

**Grade 3**  
**English Language Arts/Literacy**  
**Research Simulation Task**

**2021 Released Items**

## **2021 Released Items: Grade 3 Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

The 2021 blueprint for grade 3 Research Simulation Task includes Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt.

### **Included in this document:**

- Answer key and standards alignment
- Items with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with annotations and practice papers
- Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring

Release Items Answer and Alignment Document ELA/ Literacy:  
Grade 3

<b>Text Type:</b> Research Simulation Task																		
<b>Passage(s):</b> Helping Hounds / A Sweet Memory: A True Story of a Guide Dog																		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>																
<b>VF581162</b>	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: C</b>	L 3.4.1 RI 3.1.1 RI 3.4.1																
<b>VH003617</b>	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI 3.1.1 RI 3.2.2																
<b>VF581158</b>	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	L 3.4.1 RI 3.1.1																
<b>VH003615</b>	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI 3.1.1 RI 3.2.2																
<b>VH003622*</b>	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b> <b>Part C: A</b>  *This item type is no longer used	RI 3.1.1 RI 3.2.1																
<b>VF581237</b>	<b>Item Type: PCR</b> Refer to Grade 3 Scoring Rubric	RI 3.1.1 RI 3.9.1 RI 3.3.1																
<b>VF554704</b>	<b>Item Type: PCR (additional item)</b> Refer to Grade 3 Scoring Rubric	RI 3.1.1 RI 3.9.1																
<b>VF623117</b>	<b>Item Type: TECR (additional item)</b>  Sarah had many different feelings about her experience with Tully. Select the box in the table to match each sentence from the article with one feeling Sarah has.  <table border="1" data-bbox="386 1621 1052 1881"> <thead> <tr> <th></th> <th>Loving</th> <th>Unselfish</th> <th>Curious</th> </tr> </thead> <tbody> <tr> <td>"He meant everything to me." (paragraph 2)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>"I had a million questions running through my mind." (paragraph 7)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>"This is the end of the line for you and me, and it's just the beginning for you and Mr. Hoage." (paragraph 20)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Loving	Unselfish	Curious	"He meant everything to me." (paragraph 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"I had a million questions running through my mind." (paragraph 7)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	"This is the end of the line for you and me, and it's just the beginning for you and Mr. Hoage." (paragraph 20)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	RI 3.1.1 RI 3.2.2
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**Today you will research training dogs. You will read “Helping Hounds.” Then you will read “A Sweet Memory: A True Story of a Guide Dog Graduation.” As you review these sources, you will gather information and answer questions about training dogs so you can write an essay.**

Read the article “Helping Hounds.” Then answer the questions.

Helping Hounds

by Christy Damio

- 1 Devyn Evans, 14, has always loved dogs. And now she has found a wonderful way to fill her life with them.
- 2 Earlier this year, Devyn became a student trainer with Assistance Dogs of the West. The Santa Fe, New Mexico, group trains dogs to help people with disabilities. The dogs can turn lights on. They can pull a wheelchair. They can even push elevator buttons with their noses.
- 3 Devyn learned about the group through an afterschool program. People from local businesses came and spoke with students about their organizations’ work. They offered the students a chance to work with them.
- 4 The group could accept only six students. Devyn’s strong interest in dogs and in helping people earned her a spot. Soon she was building skills that helped her train dogs—and live a happy life.

**Self-Confidence**

- 5 Devyn started off by practicing the basic commands. She learned to tell the dogs to stop, listen, and come to her. “At first, you get so nervous,” she remembers. “You have to learn to speak up. Then, once you get the hang of it, it’s no big deal.”
- 6 As time went on, Devyn grew more confident. A dog named Tucson helped. “I got attached to him because he was a giant dog,” she says.
- 7 At 5’7”, Devyn was one of the tallest students in her eighth-grade class. “I felt so tall,” she says. “I felt out of place. Tucson was the biggest dog there, and he was my favorite.”
- 8 Devyn worked with other dogs, but Tucson was special to her. She fed and groomed the big dog. As Tucson built new skills, so did Devyn.



### Focus

- 9** Like many people, Devyn found it hard to pay attention to one thing at a time. "Doing homework, I used to get distracted by all the things around me," she explains.
- 10** Working with Tucson changed that. "That dog had so many distractions. I had to focus on him—not on my friends, and not on what was going on outside."
- 11** Keeping her mind on Tucson taught Devyn how to stay focused. Soon it was easier for her to complete her homework. She started learning more in school. "I see the dog focusing more and me focusing more," she says. "We're both getting better at it."

### Patience

- 12** Even with Devyn's growing skill, training dogs could be tough. It can take a long time for a dog to learn what a command means.
- 13** When you say "Back" to an assistance dog, the dog is supposed to back up. But the first time Devyn said "Back" to a dog, that's not what happened. "It was hard," she says. "The dog was just not going backward. I was like, 'Back,' and it just stayed there and looked at me."
- 14** Learning to take her time with the dogs was tough. But Devyn is glad she did.

- 15** “I’ve gained a lot of patience,” she says. “Before, I was so impatient. If I didn’t get something right away, I’d get upset.” Now, Devyn says, she’s more patient with herself and with her younger brothers too.
- 16** Devyn’s self-confidence, focus, and patience will take her far in life. They’ll also make her a better dog trainer.
- 17** Right now, helping dogs help people means everything to her. “It’s awesome,” she says. “I love it.”

### **Glossary Definition**

Assistance Dogs = dogs trained to help people who can’t do certain things on their own

disabilities = trouble moving, seeing, or doing other things

get the hang of it = learn how to do it

no big deal = not that important

confident = to feel like she could do it

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**1. Part A**

Read the sentences from paragraph 15 of the article.

"I've gained a lot of patience," she says. "Before, I was so impatient. If I didn't get something right away, I'd get upset."

What is the meaning of **impatient** as it is used in the sentences?

- A. not giving
- B. without concern
- C. unwilling to wait
- D. always forgetful

**Part B**

Which words from the sentences in Part A **best** help the reader understand the meaning of **impatient**?

- A. ". . . gained a lot . . ."
- B. ". . . get something . . ."
- C. ". . . right away . . ."
- D. ". . . get upset."

**2. Part A**

Which statement correctly describes why Devyn learns a skill by training assistance dogs?

- A. It teaches Devyn to be friendly because she must keep people from distracting the dogs.
- B. It teaches Devyn to be self-confident because the dogs take a long time to feel comfortable around her.
- C. It teaches Devyn to be focused because the dogs distract her from her homework.
- D. It teaches Devyn to be patient because she must wait a long time for the dogs to learn new commands.

**Part B**

Which paragraph in the article **best** supports the answer to Part A?

- A. paragraph 8
- B. paragraph 10
- C. paragraph 13
- D. paragraph 17



Read the article "A Sweet Memory: A True Story of a Guide Dog Graduation." Then answer the questions.

A Sweet Memory: A True Story of a Guide Dog Graduation

by Sarah R. Fowler

- 1** *For the longest time ever, I had wanted a dog of my very own that I could do everything for. My parents decided that I could raise a dog for Guide Dogs for the Blind as my very own dog for a year. I agreed, and shortly thereafter on September 5, 2008, a small, male yellow lab was placed into my arms. His name was Tully.*
- 2** *For a year, I did everything for Tully; I bathed him, fed him, took him to guide dog meetings, and most of all, I loved him. He meant everything to me.*
- 3** *On September 26, 2009, I gave Tully back to Guide Dogs for the Blind for advanced training. I shed a lot of tears over him and I longed to see him.*
- 4** *Four months later, Tully graduated as a guide dog with his partner, Mr. Bill Hoage.*
- 5** *This is the story of Tully's graduation.*
- 6** It was Saturday, January 16, 2010, and I was with my family at the Guide Dogs for the Blind campus to see my dog, Tully, graduate as a guide dog to Mr. Bill Hoage.
- 7** I was excited and nervous at the same time. I hadn't seen Tully for four months. Had Tully's personality changed? Did he look different? I had a million questions running through my mind.
- 8** While my family and I were waiting, a staff member walked into the room and said, "Hi everybody, I'm Heather. I bet you're all excited about seeing your dogs again. I'll just take you over to the dorm where you'll meet them." She paused and looked around and then said, "Alright then, let's go!"
- 9** Once everybody was seated in the dorm, the staff started bringing out the guide dogs and their partners.
- 10** I was in another room because my group was larger. I could hear everybody laughing and crying as they saw their dogs again. But where was Tully?
- 11** After waiting a few minutes, I saw someone leading a man on the other side of a low wall. Then, I saw him. He was very much the same: a beautiful golden-brown color, with his bushy tail, long ears, and always the same twinkle in his eyes.
- 12** When Tully saw me he rushed at me and landed on my lap. He couldn't stop wiggling. He was so happy to see me again. I looked at my beautiful golden boy. I was overwhelmed. I had waited so long for this day.

- 13** I went over to Mr. Hoage and said, "Mr. Hoage, I'm Sarah."
- 14** Mr. Hoage pulled me to him and said, "Come here. Thank you for all that you did." He then handed me an envelope.
- 15** I went back over to Tully, sat down and opened up the letter. It read:
- 16** "Thank you to the special girl for the great job you have done raising Tully."
- 17** I started to get a lump in my throat as I read it.
- 18** After a while of visiting and picture taking, it was time to get ready for the graduation ceremony.
- 19** Mr. Hoage was led off to the side of the stage, while I led Tully to a side room with the other raisers and their dogs.
- 20** At 1:30 the ceremony began, but I wasn't listening. I was thinking, "Well Tully, this is it, boy. This is the end of the line for you and me, and it's just the beginning for you and Mr. Hoage. Do me proud, Tully. Never let Mr. Hoage down. I love you."
- 21** One by one, the raisers and the graduates walked up to the stage, and both said a little something before they sat down. When it was about my turn, I got up and walked to the edge of the stage to wait.
- 22** Then I saw Mr. Hoage being led on stage as one of the staff said, "And next we have Bill Hoage receiving Tully, a male yellow Labrador retriever raised by Sarah Fowler."
- 23** I walked across the stage to Mr. Hoage, and I placed Tully's leash into his hands.
- 24** Mr. Hoage took the microphone that was handed to him and he said, "Thank you, Sarah."

### **Glossary Definition**

Graduation = special event honoring people or animals who have successfully completed their education or training

Guide dogs for the Blind = organization that pairs people who are blind with guide dogs who will help them

lab = Labrador retriever; a large, smooth-haired dog that is usually black, brown, or yellow

dorm = living room

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**3. Part A**

What is the meaning of **overwhelmed** as it is used in paragraph 12?

- A. filled with emotion
- B. taken by surprise
- C. becoming moody
- D. feeling tired

**Part B**

In which paragraph does Sarah show this same type of feeling?

- A. paragraph 13
- B. paragraph 14
- C. paragraph 16
- D. paragraph 17

**4. Part A**

Read the sentences from paragraph 2 of the article.

For a year, I did everything for Tully; I bathed him, fed him, took him to guide dog meetings, and most of all, I loved him. He meant everything to me.

Why is it important to know what things Sarah did to take care of Tully?

- A. This helps the reader understand that Tully was a wonderful dog.
- B. This helps the reader understand that Sarah will raise another dog.
- C. This helps the reader understand how hard it was to see Mr. Hoage with Tully.
- D. This helps the reader understand why Mr. Hoage was pleased with what Sarah did.

**Part B**

Which sentence from the article supports the answer to Part A?

- A. "After waiting a few minutes, I saw someone leading a man on the other side of a low wall." (paragraph 11)
- B. "He was very much the same: a beautiful golden-brown color, with his bushy tail, long ears, and always the same twinkle in his eyes." (paragraph 11)
- C. "Thank you to the special girl for the great job you have done raising Tully." (paragraph 16)
- D. "Mr. Hoage was led off to the side of the stage, while I led Tully to a side room with the other raisers and their dogs." (paragraph 19)

**5. Part A**

What is a main idea of both “Helping Hounds” and “A Sweet Memory”?

- A. Training dogs is a difficult but rewarding job.
- B. Training dogs helps students do better in school.
- C. Training dogs is a fun activity to do after school.
- D. Training dogs teaches students patience and focus.

**Part B**

Select **one** detail from “Helping Hounds” that **best** supports the answer to Part A.

- A. “Devyn learned about the group through an afterschool program.” (paragraph 3)
- B. “The group could accept only six students. Devyn’s strong interest in dogs and in helping people earned her a spot.” (paragraph 4)
- C. “Like many people, Devyn found it hard to pay attention to one thing at a time.” (paragraph 9)
- D. “Learning to take her time with the dogs was tough. But Devyn is glad she did.” (paragraph 14)

**Part C**

Select **one** detail from “A Sweet Memory” that **best** supports the answer to Part A.

- A. “. . . I did everything for Tully; I bathed him, fed him, took him to guide dog meetings, and most of all, I loved him.” (paragraph 2)
- B. “I was excited and nervous at the same time.” (paragraph 7)
- C. “I went back over to Tully, sat down and opened up the letter.” (paragraph 15)
- D. “One by one, the raisers and the graduates walked up to the stage, and both said a little something before they sat down.” (paragraph 21)

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- 6.** In both “A Sweet Memory” and “Helping Hounds,” someone learns how to become a dog trainer. How are Sarah’s and Devyn’s experiences with dog training the same and how are they different? Use evidence from both articles to support your response.

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7. Write an essay for your school paper that describes Sarah and Devyn and their experiences. How were their experiences similar? How were they different? Support your writing with specific details from the articles.

8. Sarah had many different feelings about her experience with Tully. Select the box in the table to match each sentence from the article with one feeling Sarah has.

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