



Our Students. Their Moment.

**New York State Testing Program
Grade 5 Common Core
English Language Arts Test**

Released Questions with Annotations

August 2014

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

New York State Testing Program Grade 5 Common Core English Language Arts Test

Released Questions with Annotations

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. Starting in the Spring 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new assessments, New York State has released a number of resources, including test blueprints and specifications, sample questions, and criteria for writing assessment questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the ELA/Literacy and Mathematics Common Core tests in April 2014 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

The released questions are intended to help educators, students, families and the public understand how the Common Core is different. The annotated questions demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the CCLS.

The annotated questions will include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standards; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each constructed-response question, there will be an explanation for why the question measures the intended standards and an annotated rubric with sample student responses that would obtain each score on the rubric.

Understanding ELA Annotated Questions

Multiple Choice

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors¹. Each distractor will require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about knowledge and skills of the student based on their selection of an incorrect response. These multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the CCLS measured.

Short Response

Short-response questions are designed to assess Common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. Responses should require no more than three complete sentences

The rubric used for evaluating short-response questions can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 5 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

Extended Response

Extended-response questions are designed to measure a student's ability to **Write from Sources**. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade specific reading standards.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade specific Common Core Writing, Reading, and Language standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy require that students are evaluated across the strands (Reading, Writing, and Language) with longer piece of writing such as those prompted by the extended-response questions.

The information in the annotated extended-response questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading standards.

The rubric used for evaluating extended-responses can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 5 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

¹ A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

These Released Questions Do Not Comprise a Mini Test

This document is NOT intended to show how operational tests look or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the new test reflects the demand of the CCSS.

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. Specific criteria for writing test questions as well as additional assessment information is available at www.engageny.org/common-core-assessments.

Directions

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Read this story. Then answer questions XX through XX.

Kincaid is visiting her Grandmother Talley during summer vacation.

Excerpt from My Grandma Talley

by Nadine Oduor

1 “You still frettin’ about moving out of state ‘cause of your mama’s job?” Grandma Talley asked, swiping again at the fly and missing.

2 “Yes, ma’am. California’s so far away. Going to a new school, making new friends—it’s scary. I can’t imagine not sitting here with you, listening to your stories.”

3 “I know, Kincaid, but things work out, most times better than we expect. You’ve got a lotta memories to take with you. Just remember to keep ‘em tucked inside your heart.”

4 “I wish I could stay with you forever,” I said, tears brimming in my eyes. I turned away to stare at a doodlebug digging in the dirt, so Grandma Talley wouldn’t see.

5 “Don’t you worry. You’ll make new friends just fine.”

6 She was right about one thing. I’ve got a lotta memories. Like climbing up the old chinaberry tree in our backyard. Baking teacakes and gingerbread in Grandma Talley’s old wood stove. Sitting on the railroad tracks over Woman Hollering Creek with my best friend Bennie Jewel, fishing with bamboo poles. I’ll cherish those memories forever.

7 I watched Grandma Talley squinting at the sun, making the large crow’s feet lining her face resemble a patchwork quilt. I loved her wrinkles. I’ll remember every crease line and fold in her face, for each one told of her life’s story.

8 A huge collie the color of peanut brittle appeared from the Johnson house next door, yipping and yapping, trying to jump over the picket fence into the yard. Miz Moonlight sprang from my arms and streaked up the trunk of Grandma Talley’s magnolia tree, fragrant with giant pearl blossoms.

9 “Scat, get away from here now, causing trouble,” Grandma Talley scolded the dog. He trotted off down the street, his tail between his legs, haunches low.

10 “Come on, let’s go inside. Got something to show you.” Grandma Talley rose from the chair, holding onto her straw hat with one hand and picking up her wood cane with the other. I followed her through the screen door, stopping for a moment to place the dirty glasses in the kitchen sink, the pitcher of tea in the icebox.

11 She limped toward the hall closet, her cane tapping along the floor, me close on her heels. She opened the closet door and placed her straw hat on the top shelf. She patted

down her spit-curled hair that had been mussed by her hat and began searching through stacks of clutter on the closet floor.

12 “Grandmama never wrote much down, except for birthdays and deaths noted in the old family Bible. No, Grandmama told her stories and gave me this.” Grandma Talley smiled warmly, dragging out an old trunk. “A trunk full of precious memories.”

13 Inside the trunk were old clothes, a glittering jewelry box, family pictures, a huge black Bible, handwritten letters scrawled on paper frayed and yellowed with age, and an ancient quilt.

14 I sifted through the pictures and spotted one of a young woman in a 1920s teal flapper’s dress, white leggings, button down shoes, and a spit-curl hairstyle.

15 “That’s you!” I squealed with delight.

16 “Yes, still wet behind the ears,” Grandma Talley chuckled.

17 “You look beautiful!” I gushed.

18 “Why, thank you. I think so too, I must say.” She grinned, opening the jewelry box. She held up a pair of rose-colored earrings with a matching necklace of rainbow crystal hearts.

19 “These were given to me by Aunt Elnora for my sixteenth birthday,” she said. “I’ve held on to ‘em long enough. Here, you take them. They’re your going-away gift.” She placed the jewelry into my hand, and her laughter floated through the house sweet as the taste of jellybeans.

20 I clipped the earrings to my ears and draped the necklace around my neck. My eyes surely sparkled as bright as my rose-colored earrings. “Thank you,” I mumbled. I wasn’t wearing royal robes, only a T-shirt and flowered shorts, but I felt like a beautiful African princess!

21 Grandma Talley gazed admiringly at me. “Our family’s made up of our ancestors—grandfathers, grandmothers, my mother, father, sisters and brothers. You have some of them inside you. Memories are a patchwork quilt of our lives, Kincaid, and it’s up to us to choose which patches we stitch into it. I’ve taught you the way my grandma taught me, like her grandmother before her, passing on our stories to those coming after us.”

22 Grandma Talley carefully lifted out a quilt and laid it on her bed. I sat on one of the oak chairs next to her.

23 “When we tell our stories, we pass them on to the next generation and honor those who came before us. Grandmama gave this to me when I was just about your age,” she said, unfolding the quilt.

24 She held up the quilt that seemed old as time itself. “This was taken from my wedding dress when I married your Grandpa Wilford,” she said touching a patch of satin the color of ecru.

25 “This is from the dress in your photo,” I said, pointing out a teal patch.

26 “Yes. And one day you’ll give this quilt to your daughter, who’ll pass it on to her daughter. Remember, Kincaid, we take our loved ones in our hearts wherever we go. I won’t be more than a heartbeat away.” She smiled, hugging me tightly.

Which information helps the reader understand the meaning of “cherish” in paragraph 6?

- A** Kincaid’s memories are of happy times.
- B** Kincaid’s memories are about outdoor activities.
- C** Kincaid’s memories are about learning new things.
- D** Kincaid’s memories are of people she will likely see again.

Key: A

MEASURES CCLS: L.5.4a:

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

HOW THIS QUESTION MEASURES L.5.4a:

This question measures L.5.4a because readers must first analyze the information in context surrounding the term “cherish” to then be able to connect the relationships between the context clues. To answer correctly, students must determine that the “cherished” memories Kincaid recalls in paragraph 6 are about activities connected to each other by their positive associations.

WHY CHOICE “A” IS CORRECT:

Students who choose “A” are able to deduce that the memories Kincaid recalls in paragraph 6 are of happy times she has spent in her current setting. The activities are described with positive connotations. “Like climbing up the old chinaberry tree,” “baking teacakes and gingerbread in Grandma Talley’s old wood stove,” and “sitting on the railroad tracks over Woman Hollering Creek with my best friend Bennie Jewel, fishing with bamboo poles” suggest that Kincaid enjoyed the experiences and will “keep ‘em tucked inside” her heart, as Grandma Talley advised in paragraph 3.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because climbing trees and fishing are outdoor activities. However, baking is done indoors, and the text does not establish a relationship between outdoor activities and how Kincaid feels about the memories.

Choice C: Students may have chosen “C” because it can be concluded that Kincaid had to learn how to climb trees, bake teacakes and gingerbread, and fish at some point in her life. To “cherish” those memories though, is not contextually connected to an enjoyment of learning new things in general, but to how she feels about the memories.

Choice D: Students may have chosen “D” because Kincaid’s memories involve Grandma Talley and her best friend Bennie Jewel. It may be inferred that the narrator will likely see Grandma Talley again in her life since they are related, and families who live distances apart commonly visit each other. There is no context, however, suggesting that she will be able to see Grandma Talley or Bennie Jewel after her move to California. Also, the narrator’s use of “memories” implies that “cherish” applies to experiences in the past and not in a hypothetical future.

HOW TO HELP STUDENTS MASTER L.5.4a:

To arrive at the correct answer, a student must analyze the text surrounding the given term in the stem to determine the relationship between the information and how it provides clues to the meaning of the term. To help students succeed with questions like this, instruction could focus on finding textual details that define certain words or phrases. Students could practice comparing and categorizing the clues to determine ways in which the context clues are connected, which in turn helps determine meaning.

Based on paragraphs 12 through 19, which sentence **best** explains the difference in the characters' reactions to the objects in the trunk?

- A** The objects seem ragged to one character, while to the other character, they seem new.
- B** The objects seem to be costly to one character, while to the other character, they seem to be inexpensive.
- C** The objects are familiar reminders to one character, while to the other character, they are exciting discoveries.
- D** The objects are family treasures to one character, while to the other character, they are personal belongings.

Key: C

MEASURES CCLS: RL.5.3:

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

HOW THIS QUESTION MEASURES RL.5.3:

This question measures RL.5.3 because readers must analyze the reactions of two characters to an event in order to find contrasts through the details of their actions and words. To answer correctly, students must conclude that the way Grandma Talley reacts to the objects in the trunk is different than the way Kincaid reacts, particularly because Kincaid has never seen the objects before.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" are able to tell from Grandma Talley's dialogue that she is familiar with the objects, and they serve to remind her of her ancestors and of her youth. Grandma Talley tells Kincaid, "Grandmama told her stories and gave me. . . a trunk full of precious memories," and the earrings and necklace "were given to me by Aunt Elnora." On the other hand, Kincaid sees the objects for the first time in paragraph 13, and delights in discovering an old photo of her grandmother when she was much younger.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the objects are described using terms that convey age. Grandma Talley first drags out an "old trunk" containing "old clothes . . . handwritten letters scrawled on paper frayed and yellowed with age, and an ancient quilt." Students might infer that to Kincaid, the "glittering jewelry box" could seem new compared to the rest of the objects; however, the text indicates that the jewelry in the box was given to Grandma Talley when she was a teenager, so Kincaid knows the box is not new.

Choice B: Students may have chosen "B" because it can be inferred that some of the objects in the trunk were possibly expensive in the first place, like the earrings and "crystal" necklace, or might currently be worth a lot of money because they are now antiques, like the "old family Bible" and "ancient quilt." It may be inferred that other objects are inexpensive; for example, the family pictures and handwritten letters. However, neither character refers to the cost of any of the items, nor does the text support how much money any of the objects might be worth.

Choice D: Students may have chosen "D" because Grandma Talley treasures the "trunk full of precious memories" that remind her of her family. It can be inferred that since Kincaid learns that Grandmama wrote in the family Bible and the jewelry once belonged to Aunt Elnora and then to Grandma Talley, Grandma Talley might see them as personal belongings. The objects in the trunk, however, are ones that have been passed

down to other family members, not kept as the property of only one person. Kincaid herself receives the jewelry as a gift in paragraph 19.

HOW TO HELP STUDENTS MASTER RL.5.3:

To arrive at the correct answer, a student must analyze the reactions of the characters in this section of text to find the differences between them. To help students succeed with questions like this, instruction can focus on using details, including description, action, and dialogue, to compare and contrast aspects of two or more characters. Students can practice summarizing the ways in which characters interact with each other and ways they react to plot events in stories.

In paragraph 19, what does the narrator mean when she says, “her laughter floated through the house sweet as the taste of jellybeans”?

- A** The laughter reminds Kincaid of the candy Grandma Talley keeps at her house.
- B** The sound of Grandma Talley’s laughter gives Kincaid a light and pleasant feeling.
- C** The sound of Grandma Talley’s laughter can be enjoyed by others inside the house.
- D** The laughter reminds Kincaid of how kind and thoughtful Grandma Talley has always been.

Key: B

MEASURES CCLS: RL.5.4:

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

HOW THIS QUESTION MEASURES RL.5.4:

This question measures RL.5.4 because readers must be able to analyze phrases containing figurative language. To answer correctly, students must determine the implied meaning of a phrase that includes personification, “laughter floated,” and a simile, “sweet as the taste of jellybeans.”

WHY CHOICE “B” IS CORRECT:

Students who choose “B” are able to determine that floating laughter can refer to both a literal light or pleasant sound and figuratively to a similar positive connotation. The comparison to the sweetness of a candy such as jellybeans is used to invoke a positive, pleasant association between Grandma Talley and Kincaid.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because jellybeans are a type of well-known candy, and it may be inferred that Kincaid refers to them after seeing that type of candy at Grandma Talley’s house. However, no details in the story support this inference.

Choice C: Students may have chosen “C” because the figurative meaning of the phrase suggests that Grandma Talley’s laugh is pleasant and enjoyable, and other people such as Grandmama, Aunt Elnora, and Uncle Wilford are referenced in the story. However, the text does not clarify that any other people currently live in or visit the house, and Grandma Talley’s ancestors and husband are referenced in the past tense.

