

Alabama Reading and Mathematics Test⁺

Item Specifications

for

Reading

Grade 7



**Alabama State Department of Education
Montgomery, Alabama
December 2011**

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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 7

CONTENT STANDARD	POINTS POSSIBLE
<p>1 – Apply strategies appropriate to the type of material, including setting purposes for reading and making generalizations, to comprehend seventh-grade literary/recreational materials.</p> <ul style="list-style-type: none"> • Distinguishing factual from fictional materials • Determining sequence • Using specific context clues • Applying self-monitoring strategies • Drawing conclusions • Confirming or refuting predictions 	10
<p>2 – Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.</p> <ul style="list-style-type: none"> • Mood • Flashback 	15
<p>3 – Distinguish among the major genres—including poetry, short stories, novels, plays, biographies, and autobiographies—and sub-genres such as folktales, myths, parables, fables, and science fiction—based on their characteristics.</p>	7
<p>4 – Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend textual/informational and functional materials.</p> <ul style="list-style-type: none"> • Determining sequence of events • Using specific context clues • Applying self-monitoring strategies • Drawing conclusions 	15
<p>5 – Recognize the use of textual elements, including main idea and supporting details, and gain information from various text formats, including graphs.</p>	16
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.

A Lifelong Friend

My parents and I are really excited for the venture that is fast approaching. My family will be leaving on a space mission next month. We will be gone for a minimum of ten years. Due to the long duration of the journey, my parents are concerned about my well-being. Being absent for ten years is a long time, and they do not want me to become lonely because I will be the only child on this space mission. My parents are hoping a companion will become a close friend. I have to admit that I think this is an intelligent concept.

A while ago, my parents got really excited—they thought they had found the perfect companion for me. They could not wait to introduce us. One night they brought him home. His name was Robert. He was quite impressive and had many talents; learning new ideas and skills came easily to Robert, I could tell. He was eager to discover what we had in common. I told Robert I was devoted to swimming, that, in fact, I was an accomplished swimmer on our middle school team. Robert instantly decided that he wanted to experience swimming, too. We decided he should become a member of the swim team.

Today was the first day of practice for the season. Since Robert was just becoming a member of the team, Coach Maxwell wanted to see Robert's ability while watching him swim a few laps. The rest of the team watched in disbelief as Robert dove into the pool and raced to the other end. His long arms sliced through the water like a hot knife through butter. Our coach held a stopwatch and studied Robert's movements attentively. When Robert touched the side of the pool after his final lap, Coach Maxwell called out his time and commended him. Robert had just set a new record. He grinned at me, hoping for congratulations, but I was speechless along with the rest of the team. He had only learned how to swim one week ago, and he had already surpassed the rest of us who had been swimming several years.

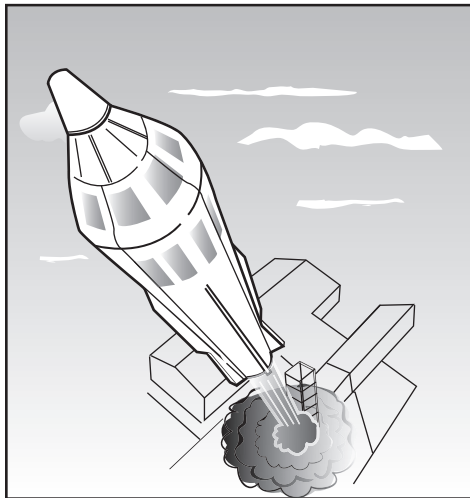
Robert's eyes narrowed as he watched me say nothing, and his grin evaporated. "I'm sorry, Ben. I was not thinking about how you or the other team members must feel to have a record broken by a beginner." He paused momentarily, and then continued, "But you knew that this was *inevitable*. Will we be able to remain friends?"

I said, "Of course—I mean, that was the whole idea. We will be lifelong friends."

Robert nodded, then rose and headed toward the locker room to change for class. I followed reluctantly, thinking about my words and wondering whether they were really true. We had indeed become close friends in the short time we had known one another, and I liked and trusted him. I also knew that what he had said was definitely true—he would eventually be able to outmaneuver me and everyone else in both sports and studies. Robert's abilities, endurance, and tireless capacity for practice were to be expected because he was a robot. A long time ago, robots were very primitive creations, nothing at all like Robert. Today it is impossible to tell a robot from a human. Robert looks like any other middle school boy. He is also programmed to appear to age, so in a few years he will be a teenager, then a grown man. Later he will even grow gray and develop wrinkles.

I enjoyed teaching Robert many of the skills he had attained. He is a quick study—and I like his observations about life and his sense of humor. I just had not been prepared for him to surpass everyone’s abilities so quickly. I was still considering my situation as we hurried down the hall toward English class—my father thinks it’s an important ancient language to know even though no one speaks it any longer—and I must admit that I was still feeling sorry for myself. Then I glanced at Robert, who was watching me anxiously, and it suddenly occurred to me that he was showing far more consideration for me than I was for him. It was time to acknowledge Robert for his accomplishment. “Robert,” I said, “I just want you to know that I think you did an outstanding job of swimming your laps this morning.” As I said this, I came to realize that learning was not simply a teacher-student relationship; it was more of a two-way street. Both people learn. Friendship is a give-and-take relationship that benefits both people.

As we turned into the classroom for English, we began reciting our homework, a speech given long ago in that ancient language, “Four score and seven years ago . . .”



1. The story is an example of which type of literature?

- A** Historical fiction
- B** Science fiction
- C** Realistic fiction
- D** Nonfiction

3. Based on the story, what can the reader tell about Robert?

- A** He has been on many space missions.
- B** He is reluctant to join the swim team.
- C** He wishes to try new things.
- D** He speaks many ancient languages.

2. Why do Ben's parents introduce him to Robert?

- A** So Ben can have a friend on the trip
- B** So Ben can show Robert where things are on the trip
- C** So Robert can teach Ben how to do new things
- D** So Robert can learn a new language

4. Read the sentence from the story.

His long arms sliced through the water like a hot knife through butter.

Why does the author use this description?

- A** To show that Robert deserves to be commended
- B** To create a picture of the way Robert swims
- C** To explain the best way to move in the water
- D** To provide details about the new swim team member

5. Robert tells Ben that breaking the record was *inevitable*. What does *inevitable* mean?

- A** Almost enough
- B** Just a bit more time
- C** Impossible to prevent
- D** Just an idea

7. Explain why Ben comes to realize that friendship is a give-and-take relationship that benefits both people involved.

Use details from the story to support your answer.

Write your answer in the answer document.

6. When Robert and Ben head toward the locker room, the point of view in the story helps the reader learn that Ben —

- A** wishes to be a robot like Robert
- B** wishes to spend time with new friends
- C** wonders whether he will have time for sports
- D** wonders whether he will be lifelong friends with Robert

Of Cabbages and Kings

In a distant kingdom long ago, lived a king named Ajal. He had a clever counselor named Ruddin. This adviser did his best to help the King make wise decisions, but the King often ignored him. The King wanted Ruddin to agree with him instead of pointing out other choices.

One day, the King's royal cook bought a cabbage from the market. Ruddin was passing through the kitchen when he saw the cook with the cabbage. He thought of an idea and suggested that the cook try a new recipe. He knew that this great new dish would delight King Ajal.

Sure enough, upon tasting the special cabbage, King Ajal exclaimed, "This is the most delicious thing I've ever tasted! Tell me, what is this vegetable I am eating?"

Ruddin spoke up with pride. "Most glorious King, the vegetable you are eating is cabbage. In all lands, the wisest and most noble of people have agreed that cabbage is the greatest of all foods and the one most suitable for a king."

"Very well," said King Ajal, "then I decree cabbage to be my kingdom's food of choice. Have my royal cook prepare cabbage for every meal from here on until the end of my days. Let it be known that my people are served only the noblest of all foods."

The cook groaned when he heard this news. He knew only one recipe for cabbage. Still, he was a servant of the King. If the King wanted to eat cabbage at every meal, then the cook had no choice but to follow royal orders.

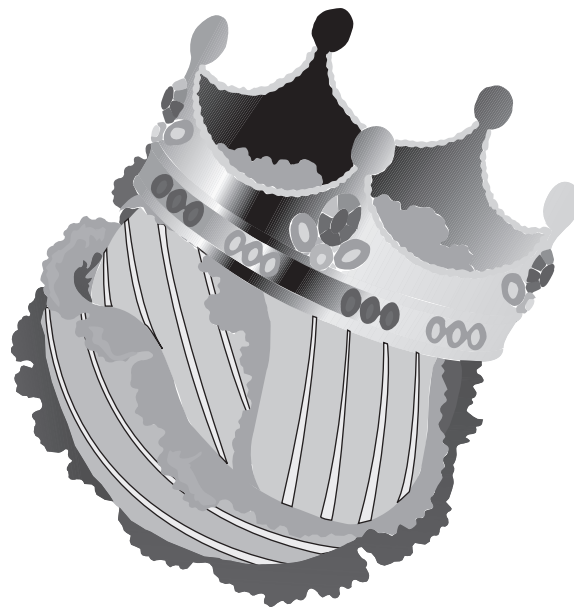
For the next week, the cook invented new ways to prepare cabbage for every meal. He served it boiled, broiled, baked, frittered, fried, pickled, parboiled, and sliced into strips. Before long, he had run out of ways to serve cabbage.

