



MARK FOR REVIEW?

YES

NO

### Clever Crows



On my street, a strange thing happens each autumn. The crows use people to help them get their breakfast!

You may have heard that crows are smart birds. Even the sounds they make are clever. Crows use many different calls to talk to one another. Each call has a special meaning to a crow. Each flock of crows has its own set of calls.

Scientists believe that crows are able to think ahead and imagine ways to solve problems. One famous crow, named Betty, was part of a test in England. She showed scientists that she could bend a piece of wire and use it to grab some food she wanted. The scientists were amazed to see a crow making and using a tool.

The crows that live in my neighborhood use cars to get what they want. Of course, crows cannot drive. They let people do the work for them! You see, my street is lined with walnut trees. Crows love to eat walnuts. In the fall, the walnuts are ready to eat, but are covered in a thick, tough shell. Even people need a sturdy tool to open a walnut. Once the shell is off, the nut inside is delicious. It is also full of protein and energy-giving oil. The problem for the crows is how to get inside that rock-hard shell.

The clever crows have found an easy way to get their meal. If you were to drive down my street on an autumn morning, you might see a clever crow watching your car. The crow will wait on a phone wire or in a tree to the side of the road. What you might not know is that this crow has dropped a walnut onto the street. Now it is waiting to see if your car will drive over the walnut and crack it open.

Many cars may go by before one of the tires crushes the walnut. Now the crow will wait until no cars are coming. Then it will fly down onto the street and pick up the walnut pieces in its beak. The clever crow will carry the pieces off to a safe place to enjoy its breakfast!



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If the passage needed a different title, which of these would best show what the passage is about?

- A. "A Famous Crow"
- B. "Are You Smarter Than a Crow?"
- C. "Do Crows Need Breakfast Too?"
- D. "A Crow Gets Breakfast the Easy Way"

**CSO: RLA.O.4.1.06 – DOK: 2**

**Students will examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).**

**Rationale:**

**A:** The student chose a response that is a title that reflects a misinterpretation of passage details.

**B:** The student chose a response that is a title that is too specific to accurately reflect passage content.

**C:** The student chose a response that is a title that is too general to accurately reflect passage content.

**D: Correct Response:** The student chose the correct response, demonstrating that the student can determine an alternate title for a passage, based on passage content.



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The author's purpose for writing this story was **most likely** to

- A. teach readers not to feed crows.
- B. inform readers that crows are smart.
- C. entertain readers with a cute story about crows.
- D. persuade readers to think crows are useful birds.

**CSO: RLA.O.4.1.09 – DOK: 2**

Students will determine the author's purpose in literary and informational texts and use supporting material to justify author's intent: to persuade, to entertain, to inform, to determine a specific viewpoint.

**Rationale:**

A: Passage does not discuss feeding crows.

B: Correct Response: This is an informative passage. The main idea of the passage is that crows are clever and the supporting details show the many ways crows are clever/smart.

C: While this passage is entertaining, the main purpose and supporting details are about how clever crows are.

D: This is not a persuasive passage, nor does it show how crows are useful.