

Kindergarten ELA – Close Reading Quiz (45 minutes, Total 75 points)

Instructions (printable)

- Read the short story below. Answer each question in the space provided. For each answer, show where you found the answer in the story by writing the line number(s) or circling the words. If you cannot write, draw your answer or tell the reader and they will mark your evidence for you.
- Each question is worth 5 points. Total = 75 points.
- Success criteria (what your answers must show): name characters, state setting, sequence events (beginning–middle–end), give a short reason for each answer, and show evidence (line numbers or circled words/pictures).
- DOK expectations: Questions range from Level 1 (recall) to Level 3 (explain/reason with evidence and compare).

Story (4 short lines – refer to line numbers)

1. Sam the squirrel found a red hat on the grass.
2. Sam tried the hat on and smiled.
3. A wind blew the hat and it landed by the pond.
4. Sam chased the hat to the pond and shared it with his friend.

Special education accommodations and scaffolds (apply as needed)

- Read-aloud of story and questions; repeat and simplify one sentence at a time.
- Allow drawing or pointing for answers instead of writing.
- Provide line-by-line highlighting or enlarged text.
- Give extra time (up to double time) and breaks as needed.
- Use a scribe to write a student's verbal responses.
- Provide word bank and picture choices for answering (characters, places, feelings).
- Provide example response frames (e.g., "The character is _____. I know because line ___ says _____").
- Allow answers in first language with teacher transcription to English if needed.

Scoring guide for each question (5 points each)

- Content correctness: 3 points
- Evidence shown (line number(s) or circled words): 1 point
- Simple explanation/justification (one short sentence or drawing with caption): 1 point

Quiz Questions (Answer each; show evidence from line numbers or circled words)

1. Axiom application – Characters (5 pts)

- Question: Who are the characters in the story? Write their names and show the words in the story that tell you this.
- Space: Name(s): _____
- Evidence: Line(s) _____ or circled words: _____

2. Axiom application – Setting (5 pts)

- Question: Where does the story happen? Write the place and point to the words that tell you.
- Space: Place: _____
- Evidence: Line(s) _____ or circled words: _____

3. Reconstruct event chain – First event (5 pts)

- Question: What happened first in the story? Write the first thing that happened and show the line that tells this.
- Space: First event: _____
- Evidence: Line(s) _____ or circled words: _____

4. Sequence ordering – Number the events (5 pts)

- Question: Put these four short events in the order they happened by writing 1–4 beside each:
 - A. Sam chased the hat to the pond.
 - B. Sam found a red hat on the grass.
 - C. The wind blew the hat and it landed by the pond.
 - D. Sam tried the hat on and smiled.
- Space: A: ___ B: ___ C: ___ D: ___
- Evidence: Write one line number for each event that shows its order: A ___ B ___ C ___ D ___

5. Inference with justification – Feeling (5 pts)

- Question: How did Sam feel when he put on the hat? Circle a feeling word or write one. Show the place in the story that tells you this and explain in one short sentence.
- Space: Feeling: _____
- Evidence: Line(s) _____ or circled words: _____
- Why this shows that feeling (one short sentence): _____

6. Analyze assumptions – Who was "his friend"? (5 pts)

- Question: The story says Sam "shared it with his friend." Does the story tell exactly who the friend is? Circle: Yes / No. Explain what you assume and write one piece of evidence if there is any. If there is no evidence, write one possible friend who could be in the story and say why this is a guess (a counterexample).
- Space: Yes / No
- My assumption or possible friend: _____
- Evidence or reason this is a guess: _____

7. Test a counterexample – If no wind (5 pts)

- Question: If the wind did not blow the hat, would Sam still chase the hat? Circle: Yes / No. Explain your reasoning using the story lines.
- Space: Yes / No
- Explanation: _____
- Evidence: Line(s): _____

8. Critique flawed reasoning – Mark and fix (5 pts)

- Prompt: A student wrote: "Sam lost the hat and was sad." Put a check if this is correct or an X if it is wrong. Then fix the sentence so it matches the story and show the evidence line.
- Space: Correct: Wrong:
- Fixed sentence: _____
- Evidence: Line(s): _____

9. Evidence log mapping – Claim, Warrant, Backing (5 pts)

- Question: Fill the three boxes to show your thinking about this claim: "Sam liked the hat."
 - Claim (the answer): _____
 - Warrant (what words show the claim): _____
 - Backing (why the words show that claim in one short sentence): _____

10. Multi-step derivation to application (5 pts)

- Principle: Pictures or words tell beginning, middle, and end.
- Task: Write one short sentence you would tell a friend to say what happened in the story (real-world application). Then list which story line(s) give the beginning, middle, and end for your sentence.
- Space: Friend-sentence: _____
- Beginning line(s): _____ Middle line(s): _____ End line(s): _____

11. Bias audit – Perspective missing (5 pts)

- Question: Whose view or feeling is not shown in the story (for example: the pond, the hat, a person who owned the hat)? Circle one and write one sentence about how the story would change if we knew that view.
- Space: Missing view: _____
- How story would change (one sentence): _____
- Evidence the story does not show this (line number or phrase): _____

12. Comparative critique – Two explanations (5 pts)

- Prompt: Two students explain why Sam chased the hat:
 - Student A: "Sam chased the hat because he wanted the red hat back."
 - Student B: "Sam chased the hat because he wanted to share it with a friend."
- Task: Which student has stronger evidence? Circle A or B. Write one sentence saying why and name the line(s) you used.
- Space: A / B
- Reason (one sentence): _____
- Evidence: Line(s): _____

13. Reflective checklist (5 pts)

- Task: For your answers on this quiz, check each success criterion you met and write one short example (a word or line number) that shows you met it.
 - I named the character(s): Yes No Example: _____
 - I stated the place/setting: Yes No Example: _____
 - I put events in order: Yes No Example: _____
 - I showed evidence for at least one answer: Yes No Example: _____

14. Evidence-mapping (claim/warrant/backing) – New claim (5 pts)

- Question: Map claim, warrant, and backing for the statement "The hat landed by the pond."
 - Claim: _____
 - Warrant (copy words from story): _____
 - Backing (short reason why those words mean the claim): _____

15. Open-response synthesis and recommendation (5 pts)

- Question: Should Sam wear the red hat again near the pond? Choose Yes or No and give two

pieces of evidence from the story and one thing we do not know (a limitation) that might change your recommendation.

- Space: Yes No
- Evidence 1 (line): _____
- Evidence 2 (line): _____
- One limitation or thing we do not know: _____
- Short final recommendation sentence: _____

Answer Key with scoring details and explanations

Scoring note: Each question = 5 points. Expected student responses below show full-credit answers and the reasoning/evidence required to earn each part. For partial credit, award points proportionally: 3 points for content, 1 for clear evidence, 1 for a short explanation.

1. Characters (5 pts)

- Full-credit answer: "Sam the squirrel" (and optionally "his friend").
- Evidence: Line 1 ("Sam the squirrel") and line 4 ("his friend").
- Explanation point: Student may write "Sam is named; friend is mentioned."
- Rubric: 3 pts for naming Sam (and friend if given), 1 pt for citing line 1 (and line 4 for friend), 1 pt for explanation.

2. Setting (5 pts)

- Full-credit answer: "on the grass / by the pond" or "grass and pond" (primary setting: grass and pond).
- Evidence: Line 1 ("on the grass") and line 3 ("by the pond").
- Explanation: "He found it on the grass; it landed by the pond."
- Rubric: 3 pts content, 1 pt evidence (line numbers), 1 pt explanation.

3. First event (5 pts)

- Full-credit: "Sam found a red hat on the grass." Evidence: Line 1.
- Explanation: "This is first because it is line 1."
- Rubric: 3 pts content, 1 pt evidence (line 1), 1 pt one-sentence justification.

4. Sequence ordering (5 pts)

- Correct order mapping:
 - A. Sam chased the hat to the pond. -> 4
 - B. Sam found a red hat on the grass. -> 1
 - C. The wind blew the hat and it landed by the pond. -> 3

- D. Sam tried the hat on and smiled. -> 2

- Expected numbering: A: 4 B: 1 C: 3 D: 2
- Evidence: Use respective line numbers 4,1,3,2.
- Rubric: 3 pts correct full sequence; 1 pt evidence lines; 1 pt confirmation/explanation.

5. Inference – Feeling (5 pts)

- Full-credit example: Feeling = "happy" or "smiled" (indicates happy).
- Evidence: Line 2 ("tried the hat on and smiled").
- Explanation: "He smiled after trying the hat, so he felt happy."
- Rubric: 3 pts correct inference, 1 pt evidence (line 2), 1 pt explanation.

6. Assumption – Who was "his friend"? (5 pts)

- Expected answer: "No – story does not name the friend." – Circle No.
- Evidence: No line gives a name; cite line 4 as mention.
- Possible acceptable counterexample: "Maybe the friend is another squirrel or a bird – this is a guess."
- Rubric: 3 pts for correct identification (No) and reasonable assumption, 1 pt for citing line(s) showing lack of name (line 4 shows 'his friend' but no name), 1 pt for explanation/counterexample.