One day, as all the people in the castle were cringing at the thought of eating cabbage soup, King Ajal cried out, "I hate cabbage! I hate it!"

Ruddin stood up to speak. "Most noble and virtuous King, your wisdom is deeper than the deepest well. Teachers of knowledge in all the lands agree that the cabbage is the worst of all foods."

The King first nodded and then looked puzzled. "Ruddin," he said, "why did you praise the cabbage last week when I liked it, but insult it today when it no longer pleases me?"

"Ah, noble ruler," answered Ruddin, "I am only a servant of the King."



1. Why does the author include the information in the first paragraph?

- A** To give the reader a clue about the focus of the plot
- B** To present the reader with an opinion about Ajal's kingdom
- C** To furnish the reader with a summary of the tale
- D** To help the reader compare the two main characters

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

- A** cooking website
- B** collection of folktales
- C** travel magazine
- D** book of famous people

3. Read the sentence from the story.

The cook groaned when he heard this news.

Why does the cook react this way to the King's words?

- A** The cook thinks it is unfair for the King to expect him to work so hard.
- B** The cook objects to the fact that Ruddin is telling the King what to do.
- C** The cook feels that the King's request is almost impossible to achieve.
- D** The cook has hurt feelings because the King prefers one food over another.

4. Ruddin *most likely* believes that the King is —

- A** undeserving of any useful advice
- B** smart enough to learn a good lesson
- C** ignorant about the right kind of food
- D** wise in the ways of ruling a kingdom

6. Ruddin develops his plan to fool King Ajal because the King —

- A** deserves to be the victim of a trick
- B** likes to be treated to a good joke
- C** fails to listen to helpful advice
- D** hopes to mislead others as well

5. Why does Ruddin *most likely* choose cabbage to prove his point?

- A** Its ordinary nature emphasizes King Ajal's foolishness.
- B** Its great popularity is known throughout King Ajal's land.
- C** Its simple preparation makes it easy for the cook to serve it.
- D** Its delicious taste guarantees people will not mind eating it.

7. Read the sentence from the story.

One day, as all the people in the castle were cringing at the thought of eating cabbage soup, King Ajal cried out, "I hate cabbage! I hate it!"

How does the sentence set the mood in the story?

- A** It shows the characters are upset with their food choices.
- B** It shows the characters are angry at the King and his cook.
- C** It shows the characters are tired of being tricked.
- D** It shows the characters are not aware of Ruddin's plan.

8. Read the sentence from the story.

He served it boiled, broiled, baked, frittered, fried, pickled, parboiled, and sliced into strips.

How does the sentence *best* support the idea that eating cabbage was overwhelming the people of the kingdom?

- A** It uses several words that start with the same letter.
- B** It presents a lengthy list of ways to prepare it.
- C** It describes the cook's different vegetable recipes.
- D** It provides a variety of enjoyable choices.

9. The author of the story *probably* believes that people —

- A** will tire of something unless it is presented in different ways
- B** like to try new ideas as long as they are not ordered to do so
- C** enjoy playing a trick on someone as long as it does no harm
- D** learn best when they are allowed to discover their own faults

10. How does the reader know that this is a fable?

- A** All the characters are from royal families.
- B** Some of the events occur at home.
- C** Part of the story line happens in the past.
- D** One of the characters learns a lesson.

11. Read the sentence from the story.

"In all lands, the wisest and most noble of people have agreed that cabbage is the greatest of all foods and the one most suitable for a king."

Why does Ruddin use these words when he describes cabbage?

- A** He agrees with those who think cabbage is the best of all foods.
- B** He knows that vanity will prompt the King to eat the cabbage.
- C** He realizes people will not eat cabbage unless he recommends it.
- D** He wants to fool the cook into trying new ways to cook cabbage.

12. When the King has two different opinions about the cabbage, why does Ruddin agree both times?

Use details from the story to support your answer.

Write your answer in the answer document.

14. What does the story show you about King Ajal's character?

Explain how the King changes from the beginning to the end of the story.

Use examples from the story to support your answer.

Write your answer in the answer document.

13. Explain how the story's events lead to the climax of the story.

Use details from the story to support your answer.

Write your answer in the answer document.

Make Room for Brooms!

This story is based on true events. George M. Jones was a real person who helped a group of Alabama tenant farmers find a way to make money during hard times.

The room was already packed with people when Lily and her family arrived for the meeting at George Jones's house. After a quick "hello" to their friends, Lily and her family settled in some empty spaces on the floor.

Lily's parents, like everyone else at the meeting, were tenant farmers. That meant they did not have their own land. Instead, they farmed land that belonged to someone else. Lily had grown up helping her parents plant and harvest cotton. After paying the land owner for the use of the land, they barely had enough money left for food and clothes.

The Great Depression, however, had changed everything. The price of cotton had dropped very low because nobody could afford to buy it. Rural communities such as Lily's, located just outside of Florence, Alabama, were suffering even more than the big cities.

"We can't go on this way!" one woman declared. "We don't even have enough to eat!"

The room erupted with voices as other farmers added their complaints.

"My kids are wearing rags!"

"There's no money for Dad's medicine!"

"Things are getting worse instead of better!"

Finally, the voices seemed to merge into one despairing cry: "And there's nothing we can do about it!"

George Jones, the manager of all the tenant farms, held up his hand for silence. "That's where you're wrong. What if we were to start our own business?"

Shocked, the crowd stared at him, open-mouthed. "Start our own business?" a man called out. "Selling what?"

"Brooms," George replied simply. "Think about it. Everyone uses them. You need a kitchen broom for the kitchen, a parlor broom for the parlor, and a yard broom to sweep away grass and weeds. We can grow the broomcorn grass used in making the brooms ourselves. Everyone can help, even the kids. We'll sell the brooms we make and split the money. It won't be much, but it will help."

Once again, the room buzzed with voices, except now they sounded hopeful.

In the days that followed, everyone was busy. Lily helped plant the broomcorn that would be harvested and used in the future. Since the tenants wanted to start making brooms right away, they ordered a huge amount of yellow broomcorn from Nashville. The children helped sort the stalks by size, color, and quality, and soaked them in water, which made them easier to *manipulate*. Some brooms were made by hand, but the work went much faster after the farmers ordered a special machine called a "broom winder" that came all the way from St. Louis.

In what seemed like no time, their first batch of brooms was ready. They would be sold for twenty-five cents each. Looking at the pile of beautiful new brooms, Lily felt sure they would sell quickly. She smiled slightly as she picked up one of the brooms and pretended to sweep. A simple housecleaning tool was going to save their little community!



1. Which source would be the *most* useful in helping someone understand why making the brooms helped save the farmers?

- A** Farmer's Weather Almanac
- B** Website on Alabama
- C** Book on the Great Depression
- D** Article on broomcorn

3. At first, the farmers had to buy some broomcorn instead of growing it because it was —

- A** less expensive
- B** easier to work with
- C** better quality
- D** available quickly

2. In the story, a reader can tell that tenant farmers do not own their own —

- A** crops
- B** tools
- C** food
- D** land

4. In the story, the broomcorn was soaked to make it easier to *manipulate*. The word *manipulate* means to —

- A** sweep
- B** control
- C** sort
- D** wash

5. George Jones conducted the meeting of farmers because he —

- A** was a broomcorn salesman
- B** managed the tenant farms
- C** knew how to make brooms
- D** felt guilty about their problems

7. The price of cotton dropped because it could no longer be easily —

- A** grown
- B** afforded
- C** used
- D** harvested

6. Read the line from the story.

Finally, the voices seemed to merge into one despairing cry:

The imagery in the sentence *most likely* means —

- A** everyone at the meeting felt the same way
- B** all the voices sounded like sobbing
- C** only one person at the meeting was crying
- D** the farmers were upset by loud talking

8. What was the mood of the tenant farmers at the beginning of the meeting?

- A** Hopeless
- B** Selfish
- C** Wary
- D** Foolish

9. What contributed *most* to the worsening conditions for the tenant farmers?

- A** Paying for clothing and food
- B** Nearness to the big cities
- C** Availability of cotton
- D** The Great Depression

10. Describe the process involved in making brooms.

Use details from the story to support your answer.

Write your answer in the answer document.

11. In what ways did the Great Depression affect the tenant farmers?

Use details from the story to support your response.

Write your answer in the answer document.

12. Read the generalization below.

People can be resourceful in difficult times.

Explain how the generalization applies to the story. Use details from the story to support your answer.

Write your answer in the answer document.

