

Alabama Reading and Mathematics Test⁺

Item Specifications

for

Reading

Grade 5



**Alabama State Department of Education
Montgomery, Alabama
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INTRODUCTION

This bulletin provides specific information about the *Alabama Reading and Mathematics Test*⁺ (ARMT⁺). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT⁺ is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT⁺. Multiple-choice and open-ended items assess student performance on the ARMT⁺ in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

Content Standard	A statement of what students should know and be able to do by the end of the academic year
Item Type	Multiple-choice items, open-ended items
Additional Information	Further information about the test items for the content standard
Sample Items	A collection of item types for each content standard
Answer Key	Answers for multiple-choice items
Scoring Rubrics for Open-Ended Items	Scoring guide for open-ended items

DEFINITION OF READING MATERIALS

Literary/recreational reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

Informational/textual reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

Functional reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.

CONTENT STANDARDS

Grade 5

CONTENT STANDARD	POINTS POSSIBLE
<p>1- Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.</p> <ul style="list-style-type: none"> • Word “chunks” or parts Example: “mark,” “remark,” or “able” in <i>remarkable</i> • Inflected endings such as <i>ed</i> or <i>ing</i> • Possessives and contractions 	9
<p>2- Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres.</p> <ul style="list-style-type: none"> • Determining sequence of events • Comparing and contrasting • Distinguishing fiction from nonfiction • Using sentence structure and context • Using prior knowledge and experience to interpret • Skimming • Inferring motive 	18
<p>3- Recognize the use or effect of literary elements and devices—including setting, character traits, stated purpose, metaphors, and simple symbolism—and recognize stated purpose and gain information from various text formats, including tables and charts.</p> <ul style="list-style-type: none"> • Persuasive techniques • Main idea and supporting details • Personification • Implied purpose 	18

ARMT+ GRADE 5 READING

<p>4- Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade functional and textual/informational reading materials.</p> <ul style="list-style-type: none">• Determining sequence of events• Determining cause and effect• Distinguishing fact from opinion• Previewing and predicting• Using sentence structure and context• Using prior knowledge and experience to interpret• Self-monitoring text understanding Examples: rereading, using context clues, adjusting speed, accessing prior knowledge and experiences• Using expanded vocabulary• Recognizing persuasive techniques• Skimming• Using reference materials	18
TOTAL POINTS POSSIBLE	63

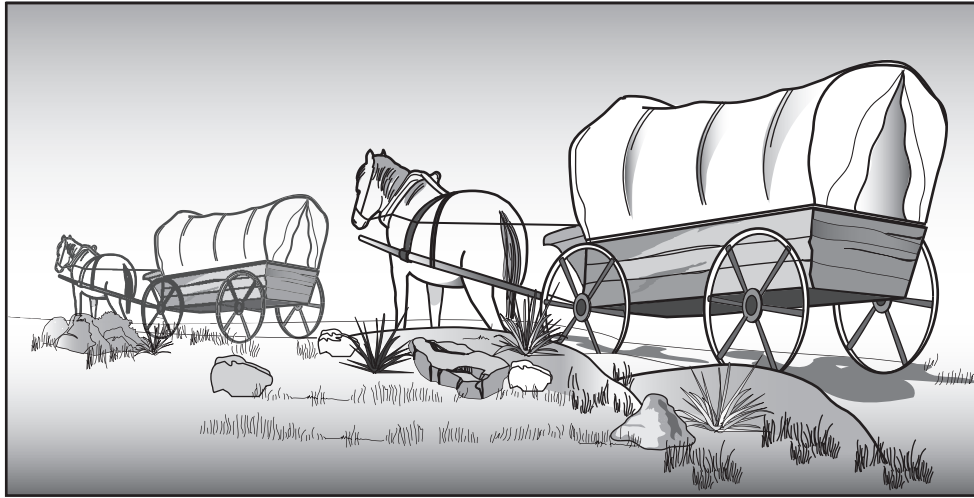
PASSAGES WITH ITEMS

These are the directions given to students.

DIRECTIONS:

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your answer in the answer document.

Wagon Train and Rush Hour



Jason tapped his foot impatiently on the side of the car door. “How much longer is this going to take?” he asked. “Are we ever going to get there?”

The traffic on Highway 84 was its usual mess, as everyone seemed to want to take the same route home at the exact same time. Jason was positive that he could have walked faster than the vehicles were moving. It was too bad he couldn’t just take out his skateboard and take off down the road. He would be there in 15 minutes!

Aunt Cecilia glanced over at her nephew. “We definitely picked the wrong time of day, Jason. Rush hour is at its peak. However, getting grouchy won’t help us get to the skate park any faster. In fact, it will only make the trip seem much slower for both of us,” she advised. “Why don’t you tell me about something you learned in school today to pass the time until we get there?”

Although Jason shrugged, he reached over and opened his backpack. He pulled out his history folder and took out a piece of paper. “We have been learning about the pioneers for the last few weeks. Today Mr. Hollander showed us a list of all the items they packed into their covered wagons when they moved West,” explained Jason. “They had to find room for everything or leave it behind. These families had to cope with amazing hardships. Could you imagine how difficult that kind of travel must have been?”

“Actually I know quite a bit about what it was like—and no, I am not that old!” said Aunt Cecilia before Jason could make a quick remark. “Have you ever heard of the Alabama Wagon Train?” Jason shook his head.

For the next half hour, as the car inched forward one mile at a time, Aunt Cecilia told Jason about one of the most exciting adventures in her life. Three years ago, she had been a part of the Alabama Wagon Train. It is a 190-mile trip from Boaz to Montgomery. The event has been held once a year for the last 30 years. It is one of the largest moving wagon trains in the country. Aunt Cecilia described how she rode in an old-fashioned mule-driven wagon in line with all of the other trucks and trailers carrying food and supplies. It certainly was a different way to see the state!

"It sounds great! I wish I could have gone with you. Did you get the chance to ride a horse?" asked Jason.

"Every single day," replied Aunt Cecilia. She explained how hard it was to get used to sitting in a saddle for hours but how exciting it was at the same time. The trip was made up of horses, cattle, wagons, and dozens and dozens of people. "We traveled about 20 miles a day, covering five counties throughout Alabama. Each night, we camped—and it was amazing how long it took to set it up and then take it down each morning." She went on to explain all of the wonderful scenery she saw along the trail and the friends she made during the trip.

Jason had what felt like a million questions to ask his aunt. He wanted to know as much about the trip as he could. It was clear that while it had not been an easy journey, it was an *incredible* one that Aunt Cecilia would always remember fondly.

Already, Jason was making plans to go to the public library and look up whatever information he could find online about the Alabama Wagon Train. He was eager to go to school the next day and tell his teacher about his aunt's adventure. Most of all, he could not wait to ask his parents if he could join the wagon train when he was a little older.

"Okay, we are almost there," said Aunt Cecilia. "I can see the park from here. Sorry it took us so long, Jason."

Jason chuckled, "It's okay. Just think how long it would have taken if we had been in the wagon train!"

1. How are Aunt Cecilia and Jason similar?

- A** They are impatient.
- B** They like adventures.
- C** They are skateboarders.
- D** They like to travel on trains.

