

Critical Skills Assignment Answer Key

Critical Reading and Informative Writing (A)

Starter feedback for correct and incorrect answers is in **blue**. Use or adapt the feedback in this answer key as you grade each student assignment. Many answers will vary. The model answers demonstrate what a complete student response should include, but they do not represent the only correct response to most questions.

Read the passage. Then answer the questions.

Guts of the World

(1) Fat worms squirm in a puddle after a rain. Then, slurp, they're gone! Down into the dirt they call home. With the little bristles on their bodies, they drag leaves and sticks down with them. In this way, they mix the soil. The holes they dig also act as superhighways for the vital rain. This important water runs through the holes to reach the plant roots below. Best of all, worms eat bits of old matter such as dead leaves in the soil. Then when they pass it from their bodies, presto! They've made the best plant food ever! What would we do without these wiggly wonders?

(2) People throughout history have recognized the value of earthworms. It is said that Cleopatra, a famous queen in ancient Egypt, saw how worms made soil better for growing food. Because of this, she thought worms were sacred. She thought they should be honored. She made laws to protect them. People could be put to death for taking worms out of the country. Farmers were careful not to touch them. They didn't want to upset the god they thought was in charge of growing things.

(3) A great Greek thinker named Aristotle liked earthworms, too. He called them the intestines, or guts, of the world. He meant that earthworms work kind of like the guts in a person's body. Guts break down the food a person eats into small bits his or her cells can use. Cells are the building blocks of living things. This process compares to what earthworms do to once-living matter in the soil. They break it down small enough to mix with the water plants take in from their roots. This rich water makes the plants strong.

(4) A famous scientist, Charles Darwin, studied common earthworms for 40 years. He experimented to test his ideas about earthworms' importance to the world. He believed they moved and mixed the soil. He tested his ideas by putting a stone in his yard and gave orders that no one should touch it. Then he measured to see how long it took the worms to heap the soil around the stone.

(5) He also tested the earthworms' senses by tickling, shaking, and blowing on them. He tested to see if they could hear by asking his wife and children to play instruments for the worms. When the worms did not react, he concluded they did not have a sense of hearing.

(6) The last book Darwin ever wrote was about earthworms. He wanted people to know how important common earthworms have been to the history of the world.

Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

1. Reread Paragraph 1.

(a) Which statement **best** explains why worms are important?

- A. They have bristles on their bodies.
- B. They are found in puddles.
- C. They do many helpful things.
- D. They live in dirt.

Teacher feedback: (The correct answer is C.)

(b) Which sentences from Paragraph 1 support the answer in Part (a)?

Choose **all** answers that are correct.

- A. The holes they dig also act as superhighways for the vital rain.
- B. Fat worms squirm in a puddle after a rain.
- C. They've made the best plant food ever!
- D. In this way, they mix the soil.

Teacher feedback: (The correct answers are A and C.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

2. Answer the questions about the main idea of the article.

(a) Which statement **best** tells the main idea of the article?

- A. Charles Darwin studied worms for 40 years.
- B. Lots of people, such as Cleopatra, liked earthworms.
- C. People have understood the value of earthworms for centuries.
- D. Earthworms are important because they made soil better even in the old days.

Teacher feedback: (The correct answer is C.)

(b) Which sentence from the article **best** supports the answer in Part (a)?

- A. A great Greek thinker named Aristotle liked earthworms, too.
- B. People throughout history have recognized the value of earthworms.
- C. Best of all, worms eat bits of old matter such as dead leaves in the soil.
- D. He experimented to test his ideas about earthworms' importance to the world.

Teacher feedback: (The correct answer is B.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

3. Reread Paragraphs 4 through 6. Which statements tell how these paragraphs relate?

Choose **all** answers that are correct.

- A. They are all about what earthworms do to make soil better.
- B. They are all about Charles Darwin and his work with earthworms.
- C. They are about how the Egyptians honored and protected earthworms.
- D. They are all about experiments with and the importance of earthworms.

Teacher feedback: (The correct answers are B and D.)

