**Non-Fictional Text:** Watermelon for Lunch **Level:** 11/12 (G)

**Verbal Questions:**

1. What did Ant find on his walk?
2. Why did Ant want to poke a hole in the watermelon
3. What did Mule think was a joke?
4. How did the watermelon get broken?

**Written Questions:**

1. Why do you think Ant pretended to be the watermelon talking? Use details from the text to support your answer.

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1. How did Ant get Mule to open the watermelon? Use details from the text to support your answer.

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Level: G- 11/12

Book: Watermelon for Lunch

1. Question Stem: Why do you think Ant pretended to be the watermelon talking? Use details from the text to support your answer.

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| Score Point : | Scoring Guidelines: |
| 3  Complete Understanding | The response demonstrates a **complete understanding** of the text:  • Addresses the demands of the question  • Effectively uses **detailed** information to clarify or extend understanding  Exemplar: Ant pretended to be the watermelon talking to trick Mule into helping him open the watermelon. In the story, Ant was trying to open the watermelon so he could eat it and nothing he did worked. Ant thought Mule was bigger and could open it easier. |
| 2  General Understanding | The response demonstrates a general understanding of the text:  • Addresses the demands of the question  • Uses text-relevant information to show understanding  Exemplar: So mule would open the watermelon for him. |
| 1  Minimal Understanding | The response demonstrates a minimal understanding of the text:  • Minimally addresses the demands of the question  • Uses minimal information to show understanding of the text in relation to the question  Exemplar: Mule is big and brown |
| 0  No Understanding | The response demonstrates no understanding of the text:  • The response is completely incorrect, irrelevant to the question, or missing.  Exemplar: Mule and Ant are not friends. |

TRC Scoring Rubric

Level: G- 11/12

Book: Watermelon for Lunch

1. Question Stem: How did Ant get Mule to open the watermelon? Use details from the text to support your answer.

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| Score Point : | Scoring Guidelines: |
| 3  Complete Understanding | The response demonstrates a **complete understanding** of the text:  • Addresses the demands of the question  • Effectively uses **detailed** information to clarify or extend understanding  Exemplar: Ant pretended to be the watermelon and asked Mule to push it down the hill because it was late for lunch. Ant knew the watermelon would break open once it hit the bottom of the hill and he was too small to push it down the hill. |
| 2  General Understanding | The response demonstrates a general understanding of the text:  • Addresses the demands of the question  • Uses text-relevant information to show understanding  Exemplar: He spoke for the watermelon and told Mule to kick the watermelon down the hill. |
| 1  Minimal Understanding | The response demonstrates a minimal understanding of the text:  • Minimally addresses the demands of the question  • Uses minimal information to show understanding of the text in relation to the question  Exemplar: The watermelon fell. |
| 0  No Understanding | The response demonstrates no understanding of the text:  • The response is completely incorrect, irrelevant to the question, or missing.  Exemplar: Watermelons are green. |