

2013-2015

Released Test

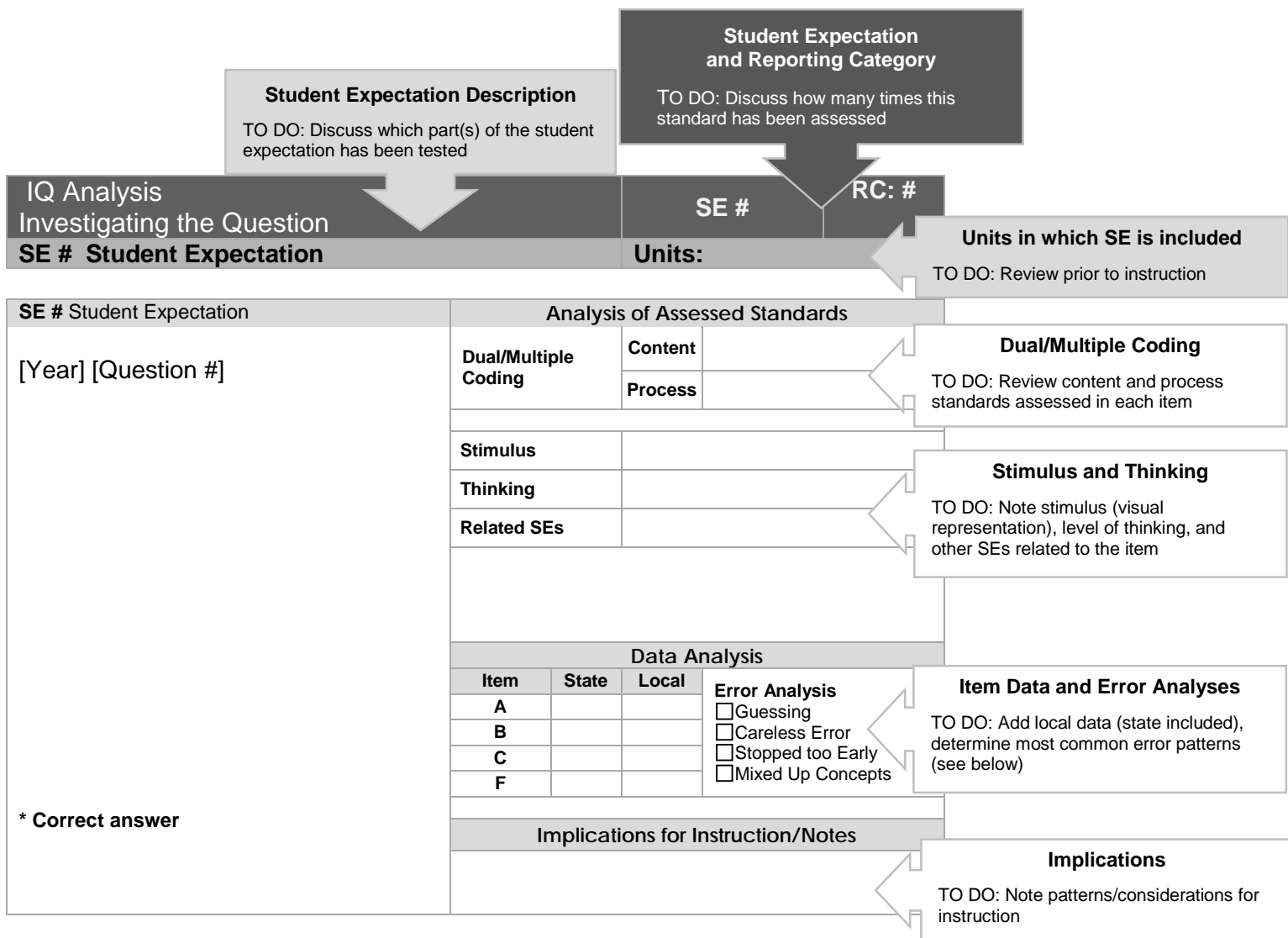
Aligned to the Standards

CONTENT BUILDER FOR THE PLC

Reading
Grade 5

Passages
start on
page 77

Users Guide - IQ [Investigating the Questions] Released Tests



Error Analysis | Type of Errors

The pattern of incorrect responses (highly chosen or distributed) indicates students may have made one or more of these error types:

- **Guessing:** Generally represented by equal distribution of incorrect answers. Students may not know how to start or may not know what the question is about.
- **Careless Errors:** Students cannot complete content specific procedures accurately. Make low-level, careless mistakes.
- **Stopped Too Early:** Students cannot transfer learning between contexts (item doesn't look like samples used in class), or they stop too early in problem solving.
- **Mixed Up Concepts:** Students misunderstand the underlying concepts. They may mix up concepts often related to academic vocabulary.