7. Counterexample – If no wind (5 pts)

- Correct reasoning: No – if wind did not blow the hat, it would not have landed by the pond and Sam likely would not have chased it as told in the story. Use line 3 ("A wind blew the hat and it landed by the pond") and line 4.
- Alternatively student may say Yes with poor justification – award partial credit only.
- Rubric: 3 pts content (correct No with reasoning), 1 pt evidence (line 3), 1 pt short explanation.

8. Critique flawed reasoning (5 pts)

- Correct assessment: Wrong (X). Fix: "Sam did not lose the hat and cry; the hat blew away and Sam chased it and shared it with his friend." Better concise fix: "Sam chased the hat and shared it with his friend." Evidence: Lines 3–4.
- Rubric: 3 pts for marking wrong and corrected sentence matching story, 1 pt evidence (lines 3–4), 1 pt explanation.

9. Evidence log mapping (5 pts)

- Example full-credit:

- Claim: "Sam liked the hat."
 - Warrant: Line 2: "Sam tried the hat on and smiled."
 - Backing: Trying on and smiling usually show liking.
- Rubric: 3 pts claim and correct warrant, 1 pt evidence line, 1 pt backing sentence.

10. Multi-step derivation to application (5 pts)

- Example:
 - Friend-sentence: "Sam found a red hat, it blew to the pond, and he shared it with a friend."
 - Beginning line(s): 1
 - Middle line(s): 2–3
 - End line(s): 4
- Rubric: 3 pts for coherent friend-sentence capturing beginning–middle–end, 1 pt for correct line mapping, 1 pt for explanation if given.

11. Bias audit – Perspective missing (5 pts)

- Example: Missing view = "the hat owner's view" or "the pond's view" or "the friend's feelings."
- How story would change: "If we knew the hat owner's view, we might know why the hat was on the grass." Evidence: story gives no owner; cite lack of name.
- Rubric: 3 pts for naming a missing viewpoint and plausible change, 1 pt for citing lack of evidence (no line naming owner), 1 pt for explanation.

12. Comparative critique (5 pts)

- Correct evaluation: Student A has stronger evidence. Reason: Line 3 shows wind blew the hat away and line 4 shows Sam chased it – this supports wanting the hat back. Student B could be partly true (line 4 mentions sharing) but less direct as motive.
- Evidence: Lines 3–4 (and 2 if necessary).
- Rubric: 3 pts correct choice with clear reason, 1 pt evidence lines cited, 1 pt explanation.

13. Reflective checklist (5 pts)

- Expected checks: All Yes; examples: named character – line 1; setting – line 1/3; order – lines 1->2->3->4; evidence – any line number.
- Rubric: 3 pts for accurate yes/no answers, 1 pt for an example line per checked item, 1 pt overall reflection clarity.

14. Evidence-mapping new claim (5 pts)

- Full-credit example:
 - Claim: "The hat landed by the pond."
 - Warrant: Line 3: "it landed by the pond."
 - Backing: The words explicitly say where the hat landed, so the claim matches the text.
- Rubric: 3 pts claim and correct warrant, 1 pt evidence, 1 pt backing.

15. Open-response synthesis and recommendation (5 pts)

- Full-credit example:
 - Recommendation: No.
 - Evidence 1: Line 3 (wind blew the hat and it landed by the pond).
 - Evidence 2: Line 4 (Sam chased it to the pond – pond is risky for a hat).
 - Limitation: We do not know whether the pond is shallow or safe; maybe the hat will get wet.
 - Final sentence: "No – because the wind blew it to the pond and Sam had to chase it; we do not know if the hat will get wet."
- Rubric: 3 pts for clear recommendation with two text-based reasons, 1 pt for evidence lines, 1 pt for stating a reasonable limitation.

DOK mapping (for teacher use)

- Q1–Q4: DOK 1 (recall/organize)
- Q5–Q6, Q8–Q9, Q14: DOK 2 (explain using evidence)
- Q7, Q10–Q13, Q15: DOK 3 (explain, reason, compare, synthesize with evidence and limitation)

Administration notes (teacher)

- Time: 45 minutes total. Consider read-aloud and processing time for K students (accommodations may extend time).
- Accept answers by drawing, circling text, or dictation to a scribe.
- For students with severe reading difficulty, allow pointing to evidence and a single-word or drawing explanation.
- Use the rubric above for scoring; record partial-credit points as needed.