2. How can the reader tell the story is realistic fiction?

- A** The events actually occurred.
- B** The events are based on historical facts.
- C** The events could not happen in real life.
- D** The events are made up but could happen.

3. Read the sentence from the story.

It was clear that while it had not been an easy journey, it was an *incredible* one that Aunt Cecilia would always remember fondly.

The word *incredible* means —

- A** unbelievable
- B** puzzling
- C** effortless
- D** common

4. Where does the story *most likely* take place?

- A** In a small town
- B** At a skateboard park
- C** Near a large city
- D** On the wagon train trail

5. Which literary device does the author use to move the story along?

- A** Dialogue
- B** Metaphor
- C** Symbolism
- D** Personification

6. Why does Aunt Cecilia tell Jason about her trip?

- A** To teach him about history
- B** To describe the difficulties of her trip
- C** To make the time pass more quickly
- D** To encourage him to take a wagon train trip

7. How does Jason change from the beginning of the story to the end of the story?

Use details from the story to support your answer.

Write your answer in the answer document.

A Brother's Rice

Long ago, a father divided his land between his two sons, Ming and Chung. The brothers shared the land equally that had been in the family's possession for many years. Over time, Ming married and had a family while Chung remained single.

The land produced an ample amount of rice. Each son worked diligently, cutting the golden stalks, threshing the rice, and spreading it out in the hot sun to dry. A few years passed, and the brothers were satisfied.

One night as Ming was resting under the stars, he began to think of how fortunate he was to have a wonderful family. Chung, however, had no one. This caused Ming to worry. "I have my wife and two strong sons, but my brother is all alone. He has no one to help him harvest the rice. I cannot sleep until I have done something!"

Ming got up, collected two large baskets of rice from his own yard, and carried them over the fields to his brother's yard. He felt a deep sense of satisfaction as he left his two baskets of rice outside his brother's hut.

The next morning, Ming nearly fainted in disbelief. He found two baskets of rice outside his door. He had delivered the exact same amount to his brother the night before. Ming scratched his head, confused. Perhaps he had not delivered the rice to his brother after all; perhaps he had only dreamed about doing so. Regardless, he felt he must correct the situation as soon as possible.

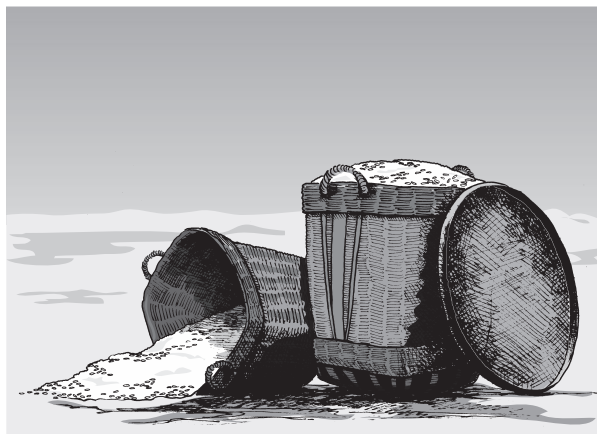
That night, Ming again gathered two baskets of rice from his own yard and headed toward his brother's house. It was a particularly dark night, and he had trouble finding his way along the shadowy path. About halfway there, he bumped into someone in the darkness.

"Brother!" said a voice. "It's you! What brings you out so late tonight?"

"I was worried about you," answered Ming. "I have my wife and sons to help me, but you have no one. Last night I thought I had brought you two baskets of rice, but when I awoke, the baskets of rice were back on my doorstep. Tonight, I am only bringing you what I thought I had delivered last night."

"Ah, my devoted brother!" laughed Chung. "I, too, was worried, but about you. You have four mouths to feed, and I have only one. Surely you need a greater ration than I. So last night, it was I bringing you two baskets of rice! Like you, I found the two baskets of rice I thought I had delivered and was confused. I decided to return them to your home tonight to make things right."

The two brothers embraced and vowed to always let the other know if he were in need. They returned to their homes, satisfied that each was comfortable with his own portion of rice. Indeed, they learned that there was truly no need for worry when their hearts acted as one.



1. In the story, what advantage does Ming have over Chung?

- A** A larger area on which to plant rice
- B** Land that is better suited for farming
- C** The resources to harvest the rice faster
- D** A better house and more possessions

3. Ming and Chung are *similar* to each other because they both are —

- A** afraid of being poor
- B** confused about the future
- C** devoted to one another
- D** excited about getting more rice

2. This story would *most likely* be found in a —

- A** collection of folktales
- B** website about rice
- C** book of short biographies
- D** guide to gardening

4. Based on information in the story, you can tell that the father of Ming and Chung loved his two sons equally because —

- A** both Ming and Chung spoke highly of him
- B** he gave them both the same amount of land
- C** he taught both Ming and Chung the best way to farm
- D** the brothers learned concern for each other from him

5. Why did each of the brothers think that he had to help the other?

- A** Their father had taught them to put others first.
- B** Each thought that he was smarter than the other.
- C** They were both too proud to receive help from others.
- D** Each thought that he had a more secure life than the other.

7. What is the main idea of the story?

- A** Showing concern for family members is an admirable trait.
- B** Family members should never interfere in each other's lives.
- C** It is a bad idea for family members to work together.
- D** Family members who live apart have better relationships.

6. In the last paragraph, what does the author *most likely* mean when he says "their hearts acted as one"?

- A** The brothers loved things exactly the same way.
- B** The brothers shared the same feelings for each other.
- C** One of the brothers would always be able to support the other.
- D** Each brother was the most important person in the other's life.

8. Which of these *best* describes how both Ming and Chung behaved in this story?

- A** Adventurously
- B** Colorfully
- C** Courageously
- D** Generously

9. Ming and Chung could both *best* be described as —

- A** afraid of being poor
- B** confused about the future
- C** devoted to family
- D** excited about getting food

10. It is understood from this story that both Ming and Chung are —

- A** afraid of starving
- B** well-educated men
- C** happy with their lives
- D** unable to think reasonably

11. Which of these *best* describes Ming and Chung's father?

- A** Fair
- B** Lively
- C** Strong
- D** Clever

12. Summarize the story.

Use details from the story to support your answer.

Write your answer in the answer document.

13. How do the positive characteristics of the two brothers teach a lesson to the reader?

Use details from the story to support your answer.

Write your answer in the answer document.

Past and Future Friends

It was the first day of school. Mike looked around self-consciously and tightened his grip on his books. When he spotted his friend Jack down the hall, he smiled slightly and increased his pace. Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack. Lou and Patrick, two of the most popular guys in school, were Jack's new football teammates. Mike stopped walking and watched Jack, Lou, and Patrick laughing and playfully shoving each other as they walked down the hall.

Later that day, Mike saw that Jack was in his P.E. class. Relieved, he approached Jack and was greeted with a "hey." Before Mike could answer, though, Patrick strutted into the gym and Jack hurried to join him on the court.

The scene in front of him faded away as Mike remembered another day of school almost two years earlier.

"Got anything good?"

The dark-haired boy looked up from the cafeteria table where he was sitting alone. He waved his hand at the remains of his paper-bag lunch. "Not really."