<p>5.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>2015 – Q43 Passage #5</p> <p>43 The prefix <i>in-</i> helps the reader know that the word <u>insincere</u> in paragraph 18 means —</p> <p>A without understanding</p> <p>B with careful thought</p> <p>C explaining what is meant</p> <p>D not meaning what is said</p> <p> </p> <p>* Correct answer (D)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Analysis of Assessed Standards Genre: Drama</th> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">Dual Coding</td> <td style="text-align: center;">Content</td> <td colspan="2">Readiness</td> </tr> <tr> <td style="text-align: center;">Process</td> <td colspan="2"></td> </tr> <tr> <td colspan="4" style="text-align: center;">Stimulus</td> </tr> <tr> <td colspan="4" style="text-align: center;">Thinking</td> </tr> <tr> <td colspan="4" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="4" style="text-align: center;">Data Analysis</th> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> <td rowspan="5" style="vertical-align: top;"> Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts </td> </tr> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">18</td> <td></td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">13</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td style="text-align: center;">D*</td> <td style="text-align: center;">60</td> <td></td> </tr> <tr> <th colspan="4" style="text-align: center;">Implications for Instruction/Notes</th> </tr> <tr> <td colspan="4" style="height: 50px;"></td> </tr> </table>	Analysis of Assessed Standards Genre: Drama				Dual Coding	Content	Readiness		Process			Stimulus				Thinking				Related SEs				Data Analysis				Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	A	18		B	13		C	8		D*	60		Implications for Instruction/Notes							
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<p>5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words</p> <p>2015 – Q2 Passage #1</p> <p>2 In paragraph 25, the word <u>sputtered</u> means —</p> <p>F spoke in a confused way</p> <p>G acted out in an amusing way</p> <p>H made a polite suggestion</p> <p>J moved at a slow pace</p> <p> </p> <p>* Correct answer (F)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Analysis of Assessed Standards Genre: Fiction</th> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">Dual Coding</td> <td style="text-align: center;">Content</td> <td colspan="2">Readiness</td> </tr> <tr> <td style="text-align: center;">Process</td> <td colspan="2"></td> </tr> <tr> <td colspan="4" style="text-align: center;">Stimulus</td> </tr> <tr> <td colspan="4" style="text-align: center;">Thinking</td> </tr> <tr> <td colspan="4" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="4" style="text-align: center;">Data Analysis</th> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> <td rowspan="5" style="vertical-align: top;"> Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts </td> </tr> <tr> <td style="text-align: center;">F*</td> <td style="text-align: center;">92</td> <td></td> </tr> <tr> <td style="text-align: center;">G</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">H</td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">J</td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <th colspan="4" style="text-align: center;">Implications for Instruction/Notes</th> </tr> <tr> <td colspan="4" style="height: 50px;"></td> </tr> </table>	Analysis of Assessed Standards Genre: Fiction				Dual Coding	Content	Readiness		Process			Stimulus				Thinking				Related SEs				Data Analysis				Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	F*	92		G	5		H	2		J	2		Implications for Instruction/Notes							
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5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository			
2015 – Q15 Passage #2 15 In paragraph 9, the word <u>weary</u> means — A amused B confused C worried D tired		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
		Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts		
A	12				
B	2				
C	7				
D*	79				
Implications for Instruction/Notes					
* Correct answer (D)					

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Fiction			
2015 – Q20 Passage #3A 20 Which word or words from paragraph 8 help the reader understand the meaning of the word <u>departed</u> ? F <i>hope you enjoy your reward</i> G <i>ignored the peasant's words</i> H <i>Thank you again</i> J <i>good-bye</i>		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
		Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts		
F	5				
G	21				
H	5				
J*	69				
Implications for Instruction/Notes					
* Correct answer (J)					

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository		
2015 – Q36 Passage #4 36 What does the word <u>remote</u> mean in paragraph 7? F Lacking tourist attractions G Far from populated areas H Difficult to see from a distance J Familiar to a particular group of people		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	11			
G*	70			
H	14			
J	5			
Implications for Instruction/Notes				
* Correct answer (G)				

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository		
2014 – Q5 Passage #1 5 In paragraph 1, the word <u>culprit</u> means someone who is — A active mostly at night B interested in hunting for treasure C guilty of a wrongful act D extremely annoying to live near		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A	20			
B	14			
C*	65			
D	1			
Implications for Instruction/Notes				
* Correct answer (C)				

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Poetry			
2014 – Q11 Passage #2 11 Which of these lines from the poem helps the reader know what the word <u>confounded</u> means in line 7? A Bartholomew just wasn't able to choose. B He'd go down to breakfast (a little bit smelly), C He'd end up with yesterday's oatmeal instead. D Each hour would bring yet another decision . . .	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	A*	78			
	B	7			
	C	6			
D	9				
Implications for Instruction/Notes					

* Correct answer (A)

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Fiction			
2014 – Q18 Passage #3 18 What is the meaning of the word <u>withholding</u> in paragraph 5? F Increasing in amount G Punishing harshly H Refusing to give J Using as one's property	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	F	11			
	G	4			
	H*	79			
J	5				
Implications for Instruction/Notes					

* Correct answer (H)

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository		
2014 – Q27 Passage #4A 27 In paragraph 2, the word <u>vital</u> means — A fortunate B common C necessary D permanent		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A	13			
B	17			
C*	60			
D	10			
Implications for Instruction/Notes				
* Correct answer (C)				

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository		
2014 – Q32 Passage #4B 32 Which words from paragraph 2 help the reader understand the meaning of <u>thrive</u> ? F <i>contains little water</i> G <i>can damage</i> H <i>battered by strong winds</i> J <i>grow well</i>		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	17			
G	8			
H	7			
J*	68			
Implications for Instruction/Notes				
* Correct answer (J)				

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Literary NF			
<p>2014 – Q41 Passage #5</p> <p>41 Which words in paragraph 9 help the reader understand what <u>unearthed</u> means?</p> <p>A <i>were discovered by</i></p> <p>B <i>diaries belonging to</i></p> <p>C <i>information to include in</i></p> <p>D <i>researching the lives</i></p> <p>* Correct answer (A)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A*	56		<input type="checkbox"/> Guessing	
	B	8		<input type="checkbox"/> Careless Error	
	C	21		<input type="checkbox"/> Stopped too Early	
D	14		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Drama			
<p>2013 – Q5 Passage #1</p> <p>5 In paragraph 8, the word <u>reluctantly</u> means —</p> <p>A <i>playfully</i></p> <p>B <i>impatiently</i></p> <p>C <i>admiringly</i></p> <p>D <i>unwillingly</i></p> <p>* Correct answer (D)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	1		<input type="checkbox"/> Guessing	
	B	22		<input type="checkbox"/> Careless Error	
	C	6		<input type="checkbox"/> Stopped too Early	
D*	71		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q12 Passage #2</p> <p>12 Which of the following words from paragraph 6 help the reader understand the meaning of <u>intricate</u>?</p> <p>F <i>detailed and challenging</i></p> <p>G <i>larger and easier</i></p> <p>H <i>is understandable</i></p> <p>J <i>different-shaped</i></p> <p>* Correct answer (F)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F*	72		<input type="checkbox"/> Guessing	
	G	5		<input type="checkbox"/> Careless Error	
	H	4		<input type="checkbox"/> Stopped too Early	
J	20		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q34 Passage #4</p> <p>34 Which words from paragraph 18 help the reader know what the word <u>navigate</u> means?</p> <p>F <i>to participate in</i></p> <p>G <i>around the ship</i></p> <p>H <i>had no problem</i></p> <p>J <i>teach your team</i></p> <p>* Correct answer (G)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	5		<input type="checkbox"/> Guessing	
	G*	75		<input type="checkbox"/> Careless Error	
	H	5		<input type="checkbox"/> Stopped too Early	
J	15		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository		
<p>2013 – Q39 Passage #5</p> <p>39 In paragraph 4, what does the word <u>permanent</u> mean?</p> <p>A Constant</p> <p>B Popular</p> <p>C Interesting</p> <p>D Inexpensive</p> <p>* Correct answer (A)</p>	Dual Coding	Content	Readiness	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	A*	58		
	B	21		
	C	16		
D	5			
Implications for Instruction/Notes				