Score: (1 point)

4. Cleopatra, Aristotle, and Darwin all thought earthworms were good to have around. Do you agree? Why or why not?

Use at least two examples from the article or your life to support your response.

Model Answers

Positive Answer: I agree with Cleopatra, Aristotle, and Darwin that earthworms are good to have around because they eat dead matter and add it to the soil when they get rid of waste. They also add it when they crawl back into the earth and drag some of the matter with them down the holes they make. The holes also allow rain to get down into the soil to help the plants' roots. They also mix the soil around, which helps food get to plant roots. I also like earthworms because they make good bait when I go fishing.

or

Negative answer: I disagree with Cleopatra, Aristotle, and Darwin because where I live in the northern United States, earthworms are thought to be pests. The fact that they eat the dead matter on top of the soil and then mix it into it, means the trees in the north get food to their roots too quickly which is hurting them. The worms also eat the good plants that protect the forest floor, which is bad for the big trees, too. We have to be really careful about letting any worms loose in the forest when we go fishing because it messes up the system where the trees live and we don't want to lose them.

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
2	The answer uses at least two examples from the article or the student's life to explain why the student agrees or does not agree with Cleopatra, Aristotle, and Darwin.	Your answer should include at least two examples from the article or your life to explain why you agree or do not agree with Cleopatra, Aristotle, and Darwin.

Feedback for completely correct answer:

Your answer states whether you agree with Cleopatra, Aristotle, and Darwin, who all thought earthworms were good to have around. Your answer includes at least two examples from the article or your life to explain why you agree or disagree with Cleopatra, Aristotle, and Darwin.

5. Read the sentence from Paragraph 1:

The holes they dig also act as superhighways for the vital rain.

How do superhighways relate to the holes worms dig?

Use an example from the article and one from your own ideas to support your response.

Model Answer

Superhighways are like worm holes because both provide a way for something to get from one place to another. On superhighways, vehicles such as cars and trucks haul people and goods where they need to go.

Maybe the trucks are hauling food and water to the grocery store and the cars are hauling people to restaurants for food and drinks. Rainwater travels through worm holes to plants' roots, giving them the food and water they need, too.

Award points for specific answers as shown below (for a total of 0–3 points).

Points	Concept Addressed	Feedback for Student Answers
1	The answer describes how super highways relate to the holes worms dig.	Your answer should describe how super highways relate to the holes worms dig.
1	The answer uses at least one example from the article to describe how super highways relate to the holes worms dig.	Your answer should include at least one example from the article to describe how super highways relate to the holes worms dig.
1	The answer uses at least one example from the student's own ideas to describe how super highways relate to the holes worms dig.	Your answer should include at least one example from your own ideas to describe how super highways relate to the holes worms dig.

Feedback for completely correct answer:

Your answer describes how superhighways relate to the holes worms dig. Your answer includes at least one example from the article and one example from your own ideas to support your response.

Read the passage. Then answer the questions.

Wondrous Worms of the World

(1) What's cool and wet and wiggly all over? An earthworm, of course! There are about 2,700 kinds of earthworms in the world. Earthworms come in many sizes. But they all keep busy eating dead plant matter. Then they make castings or worm waste. The castings help soil to be rich and plants to grow. Often, we don't notice worms but they are always there. The work they do makes it possible for us to have good food to eat!

Red Wigglers

(2) Red wigglers are the kind of worms that are about as thick as toothpicks. They are two to three inches long. They live in dead things like old leaves on top of the soil. They are the worms that gardeners use for making compost for their gardens. Compost is dead matter from such things as rotted grass clippings, leaves, and kitchen waste. Red wigglers turn this matter into dirt. Wiggler worms have babies often and grow to be adults in a few weeks. They can gobble up the compost quickly.

Common Earthworms

(3) Another type of worm is the reddish-gray earthworm. It is found in the upper layer of dirt. These worms are about the same length as red wigglers. They are not quite as wide as pencils in thickness. These earthworms are often used as bait for catching fish. But they also help to eat dead plant matter. Their big job, however, is to act as soil mixers. They pull dead matter along with them as they burrow their sideways tunnels. About one million earthworms live in every acre of soil. One million earthworms can eat about 10 tons of dead matter in one year.