"I'm Mike Adams," Mike had said. "You're Jack, right? How do you like Markham Elementary School so far?"

Jack gave a small smile. "Can't say I like being the new kid. People aren't being very friendly."

"You just have to give them a chance," Mike said. "Come over to my table, I'll introduce you."

The two boys had quickly become best friends. They had done everything together: practicing their skateboarding moves, riding their bikes to get ice cream, and fishing at Miller's Pond.

Still, Mike had not seen much of Jack over this last summer. Jack's family had gone on vacation for several weeks, and then Jack had started football practice, which was clearly how he had become such good friends with Lou and Patrick. Mike felt a knot in the pit of his stomach. Was he going to lose his best friend because he had not tried out for football? As he looked at Jack's stylish new clothes and haircut, the knot in his stomach grew.

After class, he left without trying to talk to Jack, and for the next few days, Mike avoided him altogether.

Mike was walking home from school on Thursday when he heard footsteps behind him.

"Hey, Mike! Wait up!" It was Jack. Catching up to Mike, he asked, "What's with you, man?"

"What's with *me*?" Mike snapped. "Where's your fan club? Patrick and Lou? I'm surprised to see you without them."



Jack looked shocked. “They’re good guys. You just have to give them a chance.” He shook his head, and as he turned to walk off, he muttered, “Tomorrow, come over to my table, and I’ll introduce you.”

Mike was a frozen statue as he watched Jack stomp away. Did his friend realize that was the same invitation Mike had offered to Jack two years ago?

At lunch the next day, Mike entered the cafeteria and saw Jack and Lou sitting together. Before he could change his mind, he carried his tray over to their table. Trying to sound casual, he asked, “Got anything good?”

1. How can the reader tell that the story is realistic fiction?

- A** The characters’ experiences actually happened to real people.
- B** The characters are not real, but they have believable experiences.
- C** The characters have experiences that are impossible in real-life situations.
- D** The characters are real people whose experiences are invented by the author.

2. Mike expects Jack to be friendly when the new school year starts because they —

- A** have been pals since they met
- B** play on the same football team
- C** know many of the same people
- D** have spent the summer together

3. Read the sentences from the story.

“What’s with *me*?” Mike snapped.
 “Where’s your fan club? Patrick and Lou? I’m surprised to see you without them.”
 Jack looked shocked. “They’re good guys. You just have to give them a chance.”

Why did Jack look “shocked” in this part of the story?

- A** He is angry at Mike’s behavior.
- B** He is unaware of Mike’s feelings.
- C** He is surprised Mike joined the team.
- D** He is amazed Mike is a friend of Lou’s.

4. What happened after Jack offered to introduce Mike to his new friends?

- A** Jack stopped Mike after school to discuss their friendship.
- B** Mike avoided Jack and his friends in the hallway.
- C** Mike remembered giving Jack the same invitation two years ago.
- D** Mike and Jack spent the summer fishing at Miller’s Pond.

6. Read the sentence from the story.

Mike felt a knot in the pit of his stomach

The sentence shows how Mike feels by —

- A** explaining that someone is sick
- B** describing a physical sensation
- C** comparing two similar emotions
- D** expressing the idea of hunger

5. Read the sentence from the story.

Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack.

At this point in the story, Mike *probably* feels —

- A** jealous of Patrick and Lou
- B** confused by Jack’s actions
- C** anxious to make new friends
- D** hopeful about the school year

7. Which sentence from the story includes a *metaphor*?

- A** “Mike was walking home from school on Thursday when he heard footsteps behind him.”
- B** “The two boys had quickly become best friends.”
- C** “Mike was a frozen statue as he watched Jack stomp away.”
- D** “Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack.”

8. In the story, how does Mike's problem begin?

- A** He keeps to himself in the cafeteria.
- B** He does not make the football team.
- C** He does not know anyone in school.
- D** He notices Jack with his new friends.

10. What events in the story lead Mike to believe that Jack has neglected him as a friend?

Use details from the story to support your answer.

Write your answer in the answer document.

9. Why did Mike believe he was going to lose his friend Jack?

Use details from the story to support your answer.

Write your answer in the answer document.

Living History

Partridge Pea, Mexican Hat, Black-eyed Susan, Turtlehead, and Skunk Cabbage are all names from the past. No, they are not outlaws from the Wild West nor cartoon characters from television. They are a part of our nation's history that still exists today. These names refer to wildflowers.

Wildflowers grow naturally. They are the flowering plants you see (especially in the springtime) growing in a meadow, in a forest, or even along the side of the road. Over 15,000 different kinds of wild plants grow in the United States and Canada.

Wildflowers are different from other flowers because they thrive on their own, without help from people.

Many of the wildflowers you see today are the same kinds that settlers saw hundreds of years ago when they first came to this country. Some of these wildflowers even kept their original names, such as the Mexican Hat and the Turtlehead. Be aware; these names may refer to different plants depending on which part of the country they are found!

There are a few types of wildflowers that came with the settlers. Seeds were collected, packed, and later planted to remind the settlers of their home. Other times wildflower seeds just happened to be mixed in with other grains and materials the settlers brought. Many of these species of plants have flourished here for over two hundred years.



Tips for Enjoying Wildflowers

- | | |
|---|---|
| 1 | Visit a botanical garden or wildflower center. |
| 2 | Create your own wildflower garden in containers or your yard. |
| 3 | Take a hike through the countryside during the spring. |

Wildflowers are important in many different ways.

The state flower of many states is often a wildflower. A variety of wildflowers has been used in the making of medicines. In fact, eighty percent of medicines were originally developed from wild plants. Wildflowers also help the quality of the air by recycling carbon dioxide (a waste product of our breathing) and producing oxygen. In addition, and perhaps most importantly, wildflowers furnish nature with beauty wherever they are.

Many U.S. citizens have realized that wildflowers are an important part of the country's history. Former First Lady Claudia "Lady Bird" Johnson formed the National Wildflower Research Center in Texas. The center is dedicated to protecting wildflowers. Many botanical gardens and wildflower organizations, such as the Alabama Wildflower Society, have been created to protect wildflowers and help us appreciate them across the region.

1. According to the passage, wildflowers can grow in a meadow, forest, or along the side of a road. In what other *natural* setting could wildflowers grow?

- A** A ceramic pot
- B** A vacant lot
- C** A laboratory
- D** A greenhouse

2. According to the passage, which of these traits sets wildflowers apart from other flowers?

- A** Wildflowers can flourish without human help.
- B** Wildflowers bloom much better inside a house.
- C** Wildflowers need a lot of fertilizer and space.
- D** Wildflowers produce oxygen from carbon dioxide.

3. Which of these *most* accurately describes the main idea of the passage?

- A** Wildflowers should be appreciated for more than their beauty.
- B** Settlers brought wildflower seeds mixed with their grain.
- C** Wildflowers improve the quality of the air we breathe.
- D** Flowering plants are an important resource for perfume.