Alabama's Prehistoric Past

Cave dwellers really did exist, and some of them lived in Alabama. Tucked into the state's northeastern corner is a window into 10,000 years of history. It is known as Russell Cave.

Pieces of arrows, spears, and pottery had been found in the cave for a hundred years or more. It was believed that Russell Cave once served as a home to early native people. Until the 1950s, although many artifacts had been found, the cave remained mostly unexplored.

In 1951, the Russell Cave area was surveyed for the installation of power lines. Paul H. Brown was a member of that survey team. Brown also happened to belong to a group of amateur archaeologists. Brown shared his fascination of the cave's history and the items the survey team discovered there with a friend from the archaeology group. In July 1951, Brown and his friend went to see the cave for themselves.

The two men explored the two-chambered cave. In the lower chamber, they discovered a small stream fed by an underground spring. They also noticed that after rainstorms water would flow through the cave. They believed these sources of fresh water could have supported any people who lived in the cave.

What really impressed the two explorers, however, was the upper chamber. There they found an assorted collection of artifacts including spear points, flint chips, pieces of pottery, and freshwater shells. Brown now had no doubt that native people had once lived in Russell Cave. How long ago was the question.

In order to find out, Brown and his fellow explorer received permission to excavate the site. Their dig began in 1953. Within two years, they found an abundance of evidence of cave dwellers. This was enough to convince the Smithsonian Institution to begin a thorough study of Russell Cave. With funding from the National Geographic Society, this new exploration started in 1956.

Leading the Smithsonian research team was Carl F. Miller. His excavation team cut 32 feet into the cave floor. *National Geographic* magazine carried stories on his findings. After uncovering more than three tons of artifacts, Miller was able to prove that prehistoric people had lived in Russell Cave. As for the question of when, Miller determined that the dwellers of the cave had lived there mainly during the Archaic period (8000 B.C.–1000 B.C.). Miller's findings made one thing clear: The cave had housed people for thousands of years.

Recognizing its importance, the National Geographic Society bought Russell Cave. It then gave the cave to the United States government. In 1961, President John F. Kennedy made it a national monument.

Since then, archaeologists have found tools in the cave that are more primitive than those Miller found. As a result, some historians believe that people lived in the cave as early as 12,000 B.C.

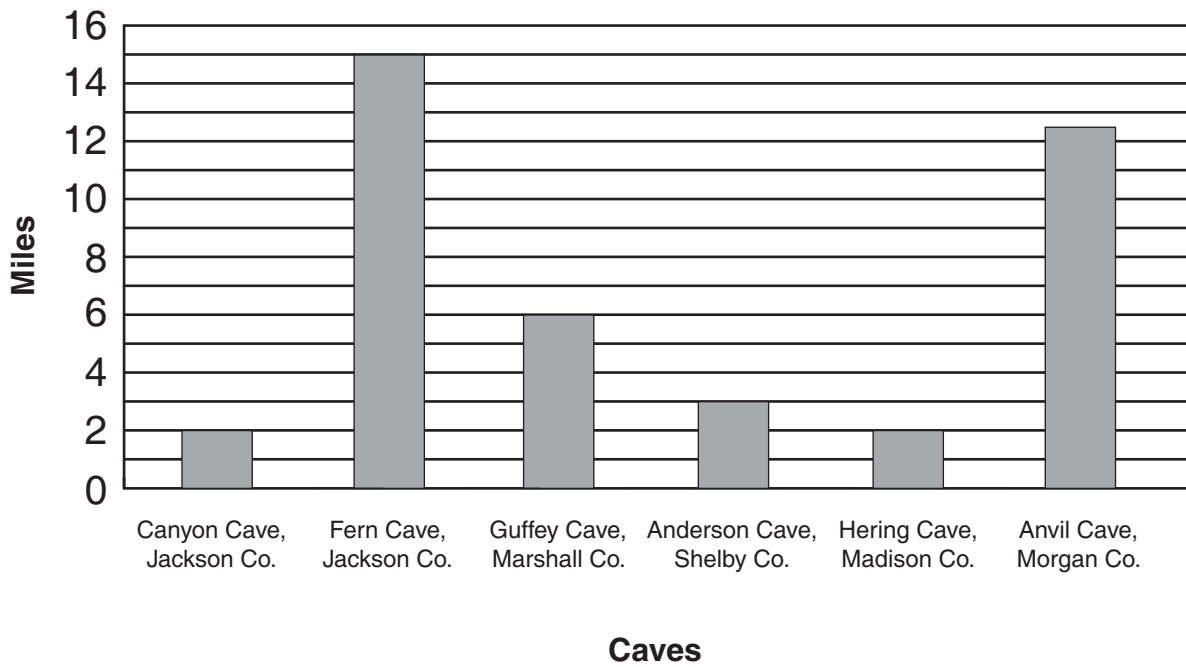
Today, the National Park Service manages Russell Cave as a tourist attraction with ongoing exploration. Tourists can visit this landmark while experts continue their search, hopeful that each new artifact will bring them more knowledge about the cave's history.



1. What is the passage *mainly* about?

- A** The tools archaeologists used to excavate artifacts from Russell Cave
- B** How Russell Cave became an important source of information about prehistoric cave dwellers
- C** What parts of Russell Cave made it an ideal home for prehistoric cave dwellers
- D** The kinds of tools and materials that were found in Russell Cave

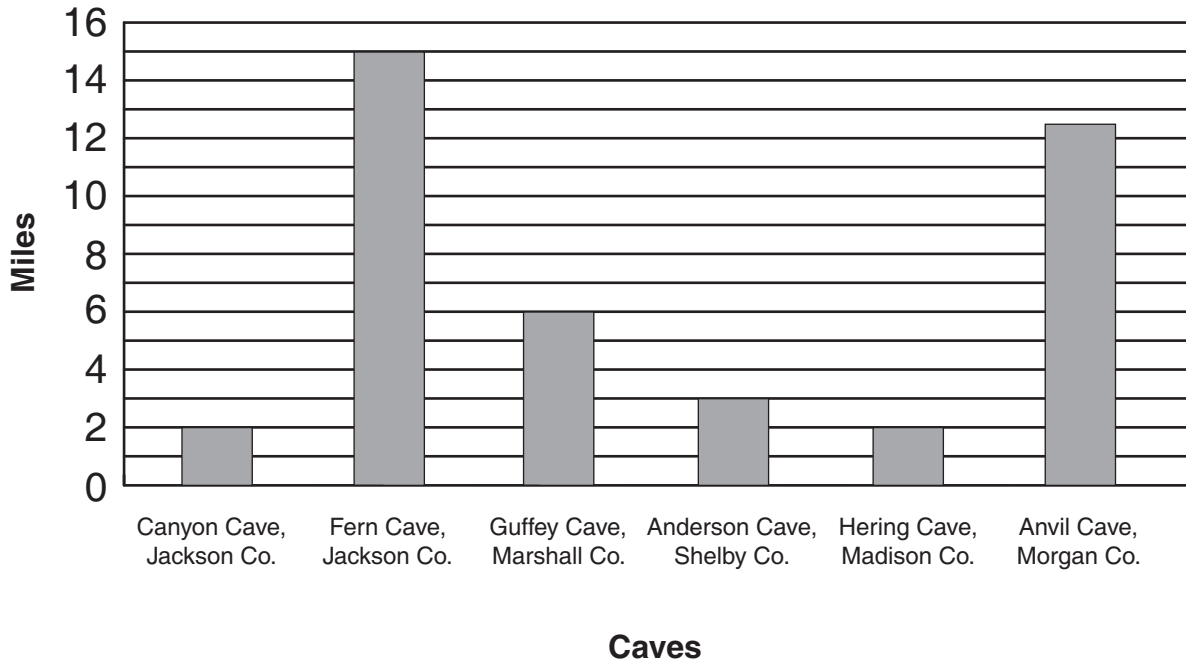
Alabama Cave Lengths



2. According to the graph, which of the following caves is the longest?

- A** Canyon
- B** Guffey
- C** Anderson
- D** Hering

Alabama Cave Lengths



3. Based on the information in the graph, the majority of the caves represented are —

- A** national monuments
- B** longer than Fern Cave
- C** located in the same county
- D** less than 10 miles in length

4. Which conclusion can be made about Paul Brown?

- A** He enjoyed working for the Smithsonian Institution.
- B** He enjoyed researching the histories of caves.
- C** He enjoyed meeting President Kennedy.
- D** He enjoyed making pottery and other artifacts.

5. What does the information in paragraphs 6, 7, and 8 tell about the importance of Russell Cave?

Use details from the passage to support your answer.

Write your answer in the answer document.

7. In the passage, Paul H. Brown was committed to archaeology.

Use details from the passage to support this statement.

Write your answer in the answer document.

6. In the passage, it is clear that Carl F. Miller's excavation was more successful than the excavation by Paul H. Brown.

Use details from the passage to explain the *most likely* reasons Miller was more successful.