Choice D: Students may have chosen “D” because Kincaid references her positive memories of Grandma Talley’s house and clearly feels affection for her grandmother. The text also supports Grandma Talley’s kind and thoughtful words and actions: her verbal reassurances, gifts of precious heirlooms, admiring gaze, smiles, and hug. However, none of these words or actions are associated with the way her laughter is described in paragraph 19.

HOW TO HELP STUDENTS MASTER RL.5.4:

To arrive at the correct answer, a student must determine the meaning of a phrase containing two pieces of figurative language. To help students succeed with questions like this, instruction could focus on identifying different kinds of figurative language and the meanings associated with the comparisons or other uses of figurative word choices. Students could also practice using similes, metaphors, personification, and idioms to suggest connotative meanings.

Which detail **best** shows what Grandma Talley thinks about change?

- A** “You still frettin’ about moving out of state ‘cause of your mama’s job?” (paragraph 1)
- B** “I know, Kincaid, but things work out, most times better than we expect.” (paragraph 3)
- C** “I’ve taught you the way my grandma taught me, like her grandmother before her, passing on our stories to those coming after us.” (paragraph 21)
- D** “ ‘This was taken from my wedding dress when I married your Grandpa Wilford,’ she said touching a patch of satin the color of ecru.” (paragraph 24)

Key: B

MEASURES CCLS: RL.5.3:

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

HOW THIS QUESTION MEASURES RL.5.3:

This question measures RL.5.3 because readers must analyze the interactions between the characters in the story to determine which quote best shows what one character thinks about an idea they are attempting to convey to another character. All of the quoted details in the choices are from Grandma Talley as she communicates with Kincaid, with soothing reassurance and wise advice, in reaction to Kincaid’s fear of a major life change.

WHY CHOICE “B” IS CORRECT:

Students who choose “B” are able to contrast Grandma Talley’s positive outlook about the idea of change with Kincaid’s fear of her own impending major life change. Kincaid feels that “California’s so far away. Going to a new school, making new friends—it’s scary.” Grandma Talley reassures her that “things work out,” and the change will likely be better than Kincaid thinks it will be. This contrast in outlooks shows that Grandma Talley is optimistic about change.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because Grandma Talley is acknowledging Kincaid’s fears about moving, which will be a big change for her. “You still frettin’” indicates that Kincaid likely expressed her feelings to Grandma Talley at an earlier time. While this quote hints at Kincaid’s thoughts, it does not show what Grandma Talley herself thinks about the change.

Choice C: Students may have chosen “C” because the quote refers to passing down stories through the changing generations of women in their family. The quote shows how Grandma Talley keeps traditions, but the statement does not reveal her thoughts about the idea of change itself.

Choice D: Students may have chosen “D” because Grandma Talley is describing a time in her life, many years ago, when she got married. It may be inferred that she has changed with age, or, as she touched “a patch of satin,” that she is wistfully thinking about how much her life has changed since that time. However, this statement does not contain implied or stated evidence of her thoughts on change.

HOW TO HELP STUDENTS MASTER RL.5.3:

To arrive at the correct answer, a student must analyze the interactions between two characters. To help students succeed with questions like this, instruction could focus on using details, including dialogue, to compare and contrast the ways two or more characters feel or think about ideas in stories. Students could practice finding specific evidence that conveys the thoughts and feelings of characters, including interpreting the meanings behind characters' words and actions.

Read Grandma Talley's words from paragraph 26 of the story.

“Remember, Kincaid, we take our loved ones in our hearts wherever we go. I won't be more than a heartbeat away.”

When Grandma Talley says she “won't be more than a heartbeat away,” she means she won't seem far because

- A** Kincaid can always think about her
- B** she and Kincaid are blood relatives
- C** she will be thinking of Kincaid all the time
- D** Kincaid can always call her on the telephone

Key: A

MEASURES CCLS: RL.5.4:

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

HOW THIS QUESTION MEASURES RL.5.4:

This question measures RL.5.4 because readers must determine that “a heartbeat away” is idiomatic, with the heartbeat symbolic of the characters' shared love and bond. To answer correctly, students must infer that their connection to each other can be felt across long distances if Kincaid thinks about memories she has of her grandmother.

WHY CHOICE “A” IS CORRECT:

Students who choose “A” are able to determine that “a heartbeat away” means that if Kincaid thinks about her grandmother, she instantly can access the love and memories they share, no matter how far away they are from each other. In paragraph 3, Grandma Talley tells her, “You've got a lotta memories to take with you. Just remember to keep 'em tucked inside your heart.” Much of the rest of the story refers to specific memories each character has of their lives and their “loved ones.” Grandma Talley also gives Kincaid her heirloom jewelry and quilt while teaching her that other symbols can trigger memories and feelings of love and support.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because Grandma Talley and Kincaid are indeed blood relatives, supported by paragraph 21. “Our family's made up of our ancestors. . . .You have some of them inside you.” That is not the reason, however, that either character will feel close to each other. They will be able to think about each other, regardless of whether they are related by blood or not.

Choice C: Students may have chosen “C” because it can be concluded that either character is able to think about the other at any time. “We take our loved ones in our hearts wherever we go” might suggest that Grandma Talley will think about Kincaid “wherever” she goes. Also, in a literal sense, a heart is constantly beating, all the time while one is alive. However, Grandma Talley directs this reminder to her granddaughter and not to herself; Kincaid will be the one to recall and think about the time with Grandma Talley. The text does not explicitly indicate that Grandma Talley will be thinking about Kincaid.

Choice D: Students may have chosen “D” because making a telephone call is an instantaneous and common way to communicate with a loved one who is far away. However, telephones or planned calls are not referenced in the text.

HOW TO HELP STUDENTS MASTER RL.5.4:

To arrive at the correct answer, a student must determine the meaning of a figurative term as it is used in the text. To help students succeed with questions like this, instruction can focus on identifying different kinds of figurative language and using textual details to determine the intended meanings behind the word choices. Students can practice analyzing parts of figurative language phrases within context.

Which words from the story **best** show Grandma Talley’s sense of humor?

- A** “Scat, get away from here now, causing trouble,” (paragraph 9)
- B** “Grandma Talley smiled warmly, dragging out an old trunk.” (paragraph 12)
- C** “Yes, still wet behind the ears,” (paragraph 16)
- D** “She smiled, hugging me tightly.” (paragraph 26)

Key: C

MEASURES CCLS: RL.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RL.5.1:

This question measures RL.5.1 because readers select textual evidence that best supports an inference. Students must analyze each choice in its context to determine whether it demonstrates Talley’s sense of humor.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” are able to infer that Grandma Talley is making fun of herself as she says she was “wet behind the ears” when the picture described in paragraph 14 was taken. Even if readers are not familiar with the term, the context makes it clear that she was “a young woman” dressed in 1920s style. Since she is a grandmother now, she acknowledges a difference in herself after Kincaid recognizes her in the picture. The text also says that “Grandma Talley chuckled” after her statement, and students who answer the item correctly are able to connect laughter to a sense of humor.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because Grandma Talley is scolding a dog, which may be inferred to be humorous since dogs do not talk; however, she is showing annoyance instead of humor in this case, and the dog understood her tone, trotting “off down the street, his tail between his legs, haunches low.”

Choice B: Students may have chosen “B” because “smiled warmly” is a positive reaction, and it can be inferred that a person with a sense of humor most likely smiles; however, in this part of the story, Grandma Talley is nostalgic. She remembers her own “Grandmama” as she pulled out the “trunk full of precious memories.”

Choice D: Students may have chosen “D” because Grandma Talley is showing affection and smiling, implying that she is happy; however, in context, this is a tender, reassuring gesture toward Kincaid and is not meant to convey a sense of humor.

HOW TO HELP STUDENTS MASTER RL.5.1:

To arrive at the correct answer, a student must analyze Grandma Talley’s actions and words in order to make an inference regarding her personal characteristics. To help students succeed with questions like this, instruction could focus on using details, including dialogue and actions, to draw and defend inferences about the text. Students could practice finding specific evidence that conveys the thoughts and feelings of characters, including interpreting the meanings behind characters’ words and actions.

Which paragraph **best** expresses a theme of the story?

- A** paragraph 10
- B** paragraph 13
- C** paragraph 20
- D** paragraph 23

Key: D

MEASURES CCLS: RL.5.2:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

HOW THIS QUESTION MEASURES RL.5.2:

This question measures RL.5.2 because readers must determine a central theme in the story. To answer correctly, students must evaluate the dialogue and details contained in each choice to decide which information best expresses a theme.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" are able to determine that the message Grandma Talley gives Kincaid in paragraph 23 is part of one of the main lessons of the story. The theme of cherishing memories is carried throughout the story by the gifts that Grandma Talley passes on to Kincaid, including the jewelry and the heirloom quilt that contains patches of cloth associated with relatives' special memories. Paragraph 23 explicitly develops this theme for the reader.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the paragraph foreshadows the theme of telling stories with gifts. Grandma Talley says, "Come on, let's go inside. Got something to show you," leading Kincaid to the trunk. However, it is only hinted that Kincaid is about to see something special, and the line does not contain enough information to express a theme. The rest of paragraph 10 is comprised of details that are not related to a theme of the passage.

Choice B: Students may have chosen "B" because paragraph 13 provides details about the contents of the trunk, including the jewelry box, the family Bible, and the cherished heirloom quilt. However, the message or lesson behind the items is not included within the paragraph.

Choice C: Students may have chosen "C" because the earrings and necklace Kincaid wears in paragraph 20 are heirlooms given to Grandma Talley by her Aunt Elnora and are being passed down. Since a main theme involves passing stories on to the next generation, these details relate to it; however, Kincaid's actions and feelings of pride do not best express the theme.

HOW TO HELP STUDENTS MASTER RL.5.2:

To arrive at the correct answer, a student must determine a theme within a story and then choose a paragraph that contains dialogue or details that express the theme. While all the choices contain elements of a theme, only "D" best expresses a central theme of the text. To help students succeed with questions like this, instruction could focus on finding repeated thematic elements or details of texts which provide clues to a main lesson or message of stories. Students could determine major and minor themes and practice searching for context that expresses or supports each theme.

BMX Racing

by Bill Gutman

1 BMX means “bicycle motocross.” If you like riding a bicycle fast, and if you like a good challenge, BMX racing may be the perfect sport for you.

2 You have to be an outstanding rider for BMX racing. You also have to be in top physical condition. You can’t worry about an occasional bump or bruise. You are going to fall—usually when you and another rider collide.



A BMX Race

3 Some riders prefer freestyle BMX—doing jumps, wheelies, and other tricks. There are freestyle contests, but a freestyle rider performs alone. He is judged only on his skill with his bike.

4 In BMX racing, you are going head-to-head against your opponents. It’s a race to see who can cross the finish line first. You have to give everything you have for the whole race. You have to be competitive. You are racing to win.

How BMX Racing Got Started

5 BMX racing began in the early 1970s in California. Young bicyclists wanted to do more than just ride around on their bikes. So they began racing and doing tricks.

6 In 1970, a motorcycle movie called *On Any Sunday* showed motorcycles riding over rough terrain and flying high into the air. The movie gave some young riders the idea to make tracks with bumps and hills for bicycle racing.

7 The young riders quickly learned that their bikes just couldn’t take the pounding. There were bent rims, broken spokes, and cracked frames. The riders had to try something different.

The BMX Bicycle

8 Soon bicycle manufacturers began to make a new kind of bike—the BMX bike—just for racing. With 20-inch (50-centimeter) tires, the bike was smaller and lighter than a regular street bike.

9 The BMX racing bike also had a very strong frame. The new bike was strong but light, and could go very fast. It could take the pounding a rider gave it, whether racing on a BMX track or doing freestyle tricks.

10 BMX bikes cost from about \$100 for a basic model to \$600 or more for a racing model. A bike that you buy at a shop is called a stock bike, no matter what the cost. Some racers like to customize or “trick out” their bikes. That means changing the bike to make it faster and better.

11 If you want to race, a good rule is to buy the best bike you can afford. Learn about it. If you want to make it better, buy better parts when you can. Before long, you will have a great racing bike.

The Track

12 BMX racers run on dirt tracks that are 800 to 1400 feet (240 to 420 meters) long. Most are level, but a few of the longer ones run downhill. The dirt on the track should be packed hard for better traction.

13 Even level BMX tracks aren't flat. They have jumps, bumps, and turns. A good track usually has one big jump and several smaller ones. Turns to both the right and left are called S-turns. Banks on the turns are called berms.

14 Most tracks also have a series of rounded bumps placed close together. These are called whoop-de-dooos or whoops. Some big jumps have flat tops, called tabletops. Racers fly off the tabletops during a race.

15 It takes real skill to speed over these BMX tracks, especially in a close race.

The word “collide” comes from a Latin word meaning “strike together.” Based on this information, what is the meaning of “collide” in paragraph 2?

- A** bump into with force
- B** hit with an object
- C** injure by bruising
- D** swing against

Key: A

MEASURES CCLS: RI.5.4:

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

HOW THIS QUESTION MEASURES RI.5.4:

This question measures RI.5.4 because it asks students to determine the meaning of the word “collide” by using context and clues given in the stem. To answer correctly, students must combine an understanding of the Latin word meaning with evidence from the text.

WHY CHOICE “A” IS CORRECT:

Students who choose “A” show they are able to connect the given clue in the question, “strike together,” with context in paragraph 2: “You are going to fall—usually when you and another rider collide.” This combination allows students to conclude that two riders bumping into one another with force while on bicycles will cause them to fall.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because striking together means that two things make contact, and hitting another rider with a bicycle could be considered such an object. This option also might suggest that one rider is not in motion while hit with an object. The context, however, does not indicate that one rider purposefully strikes another, and the force is unknown. The context indicates that it is common for two people to accidentally bump into each other at the same time, while in motion during a race, with enough force to cause them to fall off their bicycles.