5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Analysis of Assessed Standards Genre: Expository		
<p>2013 – Q44 Passage #5</p> <p>44 In paragraph 7, the word <u>enhance</u> means to —</p> <p>F reduce the volume</p> <p>G imitate the sounds</p> <p>H enlarge the images</p> <p>J increase the quality</p> <p>* Correct answer (J)</p>	Dual Coding	Content	Readiness	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	F	6		
	G	19		
	H	19		
J*	56			
Implications for Instruction/Notes				

5.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words

2015 – Q10 Passage #2

10 Read the dictionary entry below.

strong \ˈstrɒŋ\ *adjective*
1. muscular **2.** consisting of solid material **3.** determined
4. moving rapidly or with force

Which definition best fits the way the word strong is used in paragraph 1?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

* Correct answer (G)

**Analysis of Assessed Standards
Genre: Expository**

Dual Coding	Content	Readiness	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
F	22		
G*	71		
H	3		
J	4		

Implications for Instruction/Notes

5.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words

2013 – Q25 Passage #3B

25 Read this dictionary entry.

strike \ˈstriːk\ *verb*
1. to hit with a hand or an object
2. to crash against **3.** to affect suddenly **4.** to come to an agreement

Which definition best matches the word strike as it is used in paragraph 3?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

* Correct answer (C)

**Analysis of Assessed Standards
Genre: Expository**

Dual Coding	Content	Readiness	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
A	5		
B	4		
C*	86		
D	5		

Implications for Instruction/Notes

<p>5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence</p>	<p align="center">Analysis of Assessed Standards Genre: Connections</p>			
<p>2015 – Q25 Passages #3A and #3B</p> <p>25 How are the merchant in “The Dishonest Merchant” and the speaker in “Guilty” similar?</p> <p>A Both of them are disappointed in themselves for what they did.</p> <p>B Both of them are confused about why they have been punished.</p> <p>C Both of them try to blame others in order to get what they want.</p> <p>D Both of them are forced to keep their promises.</p>	<p>Dual Coding</p>	<p>Content</p>	<p>Readiness</p>	
		<p>Process</p>		
	<p>Stimulus</p>			
	<p>Thinking</p>			
	<p>Related SEs</p>			
	<p align="center">Data Analysis</p>			
	<p>Item</p>	<p>State</p>	<p>Local</p>	<p>Error Analysis</p>
	<p>A</p>	<p>11</p>		<p><input type="checkbox"/> Guessing</p>
	<p>B</p>	<p>17</p>		<p><input type="checkbox"/> Careless Error</p>
	<p>C*</p>	<p>68</p>		<p><input type="checkbox"/> Stopped too Early</p>
	<p>D</p>	<p>3</p>		<p><input type="checkbox"/> Mixed Up Concepts</p>
	<p align="center">Implications for Instruction/Notes</p>			
<p>* Correct answer (C)</p>				

<p>5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence</p>	<p align="center">Analysis of Assessed Standards Genre: Connections</p>			
<p>2015 – Q26 Passages #3A and #3B</p> <p>26 The actions of the prince in the story and the parents in the poem are based on —</p> <p>F fairness</p> <p>G courage</p> <p>H loyalty</p> <p>J kindness</p>	<p>Dual Coding</p>	<p>Content</p>	<p>Readiness</p>	
		<p>Process</p>		
	<p>Stimulus</p>			
	<p>Thinking</p>			
	<p>Related SEs</p>			
	<p align="center">Data Analysis</p>			
	<p>Item</p>	<p>State</p>	<p>Local</p>	<p>Error Analysis</p>
	<p>F*</p>	<p>69</p>		<p><input type="checkbox"/> Guessing</p>
	<p>G</p>	<p>6</p>		<p><input type="checkbox"/> Careless Error</p>
	<p>H</p>	<p>17</p>		<p><input type="checkbox"/> Stopped too Early</p>
	<p>J</p>	<p>8</p>		<p><input type="checkbox"/> Mixed Up Concepts</p>
	<p align="center">Implications for Instruction/Notes</p>			
<p>* Correct answer (F)</p>				

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections		
2015 – Q27 Passages #3A and #3B 27 How is the point of view in the poem different from that of the story? A Only the poem focuses on the thoughts of just one character. B Only the poem describes the motivation of a main character. C Only the poem shows the actions of just one character. D Only the poem explains how each character becomes involved in the situation.		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A*	54			
B	15			
C	15			
D	16			
Implications for Instruction/Notes				
* Correct answer (A)				

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections		
2015 – Q28 Passages #3A and #3B 28 How are the prince in the story and the speaker’s parents in the poem alike? F They know the people they speak with. G They realize who is at fault. H They find a clever way to solve a problem. J They are asked to help other people.		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	8			
G*	56			
H	32			
J	4			
Implications for Instruction/Notes				
* Correct answer (G)				

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
2014 – Q36 Passages #4A and #4B		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
<p>36 One difference between a wood frog’s frozen skin and the bristlecone’s thick bark is that the bristlecone’s bark –</p> <p>F is formed in just a few hours</p> <p>G forms when temperatures are cold</p> <p>H protects against pests</p> <p>J is temporary</p>		Data Analysis			
		Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
		F	6		
		G	13		
		H*	68		
J	13				
* Correct answer (H)		Implications for Instruction/Notes			