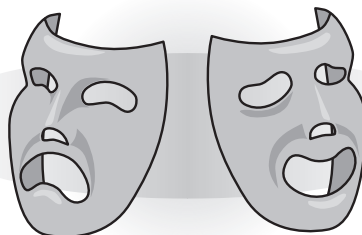
Write your answer in the answer document.

Papier-Mâché Masks

Masks are always fun to wear at festive events, and they can also be used to decorate walls. Here's a simple and inexpensive way to make masks. The face you create should reflect your unique and original style. Have fun applying your own creative touch to this project!

Supplies

- 1 medium-sized balloon
- Newspaper
- Flour and water
- Various colors of tempera paint
- Paintbrush
- Scissors
- A hole punch
- String
- Cookware pot



Instructions

Preparation

- Blow up balloon to a size that is slightly larger than the circumference of your head. Tie and set aside.
- Tear newspaper into strips about 1-inch wide and 4 to 6 inches long.
- To make the glue for the papier-mâché, mix $\frac{1}{2}$ cup of flour with $\frac{1}{2}$ cup of warm water until the mixture is creamy and free of lumps. On the stove, bring 2 cups of water to a boiling point. Add the mixture to the pot of boiling water and simmer for 3 to 5 minutes. Allow to cool.

Let's Begin

- Place the balloon in a container such as a bowl or shallow box. This will hold the balloon stable while applying the papier-mâché strips.
- Next, dip a strip of paper into the glue mixture. Using your fingers, wipe off excess glue, and begin wrapping it around the entire balloon in vertical and horizontal layers. Apply 2 to 3 layers and allow it to dry completely. (Drying time usually requires 7 to 8 hours but may need as much as 2 days depending on the humidity.)
- When balloon is dry, begin shaping small pieces of newspaper into raised features, such as the nose, brows, lips, and cheeks. Secure everything onto the balloon with extra strips of newspaper dipped into the glue. Make any modifications needed on the features and then allow the balloon to completely dry again.
- Next, using a sharp pin, pierce the hardened mask and pop the balloon. With scissors, cut the mask into the shape that will fit a face. (Do not forget the holes for the eyes!)

Final Touches

- Paint the entire mask in vivid and expressive colors. This may require 2 coats for complete coverage. Adding feathers, sequins, and glitter can also give your mask more flair. Cut a piece of string about 1 foot long. With the hole punch, punch a hole at opposite ends of the mask (about where the ears would be) and attach the string.

1. Which step must occur before applying the papier-mâché strips?

- A** The balloon has to be put in a secure place.
- B** Small pieces should be shaped into features.
- C** The mixture needs to be completely dry.
- D** Holes for the eyes of the mask must be cut.

3. Which step is done last when making a papier-mâché mask?

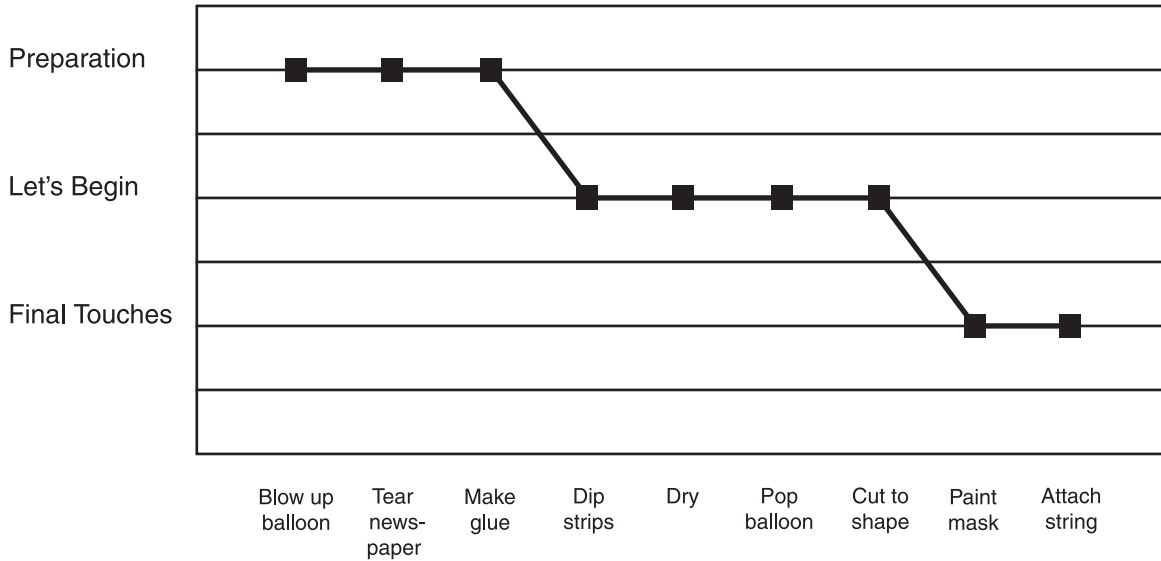
- A** Paint the mask with vivid colors.
- B** Cut the mask into a specific shape.
- C** Attach the string to the mask.
- D** Add decorations to the mask.

2. Why did the author *most likely* write the selection?

- A** To inform the reader how to make a papier-mâché mask
- B** To trace the history of papier-mâché masks
- C** To describe the appearance of a papier-mâché mask
- D** To persuade the reader to purchase a papier-mâché mask

Papier-Mâché Mask-Making

Phases



Steps

4. In what phase of the papier-mâché process is the glue made?

- A** Heating
- B** Let's Begin
- C** Preparation
- D** Final Touches

5. Read the sentence from the selection.

Masks are always fun to wear at festive events . . .

Is the author stating a *fact* or an *opinion* about masks?

Use details from the article to support your answer.

Write your answer in the answer document.

7. The instructions include a preparation section. Explain what would happen if the preparation step was ignored.

Use details from the selection to support your answer.

Write your answer in the answer document.

6. Who does the author believe will read the selection? Why?

Use details from the selection to support your answer.

Write your answer in the answer document.

Type vs. Write

Crisp abrupt type

Clicked out on a keyboard

Sprinkled like confetti.

Coming to rest from its silent free fall

Landing in speckled rows—A strict order

Authors' emotional autographs are

Masqueraded at first sight

To be revealed, the words must be read—said out loud

Allowed to float and fill the air

In order to comprehend and witness

Their weight—their rhythm

Their meaning—their truth

But the handwritten word

The personal touch of pen to paper

Provides a fingerprint—an introduction

Into authors' deepest identities

Scratching out their thoughts

With flourished windswept strokes

Jagged edges

Crossed out scribbles

Ink spots marking the starts and stops

Of fluid ideas flowing from the mind

The reader can see their serenity

Feel their frenzy

A conversation is had.



1. "Type vs. Write" is an example of which type of poetry?

- A** Haiku
- B** Ballad
- C** Limerick
- D** Free verse

2. What is the main idea of the poem?

- A** Conversations between poets who both type and write are shared.
- B** Readings are from both typed and written messages.
- C** Opinions regarding typewritten and handwritten words are given.
- D** Ideas for poets who are searching for words to write or type are offered.

3. What will the reader *most likely* predict about the poem after reading the title?

- A** The author will compare typing and writing.
- B** The author will discuss changes in typing and writing.
- C** The author will provide steps about learning to type.
- D** The author will explain why people write less often.

4. Which statement about handwritten pages is supported *most* by the poem?

- A** Handwritten pages are often difficult to read.
- B** Handwritten pages are the best to read.
- C** Handwritten pages are personal to each author.
- D** Handwritten pages are best for stating facts.

5. According to the poem, what must be completed after words are typed out on paper?

- A** The words should be left to rest.
- B** The words should be scribbled out often.
- C** The words should be read out loud.
- D** The words should be marked with ink spots.

7. Describe the effect figurative language has on the poem.

Use details from the poem to support your answer.

Write your answer in the answer document.

6. What is the meaning of the word *masqueraded* in the poem?

- A** Introduced
- B** Understood
- C** Touched
- D** Disguised

**ITEMS NOT
ASSOCIATED WITH
A PASSAGE**

These are the directions given to students.

DIRECTIONS:

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

1. Which genre features a narrative that teaches a lesson?

- A** Tall tale
- B** Science fiction
- C** Parable
- D** Play

2. An epic poem could *best* be described as containing —

- A** a long plot relating the adventures of a hero
- B** stanzas that rhyme with each other
- C** factual accounts of recent events and people
- D** strange creatures that have dialogue

3. Read the example sentences.

The robot blinked its mechanical eyes when the light from Jeb’s laser lamp instantly brightened the room. Carefully, Jeb took a step closer to the robot.

“Where am I?” the robot asked.

Jeb smiled. “You are aboard the *Zenith Praxar*. It’s the best ship in the galaxy,” he added proudly.

Which form of writing do the sentences *most likely* represent?