Choice C: Students may have chosen “C” because paragraph 2 says, “You can’t worry about an occasional bump or bruise,” leading to the idea that striking together with another rider will cause a bruising injury. This choice, however, only describes a possible result of colliding with a rider, not the meaning of the verb “collide.”

Choice D: Students may have chosen “D” because a “strike” in sports such as baseball involves swinging objects against other objects. The idea of swinging bicycles in various directions while performing tricks might also be inferred from the next portion of the text, a description of freestyle riding. This form, however, is performed alone, not with other riders. Also, the context does not suggest that racers “collide” with each other due to specific motions, rather only as the final result of bumping into another rider.

HOW TO HELP STUDENTS MASTER RI.5.4:

To arrive at the correct answer, a student must analyze context clues and clues given in the question to determine the meaning of words or phrases as they are used in texts. To help students succeed with questions measuring RI.5.4, instruction can focus on using language skills, such as finding context clues within text, analyzing parts of speech, studying Latin and Greek word parts, and discussing words with multiple meanings. Practice in each of these skills may help students to determine domain-specific, grade-level words or phrases.

Which paragraph does the photograph of the racers **best** help the reader understand?

- A** paragraph 1
- B** paragraph 2
- C** paragraph 3
- D** paragraph 4

Key: D

MEASURES CCLS: RI.5.7:

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

HOW THIS QUESTION MEASURES RI.5.7:

This question measures RI.5.7 because it asks the student to draw on information in a print source—a photograph—and relate it to information contained in the text of the passage.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” are able to connect information in paragraph 4 to the photograph. The photograph shows racers “going head-to-head” against other opponents. Readers can see how close racers can be to each other during a race and why they “have to give everything” to win.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the photograph portrays the sport of BMX racing in action. This paragraph does not, however, present any information for understanding what the sport looks like. Although the information in paragraph 1 relates to the photograph, the information in paragraph 4 is more specifically illustrated by the photograph.

Choice B: Students may have chosen “B” because the photograph shows the racers in close proximity, supporting the statement in paragraph 2 that riders “are going to fall” occasionally when they collide with other riders. However, no collisions are portrayed in this photograph, just the potential for one. In addition, the idea that racers are “outstanding” or “in top physical condition” is not depicted in the photograph.

Choice C: Students may have chosen “C” because the photograph portrays racers jumping. Paragraph 3 states that “Some riders prefer freestyle BMX—doing jumps, wheelies, and other tricks.” However, because multiple riders are shown in the photograph, the photo must be a depiction of BMX racing. Since the text states that freestyle riders perform alone, the picture does not correlate with the description of freestyle BMX.

HOW TO HELP STUDENTS MASTER RI.5.7:

To arrive at the correct answer a student must compare information in each of the paragraph choices against information that can be determined from the photograph. A student must then evaluate the validity and importance of the information as well. Only paragraph 4 contains information that can be better understood from details in the photograph—what “head-to-head” looks like and why racers need to give their all to be competitive during races. To help students succeed with questions like this, instruction can focus on analyzing photographs, charts, diagrams, illustrations, and other print or digital media and then connecting details to information found in associated texts.

The information in paragraphs 7 and 8 **best** supports the idea that manufacturers develop

- A** equipment to introduce a new sport
- B** equipment when there is an existing need
- C** products when the old ones are not safe
- D** products when the old ones are not purchased

Key: B

MEASURES CCLS: RI.5.8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

HOW THIS QUESTION MEASURES RI.5.8:

This question measures RI.5.8 because it asks students to identify a point that is supported by evidence found in the two paragraphs. All of the choices reflect reasons why manufacturers may develop new equipment or products, but only one choice is supported by the text.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" are able to identify the point that bicycle manufacturers developed a new kind of bike because of the existing need for a tougher model than older street models not intended for racing. Paragraph 7 supports the point by giving examples of what happened to older models of bikes and by stating that "riders had to try something different." Readers can infer that it was no coincidence that "soon bicycle manufacturers began to make a new . . . BMX bike—just for racing."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the BMX bike was a new kind of bike developed just for racing. BMX racing began in the 1970s, and "young riders quickly learned that their bikes just couldn't take the pounding." The new bikes were made to be tougher, lighter, and smaller. The manufacturers did not, however, create new equipment to introduce a new sport. The new equipment allowed riders to perform better at an already existing sport.

Choice C: Students may have chosen "C" because the older street bikes that young riders used at first experienced "bent rims, broken spokes, and cracked frames." Students may infer that any of these problems could play a role in crashes or injuries, and thus be considered unsafe. The text, however, does not connect these inadequacies, nor the development of a new type of bike, to the issue of safety.

Choice D: Students may have chosen "D" because it may be concluded that when "riders had to try something different," they did not purchase older models of bikes any longer. While that may be true, the text does not imply or directly state any information regarding purchasing habits at that time.

HOW TO HELP STUDENTS MASTER RI.5.8:

This question measures a student's ability to evaluate the reasons manufacturers developed a new BMX bike and to identify which points explaining their reasons are supported by the passage. To arrive at a correct answer, a student must use information in both paragraphs to deduce that the need for a new type of bicycle fueled manufacturers, not the reasons given in the other choices. To help students succeed with questions like this, instruction can focus on analyzing portions of text which contain a point or claim and identifying which evidence supports which point(s). Students can evaluate details and other ways authors use statements to support and build specific claims. Instruction can also ask students to formulate claims or main points based on information in portions or entire texts.

As they are used in paragraph 10, what do the words “trick out” mean?

- A** The rider adds fancy trim and wheels.
- B** The rider spends a large amount of money.
- C** The rider adds parts to improve performance.
- D** The rider makes changes that create a unique appearance.

Key: C

MEASURES CCLS: RI.5.4:

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

HOW THIS QUESTION MEASURES RI.5.4:

This question measures RI.5.4 because it asks the students to determine the meaning of a technical term according to evidence in the text. To answer correctly, students must understand the context clues in the subsequent sentence and paragraph and be able to connect the use of synonyms in the correct answer.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” are able to use context clues in the sentence, “That means changing the bike to make it faster and better,” to understand that “trick out” means adding parts to improve performance. Context clues can also be found in the following paragraph, as is common for terms important to the text. Paragraph 11 connects the meaning of the action with the statements “If you want to make it better, buy better parts when you can. Before long, you will have a great racing bike.” Together, this information provides the definition of the term.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students who have chosen “A” may have inferred that changing a bike to make it faster would involve changing the wheels, and that whatever is added may be “fancy” since the parts will be “better” than what is included on stock models. The text does not include specific parts that racers change or add to racing bikes, making this choice too narrow to include other ways to “trick out” bikes. In addition, “fancy” is an opinionated term, and the text does not include qualifiers for “better parts.”

Choice B: Students may have chosen “B” because the text states that a racing bike can cost “\$600 or more” and that racers need to “buy better parts” to make them perform better. While tricking out a bike may indeed involve spending a large amount of money, the text only specifies the overall cost of a bike, not the amount of money new parts will cost.

Choice D: Students may have chosen “D” because associations may be made to “tricking out” objects in order to make them look unique or special in other ways. The text defines “trick out” as making a bike “faster and better” and does not connect the action to the changing of a bike’s appearance.

HOW TO HELP STUDENTS MASTER RI.5.4:

To arrive at the correct answer, a student must select and use context clues to determine the meaning of a term. Choices “A,” “B,” and “D” each suggest information related to how people “trick out” objects, but none are as well-supported by information in the article as “C.” To help students succeed with questions like this, instruction can focus on close reading of text contained before, near, and after vocabulary words or phrases.

Read these sentences from paragraphs 2 and 11.

You have to be an outstanding rider for BMX racing.

If you want to race, a good rule is to buy the best bike you can afford.

What can the reader conclude from these sentences?

- A** Tricks and expensive gear make BMX racing appealing.
- B** BMX racers need practice and money to be successful.
- C** Skill and good equipment are important in BMX racing.
- D** BMX racers will win with the right preparation and tools.

Key: C

MEASURES CCLS: RI.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RI.5.1:

This question measures RI.5.1 because it requires students to choose an inference based on sentences quoted from the text. In order to answer the question correctly, students must understand the implicit and explicit meanings of each quote. Students must then combine the inferences to make a general concluding statement connecting the ideas.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" are able to infer that a rider must possess skills, such as the ability to navigate challenging BMX tracks, in order "to be an outstanding rider." The statement "a good rule is to buy the best bike you can afford" implies that quality equipment is important if a racer is to be competitive in the field.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because they have equated being an "outstanding rider" with being able to perform tricks; however, the ability to perform tricks is not linked to performing well on a BMX track. The author makes the point that one should buy "the best bike you can afford," not strictly for the expense, but because it is important to obtain good equipment for racing purposes. Finally, although tricks and expensive gear might make BMX racing appealing for some readers, this conclusion is not supported by the two sentences, which focus more on the importance of skill and good equipment.

Choice B: Students may have chosen "B" because they have made the inference that regular practice will help riders become "outstanding." The sentence, however, does not refer to practice or training in any way. The "best you can afford" does refer to spending money, although the sentence does not suggest racers will be successful, only that they will have a bike that is good for racing.

Choice D: Students may have chosen "D" because they have inferred that racers "prepare" themselves and their bikes in order to be "outstanding" and that a good bike could be considered a "tool" of the trade. The terms "preparation" and "tools," however, lack the precise meaning of "skill" and "good equipment" that the two sentences indicate. Also, the two sentences do not emphasize winning races, but participating well in them.

HOW TO HELP STUDENTS MASTER RI.5.1:

This question measures a student's ability to identify inferences that are based on information in a passage and draw a general conclusion which combines the inferences. To help students succeed with questions like this, instruction can focus on students' comprehension of complex, grade-level texts. Students can practice the ability to make inferential claims and draw conclusions based on specific details included in a text or portions of a text.

Which of these is more important to BMX racing than to freestyle BMX?

- A** danger
- B** difficulty
- C** expense
- D** speed

Key: D

MEASURES CCLS: RI.5.3:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

HOW THIS QUESTION MEASURES RI.5.3:

This question measures RI.5.3 because readers must compare information about two topics in the text: BMX racing and freestyle BMX. To answer correctly, students must categorize and compare details from the text to explain which element is more important or only pertains to BMX racing.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" show they are able to collect relevant information about each sport in order to make a comparison. In this question, students must first make valid inferences about each sport, then eliminate those characteristics that only apply to freestyle BMX or to both sports. Paragraph 1 states, "If you like riding a bicycle fast . . . racing may be the perfect sport for you." The text also states that BMX racing is all based on "who can cross the finish line first," suggesting that speed is the most important factor (paragraph 4). The statement "You have to give everything you have for the whole race" in paragraph 4 means that riders have to push themselves to be fast in order "to be competitive." Speed is not indicated as a criterion upon which BMX freestyle is judged, since a rider performs alone and skill is the most important element evaluated by judges.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because it seems reasonable to infer that both types of BMX have inherent dangers. The text suggests that racers will get "an occasional bump or bruise" and fall due to collisions. Freestyle riders do "jumps, wheelies, and other tricks," but the author does not make specific and explicit references to danger as an element of freestyle riding, so it is difficult to determine that "danger" only applies to BMX racing.

Choice B: Students may have chosen "B" because they conclude that both types of competitions are difficult in their own ways. Precise skills are required to perform freestyle BMX tricks. In BMX racing, you must give "everything you have" to win a race. The text, however, does not compare difficulty levels between the two styles, nor does it distinguish BMX racing as more difficult than BMX freestyle.

Choice C: Students may have chosen "C" because the text includes a section that describes the costs associated with buying and customizing BMX bikes, stating that a racing model can cost "\$600 or more," while a basic model may only be \$100. Students may conclude that expensive bikes are more important to BMX racers than to BMX freestyle riders; however, the text does not make the cost of freestyle models or customizations clear.

HOW TO HELP STUDENTS MASTER RI.5.3:

This question measures students' abilities to compare pieces of information on two topics and determine an aspect that is more important to one than the other. Choices "A," "B," and "C" describe an aspect of either BMX racing or freestyle BMX riding or both, but none of them qualifies an element that is only, or most importantly, related to BMX racing. To help students succeed with questions like this, instruction can focus on making connections in the text between individuals, events, ideas, or concepts and then analyzing similarities and differences between them. Instruction can also focus on evaluating the importance of variables or elements pertaining to the topics within a text.

Based on the information in the passage, how would freestyle BMX **best** prepare a rider for BMX racing?

- A** by helping the rider develop more skills
- B** by helping the rider stay in good condition
- C** by helping the rider escape serious injury
- D** by helping the rider avoid harmful crashes

Key: A

MEASURES CCLS: RI.5.3:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

HOW THIS QUESTION MEASURES RI.5.3:

This question measures RI.5.3 because readers must connect two ideas in the text: elements of freestyle BMX and BMX racing. To answer correctly, students must compare what is required of riders for each style and then decide what aspect of freestyle BMX would best prepare a rider for BMX racing.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" are able to connect various ideas in the text. Freestyle BMX is judged on the skills a rider exhibits when performing "jumps, wheelies, and other tricks." Since BMX racers ride on tracks that "have jumps, bumps, and turns," and it takes "real skill to speed over these," students can conclude that BMX racers would benefit from the kind of biking skills that freestyle BMX riding requires.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because the text states that BMX racers "have to be in top physical condition." Students may infer that in order to perform the precise skills necessary for tricks, freestyle BMX riders would also need to be in good physical condition, thus preparing them for racing. While that may be true, the physical conditioning involved with freestyle is not stated explicitly or implied in the text.