4. What is the author's purpose in the selection?

- A** To entertain with a story about wildflowers
- B** To convince readers to join the Alabama Wildflower Society
- C** To give facts about wildflowers in the United States
- D** To explain how to grow wildflowers

5. The passage *probably* includes the “Tips for Enjoying Wildflowers” table because —

- A** most people are too busy to read about different wildflowers
- B** the information encourages further study of wildflowers
- C** wildflowers can only be enjoyed in very specific locations
- D** there are too many different types of wildflowers to see at one time

6. What would be the *best* new title for the passage?

- A** *Gathering Wildflowers*
- B** *Identifying the Wildflower*
- C** *Wildflowers: Past and Present*
- D** *Flowering Plants of North America*

7. Read the sentence from the passage.

Be aware; these names may refer to different plants depending on which part of the country they are found!

The passage includes this warning because —

- A** some parts of the country do not keep records of wildflowers
- B** only some types of wildflowers are named after historic places
- C** some of these names are very old and difficult to pronounce
- D** confusion may result from a flower having different names

8. The table titled “Tips for Enjoying Wildflowers” is included with the passage to give the reader quick access to ideas for —

- A** planning projects related to wildflowers
- B** making medicine from wildflowers
- C** naming flowers in the wild
- D** joining the Alabama Wildflower Society

9. Explain how wildflowers are important.

Use details from the passage to support your answer.

Write your answer in the answer document.

10. Write a summary of the passage.

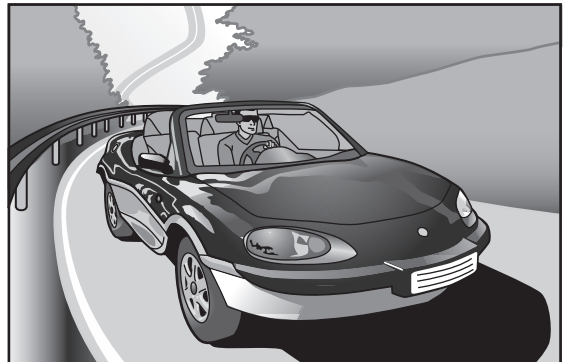
Use details from the passage to support your answer.

Write your answer in the answer document.

The Car That Loves Water

A recent scene on London's River Thames was far from normal. In fact, people walking by must have thought they were watching a scene from a spy movie. Before their eyes, a sports car splashed into the water and sped up and down the river reaching speeds of 30 miles per hour.

This fancy, complex car is called the *Aquada*TM.¹ On the road, it can reach speeds of up to 100 miles per hour, and if a bridge is out, that's no problem! The car just proceeds into the water. At the touch of a button by the operator, its wheels slide up into the wheel wells, and jet power propels the car through the water like a speedboat.



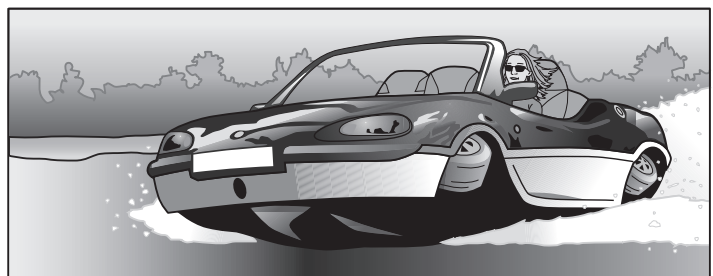
Developers have been working for many years on a concept car that could travel both on land and water. Yet, the forerunners of the *Aquada* had only been able to reach about a third of its speed on the water and could not switch easily from land to water. The *Aquada* makes the land to water adjustment in a mere six seconds.

The inspiration for this car came from New Zealand. A man named Alan Gibbs built his first vehicle for land and water in 1995. A few years later, he moved to Great Britain where he finished his work on his new design he called the *Aquada*. According to Gibbs, the car included more than 60 new functional inventions.

Planning and building this car took seven years. During that time, approximately 70 people worked on it. They produced a car that is fueled by unleaded gas and has a 175 horsepower engine. The aluminum frame helps the car handle well on the road. The car's body consists of light materials that help keep it afloat.

Although the *Aquada* looks like most sports cars, there are a few clear differences. The most visible difference is that the car lacks doors. This is to keep water from leaking into the car. The roof is removable so that passengers must climb over the sides in order to enter the vehicle.

The first production line of the *Aquada* consisted of only 100 vehicles. One might wonder why so few cars were produced. Since an enormous amount of money was spent developing this sports car, the starting price was around \$230,000 per car. So, if you want to enter the spy business, you had better start saving your pennies!



¹"Aquada" is a registered trademark of Aquada Corporation Ltd.

1. Based on the information in the passage, a reader can tell that Alan Gibbs is —

- A** inaccurate
- B** dedicated
- C** generous
- D** persuasive

2. Which of these is *not* a characteristic of the *Aquada*?

- A** It contains many new functional inventions.
- B** It travels faster on water than its forerunners.
- C** It can reach speeds of 175 miles per hour.
- D** It switches easily from land to water.

3. The makers of the *Aquada* produced a small number of cars because —

- A** the cost of the car limits the number of possible buyers
- B** only movie companies want to use the vehicle
- C** many people cannot operate the car in water
- D** the inventor wanted to make more improvements

4. Which of these is an *opinion* in the passage?

- A** “. . . passengers must climb over the sides in order to enter the vehicle.”
- B** “. . . a sports car splashed into the water and sped up and down the river . . .”
- C** “The car’s body consists of light materials that help keep it afloat.”
- D** “In fact, people walking by must have thought they were watching a scene from a spy movie.”

5. Which sentence *best* summarizes the passage?

- A** Though it looks like a car from a science fiction magazine, the *Aquada* can propel itself through the water at 30 miles per hour and travel up to 100 miles per hour on land.
- B** The *Aquada* originally cost more than two hundred thousand dollars, and there were only 100 models produced in its first year.
- C** After seven years, and with the help of 70 people, Alan Gibbs produced the *Aquada*, a lightweight sports car that can travel on water.
- D** Unlike most expensive sports cars, in order to prevent water leaks, the only way to enter the *Aquada* is through the removable roof.

7. Read the sentence from the passage.

This fancy, complex car is called the *Aquada*TM.

According to the passage, the symbol after the word *Aquada* indicates —

- A** the initials of the manufacturing company
- B** a trademark for the name of the car
- C** the difference between the types of cars
- D** an emblem that represents the inventor

6. The *Aquada* does not have any doors in order to —

- A** prevent water leaks
- B** reduce the weight of the car
- C** allow it to move faster
- D** make it look like other sports cars

A Comparison of the *Aquada* to the Leading Sports Car

	Top Speed	Engine Horsepower	Way to Enter or Exit the Vehicle	Number of 1st Year Cars Produced	Average Price in 2001
<i>Aquada</i>	Land – 100 mph Water – 30 mph	175	removable roof	100	\$230,000
Leading Sports Car	175 mph	345	doors	300	\$55,000

Note: The values listed are approximate. Each car has its own specifications.

8. According to the table, which of these *probably* makes the *Aquada* unavailable to the average consumer?

- A** Its top speed on land
- B** Its ability to drive on water
- C** The horsepower of its engine
- D** The cost of the vehicle

9. Explain why the title is appropriate for the passage.

Use details from the passage to support your answer.

Write your answer in the answer document.

10. Explain why seeing the *Aquada* for the first time, people “must have thought they were watching a scene from a spy movie.”