- A** A fable
- B** Realistic fiction
- C** An epic poem
- D** Science fiction

4. A folktale is similar to a myth in that they both —

- A** include stage directions
- B** explain what causes events in nature
- C** describe the machines used in the setting
- D** contain ancient Greek and Roman creatures

5. Which type of writing is *most likely* nonfiction?

- A** Poem
- B** Cartoon
- C** Interview
- D** Monologue

ITEMS BY CONTENT STANDARD

Content Standard 1

Apply strategies appropriate to the type of material, including setting purposes for reading and making generalizations, to comprehend seventh-grade literary/recreational materials.

- Distinguishing factual from fictional materials
- Determining sequence
- Using specific context clues
- Applying self-monitoring strategies
- Drawing conclusions
- Confirming or refuting predictions

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with literary/recreational passages and poetry

Sample Multiple-Choice Items

The items below reference “A Lifelong Friend” on page 5.

1. Based on the story, what can the reader tell about Robert?

- A** He has been on many space missions.
- B** He is reluctant to join the swim team.
- C** He wishes to try new things. *
- D** He speaks many ancient languages.

2. Robert tells Ben that breaking the record was *inevitable*. What does *inevitable* mean?

- A** Almost enough
- B** Just a bit more time
- C** Impossible to prevent *
- D** Just an idea

The items below reference “Of Cabbages and Kings” on page 9.

3. Why does the author include the information in the first paragraph?

- A** To give the reader a clue about the focus of the plot *
- B** To present the reader with an opinion about Ajal’s kingdom
- C** To furnish the reader with a summary of the tale
- D** To help the reader compare the two main characters

4. The story would *most likely* be found in a —

- A** cooking website
- B** collection of folktales *
- C** travel magazine
- D** book of famous people

5. Read the sentence from the story.

The cook groaned when he heard this news.

Why does the cook react this way to the King’s words?

- A** The cook thinks it is unfair for the King to expect him to work so hard.
- B** The cook objects to the fact that Ruddin is telling the King what to do.
- C** The cook feels that the King’s request is almost impossible to achieve. *
- D** The cook has hurt feelings because the King prefers one food over another.

6. Ruddin *most likely* believes that the King is —

- A** undeserving of any useful advice
- B** smart enough to learn a good lesson *
- C** ignorant about the right kind of food
- D** wise in the ways of ruling a kingdom

The items below reference “Of Cabbages and Kings” on page 9.

7. Why does Ruddin *most likely* choose cabbage to prove his point?

- A** Its ordinary nature emphasizes King Ajal’s foolishness. *
- B** Its great popularity is known throughout King Ajal’s land.
- C** Its simple preparation makes it easy for the cook to serve it.
- D** Its delicious taste guarantees people will not mind eating it.

8. Read the sentence from the story.

“In all lands, the wisest and most noble of people have agreed that cabbage is the greatest of all foods and the one most suitable for a king.”

Why does Ruddin use these words when he describes cabbage?

- A** He agrees with those who think cabbage is the best of all foods.
- B** He knows that vanity will prompt the King to eat the cabbage. *
- C** He realizes people will not eat cabbage unless he recommends it.
- D** He wants to fool the cook into trying new ways to cook cabbage.

The items below reference “Make Room for Brooms!” on page 14.

9. Which source would be the *most* useful in helping someone understand why making the brooms helped save the farmers?

- A** Farmer’s Weather Almanac
- B** Website on Alabama
- C** Book on the Great Depression *
- D** Article on broomcorn

10. In the story, a reader can tell that tenant farmers do not own their own —

- A** crops
- B** tools
- C** food
- D** land *

The items below reference “Make Room for Brooms!” on page 14.

11. At first, the farmers had to buy some broomcorn instead of growing it because it was —

- A** less expensive
- B** easier to work with
- C** better quality
- D** available quickly *

12. In the story, the broomcorn was soaked to make it easier to *manipulate*. The word *manipulate* means to —

- A** sweep
- B** control *
- C** sort
- D** wash

13. George Jones conducted the meeting of farmers because he —

- A** was a broomcorn salesman
- B** managed the tenant farms *
- C** knew how to make brooms
- D** felt guilty about their problems

The items below reference “Type vs. Write” on page 27.

14. What will the reader *most likely* predict about the poem after reading the title?

- A** The author will compare typing and writing. *
- B** The author will discuss changes in typing and writing.
- C** The author will provide steps about learning to type.
- D** The author will explain why people write less often.

15. Which statement about handwritten pages is supported *most* by the poem?

- A** Handwritten pages are often difficult to read.
- B** Handwritten pages are the best to read.
- C** Handwritten pages are personal to each author. *
- D** Handwritten pages are best for stating facts.

The items below reference “Type vs. Write” on page 27.

16. According to the poem, what must be completed after words are typed out on paper?

- A** The words should be left to rest.
- B** The words should be scribbled out often.
- C** The words should be read out loud. *
- D** The words should be marked with ink spots.

17. What is the meaning of the word *masqueraded* in the poem?

- A** Introduced
- B** Understood
- C** Touched
- D** Disguised *

Sample Open-Ended Items

The item below references “A Lifelong Friend” on page 5.

1. Explain why Ben comes to realize that friendship is a give-and-take relationship that benefits both people involved.

Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “Make Room for Brooms!” on page 14.

3. Read the generalization below.

People can be resourceful in difficult times.

Explain how the generalization applies to the story. Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “Make Room for Brooms!” on page 14.

2. Describe the process involved in making brooms.

Use details from the story to support your answer.

Write your answer in the answer document.

Content Standard 2

Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.

- Mood
- Flashback

Item Type

Multiple-choice

Open-ended

Additional Information

Items associated with literary/recreational passages and poetry

Sample Multiple-Choice Items

The items below reference “A Lifelong Friend” on page 5.

1. Why do Ben’s parents introduce him to Robert?

- A** So Ben can have a friend on the trip *
- B** So Ben can show Robert where things are on the trip
- C** So Robert can teach Ben how to do new things
- D** So Robert can learn a new language

2. Read the sentence from the story.

His long arms sliced through the water like a hot knife through butter.

Why does the author use this description?

- A** To show that Robert deserves to be commended
- B** To create a picture of the way Robert swims *
- C** To explain the best way to move in the water
- D** To provide details about the new swim team member

The item below references “A Lifelong Friend” on page 5.

3. When Robert and Ben head toward the locker room, the point of view in the story helps the reader learn that Ben —

- A** wishes to be a robot like Robert
- B** wishes to spend time with new friends
- C** wonders whether he will have time for sports
- D** wonders whether he will be lifelong friends with Robert *

The item below references “Of Cabbages and Kings” on page 9.

4. Ruddin develops his plan to fool King Ajal because the King —

- A** deserves to be the victim of a trick
- B** likes to be treated to a good joke
- C** fails to listen to helpful advice *
- D** hopes to mislead others as well

The item below references “Of Cabbages and Kings” on page 9.

5. Read the sentence from the story.

One day, as all the people in the castle were cringing at the thought of eating cabbage soup, King Ajal cried out, “I hate cabbage! I hate it!”

How does the sentence set the mood in the story?

- A** It shows the characters are upset with their food choices. *
- B** It shows the characters are angry at the King and his cook.
- C** It shows the characters are tired of being tricked.
- D** It shows the characters are not aware of Ruddin’s plan.

The items below reference “Of Cabbages and Kings” on page 9.

The items below reference “Make Room for Brooms!” on page 14.

6. Read the sentence from the story.

He served it boiled, broiled, baked, frittered, fried, pickled, parboiled, and sliced into strips.

How does the sentence *best* support the idea that eating cabbage was overwhelming the people of the kingdom?

- A** It uses several words that start with the same letter.
- B** It presents a lengthy list of ways to prepare it. *
- C** It describes the cook’s different vegetable recipes.
- D** It provides a variety of enjoyable choices.

7. The author of the story *probably* believes that people —

- A** will tire of something unless it is presented in different ways
- B** like to try new ideas as long as they are not ordered to do so
- C** enjoy playing a trick on someone as long as it does no harm
- D** learn best when they are allowed to discover their own faults *

8. Read the line from the story.

Finally, the voices seemed to merge into one despairing cry:

The imagery in the sentence *most likely* means —

- A** everyone at the meeting felt the same way *
- B** all the voices sounded like sobbing
- C** only one person at the meeting was crying
- D** the farmers were upset by loud talking

9. The price of cotton dropped because it could no longer be easily —

- A** grown
- B** afforded *
- C** used
- D** harvested

The items below reference “Make Room for Brooms!” on page 14.

10. What was the mood of the tenant farmers at the beginning of the meeting?

- A** Hopeless *
- B** Selfish
- C** Wary
- D** Foolish

11. What contributed *most* to the worsening conditions for the tenant farmers?

- A** Paying for clothing and food
- B** Nearness to the big cities
- C** Availability of cotton
- D** The Great Depression *

The item below references “Type vs. Write” on page 27.

