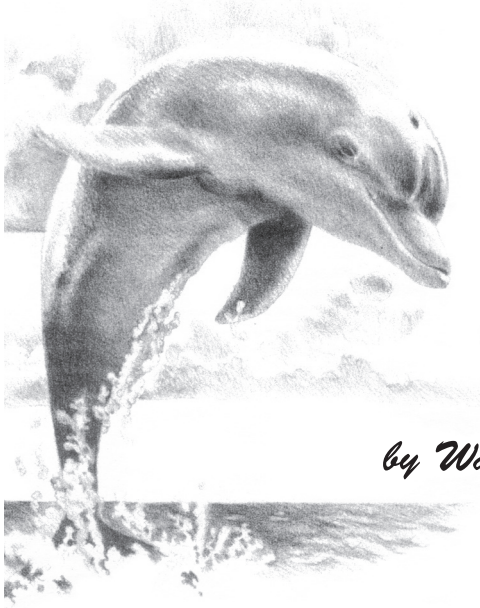
APPENDIX B

Sample Passages, Questions, and Scoring Guides

Reading for Literary Experience

• PIRLS Example Passage and Questions •

Dolphin Rescue

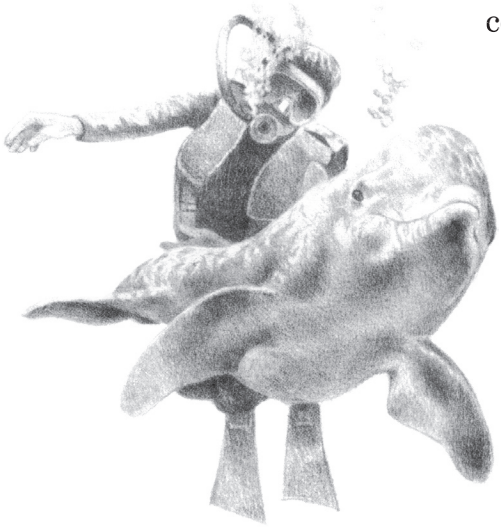


by Wayne Grover

Today, Amos and I almost decided not to go diving for treasure. The weather looked threatening even though the sun broke through clouds. Amos knows the coastal weather better than anyone, and he didn't like what he was seeing as he steered the boat out to the open sea.

I scanned the water in all directions, looking for my dolphin friend. I had saved his life by cutting a large fishhook from his tail when he was a baby. I named him Bobo and he has been my underwater companion ever since.

Bobo was swimming along at my side when I first discovered the wreck of an old Spanish ship. It was about three miles from shore and seventy feet deep. Bobo also was watching my every move when I found the first gold coin. I let out a bubbly "whoopee!" Bobo added his dolphin clicking sounds. We have found only a few gold coins so far, but it's an adventure!



"There's a big rain coming, and a good wind, too," said Amos, peering over the boat's rising and falling bow. I was wondering if my dolphin would come on a stormy day like this, but there were no fins to be seen in the rough sea. I felt the first twinge of uneasiness.

"This is it. Drop anchor," called Amos. I put on my wet suit, a scuba tank holding forty-five minutes of air, and dropped into the sea. Down, down I went until the ocean floor came into view. Nearly thirty minutes passed by, and all I had seen were rocks and more rocks. I missed Bobo's curious eyes watching me. Then, just as my air supply gauge indicated it was time to surface, I saw a glint of metal. It was several links of a gold chain! I pulled gently on the chain and it came slowly out of the sand, inch by inch, for only two feet. Then it caught tight.

My air tank was going dry. I had to go to the surface…now! I tried once more to pull the chain loose, but it was lodged tight.

When I broke the surface, Amos was waving his arms madly. Before I could tell him what I had found, he said, "We've got to pull anchor. There's warning of strong squalls. Let's move!"

"Amos, wait. I've found gold! There's a golden chain with jewels that must weigh five pounds, but it's stuck. I want to go back down and get it. It's worth a fortune!"

"Whoa," said Amos. "The squall waves will be up to fifteen feet. Gold or no gold, we've got to haul up and haul out." It did look pretty grim, with lightning and the sound of thunder rolling across the waves.

"Amos, you're right, but what about our treasure?" I argued. "I'll put on a fresh tank and go back down to free the chain."