Night Crawlers

(4) Though the common earthworm is often called a night crawler, that name also belongs to a larger type of earthworm. Night crawlers can grow to be about eight to 10 inches long and are pencil-sized in width. Night crawlers make up-and-down tunnels. They live as deep as six-and-a-half feet under the soil. They get their name from coming up to feed on top of the soil at night or when it rains.

Prairie Worms

(5) The larger cousins of night crawlers, the Palouse, only live in the prairie regions of Washington State and parts of Idaho in the United States. Glaciers covered this area millions of years ago. When the glaciers melted they left an area of rich rolling prairie. Now it is covered with a thick growth of grasses and wildflowers. The worms like it because it is very damp and the soil is especially thick. The worms live as deep as 15 feet under the ground. Old stories said they were as long as baseball bats. But when scientists found some recently, and experts identified them as Palouse, they were not that long. Palouse have almost see-through bodies. These worms are very rare and like to stay hidden. They are so rare, in fact, that many people thought they were extinct or no longer living on earth.

Oregon Giants

(6) Palouse worms' next door neighbors, the Oregon giant earthworms, aren't seen much either. They are nearly white and grow to be two to three feet long. When they are bothered, they are said to give off a smell like flowers. They live under fir and maple forests in that area. They like the fine, deep soil that is not often bothered. Scientists believe the Palouse and Oregon worms are becoming rare because the places they like to live are being destroyed. The land is being cleared and the soil torn up for farming. Also, other kinds of earthworms are taking over their area.

World's Whoppers

(7) Worms from New Zealand and Australia win the prize for being the biggest in the world. Both can grow longer than three feet and are as thick as a person's finger. The North Auckland worm is also special because it glows in the dark. People say the light is bright enough to read by.

(8) The worms from Australia are fragile, or can be hurt easily. They can die if they are even bruised a little. So the government has laws to protect them. They ask farmers to fence off areas where the worms are known to live so they won't be bothered. The worms like best living in soil with lots of clay near water.

(9) The worms are also in danger because they only produce one baby a year. Then it takes several years for the baby worm to become an adult. So their numbers are dropping.

(10) Some worms seem more special than others. But they are all important. Without worms, soil might not contain everything it needs to grow the foods people need.

Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

6. Read the sentence from Paragraph 5:

These worms are very rare and like to stay hidden.

(a) Which choice is the **best** meaning of the underlined word?

- A. big
- B. frightening
- C. uncommon
- D. shy

Teacher feedback: (The correct answer is C.)

(b) Which sentences or phrases from the text support the answer in Part (a)?

Choose **all** answers that are correct.

- A. The worms like it because it is very damp and the soil is especially thick.
- B. Old stories said they were as long as baseball bats.
- C. ...many people thought they were extinct or no longer living on earth.
- D. ...the Palouse, only live in the prairie regions of Washington State and parts of Idaho in the United States.

Teacher feedback: (The correct answers are C and D.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

7. Answer the questions about the main idea of the article.

(a) Which statement **best** tells the main idea of the article?

- A. Earthworms do many strange things.
- B. There are many different kinds of earthworms.
- C. Earthworms in Australia and New Zealand are huge.
- D. There are many places earthworms like to live.

Teacher feedback: (The correct answer is B.)

(b) Which sentences from the text support the main idea?

Choose **all** answers that are correct.

- A.** About one million earthworms live in every acre of soil.
- B.** But they all keep busy eating dead plant matter.
- C.** There are about 2,700 kinds of earthworms in the world.
- D.** Earthworms come in many sizes.

Teacher feedback: (The correct answers are C and D.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

8. Answer the questions about the headings of this article.

(a) Under which heading would the answer to this question most likely be found?

Where was the largest earthworm found?

- A.** Prairie Worms
- B.** Oregon Giants
- C.** Night Crawlers
- D.** World's Whoppers

Teacher feedback: (The correct answer is D.)

(b) Why would the information under the heading from Part (a) likely answer the question?