12. What is the main idea of the poem?

- A** Conversations between poets who both type and write are shared.
- B** Readings are from both typed and written messages.
- C** Opinions regarding typewritten and handwritten words are given. *
- D** Ideas for poets who are searching for words to write or type are offered.

Sample Open-Ended Items

The items below reference “Of Cabbages and Kings” on page 9.

1. When the King has two different opinions about the cabbage, why does Ruddin agree both times?

Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “Make Room for Brooms!” on page 14.

4. In what ways did the Great Depression affect the tenant farmers?

Use details from the story to support your answer.

Write your answer in the answer document.

2. Explain how the story’s events lead to the climax of the story.

Use details from the story to support your answer.

Write your answer in the answer document.

The item below references “Type vs. Write” on page 27.

5. Describe the effect figurative language has on the poem.

Use details from the poem to support your answer.

Write your answer in the answer document.

3. What does the story show you about King Ajal’s character?

Explain how the King changes from the beginning to the end of the story.

Use details from the story to support your answer.

Write your answer in the answer document.

Content Standard 3

Distinguish among the major genres—including poetry, short stories, novels, plays, biographies, and autobiographies—and sub-genres such as folktales, myths, parables, fables, and science fiction—based on their characteristics.

Item Type

Multiple-choice

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 “Items Not Associated with a Passage” on pages 31–32.

1. Which genre features a narrative that teaches a lesson?

- A** Tall tale
- B** Science fiction
- C** Parable *
- D** Play

2. An epic poem could *best* be described as containing —

- A** a long plot relating the adventures of a hero *
- B** stanzas that rhyme with each other
- C** factual accounts of recent events and people
- D** strange creatures that have dialogue

The items below reference “Items Not Associated with a Passage” on pages 31–32.

3. Read the example sentences.

The robot blinked its mechanical eyes when the light from Jeb’s laser lamp instantly brightened the room. Carefully, Jeb took a step closer to the robot.

“Where am I?” the robot asked.

Jeb smiled. “You are aboard the *Zenith Praxar*. It’s the best ship in the galaxy,” he added proudly.

Which form of writing do the sentences *most likely* represent?

- A** A fable
- B** Realistic fiction
- C** An epic poem
- D** Science fiction *

4. A folktale is similar to a myth in that they both —

- A** include stage directions
- B** explain what causes events in nature *
- C** describe the machines used in the setting
- D** contain ancient Greek and Roman creatures

5. Which type of writing is *most likely* nonfiction?

- A** Poem
- B** Cartoon
- C** Interview *
- D** Monologue

The item below references “A Lifelong Friend” on page 5.

The item below references “Type vs. Write” on page 27.

6. The story is an example of which type of literature?

- A** Historical fiction
- B** Science fiction *
- C** Realistic fiction
- D** Nonfiction

8. “Type vs. Write” is an example of which type of poetry?

- A** Haiku
- B** Ballad
- C** Limerick
- D** Free Verse *

The item below references “Of Cabbages and Kings” on page 9.

7. How does the reader know that this is a fable?

- A** All the characters are from royal families.
- B** Some of the events occur at home.
- C** Part of the story line happens in the past.
- D** One of the characters learns a lesson. *

Content Standard 4

Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend textual/informational and functional materials.

- Determining sequence of events
- Using specific context clues
- Applying self-monitoring strategies
- Drawing conclusions

Item Type

Multiple-choice

Open-ended

Additional Information

Items apply to textual/informational and functional materials.

Sample Multiple-Choice Items

The item below references “Alabama’s Prehistoric Past” on page 18.

The item below references “Papier-Mâché Masks” on page 23.

1. Which conclusion can be made about Paul Brown?

- A** He enjoyed working for the Smithsonian Institution.
- B** He enjoyed researching the histories of caves. *
- C** He enjoyed meeting President Kennedy.
- D** He enjoyed making pottery and other artifacts.

2. Which step must occur before applying the papier-mâché strips?

- A** The balloon has to be put in a secure place. *
- B** Small pieces should be shaped into features.
- C** The mixture needs to be completely dry.
- D** Holes for the eyes of the mask must be cut.

The items below reference “Papier-Mâché Masks” on page 23.

3. Which step is done last when making a papier-mâché mask?

- A** Paint the mask with vivid colors.
- B** Cut the mask into a specific shape.
- C** Attach the string to the mask. *
- D** Add decorations to the mask.

4. Why did the author *most likely* write the selection?

- A** To inform the reader how to make a papier-mâché mask *
- B** To trace the history of papier-mâché masks
- C** To describe the appearance of a papier-mâché mask
- D** To persuade the reader to purchase a papier-mâché mask

Sample Open-Ended Items

The items below reference “Alabama’s Prehistoric Past” on page 18.

The items below reference “Papier-Mâché Masks” on page 23.

1. What does the information in paragraphs 6, 7, and 8 tell about the importance of Russell Cave?

Use details from the passage to support your answer.

Write your answer in the answer document.

2. In the passage, it is clear that Carl F. Miller’s excavation was more successful than the excavation by Paul H. Brown.

Use details from the passage to explain the *most likely* reasons Miller was more successful.

Write your answer in the answer document.

3. Read the sentence from the selection.

Masks are always fun to wear at festive events . . .

Is the author stating a *fact* or an *opinion* about masks?

Use details from the selection to support your answer.

Write your answer in the answer document.

4. Who does the author believe will read the selection? Why?

Use details from the selection to support your answer.

Write your answer in the answer document.

Content Standard 5

Recognize the use of textual elements, including main idea and supporting details, and gain information from various text formats, including graphs.

Item Type

Multiple-choice

Open-ended

Additional Information

Items apply to textual/informational and functional materials.

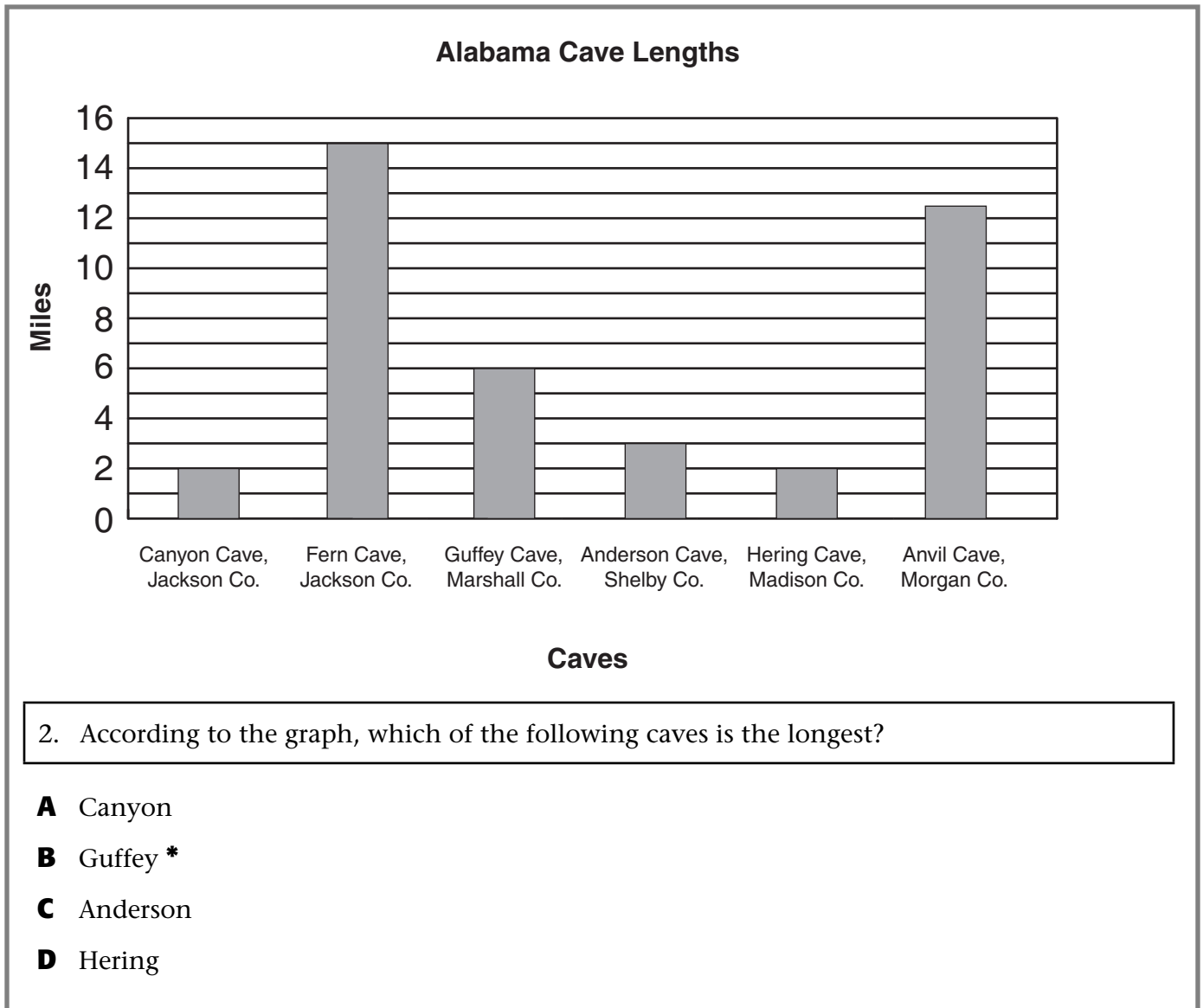
Sample Multiple-Choice Items

The item below references “Alabama’s Prehistoric Past” on page 18.