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
2014 – Q37 Passages #4A and #4B		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
<p>37 In which magazine would a reader most likely find articles about both wood frogs and bristlecones?</p> <p>A <i>Tales from the Forest</i></p> <p>B <i>Cold Critters</i></p> <p>C <i>Park Attractions</i></p> <p>D <i>Wonders of the Natural World</i></p>		Data Analysis			
		Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
		A	10		
		B	8		
		C	5		
D*	77				
* Correct answer (D)		Implications for Instruction/Notes			

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
<p>2014 – Q38 Passages #4A and #4B</p> <p>38 Bristlecone pines benefit from their roots in the same way that wood frogs benefit from —</p> <p>F fallen leaves</p> <p>G the temperature of their environment</p> <p>H the ability to freeze</p> <p>J the other animals in the area</p> <p>* Correct answer (H)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	6		<input type="checkbox"/> Guessing	
	G	28		<input type="checkbox"/> Careless Error	
	H*	62		<input type="checkbox"/> Stopped too Early	
J	3		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
<p>2014 – Q39 Passages #4A and #4B</p> <p>39 Both selections discuss living things that demonstrate —</p> <p>A an attraction for many visitors each year</p> <p>B ways to find water in an environment that lacks rain</p> <p>C an ability to overcome obstacles in their environment</p> <p>D a need to depend on humans for protection</p> <p>* Correct answer (C)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	10		<input type="checkbox"/> Guessing	
	B	6		<input type="checkbox"/> Careless Error	
	C*	77		<input type="checkbox"/> Stopped too Early	
D	6		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
<p>2013 – Q27 Passages #3A and #3B</p> <p>27 Both selections suggest that stage fright can —</p> <p>A happen even when a person wants to perform</p> <p>B permanently affect a person’s health</p> <p>C get better when an audience shows support</p> <p>D be worse for actors than for other types of performers</p> <p>* Correct answer (A)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A*	75		<input type="checkbox"/> Guessing	
	B	3		<input type="checkbox"/> Careless Error	
	C	17		<input type="checkbox"/> Stopped too Early	
D	5		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
<p>2013 – Q28 Passages #3A and #3B</p> <p>28 What is one difference between the selections?</p> <p>F The article describes how stage fright feels, but the poem does not.</p> <p>G The article provides a scientific explanation for stage fright, but the poem does not.</p> <p>H The poem indicates that a person can overcome stage fright, but the article does not.</p> <p>J The poem gives an example of a person with stage fright, but the article does not.</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	17		<input type="checkbox"/> Guessing	
	G*	66		<input type="checkbox"/> Careless Error	
	H	7		<input type="checkbox"/> Stopped too Early	
J	10		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
2013 – Q29 Passages #3A and #3B		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
<p>29 Based on information provided in both selections, the reader can conclude that stage fright is the result of –</p> <p>A an unexpected event that shocks a person</p> <p>B making a mistake in front of others</p> <p>C not really wanting to perform</p> <p>D being the center of attention</p>		Related SEs			
		Data Analysis			
		Item	State	Local	Error Analysis
		A	26		<input type="checkbox"/> Guessing
B	13		<input type="checkbox"/> Careless Error		
C	8		<input type="checkbox"/> Stopped too Early		
D*	53		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					
* Correct answer (D)					

5.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Analysis of Assessed Standards Genre: Connections			
2013 – Q30 Passages #3A and #3B		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
<p>30 With which statement would the poet and the author most likely agree?</p> <p>F Performing in front of a crowd can make a person nervous.</p> <p>G The foods people eat can affect their performance.</p> <p>H A crowd's applause can disturb a performer.</p> <p>J Acting is the most difficult kind of performing.</p>		Related SEs			
		Data Analysis			
		Item	State	Local	Error Analysis
		F*	88		<input type="checkbox"/> Guessing
G	4		<input type="checkbox"/> Careless Error		
H	2		<input type="checkbox"/> Stopped too Early		
J	6		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					
* Correct answer (F)					

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction		
2015 – Q1 Passage #1	Dual Coding	Content	Readiness	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis
	A	1		<input type="checkbox"/> Guessing
	B	1		<input type="checkbox"/> Careless Error
	C	9		<input type="checkbox"/> Stopped too Early
	D*	89		<input type="checkbox"/> Mixed Up Concepts
Implications for Instruction/Notes				
* Correct answer (D)				

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction		
2015 – Q5 Passage #1	Dual Coding	Content	Readiness	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis
	A	8		<input type="checkbox"/> Guessing
	B	6		<input type="checkbox"/> Careless Error
	C	8		<input type="checkbox"/> Stopped too Early
	D*	77		<input type="checkbox"/> Mixed Up Concepts
Implications for Instruction/Notes				
* Correct answer (D)				

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction			
<p>2015 – Q7 Passage #1</p> <p>7 Which sentence best foreshadows what happens at the end of the story?</p> <p>A "We might be doing all this work for nothing." B "So Linda needs someone to take care of her own dog, Princess, for a week." C "You taking that thing to the dump?" D "He's getting a dog, and it's going to need a house."</p> <p>* Correct answer (A)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A*	77			
	B	8			
	C	4			
D	10				
Implications for Instruction/Notes					

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction			
<p>2015 – Q18 Passage #3A</p> <p>18 Why does the peasant want to meet with the prince?</p> <p>F To help the merchant find his bag of money G Because the merchant implies that the peasant is a thief H To convince the prince to let him keep all the merchant's money J Because the prince calls for the peasant to appear before him</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F	13			
	G*	73			
	H	7			
J	6				
Implications for Instruction/Notes					

