as bad as ordering the fisherman to go back to the flounder.</p> <p>B. Although this statement from Scene 3 demonstrates the wife acting selfishly while speaking to her husband, she is not treating him poorly.</p> <p>C. Although this statement from Scene 3 shows the wife being difficult to please while speaking to her husband, she is complaining about no longer wanting to be king.</p> <p>D. This is the correct response. In this statement, the wife orders the husband to go back to the flounder and demand it make her the emperor.</p>	
9	D	RL.3.3, RL.3.1	<p>A. Although the fish seems annoyed by the situation, when the fisherman responds that his wife desires to be emperor, the fish grants the wife her wish.</p> <p>B. Although the fish seems annoyed by the situation, the fish improves the wife’s status from king to emperor.</p> <p>C. Although the fish seems annoyed by the fisherman’s repeated visits, he continues to ask what the man has come for.</p> <p>D. This is the correct answer. With this statement, the fish takes away the wife’s titles and castle, returning the pair to their hovel.</p>	

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options		
10 Part A	See correct responses and rationales in right column	RL.3.3, RL.3.9, RL.3.1	EVENT	DESCRIPTION	RATIONALE
			The fisherman asks for a cottage for his wife.	The water is green and yellow.	According to paragraph 9, “the sea was green and yellow, and not nearly so clear.”
			The fisherman asks if his wife can be emperor.	The water becomes thick, black, and foamy.	According to paragraph 59, “the water was quite black and thick, and the foam flew, and the wind blew.”
			The fisherman asks if his wife can be king.	The dark grey water came up on the land and smelled bad.	According to paragraph 44, “the water was quite dark grey, and rushed far inland, and had an ill smell.”
			The fisherman asks for a castle for his wife.	The purple, grey, and blue water is thick.	According to paragraph 27, “the water was purple and dark blue and grey and thick.”
10 Part B	C		<p>A. While the water does show the emotions of a character, it shows the emotion of the fish, not the fisherman.</p> <p>B. While the water does show the emotions of a character, it shows the emotion of the fish, not the wife.</p> <p>C. This is the correct answer. The fish’s emotions are evident through the appearance of its habitat.</p> <p>D. While the water does show the emotions of a character, it shows the emotion of the fish, not the narrator.</p>		

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
11 Part A	A	RL.3.2, RL.3.1	<p>A. This is the correct answer. Throughout the story, the wife becomes increasingly unsatisfied with the favors bestowed upon her until she is returned to the hovel in which she began.</p> <p>B. Although the fisherman is kind to the fish initially and the fish grants his wish, the wife's greed overshadows her husband's kindness.</p> <p>C. Although the fisherman disagrees with his wife's demands, the focus of the story is the wife's increasing dissatisfaction with the favors she is granted.</p> <p>D. Although the fisherman fishes every day, the favors the couple is granted are not earned through hard work.</p>
11 Part B	B		<p>A. The husband continues to help his wife throughout the story, even though he disagrees with her greedy requests.</p> <p>B. This is the correct answer. After growing unhappy with her large castle and emperor title, her request to control the sun and moon leads the flounder to return her to the hovel in which she began.</p> <p>C. The fisherman never wanted to be a ruler, nor did he ever deny his wife's requests.</p> <p>D. Although there is a terrible storm at the end of the story, it is caused by the flounder, not the wife.</p>

Using the Mini-Assessments with English Language Learners (ELLs)

Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging*: Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions*: Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge*: Mini-assessments often include multiple texts or stimuli on the same topic:
 - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
 - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.
- *Containing ideas that lend themselves to discussion from a variety of perspectives*: Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words*:
 - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:
 - The meaning of Tier 2 academic words in context.
 - The meaning of a figurative word/phrase in context.
 - The impact of word choice on meaning and/or tone.

- MOST vocabulary items test Tier 2 words.
- All tested words are chosen because:
 - They are central to the meaning of the text.
 - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

Administration Guidelines for ELLs

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”
- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be available to students during their state’s summative assessment. For example, some states allow ELLs to use a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.

- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.

Additional Resources for Assessment and CCSS Implementation

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on
<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions:
<http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf