

# Grade 3 ELA — Close Reading Quiz (45 minutes, 75 marks)

## Instructions (printable)

- Total time: 45 minutes. Total marks: 75.
- Read the multimedia stimuli carefully (Infographic and Transcript below).
- Answer all 15 questions. Some items are multiple-choice (auto-graded). Others require short written answers, annotations, or creation of a product outline.
- When asked to reference sources, cite the Infographic (I) or Transcript (T).
- Show your work in the spaces provided. Use neat handwriting if printed.
- Use the rubrics provided for performance and peer-review tasks. Points for each question are shown in brackets.

## Multimedia Stimuli (use for questions 1–4, 6–8, 11–12, 14)

Infographic (I) — Title: "Saving the Meadow"

- Big headline: "Our Meadow Needs Help!"
- Section A: A simple bar showing "Birds, Bees, Butterflies" with numbers:
  - Birds: 20 -> 35 (after planting flowers)
  - Bees: 10 -> 25
  - Butterflies: 5 -> 18
- Section B: "Three Easy Steps to Help"
  1. Plant native flowers (picture of a person planting)
  2. Pick up trash (picture of a trash bag)
  3. Keep paths clear (picture of a footpath)
- Section C: Quote bubble: "Small changes make big differences — Sam, Park Ranger"
- Bottom: A small graph: "Meadow Health Score" shows improvement from 40 to 78 after two years (simple line rising).

Transcript (T) — Short Interview (Reporter and Sam)

Reporter: Today I'm talking with Sam, a local park ranger. Sam, why did the meadow need help?

Sam: The meadow had fewer insects and birds because many native flowers were gone. That hurt animals that need those plants.

Reporter: What did you try first?

Sam: We planted homes for insects—beds of native flowers—and asked volunteers to pick up trash and walk only on paths.

Reporter: Did it work?

Sam: Yes. More birds and butterflies came back. The soil looks healthier now.

Reporter: How can neighbors help?

Sam: Planting one patch of native flowers or keeping garbage out helps a lot. Even small steps add up.

## Quiz Questions

- (3 marks – multiple choice, auto-graded) What is the Infographic’s main idea?

  - Everyone should become a park ranger.
  - Small actions can help restore the meadow.
  - Meadows are better than forests.
  - Birds are the only animals that matter.

Answer circle: A  B  C  D
- (3 marks – multiple choice, auto-graded) According to the Infographic, which action is NOT listed in "Three Easy Steps to Help"?

  - Plant native flowers
  - Pick up trash
  - Keep paths clear
  - Feed wild animals

Answer circle: A  B  C  D
- (4 marks) Vocabulary in context (short written response). In the Transcript Sam says “we planted homes for insects.” What does Sam mean by “homes for insects”? Use one sentence and reference the Infographic or Transcript. [Space for response]
- (6 marks) Synthesis across modalities (short written response). Explain in two or three sentences how the Infographic and the Transcript together show cause and effect about meadow health. Use at least one piece of evidence from each source (label I or T). [Space for response]
- (5 marks) Collaborative scenario planning (short written response). Your class will work in a team to make a short 2-minute podcast about helping the meadow. Before recording, list:

  - Three team roles (role name + one sentence about what that person does).
  - Two clear steps your team will use to give peer feedback on a rehearsal recording (step 1, step 2).

[Space for response]
- (3 marks – multiple choice, auto-graded) The Transcript suggests the meadow improved because:

  - Rainfall increased.
  - Rangers built homes for birds.
  - People planted native flowers and reduced trash.
  - Visitors stopped coming.

Answer circle: A  B  C  D

7. (6 marks) Multimedia annotation task (short answer + annotations). Look at the Infographic (I). Choose three specific parts (for example: headline, bar that shows Bees changed, picture of planting). For each part:
- Write the part name (Part 1, Part 2, Part 3).
  - Copy the exact words or describe the image briefly.
  - Write a one-sentence note explaining how this part helps you understand the meadow's change.
- Use three short bullets. [Space for response]

8. (14 marks) Performance task – Podcast outline (product). Create an outline for a 2-minute class podcast episode titled "How We Helped the Meadow." Your outline must include:

- Title and 1–2 sentence episode summary (2 marks).
  - Three short sections with time stamps (e.g., 0:00–0:30): each section label + one sentence describing what will be said (6 marks).
  - One direct quote from the Transcript or Infographic to include in the episode (copy it exactly and label I or T) (2 marks).
  - One simple call to action for listeners (one sentence) and where it will be placed in the episode (1 mark).
  - A checklist of two peer-review items your teammates must check on the final recording (how to check clarity and facts) (3 marks).
- Use the rubric below to guide writing. [Space for response]

Podcast Outline Scoring Rubric (use to score teacher-graded):

- Title & summary clear and related to meadow (2)
- Three sections include clear time stamps and content (6)
- Quote included and correctly labeled (2)
- Call to action clear and placed (1)
- Peer-review checklist useful and measurable (3)

9. (6 marks) Peer-review rubric exercise (short written response). Below is an exemplar short paragraph that a student wrote for the podcast episode summary:  
Exemplar: "We saved the meadow. We planted flowers and everything got better. You should help too."  
Use the Peer-Review Rubric provided and mark the exemplar with scores and written feedback (two strengths, two things to improve). The Peer-Review Rubric is:

- Does the paragraph state a clear idea? (0–2)
  - Does it use at least one evidence-based detail? (0–2)
  - Is the writing complete with a clear suggestion for listeners? (0–2)
- Assign scores for each criterion (write numbers) and give feedback. [Space for response]

10. (4 marks) Choice board – select one rigorous prompt and document rationale (short response).

Choice A – Opinion prompt: Write a two-sentence opinion to convince neighbors to plant native flowers.

Choice B – Narrative prompt: Write two sentences imagining you are a butterfly returning to the meadow.

- Circle one choice: A  B
- Provide one sentence explaining why you picked this choice (what it lets you show or explain).
- Then write your two-sentence response to the chosen prompt. [Space for response]

11. (6 marks) Case study – multiple stakeholder perspectives (short written response). A town meeting includes four groups: park rangers, local families, a gardener for a new housing plan, and a scientist. In three short bullets (one sentence per stakeholder), write what each group cares about most regarding the meadow. Then write one short sentence proposing an equitable solution that considers two of the groups and explain why (label which groups). [Space for response]

12. (4 marks) Checkpoint – reference multiple sources when justifying claims (short written response). Make a one-sentence claim about how small actions helped the meadow. Then write two short pieces of evidence, one from the Infographic (I) and one from the Transcript (T), each on its own line. [Space for response]

13. (2 marks – true/false, auto-graded) True or False: The Transcript says the park ranger built a new playground to help the meadow. True  False

14. (5 marks) Multimedia annotation and analysis (short written response). Annotate the Infographic headline "Our Meadow Needs Help!" by answering in two sentences:

- Sentence 1: What feeling or idea does the headline try to create for the reader?
- Sentence 2: How does the small graph at the bottom ("Meadow Health Score") support that feeling or idea? Label the support: I (Infographic). [Space for response]

15. (4 marks) Reflection – link to collaborative or digital creation expectations (short written response). In two or three sentences, reflect on how working with teammates and using a transcript or infographic can make a podcast or digital project stronger. Include one concrete step you will take next time to help your team. [Space for response]

# Answer Key and Scoring Guide (detailed explanations)

General scoring notes:

- For short written responses, assess clarity, correct use of evidence, and grade-appropriate sentence structure. Partial credit given where evidence or reasoning is present but incomplete.
- Auto-graded items (1,2,6,13) have single correct answers listed below.
- Rubrics for Q8 (Podcast) and Q9 (Peer-review) are included in each item's breakdown.

Question 1 (3 marks) – Correct answer: B.

- Marking: 3 marks for selecting B. 0 marks for any other choice.
- Explanation: The Infographic headline and steps show small actions help restore the meadow.

Question 2 (3 marks) – Correct answer: D.

- Marking: 3 marks for selecting D. 0 marks for others.
- Explanation: Feeding wild animals is not listed in the three steps.

Question 3 (4 marks)

- Expected answer: Sam means they planted native flowers (flower beds) that create places where insects can live/lay eggs and find food. Reference either T or I.
- Marking rubric:
  - 4 marks: Clear one-sentence explanation that “homes for insects” = planting native flowers or flower beds that provide food/shelter; cites I or T.
  - 2–3 marks: Partial explanation (mentions flowers or shelters but unclear about purpose) with or without citation.
  - 0–1 mark: Incorrect or no answer.
- Sample full-credit response: “Sam means they planted beds of native flowers that act as homes where insects can live and find food (T).”

Question 4 (6 marks)

- Expected response: 2–3 sentences explaining cause and effect: planting native flowers and picking up trash (cause) led to more birds and butterflies/healthier soil (effect). Must include one evidence from Infographic (e.g., numbers increase or Meadow Health Score) and one from Transcript (Sam's statement).
- Marking rubric:
  - 6 marks: Clear cause-and-effect explanation with one piece of evidence from I (e.g., Birds: 20->35 or Meadow Health Score 40->78) and one from T (e.g., Sam: “More birds and butterflies came back”).

- 3–5 marks: Explanation present but only one source cited or weaker connection.
- 0–2 marks: Little or no causal reasoning or missing evidence.
- Sample full-credit response: “Planting native flowers and picking up trash (cause) brought back more animals (effect). The Infographic shows bees rose from 10 to 25 and butterflies from 5 to 18 (I). Sam says, ‘More birds and butterflies came back,’ which also explains the effect (T).”

#### Question 5 (5 marks)

- Expected: Three roles and two peer-feedback steps.
- Marking rubric:
  - Roles (3 marks): 1 mark each for a reasonable role and correct description (examples: Host – asks questions and introduces segments; Recorder/Editor – saves files and trims audio; Fact-Checker – checks quotes and details).
  - Peer-feedback steps (2 marks): 1 mark each for concrete steps (e.g., Listen to full rehearsal, write two compliments and one suggestion; Check facts against the Transcript/Infographic; check volume and clarity).
- Full-credit example:
  - Roles: Host – leads the script and asks questions (1); Editor – records and trims audio (1); Fact-Checker – checks facts against the Infographic and Transcript (1).
  - Peer steps: Step 1: Listen to the rehearsal and each person writes two things that were good and one specific thing to fix (1). Step 2: Fact-Checker checks any quotes against I or T and notes errors (1).

#### Question 6 (3 marks) – Correct answer: C.

- Marking: 3 marks for C. Explanation: Transcript attributes success to planting native flowers and reducing trash.

#### Question 7 (6 marks)

- Expected: Three parts named and explained with one-sentence notes linking part to understanding.
- Marking rubric (2 marks per part):
  - 2 marks: Part named/copied or described, and one clear sentence explaining how it helps understand the meadow’s change.
  - 1 mark: Part named but explanation weak or missing one element.
  - 0 marks: Missing or incorrect.
- Sample full-credit entries:
  - Part 1: Headline “Our Meadow Needs Help!” – shows urgency and tells reader the meadow

is in trouble (2).

- Part 2: Bees: 10->25 bar – shows that bee numbers increased, proving recovery (2).
- Part 3: Picture of planting – shows action that people can do, connecting the cause to the results (2).

#### Question 8 (14 marks) – Podcast Outline (teacher-graded with rubric)

- Rubric repeated here with point breakdown:
  - Title & summary clear and related (2 marks)
    - 2: Title and 1–2 sentence summary clearly describe meadow help.
    - 1: Somewhat clear.
    - 0: Unclear or missing.
  - Three sections with time stamps and content (6 marks; 2 marks per section)
    - Each section: time stamp present and a one-sentence description of what will be said.
    - 0–2 per section based on clarity and relevance.
  - Quote included and correctly labeled (2 marks)
    - 2: Quote copied exactly and labeled I or T correctly.
    - 1: Quote present but not labeled or partial.
    - 0: Missing.
  - Call to action clear and placed (1 mark)
    - 1: One-sentence CTA and location noted.
    - 0: Missing or unclear.
  - Peer-review checklist useful and measurable (3 marks; 1–3 scale)
    - 3: Checklist items are specific and checkable (e.g., “Quote matches transcript (T)?” yes/no; “Volume clear on all voices?” yes/no).
    - 1–2: Vague items.
- Sample full-credit podcast outline (meets criteria):
  - Title: “How We Helped the Meadow” – Summary: “A short episode that explains small steps neighbors took to help birds and bugs return to the meadow.” (2)
  - Sections:
    - 0:00–0:20 – Intro: Host welcomes listeners and says the meadow needed help because flowers were gone (2).
    - 0:20–1:20 – Story: A student reads numbers from the Infographic and Sam’s quote about

planting native flowers (2).

- 1:20–2:00 – Call to action: Host tells listeners one thing they can do and closes (2).
- Quote: “Small changes make big differences – Sam, Park Ranger” (I) (2)
- Call to action: “Plant one patch of native flowers this spring” to be said at 1:30 (1)
- Peer-review checklist: “1) Does each quote match I or T exactly? Yes/No. 2) Is the host voice loud and clear on the recording? Yes/No.” (3)

#### Question 9 (6 marks) – Peer-review scoring and feedback

- Student must score exemplar on three criteria (0–2 each) total 6, and provide two strengths and two improvements.
- Correct exemplar scoring (recommended teacher key):
  - Does the paragraph state a clear idea? – 1 (idea present but vague).
  - Does it use at least one evidence-based detail? – 0 (no specific evidence).
  - Is the writing complete with a clear suggestion for listeners? – 1 (suggestion present but weak).
  - Total: 2/6.
- Sample feedback:
  - Strengths: 1) The writer states a main idea that the meadow improved. 2) The paragraph tries to encourage listeners to help.
  - Improvements: 1) Add one specific fact from I or T (for example, bees or butterflies numbers) to support the claim. 2) Make the suggestion more specific (“plant native flowers” or “pick up trash”), and add why it helps.
- Marking teacher notes: Award points matching rubric and judge quality of feedback. Full credit (6) if student assigns sensible scores and gives two clear strengths and two useful improvements. Partial credit for one strength and one improvement with reasonable scoring.

#### Question 10 (4 marks)

- Marking:
  - Choice selection (0.5 mark): Circle A or B.
  - Rationale (1.5 marks): One clear sentence explaining why chosen (relates to voice, purpose, or skill).
  - Two-sentence response (2 marks): Both sentences complete and related to prompt.
- Example full-credit for Choice A:
  - Rationale: “I chose opinion because I can tell neighbors one specific action and explain why it helps.” (1.5)

- Two-sentence opinion: "Please plant native flowers in your yard because they give bees and butterflies food. When many people plant flowers, the meadow will come back." (2)

#### Question 11 (6 marks)

- Expected structure: four bullets (one sentence each for stakeholders) + one-sentence equitable solution referencing two groups.
- Marking rubric:
  - Stakeholder bullets: 1 mark each (4 marks total) – clear and reasonable care/priority.
  - Equitable solution (2 marks): One sentence that considers two groups and gives a fair action; label groups (e.g., park rangers + families).
- Sample full-credit answer:
  - Park rangers: Care about keeping the meadow healthy and protecting wildlife. (1)
  - Local families: Care about safe, clean places to play and learn about nature. (1)
  - Gardener for housing plan: Cares about new homes and how green spaces fit near houses. (1)
  - Scientist: Cares about measuring soil and animal health with data. (1)
  - Equitable solution: "Create small planting areas near housing and rules for paths so families can enjoy the meadow while rangers and scientists monitor plant growth" – considers families and park rangers (2).

#### Question 12 (4 marks)

- Expected: One-sentence claim + two pieces of evidence (one labeled I, one labeled T).
- Marking:
  - Claim (1 mark): Clear one-sentence claim about small actions helping meadow.
  - Evidence I (1.5 marks): Correct evidence from Infographic (e.g., Bees 10->25; Meadow Health Score 40->78).
  - Evidence T (1.5 marks): Correct evidence from Transcript (e.g., Sam: "We planted beds of native flowers" or "More birds and butterflies came back").
- Sample full-credit:
  - Claim: "Small actions like planting flowers and picking up trash helped the meadow get healthier." (1)
  - Evidence I: "Bees grew from 10 to 25 and the Meadow Health Score rose from 40 to 78 (I)." (1.5)
  - Evidence T: "Sam said, 'More birds and butterflies came back' after planting flowers and picking up trash (T)." (1.5)

Question 13 (2 marks) – Correct answer: False.

- Marking: 2 marks for False. Explanation: Transcript mentions planting flowers and picking up trash, not building a playground.

Question 14 (5 marks)

- Marking rubric:
  - Sentence 1 (2 marks): Identifies feeling or idea (e.g., urgency/responsibility) clearly.
  - Sentence 2 (3 marks): Explains how the Meadow Health Score supports that feeling with clear linking language; must label I.
- Sample full-credit:
  - Sentence 1: "The headline makes the reader feel the meadow is in danger and asks for help." (2)
  - Sentence 2: "The rising Meadow Health Score shows the meadow can get better when people act, which supports the hopeful message that help works (I)." (3)

Question 15 (4 marks)

- Marking rubric:
  - Reflection quality (2 marks): Two or three sentences explaining how teamwork and using transcript/infographic strengthen a project (mentions evidence, clarity, or roles).
  - One concrete step (2 marks): A specific next-step (e.g., "I will check quotes against the Transcript before recording" or "I will test audio volume") earns full credit.
- Sample full-credit:
  - "Working with teammates lets us check facts and share jobs so the podcast is clear and accurate. Using the Transcript and Infographic gives real numbers and quotes that make our story stronger. Next time I will be the Fact-Checker and check each quote against T or I before we record." (4)

Total points across all items add to 75.

End of quiz and answer key.