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction			
<p>2015 – Q19 Passage #3A</p> <p>19 Which sentence from the story hints that the merchant plans to trick the peasant?</p> <p>A <i>Each time the merchant came to a crossroads, he told everyone that he would give one hundred lei to anyone who found the money.</i></p> <p>B <i>The merchant trusted no one, so he went aside to count the money.</i></p> <p>C <i>To his surprise, all one thousand coins were still in the bag.</i></p> <p>D <i>He wondered how he could get out of his promise and still appear to be fair.</i></p> <p>* Correct answer (D)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	13		<input type="checkbox"/> Guessing	
	B	9		<input type="checkbox"/> Careless Error	
	C	6		<input type="checkbox"/> Stopped too Early	
D*	72		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction			
<p>2014 – Q17 Passage #3</p> <p>17 The narrator’s actions in paragraphs 11 through 16 of the story show that he —</p> <p>A is determined to achieve his goals</p> <p>B often gets what he wants without much effort</p> <p>C knows he should give money away instead of spending it</p> <p>D relies on others to think of solutions to his problems</p> <p>* Correct answer (A)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A*	83		<input type="checkbox"/> Guessing	
	B	5		<input type="checkbox"/> Careless Error	
	C	4		<input type="checkbox"/> Stopped too Early	
D	7		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction			
<p>2014 – Q19 Passage #3</p> <p>19 According to the story, the reason the narrator doesn't initially have enough money to buy the pencils is that –</p> <p>A he has damaged someone's property</p> <p>B he has spent his money on things he doesn't need</p> <p>C school supplies are expensive</p> <p>D the sales tax is too high</p> <p>* Correct answer (A)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A*	69			
	B	10			
	C	7			
D	14				
Implications for Instruction/Notes					

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q31 Passage #4</p> <p>31 How is Brody able to solve his problem?</p> <p>A Cynthia suggests using inside ladders to reach the flight deck.</p> <p>B The team helps him plan a route to the flight deck.</p> <p>C Cynthia realizes that the team practiced the wrong route.</p> <p>D The captain gives him another chance to lead his team.</p> <p>* Correct answer (D)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	7			
	B	13			
	C	4			
D*	76				
Implications for Instruction/Notes					

5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q36 Passage #4</p> <p>36 Before the members of Team Brody can succeed on a timed task, it is necessary for them to –</p> <p>F learn to use the safety equipment</p> <p>G demonstrate that they can tie knots</p> <p>H know where the nearest hatch is located</p> <p>J practice skills at different training stations</p> <p>* Correct answer (H)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	8		<input type="checkbox"/> Guessing	
	G	3		<input type="checkbox"/> Careless Error	
	H*	58		<input type="checkbox"/> Stopped too Early	
J	31		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
<p>2015 – Q4 Passage #1</p> <p>4 In paragraphs 16 and 19, Roddy’s reaction to Princess shows that Roddy is –</p> <p>F appreciative of her help</p> <p>G disappointed with her efforts</p> <p>H inspired by her ideas</p> <p>J annoyed by her comments</p> <p>* Correct answer (J)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	6		<input type="checkbox"/> Guessing	
	G	11		<input type="checkbox"/> Careless Error	
	H	4		<input type="checkbox"/> Stopped too Early	
J*	78		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
2015 – Q8 Passage #1 8 Why does Princess become upset with Roddy? F She is jealous of Roddy’s friendship with Jacob. G She thinks Roddy’s idea to fix the doghouse is foolish. H She is offended that Roddy thought she would be a dog. J She is bothered that Roddy does not offer his room to her.	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	F	2			
	G	9			
	H*	77			
J	11				
Implications for Instruction/Notes					
* Correct answer (H)					

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
2014 – Q25 Passage #3 25 Mrs. Thompson contributes to solving the narrator’s problem mostly by – A telling the narrator how much money he needs to buy the pencils B suggesting places that the narrator should search for coins C giving the narrator a box of chocolate-covered raisins for being a loyal customer D saving a box of pencils behind the counter until the narrator can afford them	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	A	13			
	B	5			
	C	5			
D*	77				
Implications for Instruction/Notes					
* Correct answer (D)					

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q32 Passage #4</p> <p>32 From events in this story, what can the reader conclude about Captain Nealson?</p> <p>F He ignores some of the campers.</p> <p>G He likes people to think independently.</p> <p>H He is a good judge of character but sometimes makes mistakes.</p> <p>J He is stern but reasonable.</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	3		<input type="checkbox"/> Guessing	
	G	14		<input type="checkbox"/> Careless Error	
	H	11		<input type="checkbox"/> Stopped too Early	
J*	72		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

* Correct answer (J)

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q33 Passage #4</p> <p>33 Why does it make sense that Cynthia is disappointed when she isn't chosen as team leader?</p> <p>A She likes to be friendly and treat others with kindness.</p> <p>B She knows how to tie knots and read maps.</p> <p>C She is eager to participate in the summer camp.</p> <p>D She knows many facts about navy vessels.</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	12		<input type="checkbox"/> Guessing	
	B	43		<input type="checkbox"/> Careless Error	
	C*	36		<input type="checkbox"/> Stopped too Early	
D	9		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

* Correct answer C)

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q35 Passage #4</p> <p>35 Which sentence from the story best shows that Brody realizes that he has been an irresponsible team leader?</p> <p>A "Um, let's just go up the way we came down."</p> <p>B He deserved every bit of the anger he sensed from them.</p> <p>C "Early tomorrow morning, we'll beat all the other teams' times."</p> <p>D The team traced the route to Area 1 on paper and then practiced it at least 10 times.</p> <p>* Correct answer (B)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	36			
	B*	53			
	C	6			
D	5				
Implications for Instruction/Notes					

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q37 Passage #4</p> <p>37 When Captain Neelson assigns Brody to be a team leader, Brody —</p> <p>A is pleased that he was selected from among the other campers</p> <p>B thinks Cynthia will try to change the captain's mind</p> <p>C seems uninterested in the job</p> <p>D thinks his teammates will not trust him</p> <p>* Correct answer (C)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	25			
	B	8			
	C*	61			
D	6				
Implications for Instruction/Notes					