- A.** It tells why night crawlers are called by that name.
- B.** It tells why a large type of worm likes living where soil is deep.
- C.** It tells about some very large worms that are found in Oregon.
- D.** It tells about where the biggest worms in the world are found.

Teacher feedback: (The correct answer is D.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

9. Answer the question about the two articles.

How was Charles Darwin’s interest in common earthworms similar to how the officials in Australia felt about their rare earthworms? Give at least one example from each article to support your answer.

How was the way Charles Darwin treated the common earthworms different from the way the officials in Australia treated their rare earthworms? Give at least one example from each article to support your answer.

Model Answer

Both Darwin and the officials from Australia liked their earthworms. Darwin liked them so much that he studied them for 40 years and wrote a book about how important they are. The officials in Australia made laws to protect their earthworms and asked farmers to set aside space for the worms to live without being bothered.

One difference is how they treated the earthworms. Darwin experimented with the common earthworms by tickling, shaking, and blowing on them. He also had his family play music to them. In Australia, the earthworms are protected because they can be hurt easily and their numbers are dropping because they have so few babies and it takes a long time for them to grow.

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
1	The answer describes how Charles Darwin’s and the officials in Australia’s interests in earthworms are similar using at least one example from each article.	Your answer should describe how Charles Darwin’s and the officials in Australia’s interest are similar using at least one example from each article.
1	The answer describes how Charles Darwin’s and the officials in Australia’s treatment of earthworms are different using at least one example from each article.	Your answer should describe how Charles Darwin’s and the officials in Australia’s treatment of earthworms are different using at least one example from each article.

Feedback for completely correct answer:

Your answer describes how Charles Darwin’s and the officials in Australia’s interest and treatment of earthworms are similar and how they are different. Your answer includes at least one example from each article to support each of your answers.

10. Imagine you are a scientist working with the earthworms in Australia. How do you think the laws in Australia would affect your work with the earthworms there? Why?

Support your response with information from the articles.

Model Answer

The laws protecting the earthworms in Australia are very strict because the worms are fragile and rare. Also, they do not breed quickly, which means their numbers are dropping. Since it is against the law to bother the worms of Australia, I think I would have to get special permission from the government to work with them first. Also, since they live in protected areas fenced off by farmers, I'd have to find out where those are and get permission to be on the property. The laws were made because the worms of Australia bruise and die easily, so I might not be allowed to touch them at all. If that were to be the case, I'd have to use special underground equipment to observe them without harming them. If I was allowed to touch them it would only be if necessary and with the greatest of care. Maybe I could invent a special way to lift them while they are in a section of dirt, so my hands would not come in contact with their bodies.

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
1	The answer describes how the student thinks the laws protecting earthworms in Australia would affect his or her work if he or she was a scientist working with the earthworms there.	Your answer should describe how you think the laws protecting earthworms in Australia would affect your work if you were a scientist working with the earthworms there.
1	The student supports the answer with information from the articles.	You should support your answer by including information from the articles.

Feedback for completely correct answer:

Your answer describes how you think the laws protecting earthworms in Australia would have affected your work if you were a scientist working with the earthworms there and explains why. Your answer includes information from the articles to support your response.

11. Based on what you have read about the different earthworms in these two passages, which type would you like to learn more about? Give at least one reason why.

List at least two questions that you would ask an expert about this type of worm that were not answered in either passage.

Model Answer

I would like to learn more about the North Auckland worm that glows in the dark. I like fireflies, so another animal that glows in the dark interests me.

I would like to ask an expert these questions:

- What makes this type of worm glow?
- How were they able to tell how powerful the light of their glow is?
- Did they actually try reading by the glow?

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
1	The answer identifies a type of earthworm that the student would like to learn more about and explains why the student wants to learn more about this type of earthworm.	Your answer should identify a type of earthworm that you would like to learn more about and explain why you want to learn more about this type of earthworm.
1	The answer lists at least two questions that the student would ask an expert about this type of worm that were not answered in either passage.	Your answer should list at least two questions that you would ask an expert about this type of worm that were not answered in either passage.