The boat strained against the anchor ropes. The wind was roaring, and the driving rain stung our faces. "Okay," said Amos. "The ropes may hold the boat another five minutes, but no more."

I jumped into the water and dived straight to the bottom. There it was. The chain lay like a gold snake coiled on the seabed. Deeper and deeper I dug. There seemed to be no end. It was a race against time. I had to free the chain and get back. I looked at my watch. Four minutes had gone by. The huge waves may already have ripped the boat away.

Just then, my fingers touched something different, a ruby studded medallion at the end of the chain. The whole chain was about four feet long, with diamonds on every fifth link, and incredibly beautiful. My heart pounded with excitement as I wrapped it around my left arm. I probably was very close to more treasure, but my time was up. I had to surface.

When I surfaced, my body was immediately thrown back and forth by the waves. The boat was gone! I was lost and alone in a storm-tossed sea. The storm clouds were so black it was like night. A chill ran through me. The rain was so heavy I could not tell where the shore was.

For hours I struggled to keep afloat, fighting to breathe as each passing wave slapped me in the face. Alone, tired, and cold, I realized this might be my last day on earth. And for what? A gold anchor to sink me to the bottom.

I was so tired I could barely move. Anguish swept over me. With my right hand I touched the heavy chain still wrapped around my left arm. Unwinding the chain and opening my fingers wide, I let it slowly slide downward, back to the seabed where it had lain for nearly 300 years.

"Help me!" I shouted into the blackness. "Someone, please help me!" I cried, knowing there was no one to hear.

Bump! Bump! Suddenly the water near me erupted in a loud WHOMP!

Then I heard the sweetest sound I'll ever hear. It was the chatter of a dolphin. "Is that you, Bobo?" I whispered. I was so exhausted I could hardly move my arms, but I managed to grab on to his dorsal fin with both hands. Bobo chirped and began slowly swimming, dragging me through the water hour after hour.

I kept thinking, Who will ever believe this? I didn't quite believe it myself, yet it was happening. We came closer and closer to shore until I could hear the

surf breaking. Bobo brought me up to the beach, and my legs dropped down. My feet touched the ground. I was safe.

Bobo floated close to me and chattered his happy dolphin song. I owed him my life, which I had foolishly endangered for a golden chain. He turned, swam toward the open sea, and dived out of sight. "Thank you, Bobo. Thank you for saving my life," I called out.

Adapted from *Dolphin Treasure* by Wayne Grover and illustrated by Jim Fowler, published by HarperCollins Publishers, New York, 1996. An effort has been made to obtain copyright permission.

Questions Dolphin Rescue

1. What is an important purpose of the first paragraph?

   (A) to show that Amos could steer the boat

   * (B) to show there may have been trouble ahead

   (C) to show the weather was clearing

   (D) to show the diver knew about the treasure

2. What started the friendship between the diver who tells the story and Bobo the dolphin?

   * (A) The diver removed a fishhook from Bobo's tail.

   (B) Bobo helped the diver search for treasure.

   (C) The diver gave Bobo food every day.

   (D) Bobo freed the diver from an underwater net.

*** correct answer**

3. Find the part of the story by this picture of a rain cloud:  .
What caused the diver to feel "the first twinge of uneasiness"?

(A) The boat was three miles from shore.

(B) Amos was peering over the bow.

* (C) There was no sign of Bobo.

(D) He had no more air in the tank.

4. What did the diver see just as his air supply was running out?

(A) a sunken ship

(B) a gold coin

(C) a rusty cannon

* (D) a gold chain

5. Find the part of the story by this picture of an anchor:  .
Why did Amos want to "haul up and haul out"?

* (A) A big storm was coming.

(B) He wanted to look for Bobo.

(C) The chain was too heavy.

(D) The air would last only 45 minutes.

*** correct answer**

6. Do you think the diver should have dived the second time?
Please check your choice.

_____ Yes

_____ No

Give **two** reasons from the story to explain why you think this.

1. _____

_____

2. _____

_____

7. You are warned in the story that the boat might be gone when the diver surfaced the second time.
Give **two** ways you know this from the story.

1. _____

_____

2. _____

_____

*** correct answer**

8. What did the diver realize when he called the chain a "gold anchor"?

   (A) It was holding the boat in place.