5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts		Analysis of Assessed Standards Genre: Fiction			
<p>2013 – Q38 Passage #4</p> <p>38 Read this sentence from paragraph 31.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>Brody grinned because he knew that the team—which he had actually led—had successfully completed its task.</i></p> </div> <p>This sentence shows that Brody is —</p> <p>F aware of his mistakes</p> <p>G proud of his performance</p> <p>H amused by other team members</p> <p>J prepared to start a new drill</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	11		<input type="checkbox"/> Guessing	
	G*	75		<input type="checkbox"/> Careless Error	
	H	6		<input type="checkbox"/> Stopped too Early	
J	9		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.6 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Fiction			
<p>2015 – Q6 Passage #1</p> <p>6 Read these sentences from paragraph 26.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>"Smart kid," the girl said. "You should be a detective."</i></p> </div> <p>These sentences suggest that Princess thinks that —</p> <p>F Roddy shouldn't waste his time working on the doghouse</p> <p>G Roddy's observation was obvious</p> <p>H Roddy is an intelligent person</p> <p>J Roddy is a good listener</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	12		<input type="checkbox"/> Guessing	
	G*	62		<input type="checkbox"/> Careless Error	
	H	21		<input type="checkbox"/> Stopped too Early	
J	5		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.6 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Fiction		
2014 – Q20 Passage #3 20 Read the following sentence from paragraph 7. <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <i>The solution was tossed my way the following Monday when I stopped at Thompson's after school to look at the pencils.</i> </div> What can the reader conclude about the narrator from this sentence? F He will find the money he needs at the drugstore that day. G He will get the money he needs in an unexpected way. H He will work at the drugstore after school each day to earn money. J He will collect money at school before going to the drugstore.		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis	
F	19		<input type="checkbox"/> Guessing	
G*	68		<input type="checkbox"/> Careless Error	
H	4		<input type="checkbox"/> Stopped too Early	
J	10		<input type="checkbox"/> Mixed Up Concepts	
Implications for Instruction/Notes				
* Correct answer (G)				

5.6 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Fiction		
2014 – Q21 Passage #3 21 Based on their actions described in the story, the narrator's parents most likely think it is important to – A buy gifts to give to neighbors B find hobbies that require artistic ability C help children take responsibility for their behavior D pick up money when it is found on the street		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis	
A	4		<input type="checkbox"/> Guessing	
B	4		<input type="checkbox"/> Careless Error	
C*	68		<input type="checkbox"/> Stopped too Early	
D	24		<input type="checkbox"/> Mixed Up Concepts	
Implications for Instruction/Notes				
* Correct answer (C)				

5.6 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Fiction			
2014 – Q22 Passage #3 22 The narrator’s actions in paragraph 13 imply that he will — F observe his surroundings more closely wherever he goes G keep all his pennies in his pocket until he has saved enough H stay at the bench and collect all the pennies people throw away J try to think of a different way to collect money * Correct answer (F)	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	F*	48			
	G	25			
	H	15			
J	12				
Implications for Instruction/Notes					

5.6 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Fiction			
2014 – Q23 Passage #3 23 Which sentences best help to create suspense in the story? A "They'd come to \$3.22," she reported. "Shall I ring them up for you?" B I hurried to the school supply section. The pencils were gone. C I looked toward the counter. She held up a set of the pencils. D I dumped the coins out onto the counter. "Just right," she announced. * Correct answer (B)	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	A	12			
	B*	70			
	C	10			
D	8				
Implications for Instruction/Notes					

5.6 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts

2015 – Q21 Passage #3A

21 What is the best summary of the story?

- A** A peasant finds a bag of money behind a fish market and returns it to a merchant for a reward. The merchant refuses to pay the reward. The peasant goes to the prince and tells his story. The merchant also tells his story. The bag is supposed to have 1,000 coins but has only 900. The prince listens to both the peasant and the merchant.
- B** After losing a bag of money, a merchant promises a reward of 100 coins for its return. When the bag is returned by a peasant, the merchant tries to avoid paying the reward by saying the peasant took some of the money. They both go before a Romanian prince. The prince uses the merchant’s statements against him to reward the peasant.
- C** One day a Romanian prince asks a peasant and a merchant to appear in his chambers to talk about a bag of money. The merchant says the peasant took some money out of the bag. The prince can tell that the merchant is greedy. He holds up the money bag. It is made of leather just like other money bags. The prince says the bag does not belong to the merchant.
- D** A merchant travels to Romania, where he loses a bag of money. He says that he will give 100 coins to the person who finds it. A peasant finds the bag and returns it to the merchant. The merchant tells the peasant that the bag is missing the reward money. The peasant says that he did not take any money out of the bag. The prince gives the bag of money to the peasant.

* Correct answer (B)