Choice C: Students may have chosen "C" because they have inferred that freestyle riders sometimes crash when doing "jumps, wheelies, and other tricks"; however, the text does not provide evidence of common injuries to freestylers or ways to avoid injury. The text also does not mention any serious injuries, only minor ones.

Choice D: Students may have chosen "D" because freestyle riders do "jumps, wheelies, and other tricks," and some students will infer that riders sometimes crash upon landing. Some students may also conclude that skillfully handling the "jumps, bumps, and turns" while racing will help racers avoid crashes, and that riding freestyle would help a racer prepare. The text does state that racers will get "an occasional bump or bruise" from falls due to collisions or crashes, but there is no textual support for ways to avoid or prepare for crashes with either style of riding.

HOW TO HELP STUDENTS MASTER RI.5.3:

This question measures students' ability to connect pieces of information relevant to two ideas and evaluate ways in which one element would affect the other. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend grade-level complex texts, making connections within texts between individuals, events, ideas, or concepts and then analyzing similarities and differences between them. Instruction can also focus on evaluating how ideas may build upon other ideas.

Bugs for Dinner?

by Ingrid Sweeney Bookhamer

- 1 I gasped when my friend dangled a meal worm between her thumb and index finger and offered it to me as a mid-morning snack.
- 2 I could never, I thought . . .
- 3 Even though Supphatra and I speak different languages, we find that we can talk in smiles. She showed up at my door this morning with two large cloth shopping bags and a timid grin. I grabbed a bag, nodded, and we walked to Chatuchak market. I was glad to have a friend in Thailand.
- 4 Since our family moved to Bangkok six months ago, I had learned many things. In Thailand, all parents give their children a nickname, a *chue-len*, and it is often cute or funny. Supphatra's nickname is Kitty. My name is Anna, but Kitty calls me "Lek Lek," which means 'very small.'
- 5 We wove our way through the bustling Thai marketplace. Supphatra clutched a grocery list from her mother. Her other arm was locked around my elbow in a protective grasp. Canopies and awnings extended out from all the stalls, making me feel like I was being led around a maze of underground tunnels. It was so exciting! We dodged people, potholes and pools of murky water. Busy shoppers laughed and haggled over prices.
- 6 Every now and then, Supphatra would stop and buy something from a vendor. I only recognized a few of the foods: fruit like *Rambutans* and several herbs like sweet basil and mint. Rambutans look like small red and green apples covered with strange bristles. When Supphatra peeled off the shell, the fruit inside was white and sweet. We giggled as we ducked in and out of narrow aisles. She also picked up some meats, curry powder and some very unusual looking vegetables. I've never been very brave when it comes to trying new foods. I hoped that my mom was making spaghetti for dinner tonight.
- 7 All of a sudden, Supphatra picked up the pace and flashed me a playful smile. She led me to a small cart deep within the maze of vendors. I smelled something both sugary and smoked. It was different from the pungent smells of curries and the sweet aroma of steamed rice that had crossed our paths earlier. I cringed when my eyes came to rest on an assortment of roasted bugs atop the cart. I could see grasshoppers, crickets, meal worms, bumblebees and beetles. Supphatra giggled.

- 8 “*Aloy Maa!*” she exclaimed. My Thai teacher had taught me that this meant “delicious!” although I wasn’t too sure of that. I stepped back as Supphatra selected several insects which the vendor placed in a small paper bag. Then, I watched in shock as Supphatra lifted a small grasshopper to her mouth. The insect made a popping sound as she bit down. She closed her eyes and smiled contentedly. I felt queasy. I didn’t try the meal worm that she offered me either.
- 9 On our walk home, Supphatra turned to me. She motioned a spoon nearing her mouth, pointed at me, then at her house and asked, “Lek Lek, dinner?” Her eyes took on a pleading expression as she waited.
- 10 Images of all the unusual foods that we’d just bought came rushing at me—not to mention the bugs. I looked down at my feet. “I . . . I . . . have to ask my Mom, Kitty,” I stammered.
- 11 I raced home. Of course my Mom would say yes, but what would I possibly tell Kitty? I couldn’t speak Thai well enough to explain that the dinner menu terrified me. And I hated the idea of lying to her. I paced back and forth across my bedroom floor. I looked out my window at Supphatra and her brother kicking a soccer ball in their yard. I headed towards them.
- 12 “Kitty, my mom said ‘no’ . . .” I lied. Supphatra’s shoulders sank. A pained expression came over her face, but she forced a smile.
- 13 I slowly walked back towards my house. I’m a terrible friend, I mumbled. I thought back to when Supphatra and I first met. We couldn’t speak to one another, but we spent hours riding our bikes together in the neighborhood. I loved being her friend.
- 14 I knew what I had to do. After getting permission, I ran towards her house and knocked on the door. Supphatra opened it, throwing her arms around me.
- 15 The rest of Kitty’s family was already seated at the table. I smiled weakly at my friend. A large bowl loaded with steamed rice was passed around first. Timidly, I scooped a little onto my plate, followed by some curried meats and vegetables. Next, a papaya salad and a clear noodle dish called *Yam Woonsen* came around. A trickle of nervous sweat made its way halfway down my forehead before I soaked it up with the back of my hand. My heart thumped wildly in my chest. When I looked at Supphatra, she smiled at me encouragingly. I took a deep breath and let the air out again very slowly.
- 16 I scooped up a giant spoonful of curried vegetables and rice and popped it in my mouth. The flavors made my taste buds jump! To my surprise, the meat curries were only a little spicy. The papaya salad was both peppery and sweet, with a hint of lime. It was my favorite.
- 17 “*Aloy Maa!*” I exclaimed out loud. Supphatra’s family laughed.

18 When Supphatra offered me a beetle after dinner, I politely shook my head ‘no,’ but
grinned ear to ear as I watched her and her brother gobble down the insects.

19 “How about dinner at my house tomorrow, Kitty?” I asked her, making accompanying
hand gestures. She suddenly stopped eating, and her eyes grew as wide as Rambutans.

20 I was sure that she had never tried spaghetti.

In paragraph 7, what does the author’s use of the phrase “picked up the pace and flashed me a playful smile” indicate?

- A** Anna and Supphatra need to hurry to finish their shopping.
- B** Anna has difficulty keeping up with Supphatra in the unfamiliar place.
- C** Supphatra enjoys the time she spends shopping with Anna.
- D** Supphatra expects that Anna will be surprised by what happens next.

Key: D

MEASURES CCLS: RL.5.4:

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

HOW THIS QUESTION MEASURES RL.5.4:

This question measures RL.5.4 because readers must determine what a figurative description indicates about a character’s actions and thoughts. To answer correctly, students must be able to analyze details and specific word choices that describe the characters, setting, and plot events.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” are able to determine that Supphatra plans to surprise Anna by her next actions—bringing her to a roasted bug vendor and eating a grasshopper in front of her. By “picking up the pace” of their shopping trip, Supphatra is likely showing her excitement or anticipation for the surprise. Flashing a “playful smile” immediately before leading Anna to the cart of bugs indicates that Supphatra may be communicating an upcoming action or is pleased by the thought of surprising Anna by the bugs. Her giggle at the end of the paragraph provides more context that she knew how Anna would react to the roasted bugs.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the idiom “picked up the pace” means to have moved faster, and it can be inferred that since the girls had a grocery list of items to buy from the vendors, they might have been in a hurry to finish their shopping. There is no evidence, however, of the girls’ need to rush to finish shopping.

Choice B: Students may have chosen “B” because it can be concluded that Anna is not familiar with the Thai marketplace. In paragraph 4, Anna lets the reader know that she is new to Thailand. Supphatra “locked” her arm around Anna’s elbow “in a protective grasp” while she led them through what seemed like “a maze of underground tunnels.” However, there is no evidence to suggest that Anna has difficulty keeping up with Supphatra in the market.

Choice C: Students may have chosen “C” because Supphatra appears to be enjoying herself while leading Anna around the market. The girls “giggled” as they “ducked in and out of narrow aisles,” and Anna says “It was so exciting.” However, Supphatra’s “playful smile” in the question is tied more specifically to her plan to surprise Anna with the bugs and not to her general happiness.

HOW TO HELP STUDENTS MASTER RL.5.4:

To arrive at the correct answer, a student must determine the meaning of a phrase containing figurative language as it is used in the text and what it suggests about a character's actions and thoughts. To help students succeed with questions like this, instruction could focus on interpreting figurative language phrases, such as metaphors, similes, personification, and idioms. Students could practice analyzing word choices within descriptions of characters' actions, making inferences as to the thoughts and motivations of the characters in a story.

Which word **best** describes how Supphatra is feeling in paragraph 12?

- A** confident
- B** confused
- C** disappointed
- D** friendly

Key: C

MEASURES CCLS: RL.5.2:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

HOW THIS QUESTION MEASURES RL.5.2:

This question measures RL.5.2 because it asks students to infer what a main character is feeling from details in the text. Supphatra shows her response to Anna's news through body language and facial expressions, and to answer correctly, students must interpret the messages she conveys and connect them to the plot events in the story.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" are able to interpret Supphatra's non-verbal response to Anna's news that she will not be coming to dinner. When Supphatra asks Anna to dinner in paragraph 9, "her eyes took on a pleading expression," indicating she is hopeful. When Anna lies about her mom saying that she can't go in paragraph 12, Supphatra becomes visibly distressed. Her "shoulders sank" and a "pained expression came over her face." By connecting her responses to the events in the situation, readers can determine that Supphatra feels disappointed that her friend will not be coming to dinner.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because Supphatra "forced a smile," which may lead to the inference that she feels confident that Anna may still end up coming to dinner. The majority of evidence in this paragraph, however, indicates that Supphatra is not happy with Anna's news, and forcing a smile shows that she likely wants to be polite to her friend by accepting her response.

Choice B: Students may have chosen "B" because while Supphatra's "shoulders sank" and "a pained expression came over her face," she still smiled. The contradiction in the actions could indicate that she is confused; however, there is no evidence in the text to suggest why she might be confused.

Choice D: Students may have chosen "D" because Supphatra smiles at Anna, which typically is a friendly response. In this case, however, her smile is "forced" since she is attempting to hide her disappointment.

HOW TO HELP STUDENTS MASTER RL.5.2:

To arrive at the correct answer, a student must infer what a character is feeling in response to a challenge by interpreting details. To help students succeed with questions like this, instruction could focus on analyzing characters' feelings as they change throughout parts of stories. Students could practice finding details which convey feelings or thoughts and connect those details to the plot events, determining how and why characters respond to challenges.

How does paragraph 14 fit into the structure of the story?

- A** It resolves the conflict that is presented in paragraph 13.
- B** It explains a problem that is solved in paragraph 15.
- C** It introduces the feelings of the narrator.
- D** It adds mystery to the events.

Key: A

MEASURES CCLS: RL.5.5:

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

HOW THIS QUESTION MEASURES RL.5.5:

This question measures RL.5.5 because readers must determine how a paragraph fits into the structure of a story by analyzing the problems, solutions, elements of characterization, plot events, and mood. To answer correctly, students must compare structural elements found in paragraph 14 to other specific paragraphs and to other roles that paragraphs can play within the story.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" are able to determine that the events in paragraph 14 explain the narrator's solution to the problem of her guilt over lying to her friend. Anna tells Supphatra that her mom "said 'no' " to dinner at Supphatra's house in paragraph 12. In paragraph 13, Anna is conflicted and feels she is "a terrible friend." She resolves the conflict by deciding on her course of action, getting permission, and then going to her friend's house in paragraph 14.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because events in paragraph 15 begin to solve the problem of Anna's fear of eating new foods referenced in paragraph 6. That problem is compounded in paragraphs 8 through 11 when Anna thinks more about what "unusual" foods might be on the menu at Supphatra's house. Paragraph 14, however, does not address this specific problem. It solves the problem of Anna's guilt over her lie.

Choice C: Students may have chosen "C" because the narrator states, "I knew what I had to do." This expresses more of her thoughts than her feelings and is not the first paragraph to introduce either. Both the narrator's thoughts and feelings are introduced in paragraphs 2 and 3 and are included intermittently in paragraphs 5 through 13.

Choice D: Students may have chosen "D" because Anna does not clarify any specific plan, briefly leaving the reader to infer what the narrator plans to do next. Paragraph 14 does not add mystery to the events, however, because the following lines describe what Anna intended to do - go to dinner at Supphatra's.

HOW TO HELP STUDENTS MASTER RL.5.5:

To arrive at the correct answer, a student must be able to determine how a paragraph fits into the structure of a story and determine from the answer choices which best explains the relationship. Conflict, resolution, characterization, plot, and mood need to be analyzed. To help students succeed with questions like this, instruction could focus first on building students' capacity to comprehend grade-level complex texts, and following this with a focus on analyzing overall structures of stories in addition to how specific parts or paragraphs fit into the structure. Students could practice determining major and minor conflicts, important aspects of characterization and plot events, and other roles of text, such as introduction, background details, and mood or tone changes.

Read this sentence from paragraph 15 of the story.

Timidly, I scooped a little onto my plate, followed by some curried meats and vegetables.

What does the word “timidly” suggest?

- A** unhappiness
- B** uncertainty
- C** friendliness
- D** bravery

Key: B

MEASURES CCLS: RL.5.4:

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

HOW THIS QUESTION MEASURES RL.5.4:

This question measures RL.5.4 because readers must determine what “timidly” means as it is used in paragraph 15. In order to answer correctly, students must analyze context from other parts of the story to explain what feeling or trait the adverb suggests about the narrator’s actions.