Use details from the passage to support your answer.

Write your answer in the answer document.

Waiting to Get in the Game

The game starts
with a few of us on the cold metal bench,
the dew-covered grass catching the light
and making small rainbows
that only we can see because only
we are sitting still.

The team comes together at halftime,
score tied, faces sweaty and hot.
Warm breath in the cold morning
creates weather patterns, small gray clouds
that seem to collect over my head,
as if the clouds know that change is coming.

Coach spends the second half
at the other end of the bench
as if it is a seesaw
that will balance our energy,
her excitement and my waiting,
ready to get in the game.

I am willing
with my white jersey clean as blank paper,
my spiked shoes barely remembering
what it is like to run in muddy earth.

With two minutes left,
Melissa motions to Coach,
her hands on her knees,
her breath coming in giant bursts,
her face hot, her body out of energy.

As Melissa makes her way to the sideline,
Coach gives me a silent nod
telling me in the “ancient code”
used before words were invented,
to make my way in.

The earth welcomes me with each step I take
as the ball comes to me,
and I move it with ease, my energy saved,
as I weave and wind my way
toward the goal.

I curve the ball like a comma
just past the lunging goalkeeper
just as the final whistle sounds.



1. Which word *best* describes the speaker in the poem?

- A** Bored
- B** Angry
- C** Humble
- D** Eager

2. Why does the author include the detail about the “white jersey clean as blank paper”?

- A** To tell what the team’s colors are
- B** To describe the calmness of the speaker
- C** To point out that the coach requires neatness
- D** To explain that the speaker has not yet played

3. Which line from the poem is an example of *personification*?

- A** “Warm breath in the cold morning”
- B** “her breath coming in giant bursts,”
- C** “The earth welcomes me with each step I take”
- D** “as I weave and wind my way”

4. Read the lines from the poem.

... small gray clouds that seem
to collect over my head,
as if the clouds know that
change is coming.

To what change is the speaker referring?

- A** The rain is expected to arrive.
- B** The speaker will get to play.
- C** The team is getting tired.
- D** The speaker’s team may lose.

5. What happens at the end of the poem?

- A** The score is tied.
- B** The game continues.
- C** The speaker scores the winning goal.
- D** The reader is not sure of the outcome of the game.

7. What is the effect of the author's use of images?

Use details from the poem to support your answer.

Write your answer in the answer document.

6. What would be another appropriate title for the poem?

- A** *Ready to Play*
- B** *Sideline Sights*
- C** *The Tired Team*
- D** *The Quiet Coach*

**ITEMS NOT
ASSOCIATED WITH
A PASSAGE**

DIRECTIONS:

Read each question and choose the best answer. Then mark the space for the answer you have chosen.

1. Read the sentence.

The ocean's waves will wreck the sandcastle.

Which sentence uses the word wreck in the same way?

- A** Martha was a wreck after she lost her favorite toy.
- B** Look at the wreck John is driving to school.
- C** His friends plan to wreck their old tree house so they can build a new one.
- D** The field was a wreck after the exciting soccer game ended.

2. Read the sentence.

The bell will ring four times to let our school know about the fire drill.

Which sentence uses the word ring in the same way?

- A** Laura had to clean up the ring of juice her glass left on the table.
- B** My ears started to ring from the loud noise in the hallway.
- C** The class formed a ring around Mark and sang to him.
- D** My sister brought me a silver ring from Arizona.

ITEMS BY CONTENT STANDARD

Content Standard 1

Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.

- Word “chunks” or parts
Example: “mark,” “remark,” or “able” in *remarkable*
- Inflected endings such as *ed* or *ing*
- Possessives and contractions

Item Type

Multiple-choice

Additional Information

Items not associated with passages

Items associated with passages

Sample Multiple-Choice Items

The items below reference “Items Not Associated with a Passage” on page 31.

1. Read the sentence.

The ocean’s waves will wreck the sandcastle.

Which sentence uses the word wreck in the same way?

- A** Martha was a wreck after she lost her favorite toy.
- B** Look at the wreck John is driving to school.
- C** His friends plan to wreck their old tree house so they can build a new one. *
- D** The field was a wreck after the exciting soccer game ended.

2. Read the sentence.

The bell will ring four times to let our school know about the fire drill.

Which sentence uses the word ring in the same way?

- A** Laura had to clean up the ring of juice her glass left on the table.
- B** My ears started to ring from the loud noise in the hallway. *
- C** The class formed a ring around Mark and sang to him.
- D** My sister brought me a silver ring from Arizona.

Content Standard 2

Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres.

- Determining sequence of events
- Comparing and contrasting
- Distinguishing fiction from nonfiction
- Using sentence structure and context
- Using prior knowledge and experience to interpret
- Skimming
- Inferring motive

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with literary/recreational passages and poetry

Sample Multiple-Choice Items

The items below reference “Wagon Train and Rush Hour” on page 6.

1. How are Aunt Cecilia and Jason similar?

- A** They are impatient.
- B** They like adventures. *
- C** They are skateboarders.
- D** They like to travel on trains.

2. How can the reader tell the story is realistic fiction?

- A** The events actually occurred.
- B** The events are based on historical facts.
- C** The events could not happen in real life.
- D** The events are made up but could happen. *

The items below reference “Wagon Train and Rush Hour” on page 6.

The items below reference “A Brother’s Rice” on page 9.

3. Read the sentence from the story.

It was clear that while it had not been an easy journey, it was an *incredible* one that Aunt Cecilia would always remember fondly.

The word *incredible* means —

- A** unbelievable *
- B** puzzling
- C** effortless
- D** common

4. Why does Aunt Cecilia tell Jason about her trip?

- A** To teach him about history
- B** To describe the difficulties of her trip
- C** To make the time pass more quickly *
- D** To encourage him to take a wagon train trip

5. In the story, what advantage does Ming have over Chung?

- A** A larger area on which to plant rice
- B** Land that is better suited for farming
- C** The resources to harvest the rice faster *
- D** A better house and more possessions

6. This story would *most likely* be found in a —

- A** collection of folktales *
- B** website about rice
- C** book of short biographies
- D** guide to gardening

7. Why did each of the brothers think that he had to help the other?

- A** Their father had taught them to put others first.
- B** Each thought that he was smarter than the other.
- C** They were both too proud to receive help from others.
- D** Each thought that he had a more secure life than the other. *

The items below reference “A Brother’s Rice” on page 9.

The items below reference “Past and Future Friends” on page 13.

8. Ming and Chung are *similar* to each other because they both are —

- A** afraid of being poor
- B** confused about the future
- C** devoted to one another *
- D** excited about getting more rice

9. Based on information in the story, you can tell that the father of Ming and Chung loved his two sons equally because —

- A** both Ming and Chung spoke highly of him
- B** he gave them both the same amount of land *
- C** he taught both Ming and Chung the best way to farm
- D** the brothers learned concern for each other from him

10. Ming and Chung could both *best* be described as —

- A** afraid of being poor
- B** confused about the future
- C** devoted to family *
- D** excited about getting food

11. How can the reader tell that the story is realistic fiction?

- A** The characters’ experiences actually happened to real people.
- B** The characters are not real, but they have believable experiences. *
- C** The characters have experiences that are impossible in real-life situations.
- D** The characters are real people whose experiences are invented by the author.