Analysis of Assessed Standards
Genre: Fiction

Dual Coding	Content	Readiness
	Process	

Stimulus	
Thinking	
Related SEs	

Data Analysis

Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
A	11		
B*	62		
C	7		
D	19		

Implications for Instruction/Notes

<p>5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order</p> <p>2015 – Q32 Passage #4</p> <p>32 What is the main idea of the selection?</p> <p>F In 1903 paved roads were rare in the United States, but they became more common after Jackson and Crocker drove across the country.</p> <p>G In 1903 Jackson and Crocker drove a car across the United States and found that cars had many problems.</p> <p>H In 1903 many Americans had never before seen a car until Jackson and Crocker drove across the country.</p> <p>J In 1903 Jackson and Crocker drove a car across the United States, which was a great accomplishment at that time.</p> <p>* Correct answer (J)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Analysis of Assessed Standards Genre: Expository</th> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">Dual Coding</td> <td style="text-align: center;">Content</td> <td colspan="2" style="text-align: center;">Readiness</td> </tr> <tr> <td style="text-align: center;">Process</td> <td colspan="2"></td> </tr> <tr> <td colspan="4" style="text-align: center;">Stimulus</td> </tr> <tr> <td colspan="4" style="text-align: center;">Thinking</td> </tr> <tr> <td colspan="4" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="4" style="text-align: center;">Data Analysis</th> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> <td rowspan="5" style="text-align: center; vertical-align: top;"> Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts </td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">9</td> <td></td> </tr> <tr> <td style="text-align: center;">G</td> <td style="text-align: center;">7</td> <td></td> </tr> <tr> <td style="text-align: center;">H</td> <td style="text-align: center;">16</td> <td></td> </tr> <tr> <td style="text-align: center;">J*</td> <td style="text-align: center;">67</td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Implications for Instruction/Notes</td> </tr> </table>	Analysis of Assessed Standards Genre: Expository				Dual Coding	Content	Readiness		Process			Stimulus				Thinking				Related SEs				Data Analysis				Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	F	9		G	7		H	16		J*	67		Implications for Instruction/Notes			
Analysis of Assessed Standards Genre: Expository																																																
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<p>5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order</p> <p>2015 – Q37 Passage #4</p> <p>37 What is the best summary of the section titled "A Difficult Journey"?</p> <p>A Jackson and Crocker left San Francisco and after only 15 miles of driving, their rear tire went flat. They were able to use a spare tire for the rest of that day. They had trouble getting accurate directions at times, and bad weather was also an obstacle to completing their journey.</p> <p>B Jackson and Crocker encountered many difficulties on their trip. Sometimes they got lost, their car frequently needed repairs, and they encountered harsh weather. They planned well, though, and received help when they needed it.</p> <p>C When Jackson and Crocker left San Francisco, they could not predict what would happen to them in the next three months. During their journey they drove on many dirt paths. People helped the two men repair their car when it broke down from the rough travel.</p> <p>D When Jackson and Crocker drove across the country, the land was difficult to cross. The roads were bumpy, and fields were often muddy. Bad weather made travel even more difficult and caused the car to break down at times.</p> <p>* Correct answer (B)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Analysis of Assessed Standards Genre: Expository</th> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">Dual Coding</td> <td style="text-align: center;">Content</td> <td colspan="2" style="text-align: center;">Readiness</td> </tr> <tr> <td style="text-align: center;">Process</td> <td colspan="2"></td> </tr> <tr> <td colspan="4" style="text-align: center;">Stimulus</td> </tr> <tr> <td colspan="4" style="text-align: center;">Thinking</td> </tr> <tr> <td colspan="4" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="4" style="text-align: center;">Data Analysis</th> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> <td rowspan="5" style="text-align: center; vertical-align: top;"> Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts </td> </tr> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">36</td> <td></td> </tr> <tr> <td style="text-align: center;">B*</td> <td style="text-align: center;">35</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">21</td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">10</td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Implications for Instruction/Notes</td> </tr> </table>	Analysis of Assessed Standards Genre: Expository				Dual Coding	Content	Readiness		Process			Stimulus				Thinking				Related SEs				Data Analysis				Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	A	36		B*	35		C	21		D	10		Implications for Instruction/Notes			
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Implications for Instruction/Notes																																																

5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order		Analysis of Assessed Standards Genre: Expository		
2014 – Q3 Passage #1 3 In what way does Chu stay aware of Dusty’s activities? A She waits for Dusty on the porch when he leaves the house. B She watches videos on YouTube to see what Dusty has done. C She creates a list of the items he has brought home. D She talks with neighbors each morning to learn about missing items.		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
Item	State	Local		
A	4			
B	11			
C*	81			
D	4			
Implications for Instruction/Notes				
* Correct answer (C)				

5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order		Analysis of Assessed Standards Genre: Expository		
2014 – Q4 Passage #1 4 Which sentence expresses the main idea of paragraph 2? F <i>Jean Chu and her family adopted Dusty, their pet cat, a few years ago.</i> G <i>Not long after he moved in, the family members started finding odd objects lying around.</i> H <i>One day they would find a glove and an unfamiliar towel.</i> J <i>Soon they realized that the objects always showed up in the morning.</i>		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
Item	State	Local		
F	12			
G*	77			
H	3			
J	9			
Implications for Instruction/Notes				
* Correct answer (G)				

5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order		Analysis of Assessed Standards Genre: Expository			
<p>2014 – Q33 Passage #4B</p> <p>33 What is the main idea about bristlecone pine trees presented in the selection?</p> <p>A They are found in mountainous areas.</p> <p>B They are able to adapt to extremely harsh conditions.</p> <p>C They are protected by park rules.</p> <p>D They provide scientific clues about their environment.</p> <p>* Correct answer (B)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	18			
	B*	56			
	C	7			
D	18				
Implications for Instruction/Notes					

5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q10 Passage #2</p> <p>10 What is paragraph 2 mainly about?</p> <p>F Christiansen worked as a carpenter.</p> <p>G The word "LEGO" is a Danish word that means "play well."</p> <p>H Christiansen changed LEGO toys from wood to plastic.</p> <p>J The first plastic LEGO brick was produced in 1958.</p> <p>* Correct answer (H)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F	6			
	G	7			
	H*	63			
J	24				
Implications for Instruction/Notes					

5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q43 Passage #5</p> <p>43 The article is mainly about —</p> <p>A why it is important to understand the human body</p> <p>B why it is necessary to eat right and exercise</p> <p>C how the Health Museum’s special effects work</p> <p>D what visitors can see at the Health Museum</p> <p>* Correct answer (D)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	28			
	B	5			
	C	6			
D*	61				
Implications for Instruction/Notes					

5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q23 Passage #3B</p> <p>23 Which of these best expresses the main idea of paragraph 5?</p> <p>A Eating certain foods can help prevent stage fright.</p> <p>B Stage fright affects people who do not practice their performance.</p> <p>C Wearing the proper clothing can help relieve stage fright.</p> <p>D Stage fright can be overcome by using several strategies.</p> <p>* Correct answer (D)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	13			
	B	6			
	C	4			
D*	77				
Implications for Instruction/Notes					

5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas		Analysis of Assessed Standards Genre: Expository			
2015 – Q13 Passage #2		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
<p>13 The author organizes paragraph 9 in a compare-and-contrast pattern to illustrate —</p> <p>A how the images carved into totem poles have changed over time</p> <p>B which carvers in the tribe are the most talented</p> <p>C the way that modern machinery has made raising a totem pole easier</p> <p>D how the totem pole has changed during the carving process</p>		Data Analysis			
		Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
		A	20		
		B	5		
		C*	54		
D	21				
* Correct answer (C)		Implications for Instruction/Notes			