WHY CHOICE “B” IS CORRECT:

Students who choose “B” are able to determine that the narrator, Anna, feels uncertain about eating at Supphatra’s house. Anna initially declines the dinner invitation because “the dinner menu terrified” her, but once she joins the family, she smiles “weakly” at her friend, suggesting she is hesitant or uncertain. While more dishes come around the table, Anna experiences “a trickle of nervous sweat,” and her “heart thumped wildly.” Supphatra smiles at her “encouragingly,” most likely to help ease Anna’s uncertainty over what she is about to eat. All of these textual details point to Anna’s uncertainty towards trying new foods at her friend’s house.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because Anna has been both “terrified” of the dinner menu and unhappy with herself over the decision to lie to Supphatra about why she could not come to dinner. Although Anna is not particularly enthusiastic at the table, the details do not point to any unhappiness, but an uncertainty.

Choice C: Students may have chosen “C” because it can be concluded that Anna’s smile just before serving herself food indicates friendliness toward Supphatra. In paragraph 13, Anna also states that she “loved being her friend.” Evidence of Anna’s feelings as she serves herself the other dishes, however, indicates that her primary feeling is one of uncertainty at this point and is not focused on friendliness.

Choice D: Students may have chosen “D” because Anna is attempting to overcome her fears after admitting in paragraph 6 that she has “never been very brave when it comes to trying to new foods,” and is terrified of the dinner menu in paragraph 11. It can be inferred that she shows bravery by eating with the family; however, she is more uncertain in paragraph 15 about what she is going to be eating than she is courageous.

HOW TO HELP STUDENTS MASTER RL.5.4:

To arrive at the correct answer, a student must determine the meaning of a word as it is used in the text and what it suggests about a character's actions. To help students succeed with questions like this, instruction could focus on using contextual clues before, near, and after terms in the text. Students could practice using vocabulary words to describe characters' actions and feelings.

Which sentence **best** supports the theme of the story?

- A** “Since our family moved to Bangkok six months ago, I had learned many things.” (paragraph 4)
- B** “I’ve never been very brave when it comes to trying new foods.” (paragraph 6)
- C** “She closed her eyes and smiled contentedly.” (paragraph 8)
- D** “My heart thumped wildly in my chest.” (paragraph 15)

Key: B

MEASURES CCLS: RL.5.2:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

HOW THIS QUESTION MEASURES RL.5.2:

This question measures RL.5.2 because readers must determine the overall theme of a story and locate details that help support it. In order to answer correctly, students must evaluate how effectively each choice supports the theme.

WHY CHOICE “B” IS CORRECT:

Students who choose “B” are able to determine that the major theme of the story, as well as the main conflict and resolution, is related to overcoming a fear of trying new foods. Paragraphs 1 and 2 foreshadow the issue Anna has with the thought of eating bugs. She admits that she has “never been very brave when it comes to trying new foods” in paragraph 6 and hopes that her mom “was making spaghetti for dinner,” showing her preference for foods familiar to her. Paragraphs 10 through 15 carry the theme as Anna struggles with her fear, and paragraphs 16 and 17 demonstrate that she faces the challenge and enjoys trying some new foods, even if that does not include eating bugs.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because themes often involve lessons a character learns, and the passage does describe how Anna learned something. At this point in the story, however, the narrator is providing background information and the “things” she has learned are still not specific. As a result, this sentence does not provide the best support for the theme.

Choice C: Students may have chosen “C” because the topic of eating bugs is found throughout the story, and it can be inferred that Supphatra enjoys eating them. Since Anna does not end up eating bugs herself, but more importantly ends up liking other Thai foods new to her, it would not be considered a theme of the story.

Choice D: Students may have chosen “D” because Anna is nervous about trying the new food. However, because this sentence itself does not include a reference to the cause of the nervousness, it is not the best support for the theme of the story.

HOW TO HELP STUDENTS MASTER RL.5.2:

To arrive at the correct answer, students must determine the overall theme of the story and then locate text evidence that supports the theme. To help students succeed with questions like this, instruction could focus on inferring which major and minor lessons characters in a story learn, as well as how to recognize ways thematic elements are woven throughout stories. Students could practice finding text evidence to support the themes and then evaluate the strength of each, determining which best supports each theme.

Why does the author **most likely** include both paragraphs 16 and 17?

- A** to contrast for the reader Anna’s earlier fears and her enjoyment of the food
- B** to explain to the reader why Supphatra’s family thinks Anna is funny
- C** to help the reader understand the different flavors in Thai dishes
- D** to show the reader how delicious Thai food is

Key: A

MEASURES CCLS: RL.5.5:

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

HOW THIS QUESTION MEASURES RL.5.5:

This question measures RL.5.5 because readers must determine how a section of text fits into the structure, or organization, of a story. In order to answer correctly, students must contrast the details about the narrator’s feelings in paragraphs 16 and 17 with those earlier in the story.

WHY CHOICE “A” IS CORRECT:

Students who choose “A” are able to determine that paragraphs 16 and 17 provide details about Anna’s positive thoughts about the Thai foods she just ate. The flavors made her “taste buds jump!” She is surprised that “the meat curries were only a little spicy,” and her “favorite” is the “peppery and sweet” papaya salad. Paragraph 8 provides context that allows readers to know that her exclamation in Thai in paragraph 17 means “delicious!” Her pleasure expressed in paragraphs 16 and 17 contrasts with Anna’s statement in paragraph 6 when she admits she’s “never really been brave when it comes to trying new foods” and calls vegetables she does not recognize “unusual.”

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because “Supphatra’s family laughed” when Anna exclaimed, “Aloy Maa!” in paragraph 17. The family’s reaction, however, does not play a central part in the passage, nor does it develop the narrator’s feelings.

Choice C: Students may have chosen “C” because paragraph 16 describes some of the flavors in the Thai food Anna eats. However, this is only found in one of the paragraphs and is not related to structural elements of the story.

Choice D: Students may have chosen “D” because Anna exclaims that the Thai food she has just eaten is delicious. The main reason the paragraphs are included, however, is not to convince the reader that Thai food is delicious, but rather to demonstrate Anna’s change in attitude.

HOW TO HELP STUDENTS MASTER RL.5.5:

To arrive at the correct answer, a student must be able to determine how a section of text fits into the structure, or organization, of a story. To help students succeed with questions like this, instruction could focus on analyzing overall structures of stories in addition to how specific parts or paragraphs fit into the structure. Students could practice finding time order of events, comparisons, contrasts, causes, effects, problems, and solutions to determine how these elements affect the structure of a story.

What does the narrator's description in paragraph 18 **most likely** suggest about Anna?

- A** She is relieved that the dinner has ended.
- B** She accepts that her friend is different from her.
- C** She is determined to try unusual foods.
- D** She is curious about her friend's actions.

Key: B

MEASURES CCLS: RL.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RL.5.1:

This question measures RL.5.1 because readers must draw an inference about a character based on details from the text. Anna, the narrator, reacts to Supphatra's actions in paragraph 18. In order to determine what the description in paragraph 18 suggests about Anna, students will connect details and plot events from earlier parts of the story to her reactions.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" are first able to determine that even though Anna "politely" declines a beetle after dinner, she is okay with Supphatra and her brother eating the insects. She even grins "ear to ear," suggesting that it amuses her. Students are then able to connect previous events in the story to infer that Anna is showing acceptance for the cultural food preference that is different from her own. Paragraphs 7, 8, 10, and 11 refer to her negative reactions to the thought of eating bugs, so her grin in paragraph 18 suggests that she can still accept her friend's taste for them, even though she does not want to try them herself.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because Anna's grin indicates that she is content at the end of dinner. However, she grins because she watches Supphatra and her brother "gobble down the insects;" this description is more connected to her friend's actions than to her own feelings about the dinner.

Choice C: Students may have chosen "C" because Anna tries new foods at her friend's house and expresses delight in doing so (paragraphs 15 and 16). However, in paragraph 18, she still politely declines the beetle, showing that she is not willing to try bugs just yet.

Choice D: Students may have chosen "D" because Anna's "ear to ear" grin while watching Supphatra and her brother "gobble down the insects" may suggest that she is curious as to why her friend is eating bugs. Since Supphatra eats a grasshopper in front of Anna in paragraph 8, the action is not new to the narrator. The paragraph demonstrates Anna's changing attitude towards acceptance of new foods, but not her curiosity towards them.

HOW TO HELP STUDENTS MASTER RL.5.1:

To arrive at the correct answer, a student must infer information about a character based on details in descriptive text. To help students succeed with questions like this, instruction could focus on analyzing the details in a sentence or section of a text for explicit and implicit meaning. Students could practice drawing inferences from the meanings as they relate to other aspects or events in a story.

Directions

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Read this story. Then answer questions XX through XX.

Grace is a student intern with Dr. Watts, an oceanographer studying the effects of a recent oil spill on an ocean reef. When the co-pilot of their tiny submersible ship becomes ill, Grace must fill in, even though she is untrained and nervous about the dangers of sinking 1,600 feet below the surface of the ocean.

Deep!

by John Frizell

1 She opened her eyes and saw another world. The lights of the sub illuminated huge coral mounds, covered with thickets of delicate branches. There were crabs swarming over it and starfish dotted about. Tiny sea anemones sprouted from every patch of sand between the thickets. Everything looked gray-blue, but as they got closer and the sub's lights became more effective, colors blossomed on the starfish and anemones. Feathery white plumes of plankton, almost like snow, drifted in slow currents above the ocean floor. The vehicle hovered as they carefully monitored the area looking for visible signs of oil. There didn't appear to be any, Grace quickly noted. The weight of the ocean lay heavily upon her, and all she could think about was resurfacing.

2 "No oil," she said joyously.

3 "None that we can see. Have you looked at the data logger?"

4 "Light is green."

5 "Good. Can you explain how there could be oil affecting this area without us being able to see it?" Dr. Watts was maneuvering the sub. Its little electric thrusters were whining as it moved against the slow currents toward a reef mound and steadied itself in front of an outcrop.

6 "Well, oil has many toxic components, and some of them dissolve in water or can be suspended," she answered. "So we could be in the middle of a high concentration and not see it."

7 Grace didn't want to play academic games. She wanted to escape to the surface.

8 "That's correct," said Dr. Watts. A short robot arm was unfolding from the sub, right in front of Grace.

9 "They injected emulsifier into the oil where it was escaping from the seafloor," Watts explained. "That kept a lot of it from reaching the surface, but dispersed it into the deep

water. It may still be down here.” A claw at the end of the robotic arm closed on a branch of coral, broke it off, and then retracted to drop its prize into a sample container that opened to receive it and then closed tightly.

10 “Excellent. Now we have a sample that could tell us what has really happened,” Watts said.

11 “But it all looks so healthy.”

12 “Yes, it does. But effects may take a long time to show. This is a slow-growing ecosystem. Those reefs are millions of years old; it will take decades to measure the effects on them. And research money will become harder and harder to get. We need to sample as much of the deep ocean as we can before our funding runs out.”

13 The sub was in motion again, headed toward what looked like a huge cloudbank over a muddy bottom.

14 “No way,” she could hear Watts’s frustrated voice.

15 The reef and most of the bottom had disappeared as they entered the cloud. The lights penetrated only a few feet into the gloom.

16 “I’m going to need your help, now,” he said urgently.

17 Grace’s muscles and nerves tightened as the lights on the sub got brighter. A huge boulder loomed over the sub.

18 “Mustn’t hit that,” she could hear Dr. Watts mumble.

19 Grace stared into the gloom. Sweat was running down her face despite the cooling system humming in the can.

20 “We need baseline data, and every sample is precious,” Watts said. “Can you see anything?”

21 Grace could see a coral branch that appeared and disappeared in the murky water.

22 “Yes.”

23 “I can’t see anything. I can’t even see the arm. It’s in front of you. Tell me when the grab is on target.”

24 “I can hardly see it,” Grace warned. “It comes and goes.”

25 “Concentrate then. Concentrate.”

26 The arm was disappearing into the murk. She couldn’t see the claw. When it cleared a moment later, the claw was touching the prize.

27 “Close.” She saw the claw close and miss as the sub drifted sideways.

28 “Didn’t get it. Open.” The grab disappeared again.

29 The thrusters whined as Dr. Watts pushed them away from the looming menace of the boulder. Grace stared into the floodlit gloom, waiting. There was a ripple in the current. A branch appeared.

30 “Up a few feet.”

31 The sub lilted. The claw brushed the branch.

32 “Hold steady and close.”

33 Just as the claw grabbed the coral, the cloud masked it.

34 “What happened?” asked Dr. Watts.

35 “On target. It’s ours!”

36 “Well done, Grace. Very well done!”

MEASURES CCLS: RL.5.5:

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

HOW THIS QUESTION MEASURES RL.5.5:

This question measures RL.5.5 by asking the student to demonstrate how a part of a text, paragraph 1, contributes to the overall structure of the story. Students also demonstrate an ability to cite relevant textual evidence in support of their conclusions.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

A response receiving full credit will use textual details to demonstrate how paragraph 1 describes the setting, introduces a main character, or sets the mood of the story. Multiple examples of the setting are included in this paragraph, including the more general comparison to “another world” and detailed descriptions of specific sea animals. Grace is introduced through her actions and her thoughts when she notices that there “didn’t appear to be any” oil, and that she is uncomfortable and wants to resurface. The mood for the first part of this story is hinted to be both exciting and suspenseful as Grace sees the deep ocean for the first time. Her important task of monitoring “the area looking for visible signs of oil” plays a possible role in her feeling that “the weight of the ocean lay heavily upon her.”