   (B) It was at the bottom of the sea.

* (C) It was going to cause him to drown.

   (D) It was going to make him rich.

9. At the end of the story, how did the diver get to the beach?

   (A) He swam ashore by himself.

* (B) Bobo pulled him along.

   (C) Amos took him in the boat.

   (D) Waves carried him to the shore.

10. Why was Amos important to the story?

   (A) He was friends with Bobo.

   (B) He knew where the treasure was.

   (C) He liked to go diving.

* (D) He pointed out the danger.

*** correct answer**

11. What were **two** important lessons the diver could have learned in this story?
Use what happened in the story to explain your answer.

Stop

End of this part of the booklet.
Please stop working.

• Scoring Guides for Constructed-response •

Dolphin, Question 6

Do you think the diver should have dived the second time?
Please check your choice.
____ Yes
____ No
Give two reasons from the story to explain why you think this.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response provides a personal evaluation supported with two specific pieces of information from the text that are relevant to the diver's decision. See the list of acceptable reasons below. Students may provide any combination of these reasons. Note that students who provide support for yes and no should also receive full credit.

1 – Partial Comprehension

The response provides one reason from the list below that supports the yes or no choice. Note that this may be expressed as two separate statements, that make the same point.

0 – No Comprehension

The response may or may not provide a yes or no choice. The information provided in support of the personal evaluation is inaccurate or unrelated to the text, or restates the question without providing additional information. The response may also have appropriate information from the text, but the information is inconsistent or inappropriate for the response given.

Examples:

» Yes. It was exciting.
» Yes, he wanted to meet Bobo.
» He was curious to find something else.
» No, it was stupid.

Acceptable Reasons for Diving the Second Time

The gold chain was very valuable / the biggest treasure they had found/ He might find more treasure.

Amos said it was okay.

There was a chance that the diver could get the chain in 5 minutes.

Acceptable Reasons for Not Diving the Second Time

The boat might not stay in place / he might become stranded.

His air might not last.

Amos was alarmed

He would place Amos in danger.

A storm was coming (bad weather / big waves) / Bobo was not there.

It was dangerous / he might die (drown)/ Bobo might not have come to save him.

The chain would be difficult to get.

He could have come back another time.

Dolphin, Question 7

You are warned in the story that the boat might be gone when the diver surfaced the second time. Give two ways you know this from the story.

Process: Make straightforward inferences

2 – Complete Comprehension

The response demonstrates an understanding of the foreshadowing details up to the point in the story when the diver surfaces and finds the boat gone.

The response provides any combination of two of the details provided in the list below.

1 – Partial Comprehension

The response only provides one of the details in the list below.

0 – No Comprehension

The response may provide details from the story after the diver surfaced for the second time.

Example:

» The boat was gone.

Or, the response may provide details from the story that are inaccurate or unrelated.

Examples:

» His air was running low.

» Amos was steering the boat.

Details that Foreshadow the Disappearance of the Boat

There is a storm/strong squalls/waves up to 15 feet.

The boat strained against the anchor ropes.

"The ropes may hold the boat another five minutes, but no more".

Huge waves may already have ripped the boat away.

The ropes would not hold more than 5 minutes.

There is a storm with strong squalls.

The boat strained against the anchor ropes.

Amos says it. [Note that this is an acceptable response related to Amos' warning that the ropes may not hold the boat for more than 5 minutes.]

Dolphin, Question 11

What were two important lessons the diver learned in this story? Use what happened in the story to explain your answer.

Process: Interpret and integrate ideas and information

3 – Extensive Comprehension

The response provides one higher-level lesson and one story-level lesson from the story. Higher-level lessons focus on the concepts of greed, friendship, the value of life, or being rewarded for good deeds. Story-level lessons focus on concrete lessons that can be learned from the story. See the lists below for acceptable higher-level and story level lessons.

2 – Satisfactory Comprehension

The response may provide one higher-level lesson abstracted from the story action OR may provide two story-level lessons. See the lists below for acceptable lessons.

1 – Minimal Comprehension

The response provides 1 story-level lesson from the list below.

0 – Unsatisfactory Comprehension

The response may provide a generalized lesson that is based on the story but is not important to the overall theme or message of the story, or provides information that is inaccurate or is not text-based.