12. Mike expects Jack to be friendly when the new school year starts because they —

- A** have been pals since they met *
- B** play on the same football team
- C** know many of the same people
- D** have spent the summer together

The items below reference “Past and Future Friends” on page 13.

13. Read the sentences from the story.

“What’s with *me*?” Mike snapped.
“Where’s your fan club? Patrick and Lou? I’m surprised to see you without them.”

Jack looked shocked. “They’re good guys. You just have to give them a chance.”

Why did Jack look “shocked” in this part of the story?

- A** He is angry at Mike’s behavior.
- B** He is unaware of Mike’s feelings. *
- C** He is surprised Mike joined the team.
- D** He is amazed Mike is a friend of Lou’s.

15. Read the sentence from the story.

Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack.

At this point in the story, Mike *probably* feels —

- A** jealous of Patrick and Lou
- B** confused by Jack’s actions *
- C** anxious to make new friends
- D** hopeful about the school year

14. What happened after Jack offered to introduce Mike to his new friends?

- A** Jack stopped Mike after school to discuss their friendship.
- B** Mike avoided Jack and his friends in the hallway.
- C** Mike remembered giving Jack the same invitation two years ago. *
- D** Mike and Jack spent the summer fishing at Miller’s Pond.

The items below reference “Waiting to Get in the Game” on page 26.

16. Read the lines from the poem.

. . . small gray clouds that seem
to collect over my head,
as if the clouds know that
change is coming.

To what change is the speaker
referring?

- A** The rain is expected to arrive.
- B** The speaker will get to play. *
- C** The team is getting tired.
- D** The speaker’s team may lose.

17. What happens at the end of the poem?

- A** The score is tied.
- B** The game continues.
- C** The speaker scores the winning goal. *
- D** The reader is not sure of the outcome of the game.

Sample Open-Ended Items

The item below references “Wagon Train and Rush Hour” on page 6.

1. How does Jason change from the beginning of the story to the end of the story?

Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “Past and Future Friends” on page 13.

3. Why did Mike believe he was going to lose his friend Jack?

Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “A Brother’s Rice” on page 9.

2. Summarize the story.

Use details from the story to support your answer.

Write your answer in the answer document.

Content Standard 3

Recognize the use or effect of literary elements and devices—including setting, character traits, stated purpose, metaphors, and simple symbolism—and recognize stated purpose and gain information from various text formats, including tables and charts.

- Persuasive techniques
- Main idea and supporting details
- Personification
- Implied purpose

Item Type

Multiple-choice

Open-ended

Additional Information

Phrases or poetry may be used.

Items not associated with a passage will be used.

Items associated with a passage will be used.

Sample Multiple-Choice Items

The items below reference “Wagon Train and Rush Hour” on page 6.

1. Where does the story *most likely* take place?

- A** In a small town
- B** At a skateboard park
- C** Near a large city *
- D** On the wagon train trail

2. Which literary device does the author use to move the story along?

- A** Dialogue *
- B** Metaphor
- C** Symbolism
- D** Personification

The items below reference “A Brother’s Rice” on page 9.

3. In the last paragraph, what does the author *most likely* mean when he says “their hearts acted as one”?

- A** The brothers loved things exactly the same way.
- B** The brothers shared the same feelings for each other. *
- C** One of the brothers would always be able to support the other.
- D** Each brother was the most important person in the other’s life.

4. What is the main idea of the story?

- A** Showing concern for family members is an admirable trait. *
- B** Family members should never interfere in each other’s lives.
- C** It is a bad idea for family members to work together.
- D** Family members who live apart have better relationships.

5. Which of these *best* describes how both Ming and Chung behaved in this story?

- A** Adventurously
- B** Colorfully
- C** Courageously
- D** Generously *

6. It is understood from this story that both Ming and Chung are —

- A** afraid of starving
- B** well-educated men
- C** happy with their lives *
- D** unable to think reasonably

7. Which of these *best* describes Ming and Chung’s father?

- A** Fair *
- B** Lively
- C** Strong
- D** Clever

The items below reference “Past and Future Friends” on page 13.

8. Read the sentence from the story.

Mike felt a knot in the pit of his stomach.

This sentence shows how Mike feels by —

- A** explaining that someone is sick
- B** describing a physical sensation *
- C** comparing two similar emotions
- D** expressing the idea of hunger

10. In the story, how does Mike’s problem begin?

- A** He keeps to himself in the cafeteria.
- B** He does not make the football team.
- C** He does not know anyone in school.
- D** He notices Jack with his new friends. *

9. Which sentence from the story includes a *metaphor*?

- A** “Mike was walking home from school on Thursday when he heard footsteps behind him.”
- B** “The two boys had quickly become best friends.”
- C** “Mike was a frozen statue as he watched Jack stomp away.” *
- D** “Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack.”

The items below reference “Living History” on page 17.

11. According to the passage, wildflowers can grow in a meadow, forest, or along the side of a road. In what other *natural* setting could wildflowers grow?

- A** A ceramic pot
- B** A vacant lot *
- C** A laboratory
- D** A greenhouse

12. According to the passage, which of these traits sets wildflowers apart from other flowers?

- A** Wildflowers can flourish without human help. *
- B** Wildflowers bloom much better inside a house.
- C** Wildflowers need a lot of fertilizer and space.
- D** Wildflowers produce oxygen from carbon dioxide.

13. Which of these *most* accurately describes the main idea of the passage?

- A** Wildflowers should be appreciated for more than their beauty. *
- B** Settlers brought wildflower seeds mixed with their grain.
- C** Wildflowers improve the quality of the air we breathe.
- D** Flowering plants are an important resource for perfume.

14. What is the author’s purpose in the selection?

- A** To entertain with a story about wildflowers
- B** To convince readers to join the Alabama Wildflower Society
- C** To give facts about wildflowers in the United States *
- D** To explain how to grow wildflowers

15. What would be the *best* new title for the passage?

- A** *Gathering Wildflowers*
- B** *Identifying the Wildflower*
- C** *Wildflowers: Past and Present* *
- D** *Flowering Plants of North America*

16. The table titled “Tips for Enjoying Wildflowers” is included with the passage to give the reader quick access to ideas for —

- A** planning projects related to wildflowers *
- B** making medicine from wildflowers
- C** naming flowers in the wild
- D** joining the Alabama Wildflower Society

The items below reference “The Car That Loves Water” on page 21.

17. Based on the information in the passage, a reader can tell that Alan Gibbs is —

- A** inaccurate
- B** dedicated *
- C** generous
- D** persuasive

18. Which of these is *not* a characteristic of the *Aquada*?

- A** It contains many new functional inventions.
- B** It travels faster on water than its forerunners.
- C** It can reach speeds of 175 miles per hour. *
- D** It switches easily from land to water.

The item below references “The Car That Loves Water” on page 21.

A Comparison of the *Aquada* to the Leading Sports Car

	Top Speed	Engine Horsepower	Way to Enter or Exit the Vehicle	Number of 1st Year Cars Produced	Average Price in 2001
<i>Aquada</i>	Land – 100 mph Water – 30 mph	175	removable roof	100	\$230,000
Leading Sports Car	175 mph	345	doors	300	\$55,000

Note: The values listed are approximate. Each car has its own specifications.