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.5.5:

To help students succeed with questions assessing standard RL.5.5, opportunities for practice analyzing elements of structure can be provided using grade-appropriate complex texts. Instruction can focus on examining the ways that texts are structured using literary devices such as setting, characterization, etc., and then identifying how initial details in a text relate to subsequent events that draw on the same ideas. Students can practice by deciding how specific examples from a text match up with overarching elements of a story.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

How does paragraph 1 prepare the reader for the rest of the story? Use **two** details from the story to support your response.

Paragraph 1 prepares the reader for the rest of the story giving details on where they are. Paragraph 1 explain where they are and why they are there. From paragraph 1 it says "they carefully monitored the area looking for visible signs of oil." From that you can tell ~~that~~ they are watching oil. But when it says "drifted in slow currents above the ocean floor," it tells you they are in the ocean close to the ocean floor.

Score Point 2 (out of 2 points)

This response makes valid inferences from the text to explain how paragraph 1 prepares the reader for the rest of the story (*giving details on where they are and why they are there*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*they carefully monitored the area looking for visible signs of oil and "drifted in slow currents above the ocean floor," it tells you they are in the ocean*). This response includes complete sentences where errors do not impact readability.

How does paragraph 1 prepare the reader for the rest of the story? Use **two** details from the story to support your response.

Paragraph 1 prepare the reader for the rest of the story because it describes how it was happening in Grace's perspective. For example, in the story it says "She opened her eyes and saw another world." This shows that Grace was curious about the ocean. Another example, is "There were crabs swarming over it and starfish dotted about. Tiny sea anemones sprouted from every patch of sand between the thickets." This proves that Grace is trying to observe the ocean as much as she could. In conclusion, Grace got to help Dr. Watts with the experiment.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how paragraph 1 prepares the reader for the rest of the story (*it describes how it was happening in Grace's perspective*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*She opened her eyes and saw another world, Grace was curious about the ocean, Grace is trying to observe the ocean as much as she could*). This response includes complete sentences where errors do not impact readability.

How does paragraph 1 prepare the reader for the rest of the story? Use **two** details from the story to support your response.

I think that paragraph 1 prepares the reader for the rest of the story. I think so because paragraph 1 talks about the setting and where they are at. Also, it tells the reader a lot about the setting by stating that there are starfish, and anemones where the main character is at.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain how paragraph 1 prepares the reader for the rest of the story (*talks about the setting*); however, the response only provides one concrete detail from the text for support as required by the prompt (*there are starfish and anemones where the main character is at*).

How does paragraph 1 prepare the reader for the rest of the story? Use **two** details from the story to support your response.

It shows where they are and explains how the story is gonna go. The author was basically explaining about what the story is about.

Score Point 1 (out of 2 points)

This response makes valid inferences from the text to explain how paragraph 1 prepares the reader for the rest of the story (*It shows where they are*); however, the response does not provide two details from the text for support as required by the prompt.

How does paragraph 1 prepare the reader for the rest of the story? Use **two** details from the story to support your response.

because it is talking about
the people

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because it is talking about the people*).

MEASURES CCLS: RL.5.6:

Describe how a narrator's or speaker's point of view influences how events are described.

HOW THIS QUESTION MEASURES RL.5.6:

This question measures RL.5.6 by asking the student to describe how the narrator's point of view influences the mood of the story. Students must infer the overall feeling the narration creates in various points of the text, based on details such as characters' thoughts, descriptions, and plot events.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

A response receiving full credit will use textual details to describe how the details and description from the narrator's point of view contribute to the anxious, or suspenseful, mood. The narrator describes Grace's anxiety in paragraph 1, as the text states, "the weight of the ocean lay heavily upon her, and all she could think about was resurfacing," and in paragraph 17, "Grace's muscles and nerves tightened" and "a huge boulder loomed over the sub." Both of these descriptions add suspense to the story. In addition, the importance of their task, combined with the difficulty of seeing through the gloomy, murky water, contributed to the anxious and suspenseful mood.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.5.6:

To help students succeed with questions assessing standard RL.5.6, instruction can focus on analyzing how a narrator's or speaker's point of view affects the way events are described and contribute to the overall feeling of a story or part of a story. Instruction can focus on using textual details to explain how a narrator changes the mood of a text based on the way events are described.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

How does the narrator's point of view contribute to the mood of the story? Use **two** details from the story to support your response.

The narrators Point of View contributes to the mood of the story is helpful because Grace is scared and it helps the story show that. I think this is helpful because in the story it says "Sweat was running down her face." If Grace was the narrator she couldn't see sweat running down her own face. Also I think this because in the passage it says "Grace didnt want to play academic games" and it would be weird if she said that herself. That why I believe the narrators point of view is helpful

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how the narrator's point of view contributes to the mood of the story (*Grace is scared and it helps the story show that*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Sweat was running down her face.*" *If Grace was the narrator she couldn't see sweat running down her own face* and "*Grace didnt want to play academic games*" and *it would be weird if she said that herself*). This response includes complete sentences where errors do not impact readability.

How does the narrator's point of view contribute to the mood of the story? Use **two** details from the story to support your response.

The narrator's point of view contributes to the mood of the story. It makes the story sound a little more suspending. Seeing it from this point of view, I got a little anxious to get to the surface. I felt anxious when the story said, "Grace's muscles and nerves tightened as the lights on the sub got brighter. A huge boulder loomed of the sub." I felt suspended when the sub kept trying to get the coral, and missing. Then it finally got it.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how the narrator's point of view contributes to the mood of the story (*It makes the story sound a little more suspending*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*I felt anxious when the story said, "Grace's muscles and nerves tightened as the lights on the sub got brighter. A huge boulder loomed of the sub."* and *I felt suspended when the sub kept trying to get the coral, and missing*). This response includes complete sentences where errors do not impact readability.

How does the narrator's point of view contribute to the mood of the story? Use **two** details from the story to support your response.

The narrator's point of view contributes to the mood of the story. It gives examples of how both people are thinking. If Grace or Dr. Watts was narrating it would have only showed examples from one person. They are both excited in the beginning, nervous in the middle when they enter the cloud and relieved at the end when they finally grab hold of the coral.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text as required by the prompt (*They are both excited in the beginning, nervous in the middle when they enter the cloud and relieved at the end when they finally grab hold of the coral*). While the response includes some information from the text, no inference and/or claim is present.

How does the narrator's point of view contribute to the mood of the story? Use **two** details from the story to support your response.

The narrator's point of view contributed the mood in the story by saying, "She opened her eyes and saw another world". When the narrator said that it changes the mood of the story. Also when the narrator started to explain the oil and how it became so gloomy, that also changed the mood of the story. In that moment it changed the mood of the story from amazing and beautiful into a dark and gloomy place.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain how the narrator's point of view contributes to the mood of the story (*when the narrator started to explain the oil and how it became so gloomy, that also changed the mood of the story*); however, the response only provides one concrete detail from the text for support as required by the prompt (*She opened her eyes and saw another world*).

How does the narrator's point of view contribute to the mood of the story? Use **two** details from the story to support your response.

Grace stared into the gloom. Sweat was running down her face despite the cooling system humming in the car. We need baseline and every sample is precious" watts said, "can you see anything."

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*watts said, "can you see anything*).

How to be a Smart Risk-Taker

by Steven R. Wills

- 1 If the key to becoming a pioneer or a trendsetter is to be a smart risk-taker, then how can we learn to become smarter risk-takers? Some people figure this out by accident, or stumble on the secret of success—but most of us have to take charge and make these things happen for ourselves. If you want to be a smart risk-taker, you need a plan. Here's one:

STEP 1: Learn how to evaluate yourself.

- 2 How do you feel about the word “risk”? Does it make you think of danger, of anxiety, or of losing something? Or does it make you think of possibilities, of excitement, and of adventure? We aren't all the same, and we need to be honest about it.
- 3 How do you feel about yourself? Sure, we all feel lousy about ourselves sometimes (although usually more than we have reason to). But when you think you have done well, what traits do you think made you succeed? Stanford University professor Dr. Carol S. Dweck discovered something interesting about the praise we receive when we do something well. She found that, if students were praised for being “smart,” they were less likely to take risks than students who were praised for “working hard.” Why? It seems that, if we think we do well just because we are smart, then we are less willing to try things where we might fail. However, if we think we are hard workers, then we are more willing to try things where we have to work hard—after all, that is what we are good at, right? Next time you succeed at something, recognize the work you put into it and the risks you took—don't just figure it came to you because you were “smart” or “talented.”
- 4 Do you need to have things “all set” before you do something? Are you afraid of being rejected, and need the approval of others? Do you have to always be right? Are you unwilling to take the consequences for your actions? Do you look to others to solve a problem because you don't believe you can do it? Do you need to play it safe? These are all ways of thinking that will get in your way if you want to be a smart risk-taker. If they describe you, then you know what you have to work on first. Remember, the way you think now can be changed—so get started.
- 5 On the other hand, are you willing to be vulnerable? Can you accept the consequences when things don't work out? (Keep in mind that we are not talking about dumb risks.) Are you able to do things even though you aren't likely to get the approval of your friends? Can you confront a problem and not blame it on someone else? These are the traits of a smart risk-taker. On to STEP 2.

STEP 2: Learn how to evaluate risks.

- 6 Evaluating a risk isn't really difficult—although it can take some effort to do well. Think of it this way: A smart risk is one where the potential upside outweighs the potential downside. For example: Should you ask ____ to hang out with you? Best potential upside? He/She says “yes,” you have a great time, and maybe you get together again. Worst potential downside? He/She says “no,” and you are embarrassed for maybe a whole day. If that's the worst that can happen, you would be crazy not to ask, right?
- 7 Of course, sometimes it's more complicated than that. However, you can always write down the risk and make a list of upsides and downsides. Be thorough—you don't want to miss anything—and then examine your list. Which side carries more weight? (Remember, it's not the length of the list that matters, it's the importance of the items on the list.)
- 8 As you become more practiced at evaluating risks, you will be surprised to find that many risks have very limited downsides, but potentially awesome upsides. Clearly, those are the risks you should go for. This seems so obvious, yet we don't usually take these risks. Why not? One reason might be that, in your list, the downsides are all immediate and the upsides are all long term. Keeping long-term goals in mind will also help when your work doesn't seem to be paying off. Sometimes you just have to slug along. It's the old “no pain, no gain” thing.

STEP 3: Learn how to “make the move.”

- 9 Remember the slogan for Nike® shoes, “Just do it”? Well, there you go. You can only stand on the end of the diving board for so long. Sooner or later you are either going to have to climb back down (feeling lousy every step of the way) or you are going to have to dive. There is no third choice.
- 10 If you seem stuck on this step, don't give up. There is a reason, and you need to find out what it is. Brainstorm for a bit. Are you stuck because you don't really want this? Are you stuck because you think there is a better way to reach your goal? Pull out some scrap paper and make some lists. List alternative solutions. List reasons for not taking a risk in this case. List ways your life would be different if you didn't take a risk. The answer to your dilemma is in there somewhere.

STEP 4: Try it out.

- 11 Try some small risks first. Try joining a club in school (the drama club?). Try learning a new skill (Piano? Lacrosse? Cooking?).
- 12 Once you get the idea, the only thing left is to be on the lookout. Smart risks (also called “opportunities”) come up all the time. Be ready to be a smart risk-taker.

Nike® is the registered trademark of Nike, Inc.

MEASURES CCLS: RI.5.2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

HOW THIS QUESTION MEASURES RI.5.2:

This question measures RI.5.2 because it asks students to determine a main idea the author makes about the value of being a smart risk-taker. This conclusion requires students to evaluate the text for details that support the author's ideas.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

A response receiving full credit will use textual details to determine that according to the author, the value of being a smart risk-taker is that you get to choose which risks can benefit you and which may not. Paragraphs 6 through 8 ask students to evaluate risks by writing down the upsides and downsides in order to weigh them against each other because "many risks have very limited downsides, but potentially awesome upsides." Paragraphs 9 and 10 also explain the value of getting you to face your fears and "just do it," whatever your goal is. A full-credit response explains a drawn conclusion based on steps the author outlines, while citing specific, relevant details from the text that support the main idea.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.5.2:

To help students succeed with questions assessing standard RI.5.2, instruction can focus on determining different main ideas within a text, including overall main ideas and ones from specific sections of a text. Students can practice identifying textual details and the ways they support the main ideas.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

According to the author, what is the value of being a smart risk-taker? Use **two** details from the article to support your answer.

The value of being a smart risk-taker (according to the author) is a good thing. This is good because it gets ~~the~~ kid to try new things, and don't force anything the author say "Try something small first." (Piano? Lacrosse? Cooking?) Also because it gets kids to make better choices, and think about what they're doing. However, you can always write down the risk and make a list of upsides and downsides."

Score Point 2 (out of 2 points)

This response makes valid inferences from the text to explain the value of being a smart risk-taker (*it get kid to try new things and it gets kids to make better choices*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Try something small first. (Piano? Lacrosse? Cooking? and However, you can always write down the risk and make a list of the upsides and downsides)*). This response includes complete sentences where errors do not impact readability.

According to the author, what is the value of being a smart risk-taker? Use **two** details from the article to support your answer.

The value of being a smart risk-taker is you chose what you think is right by making a list of upsides and downsides. Also, if you take risks you can try something like joining a club at school and really end up enjoying it.

Score Point 2 (out of 2 points)

This response makes valid inferences from the text to explain the value of being a smart risk-taker (*you chose what you think is right and really end up enjoying it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*by making a list of upsides and downsides and like joining a club at school*). This response includes complete sentences where errors do not impact readability.