Examples:

» Don't neglect Bobo

» Never dive alone (general remark – not from this story)

» Bring tools with you when you dive.

Acceptable Higher-Level Lessons

No gold is worth your life. /Do not be eager for gold or material things.

Being good pays off in the end.

Don't endanger your own life or others lives (consider others).

Do not underestimate the powers of nature.

It isn't worth risking your life for gold.

Friendship can save your life.

Friends are more important than material things.

A good deed is rewarded with a good deed.

Acceptable Story-Level Lessons

You should always listen to someone who knows about things.

Make friends with a dolphin so it can help when there is trouble.

You should not go diving when the weather is bad.

Listen when someone tries to warn you.

Reading to Acquire and Use Information

• PIRLS Example Passage and Questions •

Spacewalking

Sally Ride was among the first women in space. Read what she wrote about putting on a spacesuit to work outside the space shuttle.

Getting Ready

In space, getting ready for work is not as easy as it is on Earth. Astronauts who travel into space on the space shuttle have all kinds of jobs to do. Most of their work can be done inside the space shuttle, but sometimes astronauts have to go outside, either to make repairs or to perform an experiment.

Being in a space shuttle isn't exactly like being on Earth. On Earth, the force of gravity keeps us from floating in the air. In space, the astronauts are weightless. The slightest touch can start them floating across the room or drifting over in a slow-motion somersault. The only way to stop moving is to take hold of something that's anchored in place.

People would not be able to survive in the outer space environment in everyday clothes. While they are inside the space shuttle, astronauts are protected from the emptiness of outer space, but outside there is no

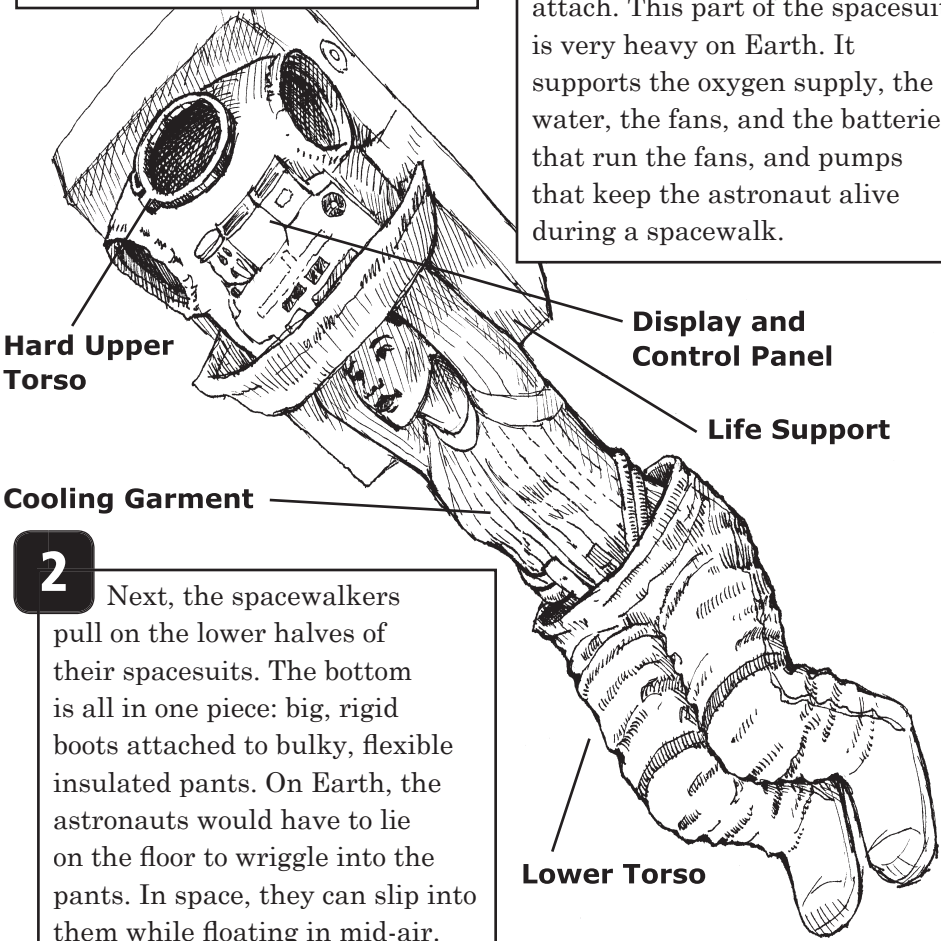
air to breathe, and the temperature can be very high or very low. The sunlit side of objects in space can be as hot as 240° Fahrenheit, while the shaded side can cool down to minus 140° Fahrenheit!