19. According to the table, which of these *probably* makes the *Aquada* unavailable to the average consumer?

- A** Its top speed on land
- B** Its ability to drive on water
- C** The horsepower of its engine
- D** The cost of the vehicle *

The items below reference “Waiting to Get in the Game” on page 26.

20. Which word *best* describes the speaker in the poem?

- A Bored
- B Angry
- C Humble
- D Eager *

22. Which line from the poem is an example of *personification*?

- A “Warm breath in the cold morning”
- B “her breath coming in giant bursts,”
- C “The earth welcomes me with each step I take” *
- D “as I weave and wind my way”

21. Why does the author include the detail about the “white jersey clean as blank paper”?

- A To tell what the team’s colors are
- B To describe the calmness of the speaker
- C To point out that the coach requires neatness
- D To explain that the speaker has not yet played *

23. What would be another appropriate title for the poem?

- A *Ready to Play* *
- B *Sideline Sights*
- C *The Tired Team*
- D *The Quiet Coach*

Sample Open-Ended Items

The item below references “A Brother’s Rice” on page 9.

1. How do the positive characteristics of the two brothers teach a lesson to the reader?

Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “Living History” on page 17.

3. Explain how wildflowers are important.

Use details from the passage to support your answer.

Write your answer in the answer document.

The item below references “Past and Future Friends” on page 13.

2. What events in the story lead Mike to believe that Jack has neglected him as a friend?

Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “Waiting to Get in the Game” on page 26.

4. What is the effect of the author’s use of images?

Use details from the poem to support your answer.

Write your answer in the answer document.

Content Standard 4

Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade functional and textual/informational reading materials.

- Determining sequence of events
- Determining cause and effect
- Distinguishing fact from opinion
- Previewing and predicting
- Using sentence structure and context
- Using prior knowledge and experience to interpret
- Self-monitoring text understanding

Examples: rereading, using context clues, adjusting speed, accessing prior knowledge and experiences

- Using expanded vocabulary
- Recognizing persuasive techniques
- Skimming
- Using reference materials

Item Type

Multiple-choice

Open-ended

Additional Information

Items apply to textual/informational and functional materials.

Sample Multiple-Choice Items

The item below references “Living History” on page 17.

1. The passage *probably* includes the “Tips for Enjoying Wildflowers” table because —

- A** most people are too busy to read about different wildflowers
- B** the information encourages further study of wildflowers *
- C** wildflowers can only be enjoyed in very specific locations
- D** there are too many different types of wildflowers to see at one time

The item below references “Living History” on page 17.

2. Read the sentence from the passage.

Be aware; these names may refer to different plants depending on which part of the country they are found!

The passage includes this warning because —

- A** some parts of the country do not keep records of wildflowers
- B** only some types of wildflowers are named after historic places
- C** some of these names are very old and difficult to pronounce
- D** confusion may result from a flower having different names *

The item below references “The Car That Loves Water” on page 21.

4. Which of these is an *opinion* in the passage?

- A** “. . . passengers must climb over the sides in order to enter the vehicle.”
- B** “. . . a sports car splashed into the water and sped up and down the river . . .”
- C** “The car’s body consists of light materials that help keep it afloat.”
- D** “In fact, people walking by must have thought they were watching a scene from a spy movie.” *

The item below references “The Car That Loves Water” on page 21.

3. The makers of the *Aquada* produced a small number of cars because —

- A** the cost of the car limits the number of possible buyers *
- B** only movie companies want to use the vehicle
- C** many people cannot operate the car in water
- D** the inventor wanted to make more improvements

The items below reference “The Car That Loves Water” on page 21.

5. Which sentence *best* summarizes the passage?

- A** Though it looks like a car from a science fiction magazine, the *Aquada* can propel itself through the water at 30 miles per hour and travel up to 100 miles per hour on land.
- B** The *Aquada* originally cost more than two hundred thousand dollars, and there were only 100 models produced in its first year.
- C** After seven years, and with the help of 70 people, Alan Gibbs produced the *Aquada*, a lightweight sports car that can travel on water. *
- D** Unlike most expensive sports cars, in order to prevent water leaks, the only way to enter the *Aquada* is through the removable roof.

7. Read the sentence from the passage.

This fancy, complex car is called the *Aquada*TM.

According to the passage, the symbol after the word *Aquada* indicates —

- A** the initials of the manufacturing company
- B** a trademark for the name of the car *
- C** the difference between the types of cars
- D** an emblem that represents the inventor

6. The *Aquada* does not have any doors in order to —

- A** prevent water leaks *
- B** reduce the weight of the car
- C** allow it to move faster
- D** make it look like other sports cars

Sample Open-Ended Items

The item below references “Living History” on page 17.

1. Write a summary of the passage.

Use details from the passage to support your answer.

Write your answer in the answer document.

The items below reference “The Car That Loves Water” on page 21.

2. Explain why the title is appropriate for the passage.

Use details from the passage to support your answer.

Write your answer in the answer document.

3. Explain why seeing the *Aquada* for the first time, people “must have thought they were watching a scene from a spy movie.”

Use details from the passage to support your answer.

Write your answer in the answer document.

ANSWER KEY

“Wagon Train and Rush Hour” (pages 6–8)

Item	Correct Answer	Content Standard
1.	B	2
2.	D	2
3.	A	2
4.	C	3
5.	A	3
6.	C	2

7. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of how Jason changes from the beginning of the story to the end of the story using details from the story for support. Details may include, but are not limited to, the following:</p> <p>In the beginning of the story:</p> <ul style="list-style-type: none"> • Jason was impatient. <ul style="list-style-type: none"> - Tapping his foot - Asking if we’d ever get there - Positive he could have walked faster - If he took his skateboard he could be there in 15 minutes - Wondered how it would have been to travel in a covered wagon <p>At the end of the story:</p> <ul style="list-style-type: none"> • Jason had stopped complaining and was glad to have learned about a covered wagon train trip his aunt had taken. <ul style="list-style-type: none"> - Riding horses everyday and sitting in a saddle - Covered 20 miles a day - Camped each night - Wanted to learn more about the Alabama Wagon Train - Eager to share what he learned with the teacher
2	demonstrate a general understanding of how Jason changes from the beginning of the story to the end of the story, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of how Jason changes from the beginning of the story to the end of the story using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“A Brother’s Rice” (pages 9–12)

Item	Correct Answer	Content Standard
1.	C	2
2.	A	2
3.	C	2
4.	B	2
5.	D	2
6.	B	3
7.	A	3
8.	D	3
9.	C	2
10.	C	3
11.	A	3

“A Brother’s Rice” (continued)

12. Content Standard 2

Score Point	The response should
3	<p>demonstrate a thorough summarization of the story using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Ming and Chung farmed an equal portion of their father’s land that was composed of rice paddies. • Ming felt guilty that his brother had no one to help him farm, so he sneaked over and left two baskets of rice in Chung’s yard. • The baskets reappeared the next day, causing Ming confusion. • When he went to return the baskets, he bumped into his brother. • Chung was also worried about Ming because he had more mouths to feed, so he was delivering two extra baskets of rice. • They realized each brother was fine with the amount, but discovered that they both had each other’s best interests in mind.
2	demonstrate a general summarization of the story, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited summarization of the story using little or no support.
0	demonstrate no attempt to address the prompt.