According to the author, what is the value of being a smart risk-taker? Use **two** details from the article to support your answer.

The value of being a smart risk taker is taking risks or doing things that you have never done before. Nikes slogan is just do it where you should just do things even if you think they're scary or you just can't do it because you don't want to because you think it will ruin your day or it is not smart.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain the value of being a smart risk-taker (*doing things that you have never done before*); however, the response only provides one concrete detail from the text for support as required by the prompt (*Nikes slogan is just do it*).

According to the author, what is the value of being a smart risk-taker? Use **two** details from the article to support your answer.

Trying new things

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain the value of being a smart risk-taker (*Trying new things*); however, the response does not provide two details from the text for support as required by the prompt.

According to the author, what is the value of being a smart risk-taker? Use **two** details from the article to support your answer.

- 1 Ask ^{yourself} questions about how you will do it.
- 2 Right a list on what you will take a risk at.
- 3 try it out

- 1 ASK yourself questions because it will help you understand why you do it.
- 2 Make a list to remind you what you are doing
- 3 try it out to see if you can do it.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (1. *Ask yourself questions* and 2. *Make a list*).

The Young Man and the Sea

by Zac Sunderland

1 I sailed around the world. Alone. At age 16. Here's the amazing tale of my 13-month adventure.

Inspiration Leads to Action

2 Extreme sleep deprivation was just one of the challenges I faced on my journey that took 13 months and 28,000 miles to complete.

3 I got the idea for my trip after reading "Dove" by Robin Lee Graham, a teen who sailed the world alone in the 1960s. I started sailing when I was 4 and loved it. Sailing is such an extreme sport. It's such an adrenaline rush. I bought my boat for \$6,500 and my dad (a shipwright), my friends and I worked on it for four months to get it ready for the trip.

4 I was 16 when I left Marina del Rey, Calif., on June 14, 2008. Reaching Hawaii, the first stop, took longer than expected—23 days—because the winds were mostly light. When I passed the continental shelf, Pacific rollers—tall swells like super-long mountains in deep water—jostled my boat. Seeing the Hawaiian Islands for the first time, I felt elated because I had just crossed an ocean alone.

5 It was so amazing that I just started laughing.

Challenge After Challenge

6 In the early days of my trip, I slowly got used to the loneliness and lack of sleep. It was not unusual for me to stay up for 48 hours. It is weird how you can fall asleep standing up.

7 As I continued across the Indian Ocean, the *Intrepid* was accosted by strong winds. I was rocking and rolling on turbulent seas one morning when I found about 200 flying fish swept onto the deck. I hoped they would wash away so I wouldn't have to pick them off.

8 Then I found the lighters on my stove had all died and my matches were damp. I counted 32 left and rationed them so I could keep heating my food.

9 Keeping my matches dry, it turned out, was the least of my problems. I was still on the Indian Ocean one night when I was awakened by a loud, crashing sound and felt the boat being slammed around. I ran on deck and saw the tiller, used in turning the rudder to steer, had broken. The boom, which holds down the sail, had crashed to the other side of the boat and cracked in two pieces.

10 My main sail was sagging, but I managed to secure the boom. I was lucky the winds and current were in my favor as I maneuvered between two reefs to reach Home Island, a tiny island where I found a carpenter who made me a new boom from a chunk of teak.

11 One blistering hot day, I was working on deck and thinking about taking a swim. Then I saw a white shape moving under the water. Looking closer, I saw it was a shark. Not just one shark, but a *school* of them. These dangerous creatures were not like the dolphins in the Pacific that play around the boat. I was glad I hadn't taken that swim.

12 Every day I got closer to home. Approaching Grenada, an island in the Caribbean Sea, I was trounced by a 20-foot high rogue wave at 2 a.m. When I saw the massive wave, I grabbed the mast and held on. It knocked the boat sideways, swamping it with water. I lost my electronics for four days. My parents were very relieved when I was finally able to call and let them know I was O.K.

For the Adventure

13 On July 16, 2009, I returned to Marina del Rey. I had celebrated my 17th birthday (eating a microwave cake) at sea. At the time, I was the youngest person to sail solo around the world and the first to do it before age 18.

14 I could not have made this voyage without my parents, who let me do it. When I started my trip, I was doing it more for the adventure and experience of it than for the record. I am glad to have the record because it shows that young people can accomplish much more than what is expected of them and what they expect of themselves.

MEASURES CCLS: RI.5.3:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

HOW THIS QUESTION MEASURES RI.5.3:

This question measures RI.5.3 because it asks students to explain how the author's reasons for making the voyage change over the course of his adventure. Students must relate the reasons the author had for the trip at the beginning of the journey to why he had different goals toward the end.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses that receive full credit will use textual evidence to discuss how the author's goals for his voyage change as the journey progresses. Specifically, full credit essays will recognize how the author's initial goals for undertaking the voyage do not match the motivations he reveals at the end of his journey. For example, details in paragraph 3 explain how the author got the idea in the first place, as well as the reasons he enjoys sailing. Paragraph 14 more thoroughly explains the author's reasons for starting the adventure and why he "is glad to have the record."

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.5.3:

To help students succeed with questions assessing standard RI.5.3, instruction can focus on relating two or more ideas, concepts, events, or people. Students can practice finding aspects that relate to each other within a text and citing details that explain the relationships or interactions between them.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

How did the author's reasons for making the voyage change over the course of his adventure?
Use **two** details from the article to support your response.

The author reason changed throughout the story. He said that he made the trip because of a book called "Dove". Also, in the beginning, he thought the trip would be an adventure. At the end, he said he took the trip for the record. The author changed why he took the trip so he could show young people that they could accomplish goals.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how the author's reasons for making the voyage change over the course of his adventure (*in the beginning, he thought the trip would be an adventure and At the end, he said he took the trip for the record*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he made the trip because of a book called "Dove" and so he could show young people that they could accomplish goals*). This response includes complete sentences where errors do not impact readability.

How did the author's reasons for making the voyage change over the course of his adventure?
Use **two** details from the article to support your response.

The author's reasons for making the voyage changed over the course of his adventure, because at first he when started the voyage he had done it for adventure, but when he came back he was glad he set a record, which showed that young people can do things. It stated in the article, "When I started my trip, I was doing it more for the adventure and experience of it than for the record. I am glad to have the record, because it showed that young people can accomplish much more than what is expected from them, and what they expect from themselves." These two statements prove that the author's reasons for making the voyage changed over the course of his adventure.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how the author's reasons for making the voyage change over the course of his adventure (*when started the voyage he had done it for adventure, but when he came back he was glad he set a record*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*When I started my trip, I was doing it more for the adventure and experience and I am glad to have the record, because it showed that young people can accomplish much more than what is expected from them, and what they expect from themselves*). This response includes complete sentences where errors do not impact readability.

How did the author's reasons for making the voyage change over the course of his adventure?
Use **two** details from the article to support your response.

I went all around the world to explore.

He wanted to make a record for being the youngest person to sail around the world.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text that explains how the author's reasons for making the voyage change over the course of his adventure (*He wanted to make a Record for being the youngest person to sail around the world*); however, the response does not provide two concrete details from the text for support as required by the prompt.

How did the author's reasons for making the voyage change over the course of his adventure?
Use **two** details from the article to support your response.

The authors reasons for making the voyage changed. The first reason was to get across the ocean. The second reason was to get home and have his birthday. Those are how the authors reasons change.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text that explains how the author's reasons for making the voyage change over the course of his adventure (*The first reason was to get across the ocean*); however, the response does not provide two details from the text for support as required by the prompt.

How did the author's reasons for making the voyage change over the course of his adventure?
Use **two** details from the article to support your response.

The author's reasons for making the voyage change over the course of his adventure was that at first it was hard but as he got more into his voyage it was even harder than before. For example from the article it said, "keeping my matches dry was the least of my problems." Another example from the article is, "In the early days in my trip, I slowly got used to the loneliness and lack of sleep."

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*the voyage change over the course of his adventure*).

MEASURES CCLS: RI.5.2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

HOW THIS QUESTION MEASURES RI.5.2:

This question measures RI.5.2 because it asks students to identify the lessons the author learns during his trip and discuss these lessons with the support of textual evidence. To develop this discussion, students must infer the lessons based on the details the author uses to describe his experiences.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses that receive full credit will identify the lessons the author learns based on the details used in the text. Specifically, the author frequently discusses the challenges he met at sea and implies the lessons learned are the characteristics that allowed him to overcome these challenges: perseverance, courage, patience, quick thinking, and a sense of adventure. All of these traits can serve as lessons and are supported by details throughout the text. A full-credit response determines a lesson, while citing specific, relevant details from the text that support the main idea.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.5.2:

Instruction can focus on identifying the main ideas in a text and the specific details an author uses to expand on those ideas. Students can practice identifying textual details and the ways they support the text’s main ideas.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

In "The Young Man and the Sea," what lesson can be learned from the author's trip around the world? Use **two** details from the article to support your response.

In "The Young Man and the Sea" I learned lessons that I'll never forget. I learned to never give up and believe. The young man traveled for months through storms, lack of gas and in isolation. He stayed and hoped to reach back home. When his lighters died he relaxed and used his matches. As well once when he was in the Indiana Ocean a storm struck and broke the steer. He didn't give up he still managed to sail and he did. When he lost connection he didn't worry he just went with the follow. That's why I inspired to never give up and believe.

Score Point 2 (out of 2 points)

This response makes valid inferences from the text to explain what lessons can be learned from the author's trip around the world (*to never give up and believe*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The young man traveled for months through storms, lack of gas and in isolation and once when he was in the Indiana Ocean a storm struck and broke the steer. He didn't give up he still managed to sail*). This response includes complete sentences where errors do not impact readability.

In "The Young Man and the Sea," what lesson can be learned from the author's trip around the world? Use **two** details from the article to support your response.

In "The Young Man and the Sea" I learned that you can accomplish somethings. For example, the young man was 16 when he started sailing a young age the boy survived a lot of things. He survived a school of shark and a boat crash he survived alone without his parents.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain what lesson can be learned from the author's trip around the world (*you can accomplish somethings*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the young man was 16 when he started sailing and He survived a school of shark*). This response includes complete sentences where errors do not impact readability.

In "The Young Man and the Sea," what lesson can be learned from the author's trip around the world? Use **two** details from the article to support your response.

In the passage "The Young Man and the Sea" there is a lesson that can be learned. For example, in the story, it states that he was the youngest person to sail around the world. This means that it doesn't matter how old you are, it just matters if you are confident in yourself and you would like to take the risk.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain what lesson can be learned from the author's trip around the world (*it doesn't matter how old you are, it just matters if you are confident in yourself and you would like to take the risk*); however, the response only provides one concrete detail from the text for support as required by the prompt (*he was the youngest person to sail around the world*).

In "The Young Man and the Sea," what lesson can be learned from the author's trip around the world? Use **two** details from the article to support your response.

In the Young man and the Sea"
It teaches us the lesson
that young people can accomplish
much more than what is
expect of them and what they
expect of themselves.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain what lesson can be learned from the author's trip around the world (*young people can accomplish much more than what is expect of them and what they expect of themselves*); however, the response does not provide two details from the text for support as required by the prompt.

In "The Young Man and the Sea," what lesson can be learned from the author's trip around the world? Use **two** details from the article to support your response.

I faced on my journey
that took 13 months and 28,000 miles
to complete. I could keep heating
up my food keeping my matches
dry.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I could keep heating up my food*).

A blank sheet of lined paper with 20 horizontal lines and a green border. The lines are evenly spaced and extend across the width of the page. The border is a thin green line that frames the entire page.

MEASURES CCLS: RI.5.9:

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

HOW THIS QUESTION MEASURES RI.5.9:

This question measures RI.5.9 because it asks students to analyze how information in one text relates to information in a paired text. Students successfully responding to this question must comprehend the text enough to know what it means to be a “smart risk-taker” and then determine how Zac Sunderland demonstrates smart risk-taking by planning for and following through with his epic adventure.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses that receive full credit will identify a key theme from “How to be a Smart Risk-Taker” (e.g. taking good risks) and communicate how this idea emerges in “The Young Man and the Sea.” The elaboration on a common point between the two texts will utilize textual evidence as the basis for identifying the common theme and explain why the student considers the theme to be similar in both texts. Students can approach the topic in several ways, including analyzing ways Zac followed f Wills’ steps. First, Zac learned how to evaluate himself to prepare for the trip. Next, he learned to evaluate major and minor risks and kept his long-term goal in mind as he faced many challenges along the way. Zac also “makes the move” and plunges into his trip around the world, rather than getting stuck thinking about doing it.

There is no single “correct” response, but rather responses that sufficiently and clearly develop the topic based on the four criteria in the Extended-Response (4-point) Expository Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Student responses should include an introductory and concluding comment and be logically organized. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.5.9:

Instruction should focus on how to identify a similar topic in different texts, and then use details from each text to discuss the ways each text speaks to this common topic. Students can practice by finding common themes in different texts and explaining why they consider these themes similar based on textual evidence.

See [Extended-Response \(4-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 4-pt responses, two 3-pt responses, two 2-pt responses, two 1-pt responses, and one 0-pt response.

How does Zac Sunderland from "The Young Man and the Sea" demonstrate the ideas described in "How to be a Smart Risk-Taker"? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker"
- use details from **both** articles to support your response

Zac Sunderland from "The Young Man at Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker." We should learn from him.