To leave the protection of the space shuttle, astronauts have to put on spacesuits. On every spacewalk, two astronauts go outside together because it is easier and safer to work along with someone else in the strange environment. Those going outside begin getting dressed several hours ahead of time. Two spacesuits are carried into the airlock, a small room that can be sealed off from the main cabin on one side and opened into space on the other side.

Putting on the Spacesuit

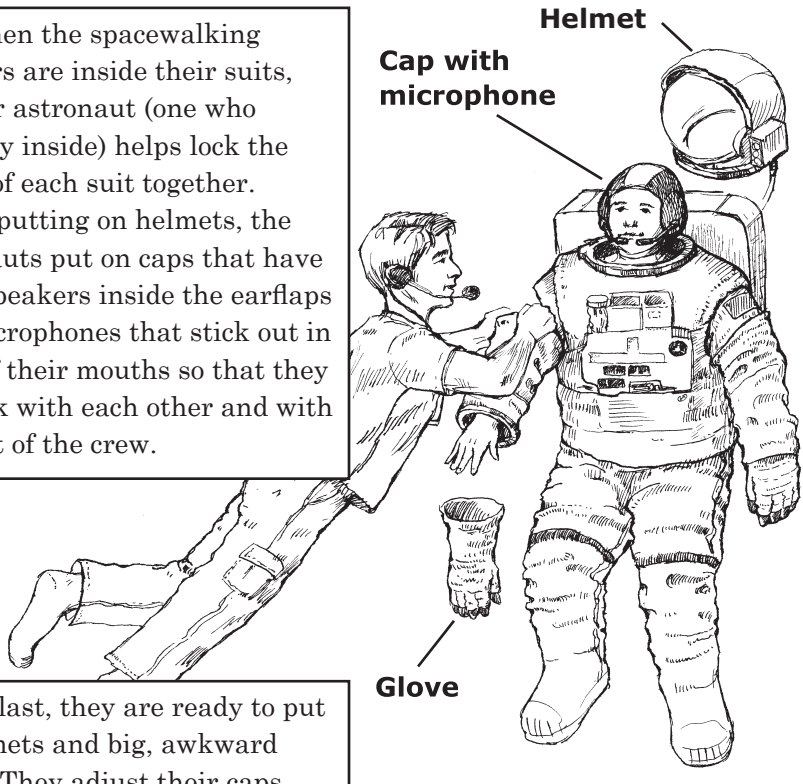
1 First, the spacewalkers put on something that looks like long underwear but is made of elastic with rubber tubes sewn into it. Water will flow through these tubes to keep the astronauts cool since their body heat has no way to escape once they are sealed into their spacesuits.

3 The spacewalkers float into the airlock and slide into the upper halves of their suits. The upper half is a hard shell with flexible arms. The astronaut's head sticks out through a metal ring at the neck, where the helmet will be connected, and the hands stick out through two metal rings where gloves will attach. This part of the spacesuit is very heavy on Earth. It supports the oxygen supply, the water, the fans, and the batteries that run the fans, and pumps that keep the astronaut alive during a spacewalk.



2 Next, the spacewalkers pull on the lower halves of their spacesuits. The bottom is all in one piece: big, rigid boots attached to bulky, flexible insulated pants. On Earth, the astronauts would have to lie on the floor to wriggle into the pants. In space, they can slip into them while floating in mid-air.

4 When the spacewalking partners are inside their suits, another astronaut (one who will stay inside) helps lock the pieces of each suit together. Before putting on helmets, the astronauts put on caps that have radio speakers inside the earflaps and microphones that stick out in front of their mouths so that they can talk with each other and with the rest of the crew.



5 At last, they are ready to put on helmets and big, awkward gloves. They adjust their caps and scratch their noses one last time. They will not be able to do these things again until the spacewalk is over.