Feedback for completely correct answer:

Your answer identifies identify a type of earthworm that you would like to learn more about. Your answer also gives at least one reason why you would like to learn more about this type of earthworm. Your answer lists at least two questions that you would ask an expert about this type of worm that were not answered in either passage.

Read the passage Then answer the questions.

Waste Loving Pets

(1) People have started keeping new pets in their basements, garages, and backyards. These animals like living in the dark. They don't make noise. And they never need the vet. They would rather wiggle than walk. They eat the newspaper instead of fetch it. Best of all they love foods others won't eat, such as banana skins and potato peels. They even like those pesky peas and carrots Mom says are so good for you. What are these wonderful creatures? Worms!

Worms Don't Waste

(2) Food waste is a growing problem. Nearly half of all the food the world produces is thrown away. A lot of food is thrown away because laws say it has to be sold by a certain date. So even if it still good, the food is considered too old. Other food does not look perfect enough to sell in stores. Most of that wasted food ends up in landfills, or dumps. That causes another problem. As the food rots it puts harmful gas into the air. People are trying to help by feeding their own food scraps to worms. Food scraps are parts such as potato skins and apple cores that people don't normally eat. But the worms don't mind. They won't waste a bit of it!

Welcome Home, Worms

(3) It is not hard to make a home, or bin, for worms. Some people buy special worm bins. But you can use two plastic storage boxes of the same size with a lid just as well. Then all you need is some newspapers or cardboard, a brick or flower pot, food scraps, and an adult with a drill.

(4) To prepare the boxes, ask the adult to please drill small holes in the lid and in the bottom of one box. There should be holes around the top of the box on all four sides, too. Don't drill any holes in the other box.

(5) Next, place the brick in the bottom of the box with no holes. Set the box with holes on top of the brick. The bottom box will catch any liquid that runs out of the worm bin. We will talk about what to do with this worm juice later.

Bedtime for Worms

(6) Now it is time to make a bed for the worms. Tear the newspaper or cardboard into strips. You may use old leaves for bedding, too. Wet the newspaper or leaves and squeeze out any extra water. The bedding should feel wet like a sponge, but still fluffy.

(7) It's supper time next! Lay food such as vegetable and fruit peels and crushed egg shells at one end on the bedding. Worms can eat anything that was once a plant. So cardboard tubes, coffee grounds and filters, and tea bags are okay too. Just don't give your worms any animal products such as meat, milk, or bones. Stay away from oily things like butter or fat, too.

Wigglers are the Best

(8) Finally, you are ready to add your new pets. But you can't just dig up earthworms in the yard. The best worms to use are red worms, or red wigglers. Unlike dirt-loving earthworms, red wigglers don't need soil. They live in leaves or old plant matter on top of the ground. A neighbor might give you some from his or her compost pile. Or you can buy red wigglers at a bait shop or a garden center.

Fast and Happy Workers

(9) Red wigglers multiply quickly, so a few will become a thousand in a few months. Then it is time to move some to a new worm bin. Since worms eat half their weight in old food per day, a thousand worms can go through a lot of wilted lettuce leaves in a short time! As food disappears, add more. Goodbye moldy apple cores and slimy celery stalks!

Worm Juice and Other Stuff

(10) After a few weeks you will notice some dark brown crumbles that look like dirt piling up here and there. These are called castings. It is the worms' waste. This can be scooped out and sprinkled around plants in the garden or the house. Plants love it and will thank you by growing.

(11) You will also notice brown liquid collecting in the bottom container. This is called worm juice. It is good for plants, too. Mix it with the water next time your plants need a drink. Worm juice is one more great thing about keeping these hungry pets!

Steps in Making a Worm Bin



1



2



3



4



5



6



7



8

Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

12. Answer the questions about the main idea of the article.

(a) Which statement tells the main idea of the article?

- A. Red wiggler worms are the best for composting.
- B. Wasted food is becoming a big problem.
- C. People are helping to fight a growing problem by building worm bins.
- D. Red wiggler worms combat the waste problem by eating meat.

Teacher feedback: (The correct answer is C.)

(b) Which sentence from the passage **best** supports the answer in Part (a)?