One idea described in "How to be a Smart Risk-Taker" is evaluating risks. It is smart to take a risk only when the potential upside outweighs the potential downside. Zac took the risk because the downside (dying) was outweighed by the upside (adventure, experience, record, and showing that young people can do way more than expected from them).

Another idea is "making the move". This is like making your dream come true. Zac made his dream come true by buying the boat and setting sail. He also didn't give up while in the middle of the challenge.

Zac is a guy who is willing to take risks. He is a hard worker. He demonstrates ideas in "How to be a Smart Risk-Taker." I enjoyed reading both stories.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Zac Sunderland...demonstrates the ideas described in "How to be a Smart Risk-Taker." We should learn from him*). This response demonstrates insightful comprehension and analysis of the texts [*Zac took the risk because the downside (dying) was outweighed by the upside (adventure, experience, record, and showing that young people can do way more than expected)*]. The topic is developed with relevant, well-chosen facts and concrete details from the texts (*It is smart to take a risk only when the potential upside outweighs the potential downside and Zac made his dream come true by buying the boat and setting sail*). The use of varied, relevant evidence is sustained throughout (*He also didn't give up while in the middle of the challenge and He is a hard worker*). The response exhibits clear, purposeful organization, and ideas are linked using grade-appropriate words and phrases (*One idea, Another idea, also*). The language used is stylistically sophisticated with domain-specific vocabulary (*Another idea is "making the move." This is like making your dream come true*). The response provides a concluding statement that follows from the topic and information presented (*He demonstrates ideas in "How to be a Smart Risk-Taker."*). This response demonstrates grade-appropriate command of conventions, with few errors.

How does Zac Sunderland from "The Young Man and the Sea" demonstrate the ideas described in "How to be a Smart Risk-Taker"? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker"
- use details from **both** articles to support your response

Zac Sunderland describes many details from "How to be a Smart Risk Taker". Do you think he was a smart risk taker? Well lets find out!

To Zac Sunderland the word "risk" probably means excitement and adventure because he got on a boat and sailed around the world! This means Zac was a smart risk taker because he knew how much he could take.

To sail out into the ocean at the age of 16 you had to be able to work hard! Zac Sunderland was a very hard working boy! He worked hard when he secured the boom on his ship that had broken into two. If he were to be smart but lazy it would have been

dumb for him to sail around the world.

Zac Sunderland had the traits of a smart risk taker too. he could except the consequences when things don't go right, like when the boom that holds the sail broke into two pieces.

These are some of the ways Zac Sunderland demonstrates the ideas described in "How to be a Risk Taker".

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Zac Sunderland describes many details from "How to be a Smart Risk Taker". Do you think he was a smart risk taker?*). This response demonstrates insightful comprehension and analysis of the texts (*the word "risk" probably means excitement and adventure and he knew how much he could take*). The topic is developed with relevant, well-chosen facts and concrete details from the texts (*he got on a boat and sailed around the world and He worked hard when he secured the boom on his ship that had broken into two*). The response exhibits clear, purposeful organization, and skillfully links ideas using grade-appropriate words and phrases (*Well, To, If, These are*). The language used is stylistically sophisticated with domain-specific vocabulary (*Zac Sunderland had the traits of a smart risk taker too. he could except the consequences when things don't go right*). The response provides a concluding statement that follows from the topic and information presented (*These are some of the ways Zac Sunderland demonstrates the ideas described*). This response demonstrates grade-appropriate command of conventions, with occasional errors (*excitement, except, Sunderland*) that do not hinder comprehension.

How does Zac Sunderland from "The Young Man and the Sea" demonstrate the ideas described in "How to be a Smart Risk-Taker"? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker"
- use details from **both** articles to support your response

Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker". One idea that Zac Sunderland demonstrates is he just did what he wanted to do and in "How to be a Smart Risk-Taker" the Nike slogan is "Just do it," and that's exactly what Zac Sunderland did. Another idea Zac Sunderland demonstrates is he is "smart" and he took a risk, and that risk was to sail the world alone at age 16. In "How to be a Smart Risk-Taker," it states that "Smart people" don't take risks that they will fail at. The third example on how Zac Sunderland

demonstrates an idea from "How to be a Smart Risk-Taker" is he faced many challenges such as sleep deprivation. In "How to be a Smart Risk-Taker", it states that if you take a risk, you will face many challenges. Zac Sunderland from "The Young Man and the Sea" demonstrates ideas from "How to be a Smart Risk-Taker". If you want to be the person that takes a risk, then you should think of these two stories.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Zac Sunderland... demonstrates the ideas described in "How to be a Smart Risk-Taker"*). This response demonstrates grade-appropriate comprehension and analysis of the texts (*he took a risk, and that risk was to sail the world alone at age 16*). The topic is developed with relevant facts and concrete details from the texts (*the Nike Solgan is "Just do it"; it states that "smart people" don't take risks that they will fail at; he faced many challenges such as sleep deprivation; states that if you take a risk, you will face many challenges*). This response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*One idea, Another idea, In, The third example*). The language is precise with domain-specific vocabulary (*that's exactly what Zac Sunderland did*). The response provides a concluding statement that follows from the topic and information presented (*Zac Sunderland... demonstrates ideas from "How to be a smart Risk-Taker"*). This response demonstrates grade-appropriate command of conventions, with occasional errors (*Solgan and exacty*) that do not hinder comprehension.

How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
- use details from **both** articles to support your response

Zac Sunderland demonstrates the ideas of “How to be a Smart Risk Taker.” He was able to follow all the steps to the passage

He was able to establish and evaluate himself. He also was able to follow through with his plans to travel the world and come back. So that was step 3: “make the move.” Zac also took the risk of going out there because of all the disastrous possibilities that could’ve arisen.

That’s how Zac Sunderland demonstrated the characteristics of a Smart Risk taker.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*He was able to follow all the steps to the passage*). This response demonstrates grade-appropriate comprehension and analysis of the texts (*He was able to establish and evaluate himself*). The topic is developed with relevant facts and concrete details from the texts (*He also was able to follow through with his plans to travel the world and come back and that was step 3: “make the move.”*). This response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*He also, So, also, That’s how*). The language is precise with domain-specific vocabulary (*all the disastrous possibilities that could’ve arisen*). The response provides a concluding statement that follows from the topic and information presented (*That’s how Zac Sunderland demonstrated the characteristics of a Smart Risk taker*). This response demonstrates grade-appropriate command of conventions, with few errors (*evaluate*).

How does Zac Sunderland from "The Young Man and the Sea" demonstrate the ideas described in "How to be a Smart Risk-Taker"? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker"
- use details from **both** articles to support your response

In the story "The Young Man in the sea" Zac demonstrates the ideas described in "How to be a Smart Risk-Taker."

Zac shows that he is a "smart Risk-Taker" because he was doing it more for the adventure than the record. Also, to complete his adventure he was a "Hard worker" and faced all of the many challenges. In the story "How to be a smart Risk-Taker" story states ~~that~~ to be a "smart Risk-Taker" you have to be a hard worker and Zac did that. He was a Risk-Taker because he faced all those challenges

That came to success to him.
Zac also took risks because he went
alone on a huge trip all alone in the
ocean.

Zac demonstrates^{all} the ideas on
how to be a smart risk-taker, by being
a hard worker. And all that hard
work came to an award.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows from the task and purpose (*Zac demonstrates the ideas described in "How to be a Smart Risk-Taker"*). The response demonstrates a literal comprehension of the texts (*to complete his adventure he was a "Hard Worker" and faced all of the many challenges*). The topic is partially developed with some textual evidence (*he faced all those challenges and he went alone on a huge trip all alone in the ocean*). The response exhibits some attempt at organization and inconsistently uses words and phrases to link ideas (*Also, In the story, because*). The response provides a concluding statement that follows generally from the topic and information presented (*Zac demonstrates all the ideas on how to be a Smart Risk-taker, by being a hard worker. And all that hard work came to an award*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*In the story...states and success*) that do not hinder comprehension.

How does Zac Sunderland from "The Young Man and the Sea" demonstrate the ideas described in "How to be a Smart Risk-Taker"? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker"
- use details from **both** articles to support your response

Zac Sunderland was being a smart risk-taker. When he sailed all the way around the world he probably weighed the pros and cons. Zac sounded like a hard worker and the first article says hard workers take more risks than smart people. Some pros and cons I can think of for Zac are, Pros: world record, fun, loves it, somewhat peaceful. Cons: you could die, serious injury, won't see friends or family for a while, less sleep. These are some pros and

Cons. about Zac Sunderland's
trip across the ocean. Also
It shows Zac's smart risk-taking.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Zac Sunderland was being a smart risk-taker*). This response demonstrates a literal comprehension of the texts (*Zac sounded like a hard worker and the first article says hard workers take more risks than smart people*). The topic is partially developed with some textual evidence (*When he sailed all the way around the world he probably weighed the pros and cons and Pros: world record, fun, loves it, Cons: you could die, serious injury*). The response exhibits some attempt at organization and inconsistently uses words and phrases to link ideas (*When* and *Also*). The response provides a concluding statement that follows generally from the topic and information presented (*It shows Zac's smart risk-taking*). The response demonstrates grade-appropriate command of conventions, with few errors.

How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
- use details from **both** articles to support your response

Zac Sunderland is a hardworker that means he is more willing to try things where he has to work hard. He tried sailing across the world that is hard work. He demonstrates make your move or the Nike slogan "Just do it."

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the texts but demonstrates little understanding of the task (*Zac Sunderland is a hardworker that means he is more willing to do things where he has to work hard*). The response demonstrates an attempt to use minimal evidence (*He tried sailing across the world and the Nike slogan "Just do it."*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors (*hardworker* and *across the world that is hard*) that do not hinder comprehension.

How does Zac Sunderland from "The Young Man and the Sea" demonstrate the ideas described in "How to be a Smart Risk-Taker"? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker"
- use details from **both** articles to support your response

Zac Sunderland showed that he was a smart risk taker. He sailed 28,000 miles! he had lots of damage done to his ship, but he got past that and was brave and strong. Some hard ships he faced were his tiller broke so the boom that holds his sail fell. Then 200 flying fish landed on his deck so he had to get all of them off. Finally wind was racking his ship so it took longer to travel, but in the end he probably he said to himself "Just do it" because I'm a smart risk taker.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Zac Sutherland Showed that he was a smart risk taker*). The response demonstrates little understanding of the texts (*his tiller broke so the boom that holds his sail fell*). The response demonstrates an attempt to use minimal evidence (*He sailed 28,000 miles and he had lot's of damage done to his ship*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (*lot's, ship. but, hard ship's, travel. but, probabllly*) that may hinder comprehension.

How does Zac Sunderland from "The Young Man and the Sea" demonstrate the ideas described in "How to be a Smart Risk-Taker"? Use details from **both** articles to support your response.

In your response, be sure to

- explain how Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk-Taker"
- use details from **both** articles to support your response

Zac Sunderland from "The Young Man and the Sea" demonstrates the ideas described in "How to be a Smart Risk Taker" by putting the events in order for example: 1 to 10. Also, by explaining them clearly. He is describing them step by step because if you go to the article "How to be a Smart Risk Taker" you see it has step 1 and step 2. Last but not least all of Zac Sunderland's ideas were described good enough for someone to read because they would possibly say it was neatly written.

In the story "The Young Man and the Sea" and in the story "How to be a Smart Risk Taker" I saw a similar effect between the two stories. The three things I saw was one each paragraph was numbered. Another thing that I saw was they each had only three

subheadings. The third thing I saw was they both talked about the same thing which was do something new try to get to know it better then get the hang of doing better than you did it the first time you did it. Lastly, those were my three reasons both stories were similar.

Both stories are different from each other because they do not always interact with each other. Two reasons why they are different is because one the first story is about taking risks. Two the second story is about trying to find your way out. As you can see they are different in some ways.

In conclusion, both stories can be similar and different in their own ways. You can see how great they are prevented.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*putting the events in order for example 1 to 10 and were described good enough for someone to read because they would possibly say it was neatly written*). Evidence provided is completely irrelevant (*each paragraph was numbered, each had only three subheadings, do something new try to get to know it better then get the hang of doing better than you did it the first time*). Attempts to organize are irrelevant to the task. The response provides a concluding statement that is illogical (*both stories can be similar and different in their own ways. You can see how great they are prevented*).

2-Point Rubric—Short Response

| Score | Response Features |
|-----------------|---|
| 2 Point | <p>The features of a 2-point response are</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability |
| 1 Point | <p>The features of a 1-point response are</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets |
| 0 Point* | <p>The features of a 0-point response are</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• A response that is not written in English• A response that is unintelligible or indecipherable |

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grade 4-5 Expository Writing Evaluation Rubric

| CRITERIA | CCLS | SCORE | | | | Essays at this level: —demonstrate a lack of comprehension of the text(s) or task |
|--|---------------------|---|---|---|--|---|
| | | 4 | 3 | 2 | 1 | |
| CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection | W.2 R.1–9 | Essays at this level: —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s) —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence | Essays at this level: —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s) —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety | Essays at this level: —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency | Essays at this level: —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s) —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant | —provide no evidence or provide evidence that is completely irrelevant |
| | W.2 W.9 R.1–9 | —exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors | —exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | —exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension | —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | —exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —are minimal, making assessment of conventions unreliable |
| COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | W.2 L.3 L.6 | —exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors | —exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | —exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension | —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | —exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —are minimal, making assessment of conventions unreliable |
| CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2 L.1 L.2 | —exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors | —exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | —exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension | —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | —exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —are minimal, making assessment of conventions unreliable |

• If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.

• If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.

• Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.

• A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).