The astronaut who has been helping leaves the airlock and closes the hatch. In their bulky suits, the two spacewalkers almost fill the small space. They wait alone in the airlock for several minutes while the air is gradually pumped out. They can feel their ears popping as they wait for the pressure gauge to show that the air is gone.

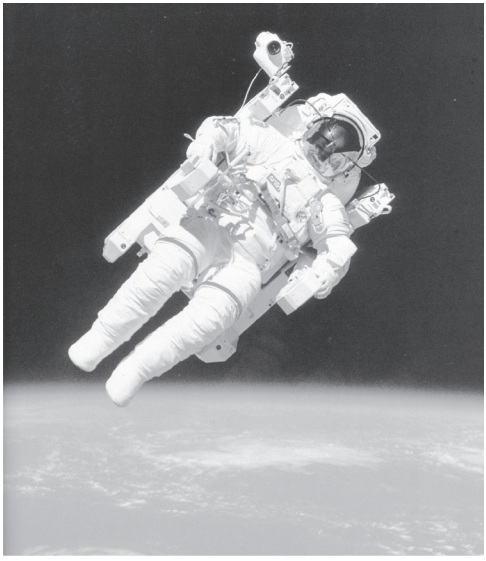
Finally, they can open the hatch and reach out into space. Before they float out of the airlock, they have to hook thin wires between their suits and the

space shuttle. These wires keep the astronauts from drifting away from the space shuttle.

Out in Space

Floating out into space, the spacewalking astronauts become human satellites. *They* are orbiting Earth! They don't need the space shuttle, at least for a while, because their spacesuits have enough air and battery power to keep them alive for about seven hours. There is even a food stick and a drink bag of water inside each helmet.

They move into the shuttle's cargo bay, where the tools they need for a spacewalk are kept in a big tool chest. They remove the tools they want and hook them to their wrists or waists.



Working in a spacesuit is not easy. An astronaut's fingers, hands, and arms get tired because every move that is made requires pushing against part of the spacesuit from inside.

When it's time to rejoin the rest of the crew inside the space shuttle, after several hours outside, the spacewalkers float back into the airlock. But even though they may be tired, they pause to take one last look at the view of Earth and sky before they close the door on outer space.

Adapted from *To Space and Back* by Sally Ride with Susan Okie, published in 1991 by Beech Tree Books, New York.

Questions: Spacewalking

1. What is the article **mainly** about?

   (A) why astronauts work in pairs

   (B) what a space shuttle is like

   (C) why astronauts go on shuttle missions

   * (D) what it is like to work in outer space

2. What is one reason why astronauts go out of the space shuttle?

   * (A) to make repairs

   (B) to have a better view of Earth

   (C) to keep cool

   (D) to have an adventure

3. According to the article, what is the **main** difference between being in a space shuttle and being on Earth?

   1 _____

   _____

   _____

* **correct answer**

4. Why must the spacewalking astronauts wear spacesuits when they are outside the shuttle? Give **two** reasons from the article.

1. _____

_____

2. _____

_____

5. Why does it take the astronauts several hours to get ready to go outside the space shuttle?

_____

_____

6. Why do astronauts always go outside the shuttle in pairs?

* (A) so they can help each other

(B) so they can stay out longer

(C) so they do not float away

(D) so they will have more fun

*** correct answer**

7. Why does there need to be a third astronaut in the airlock?

1 _____

_____

_____

8. Number the parts of the spacesuit in the order in which the astronauts put them on.
The first one has been done for you.

_____Upper half of suit

_____Helmet

__1__Elastic underwear

_____Bottom part

_____Cap with radio speakers

9. How do the rubber tubes under their spacesuits help the astronauts work in space?

(A) They keep the astronauts tied to the shuttle.

(B) They supply oxygen to the astronauts.

* (C) They keep the astronauts cool.

(D) They help them be able to talk to other crew.

*** correct answer**

10. Why is the hard upper torso the most important part of the spacesuit?

11. Why did the author mention the astronauts "scratching their noses one last time" before they go into space?

12. Look at the section called *Putting on the Spacesuit*. Tell **one** way that the numbered boxes help the reader to understand the information.

13. What keeps the astronauts from floating away from the space shuttle when they are outside?

A battery packs

B space boots

* C thin wires

D holding hands

*** correct answer**

14. Why is the airlock an important part of the space shuttle?

1

_____

_____

15. Imagine that you want to be an astronaut. Use information from the article to describe **one** thing you might like and **one** thing you might **not** like about being an astronaut and explain why.