- A. People are trying to help by feeding their own food scraps to worms.
- B. Food scraps are parts such as potato skins and apple cores that people don't normally eat.
- C. As the food rots it puts harmful gas into the air.
- D. Most of that wasted food ends up in landfills, or dumps.

Teacher feedback: (The correct answer is A.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

13. Reread Paragraphs 3 through 8. Then read the list:

- Add worms.
- Stack boxes.
- Find supplies.
- Add scraps.
- Shred paper.
- Drill holes.
- Wet paper.
- Add brick.

Which choice shows the steps on the list in the correct order?

- A.** First: Add worms. Second: Find supplies. Third: Shred paper. Fourth: Stack boxes. Fifth: Add brick. Next: Add scraps. Then: Wet paper. Finally: Drill holes.
- B.** First: Add scraps. Second: Wet paper. Third: Find supplies. Fourth: Shred paper. Fifth: Add brick. Next: Drill holes. Then: Stack boxes. Finally: Add worms.
- C.** First: Find supplies. Second: Drill holes. Third: Add brick. Fourth: Stack boxes. Fifth: Shred paper. Next: Wet paper. Then: Add scraps. Finally: Add worms.
- D.** First: Find supplies. Second: Add worms. Third: Shred paper. Fourth: Wet paper. Fifth: Add scraps. Next: Add brick. Then: Stack boxes. Finally: Drill holes.

Teacher feedback: (The correct answer is C.)
Score: (1 point)

14. Review the list and steps in Question 13.

What step could be added to make 13 more complete? Where would you add it? Why?

Use at least one detail from the article to support your answer.

Model Answer

I would add the following step before the step that says to add worms: Find or buy worms. I would include this step because it would be impossible to add worms if you didn't have any. As it says in Paragraph 8, you can't just dig up earthworms from the yard. Red wigglers are the best to use for composting and you can get those from a neighbor who composts. Or you can buy red wigglers at a bait shop or garden store.

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
1	The answer gives an additional step to make Question 13 more complete and explains where this step should be added.	Your answer should give an additional step to make Question 13 more complete and explain where this step should be added.
1	The answer explains why the student chose where to add the new step by giving an example from the article.	Your answer should explain why you chose where to add the new step by giving an example from the article.

Feedback for completely correct answer:

Your answer gives an additional step to make Question 13 more complete. Your answer also indicates where in the list of steps from 13 you would add the new step and why. Your answer uses at least one detail from the article to support your answer.

15. Study the photographs.

How do the photographs help the reader understand the directions for making a worm bin? Which step do you think would be the most difficult to understand without a photograph to use? How does a photograph help you understand this step better?

Model Answer

Pictures help a reader see what to do when making something like the worm bin. It is harder for some readers to see things in their minds. With pictures, readers do not have to imagine what something looks like.

I think the hole-drilling step would be hard to do without a picture to use for help. The directions say to drill small holes in the lid and in the bottom of one box. But when they say to drill holes around the top of the box on all four sides, it is hard to picture how far down on the sides to make holes. And without looking at the picture I didn't know if I was to make one or more rows of holes.

Award points for specific answers as shown below (for a total of 0–3 points).

Points	Concept Addressed	Feedback for Student Answers
1	The answer explains how the photographs help the reader understand the directions for making a worm bin.	Your answer should explain how the photographs help the reader understand the directions for making a worm bin.
1	The answer identifies which step the student thinks would be the most difficult to understand without a photograph to use.	Your answer should identify which step you think would be the most difficult to understand without a photograph to use.
1	The answer explains how a photograph helps the student understand this step better.	Your answer should explain how a photograph helps you understand this step better.

Feedback for completely correct answer:

Your answer explains how the photographs help the reader understand the directions for making a worm bin. Your answer also identifies which step you think would be the most difficult to understand without a photograph to use and explains how a photograph helps you understand this step better.