“A Brother’s Rice” (continued)

13. Content Standard 3

Score Point	The response should
3	<p>demonstrate a thorough understanding of the story by explaining how the positive characteristics of the brothers teach a lesson using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Each brother worked diligently and was rewarded with good, healthy crops and a satisfying lifestyle. • Each brother was willing to share his part with the other and expected nothing in return. Their generosity was rewarded with having a wonderful relationship with each other and the knowledge that if one needs something, the other will be there to help. • Each brother worried and cared deeply for the other and this emphasized the benefits of having a close relationship with family. • The positive characteristics of the brothers teach the reader to be considerate of family and good friends by putting others first. • The positive characteristics of the brothers teach the reader to be hard-working in pursuing a goal and in providing for family members. • The positive characteristics of the brothers teach the reader to be concerned about family and to be sensitive to their needs.
2	demonstrate a general understanding of the story by explaining how the positive characteristics of the brothers teach a lesson, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of the story by explaining how the positive characteristics of the brothers teach a lesson using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“Past and Future Friends” (pages 13–16)

Item	Correct Answer	Content Standard
1.	B	2
2.	A	2
3.	B	2
4.	C	2
5.	B	2
6.	B	3
7.	C	3
8.	D	3

9. Content Standard 2

Score Point	The response should
3	<p>demonstrate a thorough understanding of the events in the story that led Mike to believe he was going to lose his friend using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Mike did not try out for the football team like his friend Jack did. • Jack had stylish new clothes and haircut. • Jack joined another friend on the court instead of stopping to talk to Mike. • They didn't see much of each other during the summer. • Jack had made friends with two of the most popular boys in school.
2	demonstrate a general understanding of the events in the story that led Mike to believe he was going to lose his friend, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of the events in the story that led Mike to believe he was going to lose his friend using little or no support.
0	demonstrate no attempt to address the prompt.

“Past and Future Friends” (continued)

10. Content Standard 3

Score Point	The response should
3	<p>demonstrate a thorough understanding of why Mike believes Jack has neglected him as a friend using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • On the first day of school, when Mike sees Jack in the hall, he starts to go up to him. • Patrick and Lou appear, and Jack goes off with them. • He doesn't even seem to notice Mike. • Then, when they go to P.E., Jack says hello to Mike, but then Jack leaves with Patrick and Lou. • Mike also feels left out of the group because Jack is wearing stylish clothes, has a new haircut, and plays football. • Jack had gone on vacation and then had started football practice in the summer, so Mike had not seen him much.
2	demonstrate a general understanding of why Mike believes Jack has neglected him as a friend, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of why Mike believes Jack has neglected him as a friend using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“Living History” (pages 17–20)

Item	Correct Answer	Content Standard
1.	B	3
2.	A	3
3.	A	3
4.	C	3
5.	B	4
6.	C	3
7.	D	4
8.	A	3

9. Content Standard 3

Score Point	The response should
3	<p>demonstrate a thorough understanding of how wildflowers are important using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • They have been used in making medicines to help people. • They help improve air quality by recycling carbon dioxide. • They help us breathe by producing oxygen. • They give us natural beauty that surrounds us. • They reflect a part of our country’s history. • They are part of botanical gardens throughout our country and are featured to help us learn about science and history. • They have been used to help conservation efforts. • They remind us of the spirit of people who have moved here.
2	demonstrate a general understanding of how wildflowers are important, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of how wildflowers are important using little or no support.
0	demonstrate no attempt to address the prompt.

“Living History” (continued)

10. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough summarization of the passage using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Wildflowers are flowers that grow naturally without help from people. • You can see wildflowers growing in a field, in the woods, or sometimes along a road. • Many wildflowers have names from the past. • Many of the wildflowers you see today are the same ones that settlers saw when they came to our country many years ago. • Some wildflowers were packed as seeds and brought to our country by settlers to help remind them of home. • A state’s flower is often a wildflower. • Wildflowers have been used to make medicines.
2	demonstrate a general summarization of the passage, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited summarization of the passage using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“The Car That Loves Water” (pages 21–25)

Item	Correct Answer	Content Standard
1.	B	3
2.	C	3
3.	A	4
4.	D	4
5.	C	4
6.	A	4
7.	B	4
8.	D	3

9. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of why the title is appropriate for the passage using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • The car can travel on water in mere seconds. • Other prototypes and trials were unsuccessful, or slow to perform. • The car’s body has a light aluminum frame that helps keep it afloat. • There are no doors on the cars due to possible leakage. • The driver pushes a button and the wheels disappear, then jet power moves the car through the water like a speedboat.
2	demonstrate a general understanding of why the title is appropriate for the passage, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of why the title is appropriate for the passage using little or no support.
0	demonstrate no attempt to address the prompt.

“The Car That Loves Water” (continued)

10. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding that the <i>Aquada</i> resembled a car from a spy movie using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • A sports car that travels on water is a rare thing and has only been seen in various spy movies or fictional pieces. • At the touch of a button, the wheels slide up and use jet power to propel the boat. • The car makes an adjustment from land to water in 6 seconds. • The car is very expensive, and usually only large corporations such as movie companies can afford it. • The car has no doors, which is very unusual and something you would see in a movie.
2	demonstrate a general understanding that the <i>Aquada</i> resembled a car from a spy movie, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding that the <i>Aquada</i> resembled a car from a spy movie using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“Waiting to Get in the Game” (pages 26–29)

Item	Correct Answer	Content Standard
1.	D	3
2.	D	3
3.	C	3
4.	B	2
5.	C	2
6.	A	3

7. Content Standard 3

Score Point	The response should
3	<p>demonstrate a thorough understanding of the effect of the author’s use of images using details from the poem for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • The images help the reader to visualize the soccer game described in the poem. <ul style="list-style-type: none"> - “the dew-covered grass catching the light and making small rainbows” - “my white jersey clean as blank paper,” - “I curve the ball like a comma” • The images help build excitement. <ul style="list-style-type: none"> - “...halftime, score tied, faces sweaty and hot.” - “Warm breath in the cold morning creates weather patterns, small gray clouds that seem to collect over my head, as if... change is coming.” - “Coach spends the second half at the other end of the bench as if it is a seesaw that will balance our energy,” - “her breath coming in giant bursts, her face hot, her body out of energy.” - “as I weave and wind my way toward the goal.”
2	demonstrate a general understanding of the effect of the author’s use of images, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of the effect of the author’s use of images using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

Items Not Associated with a Passage (page 31)

Item	Correct Answer	Content Standard
1.	C	1
2.	B	1

SAMPLE RESPONSE FORMAT

SAMPLE RESPONSE: MULTIPLE-CHOICE

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

9	A	B	C	D
10	A	B	C	D

SAMPLE

SAMPLE RESPONSE: OPEN-ENDED

DO NOT WRITE OUTSIDE THE BOX.

Answer question _ in this box.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.