1 What you might like and why:

_____

_____

_____

1 What you might **not** like and why:

_____

_____

Stop

End of this part of the booklet.
Please stop working.

• Scoring Guides for Constructed-response •

Spacewalking, Question 3

What is the main difference between being in a space shuttle and being on earth?

Process: Make straightforward inferences

1 – Acceptable Response

The response identifies the lack of gravity or air/oxygen in space, an example of the results of no gravity or air, or extreme temperatures, as the main difference between space and earth.

Examples:

» On Earth the force of gravity holds you on the ground.

» In space you can float.

» In space there is no air to breathe.

0 – Unacceptable Response

The response identifies a difference that is not a main difference or does not identify an appropriate or accurate difference.

Examples:

» In space you wear a spacesuit.

» You can't eat solid food in space.

» In space there is no oxygen to breathe.

Spacewalking, Question 4

Why must the spacewalking astronauts wear spacesuits when they are outside the shuttle? Give two reasons from the article.

Process: Make straightforward inferences

2 – Complete Comprehension

The response provides two reasons for needing to wear a spacesuit that address the following motivations:

There is no air (oxygen) to breathe; the temperatures can be extreme; the battery power keeps them alive.

Examples:

» The temperature can be very hot or very cold.
» They need them to help them keep cool.
» They protect them from the heat of the sun.
» The battery pack has oxygen and fans to keep them alive.

1 – Partial Comprehension

The response provides only one of the reasons mentioned above.

0 – No Comprehension

The response provides a reason that is vague, inaccurate, or inappropriate.

Examples:

» They would die.
» It keeps them alive.
» They need food and water.
» They need to talk to the people inside the space shuttle.
» They can't wear normal clothes.

Spacewalking, Question 5

Why does it take the astronauts several hours to get ready to go outside the space shuttle?

Process: Make straightforward inferences

1 – Complete Comprehension

The response provides a general understanding that the spacesuits are the reasons why getting ready takes several hours. The response may also recognize that this is because their spacesuits have many pieces, or because the suits are bulky or awkward.

Examples:

» Because they have to put on spacesuits.
» Because they have many pieces to put on.
» Because the suits are bulky/awkward.

0 – No Comprehension

The response provides a reason that is vague, circular, inaccurate, or inappropriate.

Examples:

» Their space suits are very heavy. [Note that this is inaccurate – the text states that spacesuits are heavy on Earth.]

» They have to scratch their noses.

» They have to wait for the air to be pumped out of the airlock.

Spacewalking, Question 7

Why does there need to be a third astronaut in the airlock?

Process: Focus on and retrieve explicitly stated information

1 – Acceptable Response

The response states that someone has to help the others lock pieces of their suits together (get dressed) or that someone has to close the hatch to the airlock before they leave.

Examples:

» They need someone to close the door to the airlock.

» They need help getting ready.

0 – Unacceptable Response

The response identifies a vague, inappropriate or inaccurate reason for the third astronaut to be in the airlock.

Examples:

» So someone can save them if they get into trouble in space.

» To help.

» Someone has to drive the shuttle.

Spacewalking, Question 8

Number the parts of the spacesuit in the order in which the astronauts put them on. The first one has been done for you.

___Upper half of suit
___Helmet
_1_Elastic underwear
___Bottom part
___Cap with radio speakers

Process: Make straightforward inferences

1 – Acceptable Response

The response provides the correct sequence: 3, 5, 1, 2, 4

0 – Unacceptable Response

The response does not provide the correct sequence.

Spacewalking, Question 10

Why is the hard upper torso the most important part of the spacesuit?

Process: Make straightforward inferences

1 – Acceptable Response

The response demonstrates understanding that the hard upper torso contains the life support system.

Examples:

» It carries the life support.
» It keeps them alive.
» It supplies the oxygen, batteries and fans.
» It keeps them cool. [Note that this is an acceptable response since the upper torso contains fans.]

0 – Unacceptable Response

The response does not demonstrate understanding that the upper torso is related to keeping the astronauts alive.

Examples:

» The helmet attaches to it.