- 16.** You have read three passages about worms. Using notes, write three or more paragraphs for posters you might use for a worm exhibit at a science fair.
- (a)** Make notes about what you have learned about worms from the passages.
 - (b)** Using your notes, write at least three paragraphs.
 - (c)** In your paragraphs, tell at least three interesting facts about the history of worms in the world.
 - (d)** Include details about the features of at least three different types of worms.
 - (e)** Include details about where these three types of worms live.
 - (f)** Write a description of a picture or diagram that could be included to help readers understand something about these types of worms.
 - (g)** Write a conclusion with information about the job worms do in the modern world, why they are important, and how you could put them to work in your community.
 - (h)** Present your ideas and the information clearly.
 - (i)** Group like facts and details together.
 - (j)** Use connecting and order words as you write.

Score: Use the rubric to evaluate students' writing. Award points for each category as shown below (for a total of 12–20 points). Students who do not respond should be given a 0.

Teacher feedback: Provide feedback about students' writing in each category.

Category	Level 3 (5 points)	Level 2 (4 points)	Level 1 (3 points)
Purpose and Content	<p>The writing is at least three informative paragraphs about worms that could be used on a poster. The writing includes at least three facts about the history of worms in the world.. The writing includes many details about the features and habitat of three different types of worms The writing includes a description of a picture or diagram that could be used on the poster. The conclusion includes a suggestion for a use for worms in the student's community.</p>	<p>The writing is at least two informative paragraphs about worms that that could be used on a poster. The writing includes at least two facts about the history of worms in the world. The writing includes some details about the features and habitat of two types of worms. The conclusion includes a use for worms in the student's community.</p>	<p>The writing may not be in the form of informative paragraphs or it may include fewer than two paragraphs. It may not include facts about this history of worms. It may not include details about the features and habitats of at least two types of worms. The conclusion, if there is one, may not include a use for worms in the student's community.</p>
Structure and Organization	<p>The writing is at least three paragraphs long. It takes the form of informative paragraphs and follows that form consistently, with main ideas and supporting details for each paragraph. The writing ends with a strong conclusion that summarizes the importance of worms and their work and suggests a use for them in the student's community. All information is presented clearly with like details grouped together in paragraphs with a strong main idea. There are many order words and connecting words to create coherence in the writing.</p>	<p>The writing is at least two paragraphs long. The paragraphs have main ideas and most of the sentences in the paragraphs are details that support those ideas, but there may be some extraneous or irrelevant information included. The writing includes a summarizing conclusion with information about the importance of worms or their work or a use in the community, but it may not include all three. Most information is clear, and most like details are grouped together to support a main idea. There are some order words and connecting words to create a sense of coherence in the writing.</p>	<p>The writing may be fewer than two paragraphs long or may not include paragraphs. There may be no clear main ideas, or details may not support those ideas. It may not include a conclusion about worms, their importance, or a use in the community. Much information may be unclear, and there may be no clear grouping of like details in support of a main idea. There may be no or few order words or connecting words to create coherence in the writing.</p>

<p>Language and Word Choice</p>	<p>The writing contains many strong adjectives, concrete nouns, and vivid verbs to help convey information. The writing may have some use of figurative language to help form a picture in the reader's mind. The language is clear and accurate and there is no ambiguity.</p>	<p>The writing uses some adjectives, concrete nouns, and vivid verbs. The writing is mostly clear and accurate, but there may be some ambiguity or the use of soft words such as "stuff" to describe concrete ideas or objects.</p>	<p>The writing may not use adjectives, concrete nouns, or vivid verbs. The writing may not be clear and accurate. There is frequent ambiguity and the use of soft words such as "stuff" to describe concrete ideas or objects.</p>
<p>Grammar and Mechanics</p>	<p>The writing is in standard English. The writing has no errors in grammar, usage, or mechanics. The writing has no errors in punctuation or spelling.</p>	<p>The writing is mostly in standard English. The writing may contain some errors in grammar, usage, or mechanics. The writing may contain some errors in punctuation or spelling. The errors do not interfere with the reader's understanding.</p>	<p>The writing may not be in standard English. The writing may contain many errors in grammar, usage, or mechanics. The writing may contain many errors in punctuation or spelling. The errors may make it difficult to follow or understand the writing.</p>