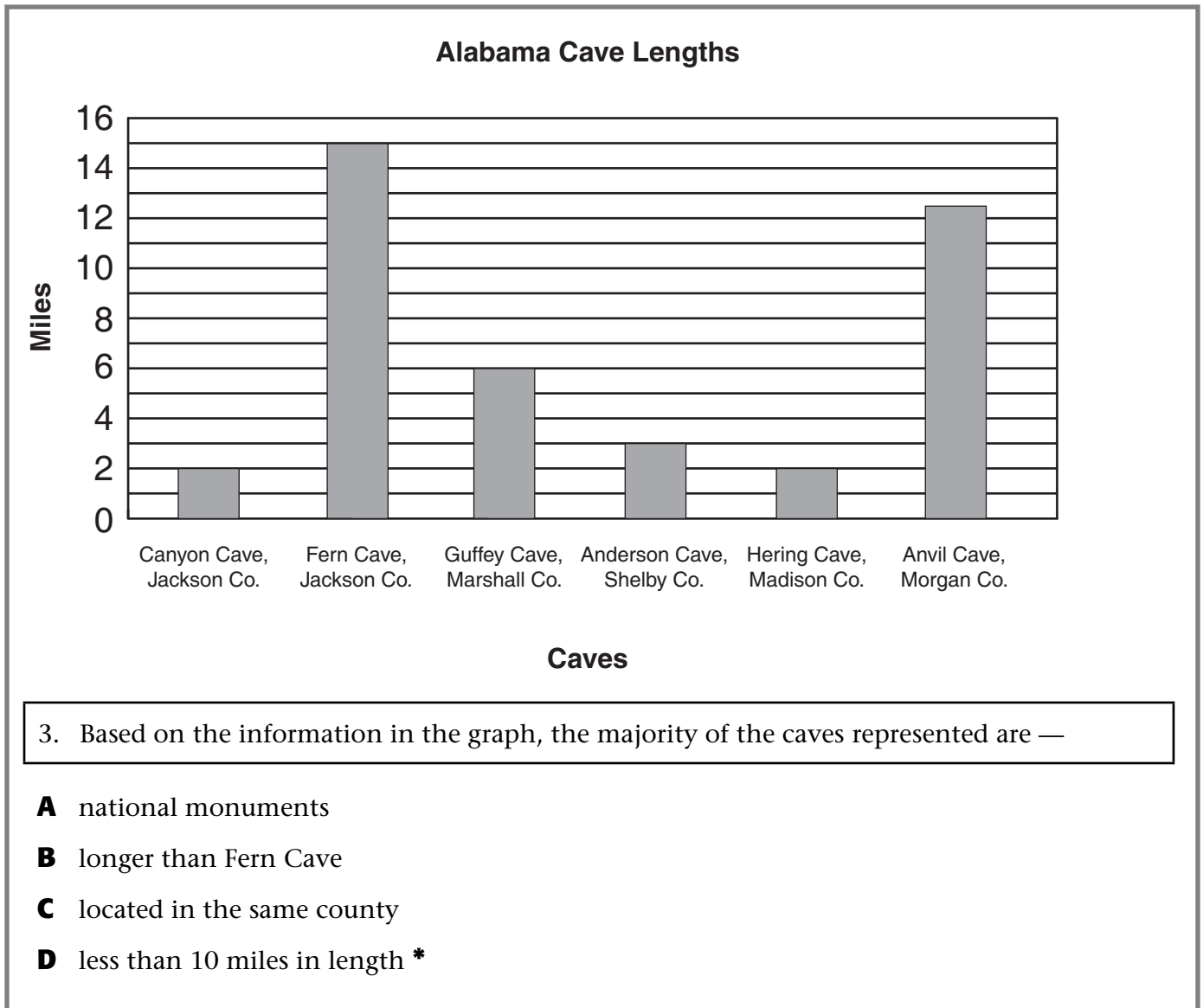
1. What is the passage *mainly* about?

- A** The tools archaeologists used to excavate artifacts from Russell Cave
- B** How Russell Cave became an important source of information about prehistoric cave dwellers *
- C** What parts of Russell Cave made it an ideal home for prehistoric cave dwellers
- D** The kinds of tools and materials that were found in Russell Cave

The item below references “Alabama’s Prehistoric Past” on page 18.



The item below references “Alabama’s Prehistoric Past” on page 18.



The item below references “Papier-Mâché Masks” on page 23.

Papier-Mâché Mask-Making

Phases										
Preparation	■	■	■							
Let's Begin				■	■	■	■			
Final Touches								■	■	

Blow up
balloon

Tear
news-
paper

Make
glue

Dip
strips

Dry

Pop
balloon

Cut to
shape

Paint
mask

Attach
string

Steps

4. In what phase of the papier-mâché process is the glue made?

- A** Heating
- B** Let's Begin
- C** Preparation *
- D** Final Touches

Sample Open-Ended Items

The item below references “Alabama’s Prehistoric Past” on page 18.

The item below references “Papier-Mâché Masks” on page 23.

1. In the passage, Paul H. Brown was committed to archaeology.

Use details from the passage to support this statement.

Write your answer in the answer document.

2. The instructions include a preparation section. Explain what would happen if the preparation step was ignored.

Use details from the selection to support your answer.

Write your answer in the answer document.

ANSWER KEY

ANSWER KEY**“A Lifelong Friend” (pages 5–8)**

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

“A Lifelong Friend” (continued)

7. Content Standard 1

Score Point	The response should
3	<p>demonstrate a thorough explanation of why Ben comes to realize that friendship is a give-and-take relationship that benefits both people involved using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Ben’s parents introduce Ben to a new companion named Robert whom they hope will become a close friend. • Robert had many talents and was quite impressive. • Ben tells Robert that he is “devoted to swimming,” and Robert decides he wants to “experience” swimming as well. • Robert joins the school swim team and breaks a record at his first practice. • Ben is disappointed by Robert’s quick success at swimming. • Robert tries to console Ben by explaining that it was inevitable since he is a robot. • Ben likes and trusts Robert. • Ben enjoys teaching Robert many of the skills he has. • Ben enjoys Robert’s sense of humor and observations about life. • Ben realizes that Robert is showing more support for him than he is showing for Robert. • Ben realizes that learning is not a teacher-student relationship but a two-way street where both people learn.
2	<p>demonstrate a general explanation of why Ben comes to realize that friendship is a give-and-take relationship that benefits both people involved, but the support is less in-depth and complete than a score point 3 answer.</p>
1	<p>demonstrate a limited understanding of why Ben comes to realize that friendship is a give-and-take relationship that benefits both people involved using little or no support.</p>
0	<p>demonstrate no attempt to address the prompt.</p>

ANSWER KEY

“Of Cabbages and Kings” (pages 9–13)

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

12. Content Standard 2

Score Point	The response should
3	<p>demonstrate a thorough understanding of Ruddin’s reason for tricking the King with the cabbage and why he agrees with the King both times using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • When the King says he likes cabbage, Ruddin makes a big show of agreeing with him. • Then the King and the people see that the whole idea of eating cabbage is a bad one. • When the King says he hates cabbage, Ruddin agrees with him again. • He wants the King to realize it was bad for Ruddin to agree with him the first time instead of advising that the cabbage idea was not a very good one. • Ruddin wants the King to come to his decision that eating cabbage was a bad idea independently. • Ruddin knew that the King was more likely to learn a lesson if he was allowed to have an experience, rather than listen to the advice of Ruddin.
2	demonstrate a general understanding of Ruddin’s reason for tricking the King with the cabbage and why he agrees with the King both times, but the support is less in-depth than a score point 3 answer.
1	demonstrate a limited understanding of Ruddin’s reason for tricking the King with the cabbage and why he agrees with the King both times using little or no support.
0	demonstrate no attempt to respond to the prompt.

“Of Cabbages and Kings” (continued)

13. Content Standard 2

Score Point	The response should
3	<p>demonstrate a thorough understanding of how the story’s events lead to the climax using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • The climax of the story comes when the King shouts that he hates cabbage. • First, Ruddin comes up with his idea and gets the King to agree that everyone should eat cabbage. • Then, the story shows how people get tired of eating the cabbage and how the King finally gets tired of it himself. • When the King finally realizes he hates it, Ruddin’s trick starts to work. • Ruddin gets the King to realize for himself that his first idea of eating the cabbage was a bad one. • The King has to learn this lesson for himself, instead of hearing it from Ruddin.
2	demonstrate a general understanding of how the story’s events lead to the climax, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of how the story’s events lead to the climax using little or no support.
0	demonstrate no attempt to respond to the prompt.