» It has the rubber tubes for keeping cool. [Note that this is not an acceptable response because it refers to the long underwear and not the upper torso.]

Spacewalking, Question 11

Why did the author mention the astronauts "scratching their noses one last time" before they go into space?

Process: Examine and evaluate content, language, and textual elements

1 – Acceptable Response

The response recognizes that the astronauts can't scratch without taking off their helmets.

Examples:

» Because if they take off their helmet in space they will die.

» Because they won't be able to scratch it until the spacewalk is over.

» They would have to take off their helmet and you can't do that while in space.

0 – Unacceptable Response

The response provides an inaccurate or inappropriate reason for scratching their noses one last time.

Examples:

» For luck.

» Because they can't move in space.

Spacewalking, Question 12

Look at the section called *Putting on the Spacesuit*. Tell one way that the numbered boxes help the reader to understand the information.

Process: Examine and evaluate content, language, and textual elements

1 – Acceptable Response

The response demonstrates understanding that the boxes make it easier to understand the steps of putting on a spacesuit.

Examples:

» The boxes tell you what you have to do first.

» You get a step by step description.

» Helps you know the order you should follow when reading about the parts of the spacesuit.

» It shows the order that they put the different pieces on.

0 – Unacceptable Response

The response provides a vague, inaccurate, or inappropriate description of the purpose of the boxes.

Examples:

» It tells you how to put on a spacesuit.

» So it is not so confusing.

» It helps to understand the information.

Spacewalking, Question 14

Why is the airlock an important part of the space shuttle?

Process: Make straightforward inferences

1 – Complete Comprehension

The response provides a reason why the airlock is important.

The reason may be related to the airlock as a gateway;

Examples:

» It opens out into space on one side.

» It is where the astronauts go when the come back from the spacewalk.

Or related to the airlock's environment;

Examples:

» It pumps out the air.

» It keeps the air in.

Or aspects of safety related to the airlock.

Examples:

» It keeps the people NOT going on a spacewalk safe.

» It keeps the astronauts inside the shuttle from being sucked out.

» It is where you hook the wires between the suit and the shuttle.

0 – No Comprehension

The response may provide a response that describes a function of the airlock that is not significant, or does not provide an accurate or appropriate reason for why the airlock is important.

Examples:

» It is where the astronauts get dressed.

» The airlock is important.

Spacewalking, Question 15

Imagine that you want to be an astronaut. Use information from the article to describe one thing you might like and one thing you might not like about being an astronaut and explain why.

Process: Interpret and integrate ideas and information

2 – Complete Comprehension

The response states an appropriate text-based description of one thing that the student might like and one thing that the student might not like about being an astronaut and must provide a reason to support each description. (Please note that the reasons may be implicit or grounded in personal opinion. Such a response is acceptable provided the reason given is accurate or does not contradict the text.)

See the list below for appropriate ideas for each description. The student may provide any combination of two of these ideas.

1 – Partial Comprehension

The response states an appropriate text-based description of a good and/or bad thing about being an astronaut with accurate support (implicit or explicit) of only one description.

See the list below for appropriate ideas for each description.

0 – No Comprehension

May or may not provide a description of either a good or bad thing about being an astronaut that includes only inaccurate information or information unrelated to the text.

Examples of Unacceptable Things You Might Like:

» I might like to learn about space.
» It would be fun/an adventure.
» I would like seeing space (because I've never seen it).
» It would be scary.

Examples of Unacceptable Things You Might Not Like:

» I could die/something might happen/it is dangerous.
» The spacesuit is too heavy.
» The spacesuit is too hot/cold.
» The food (tastes bad).
» I would miss my family.

Acceptable Things That You Might Like About Being An Astronaut

Having no gravity/floating/doing somersaults

Seeing earth from space/view of earth/see our planet from far away

Doing experiments

Wearing the cap and microphones (because I like to talk with my friends)

Wearing a spacesuit (because it would keep me safe in space)

Walking in space

Acceptable Things That You Might Not Like About Being An Astronaut

Wearing the suit (it is uncomfortable/bulky/takes a long time to put on/has too many parts/makes you not able to scratch an itch)

Having ears pop (in the airlock)

Having to repair things/working in space (could be dangerous/takes a lot of effort)

Running out of oxygen (because you can die)

Floating/drifting into space (because the thin wire might snap)