“Of Cabbages and Kings” (continued)

14. Content Standard 2

Score Point	The response should
3	<p>demonstrate a thorough understanding of how the story reveals the King’s character and the way it starts to change using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • The King is very vain. • He thinks his opinion is the best one and won’t listen to any advice. • Ruddin gets the King to agree to eat cabbage by telling him it is an important food that kings eat. • Since the King thinks so much of himself, he wants to eat great food. • The King lets his vanity get in the way of making a sensible decision. You can tell from the end, though, that he is changing a little bit. He is starting to see that the way he is may not be the best way to be. • The King starts out as arrogant, believing he is always right. In the end, he learns his lesson from Ruddin, that he does not always have the best ideas.
2	demonstrate a general understanding of how the story reveals the King’s character and the way it starts to change, but the support is less in-depth and complete than score point 3 answer.
1	demonstrate a limited understanding of how the story reveals the King’s character using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“Make Room for Brooms!” (pages 14–17)

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

10. Content Standard 1

Score Point	The response should
3	<p>demonstrate a thorough understanding of the process involved in making brooms using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Some broomcorn grass was planted, and some was purchased. • The stalks were sorted by size, color, and quality. • The stalks were soaked in water, making them easier to work with. • Some brooms were made by hand and later by a machine called a broom winder.
2	demonstrate a general understanding of the process involved in making brooms, but support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of the process involved in making brooms using little or no support.
0	demonstrate no attempt to address the prompt.

“Make Room for Brooms!” (continued)

11. Content Standard 2

Score Point	The response should
3	<p>demonstrate a thorough understanding of the ways the Great Depression affected the tenant farmers using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • It caused the price of cotton to drop so the farmers couldn’t make as much money. • The families didn’t have enough food to eat. • There wasn’t enough money for new clothes. • There wasn’t enough money for medicine. • The farmers were worried and frustrated.
2	<p>demonstrate a general understanding of the ways the Great Depression affected the tenant farmers, but the support is less in-depth and complete than a score point 3 answer.</p>
1	<p>demonstrate a limited understanding of how the ways the Great Depression affected the tenant farmers using little or no support.</p>
0	<p>demonstrate no attempt to address the prompt.</p>

“Make Room for Brooms!” (continued)

12. Content Standard 1

Score Point	The response should
3	<p>demonstrate a thorough explanation of how the generalization applies to 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"> • Alabama tenant farmers were not able to make a decent living. • George Jones thought of a way for the farmers to make extra money. • The farmers started their own business making brooms. • In better times, farmers might not have thought of this plan for their own business to make extra money. • In hard times, they were forced to be creative so they could survive.
2	<p>demonstrate a general explanation of how the generalization applies to the story, but the support is less in-depth and complete than a score point 3 answer.</p>
1	<p>demonstrate a limited understanding how the generalization applies to the story using little or no support.</p>
0	<p>demonstrate no attempt to address the prompt.</p>

ANSWER KEY

“Alabama’s Prehistoric Past” (pages 18–22)

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

5. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of the importance of Russell Cave 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 author shows the reader that the findings in the cave were impressive enough to draw interest on the national level. • Noting that prestigious organizations and people such as the Smithsonian Institution, the National Geographic Society, and President John F. Kennedy supported exploration and preservation of Russell Cave convinces the reader of its historical importance. • National Geographic bought Russell Cave. • National Geographic gave the cave to the U.S. government. • President Kennedy made Russell Cave a national monument. • Archaeologists and historians have spent more time researching the cave. • Russell Cave is a major tourist attraction.
2	demonstrate a general understanding of the importance of Russell Cave, but the support is less in-depth and complete than a score point 3 answer
1	demonstrate a limited understanding of the importance of Russell Cave using little or no support.
0	demonstrate no attempt to address the prompt.

“Alabama’s Prehistoric Past” (continued)

6. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of why Miller was more successful than Brown in his excavation using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Miller’s ability to find so much more than Brown was likely because he had greater financial support for his efforts. • The Smithsonian Institution and funding from the National Geographic Society helped Miller financially. • With this amount of financial and physical support, Miller was able to dig deeper into the cave floor than was Brown. • Miller was able to get the support from the Smithsonian since he was probably a licensed archaeologist, whereas Brown was only an amateur archaeologist.
2	<p>demonstrate a general understanding of why Miller was more successful than Brown in his excavation, but the support is less in-depth and complete than a score point 3 answer.</p>
1	<p>demonstrate a limited understanding of why Miller was more successful than Brown in his excavation using little or no support.</p>
0	<p>demonstrate no attempt to address the prompt.</p>

“Alabama’s Prehistoric Past” (continued)

7. Content Standard 5

Score Point	The response should
3	<p>demonstrate a thorough understanding of how Paul Brown was committed to archaeology using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Brown was interested enough to involve another archaeology group member in his exploration. • As they explored the cave, they delved beyond just examining visible surface artifacts. • By studying the water supply, they considered the viability of the cave as a home. • They also used their own time and resources to begin their own excavation, which meant searching for artifacts beyond those that lay on the cave floor. • Brown used his finds to convince professionals on the national level of the value of studying Russell Cave. • Brown cared enough about bringing the find to the public’s awareness to seek and get permission to excavate the site.
2	<p>demonstrate a general understanding of how Paul Brown was committed to archaeology, but the support is less in-depth and complete than a score point 3 answer.</p>
1	<p>demonstrate a limited understanding of how Paul Brown was committed to archaeology using little or no support.</p>
0	<p>demonstrate no attempt to address the prompt.</p>

ANSWER KEY

“Papier-Mâché Masks” (pages 23–26)

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

5. Content Standard 4

Score Point	The response should
3	demonstrate a thorough understanding that the sentence is an opinion using details from the selection for support. Details may include, but are not limited to, the following: <ul style="list-style-type: none"> • motivates the reader to want to make a mask • shows the author’s enthusiasm for the project • encourages the reader to have fun with the project • encourages the reader to be creative in his/her making of a mask
2	demonstrate a general understanding that the sentence is an opinion, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding that the sentence is an opinion using little or no support OR the answer inaccurately explains that the sentence is a fact.
0	demonstrate no attempt to address the prompt.

“Papier-Mâché Masks” (continued)

6. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of who the author believes would read the selection and why using details from the selection for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • The author assumes that the reader desires to be creative with the statement, “Have fun applying your own creative touch to this project.” • The author assumes that the reader is interested in the cost or difficulty of the project. • The author assumes that the reader will be able to locate all of the needed materials. • The author assumes that people have some artistic ability to do this project. • The author assumes that people do not mind making and having to clean up a mess after making a mask.
2	demonstrate a general understanding of who the author believes would read the selection and why, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of who the author believes would read the selection and why using little or no support.
0	demonstrate no attempt to address the prompt.

7. Content Standard 5

Score Point	The response should
3	<p>demonstrate a thorough understanding of what would happen if the preparation step was ignored using details from the selection for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • There would not be a balloon available to wrap papier-mâché strips around. • The newspaper strips would not be ready to adhere to the balloon. • The reader would not know how big the balloon should be. • The reader would not know if the balloon should be inflated or not. • The reader would not know the correct recipe for how to make the glue correctly.
2	demonstrate a general understanding of what would happen if the preparation step was ignored, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of what would happen if the preparation step was ignored using little or no support.
0	demonstrate no attempt to address the prompt.

“Type vs. Write” (pages 27–29)

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

7. Content Standard 2

Score Point	The response should
3	<p>demonstrate a thorough description of the effect figurative language has on the poem 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 poet describes type on a page appearing like confetti. This simile allows the reader to picture the similarity between fingers flying quickly from different directions onto the keyboard and confetti, which falls quickly and from different directions down to the ground. • The poet describes how type comes to land “in speckled rows” on a page. This metaphor allows the reader to make the comparison between words and confetti as well. When confetti lands on the ground, it may make some sort of organized shape and is still, like words once they are typed on a page. • The poet describes how handwriting reflects a poet’s identity. “The fluid ideas flowing from the mind” uses alliteration to mimic the sound of the pen or pencil moving across the page. This use creates imagery for the reader. • The poet uses a metaphor, “emotional autograph,” to describe how the words of a poem convey a poet’s most innermost feelings. These words are disguised like a person going to a costume ball, until the poem is read out loud. Then, the reader can fully feel the intensity of the poet’s words. • The poet uses the metaphor of a fingerprint to describe how writing a poem using a pen lets the reader know the poet’s deepest identity
2	demonstrate a general description of the effect figurative language has on the poem, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of the effect figurative language has on the poem using little or no support.
0	demonstrate no attempt to address the prompt

ANSWER KEY**“Items Not Associated with a Passage” (pages 31–32)**

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

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