5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas		Analysis of Assessed Standards Genre: Expository			
2015 – Q33 Passage #4		Dual Coding	Content	Readiness	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
<p>33 A compare-and-contrast pattern is used to organize the ideas in paragraph 2 mainly to —</p> <p>A explain how the problems of car travel were different from other methods of travel in 1903</p> <p>B describe the differences regarding car travel between 1903 and today</p> <p>C show differences between Jackson’s decisions and those made by Crocker</p> <p>D emphasize how the events of 1903 affected Jackson’s trip</p>		Data Analysis			
		Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
		A	28		
		B*	56		
		C	6		
D	10				
* Correct answer (B)		Implications for Instruction/Notes			

5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q14 Passage #2</p> <p>14 By organizing paragraph 3 sequentially, the author is able to –</p> <p>F compare how different types of LEGO pieces are made</p> <p>G explain the method for making LEGO bricks</p> <p>H show how LEGO is able to make toys so quickly</p> <p>J list the reasons why making LEGO bricks is simple</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F	8			
	G*	66			
	H	13			
J	12				
Implications for Instruction/Notes					

5.11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information		Analysis of Assessed Standards Genre: Expository			
<p>2015 – Q34 Passage #4</p> <p>34 The subheadings help the reader understand that the selection focuses mainly on –</p> <p>F the progress of Jackson’s trip across the country</p> <p>G the reason Jackson was interested in cars</p> <p>H the purpose of the challenge Jackson accepted</p> <p>J the way that cars changed during Jackson’s lifetime</p> <p>* Correct answer (F)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F*	75			
	G	4			
	H	14			
J	6				
Implications for Instruction/Notes					

5.11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q11 Passage #2</p> <p>11 In which section of the selection could the reader find information about adults using LEGO products?</p> <p>A The introductory paragraph</p> <p>B Making LEGO Bricks</p> <p>C Building with LEGO Sets</p> <p>D Becoming a LEGO Professional</p> <p>* Correct answer (D)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	3		<input type="checkbox"/> Guessing	
	B	4		<input type="checkbox"/> Careless Error	
	C	25		<input type="checkbox"/> Stopped too Early	
D*	69		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q42 Passage #5</p> <p>42 Which part of the article best helps readers visualize what they would experience at the museum?</p> <p>F The heading at the top of the article</p> <p>G The photographs and captions</p> <p>H The last paragraph of the article</p> <p>J The boxed information at the end of the article</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	15		<input type="checkbox"/> Guessing	
	G*	64		<input type="checkbox"/> Careless Error	
	H	13		<input type="checkbox"/> Stopped too Early	
J	8		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

<p>5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres</p>	<p align="center">Analysis of Assessed Standards Genre: Expository</p>			
<p>2015 – Q11 Passage #2</p>	<p>Dual Coding</p>	<p>Content</p>	<p>Readiness</p>	
<p>11 What conclusion can the reader make about the Tlingit totem poles?</p> <p>A Specialized carving machines are required to make totem poles.</p> <p>B The carvers selected to make totem poles must be good singers.</p> <p>C The meanings of the figures carved on totem poles have changed.</p> <p>D The process of carving totem poles has changed over time.</p>		<p>Process</p>		
	<p>Stimulus</p>			
	<p>Thinking</p>			
	<p>Related SEs</p>			
	<p align="center">Data Analysis</p>			
	<p>Item</p>	<p>State</p>	<p>Local</p>	<p>Error Analysis</p> <p><input type="checkbox"/> Guessing</p> <p><input type="checkbox"/> Careless Error</p> <p><input type="checkbox"/> Stopped too Early</p> <p><input type="checkbox"/> Mixed Up Concepts</p>
	<p>A</p>	<p>10</p>		
	<p>B</p>	<p>3</p>		
	<p>C</p>	<p>17</p>		
	<p>D*</p>	<p>70</p>		
	<p align="center">Implications for Instruction/Notes</p>			
	<p>* Correct answer (D)</p>			

<p>5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres</p>	<p align="center">Analysis of Assessed Standards Genre: Expository</p>			
<p>2015 – Q35 Passage #4</p>	<p>Dual Coding</p>	<p>Content</p>	<p>Readiness</p>	
<p>35 What effect did Jackson’s trip have on American society?</p> <p>A Sales of Winton cars increased.</p> <p>B Newspapers became more popular.</p> <p>C People changed their ideas about the usefulness of cars.</p> <p>D People traveled to many unexplored parts of the country.</p>		<p>Process</p>		
	<p>Stimulus</p>			
	<p>Thinking</p>			
	<p>Related SEs</p>			
	<p align="center">Data Analysis</p>			
	<p>Item</p>	<p>State</p>	<p>Local</p>	<p>Error Analysis</p> <p><input type="checkbox"/> Guessing</p> <p><input type="checkbox"/> Careless Error</p> <p><input type="checkbox"/> Stopped too Early</p> <p><input type="checkbox"/> Mixed Up Concepts</p>
	<p>A</p>	<p>15</p>		
	<p>B</p>	<p>6</p>		
	<p>C*</p>	<p>61</p>		
	<p>D</p>	<p>17</p>		
	<p align="center">Implications for Instruction/Notes</p>			
	<p>* Correct answer (C)</p>			

5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres		Analysis of Assessed Standards Genre: Expository			
<p>2014 – Q6 Passage #1</p> <p>6 What does the information presented in this selection suggest about how people view Dusty's actions?</p> <p>F They are surprised that Dusty's actions have not made Chu find him a new home.</p> <p>G They believe that Dusty's actions are a result of his being in an unfamiliar neighborhood.</p> <p>H They are entertained by stories about Dusty.</p> <p>J They are confused about how Dusty manages to take many of the belongings.</p> <p>* Correct answer (H)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	4		<input type="checkbox"/> Guessing	
	G	8		<input type="checkbox"/> Careless Error	
	H*	57		<input type="checkbox"/> Stopped too Early	
J	30		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres		Analysis of Assessed Standards Genre: Expository			
<p>2014 – Q31 Passage #4B</p> <p>31 The reader can infer that the long life span of bristlecone pines is mainly a result of —</p> <p>A their location in the Great Basin</p> <p>B their root systems and outer wood</p> <p>C the actions of park rangers</p> <p>D the soil of the White Mountains</p> <p>* Correct answer (B)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	13		<input type="checkbox"/> Guessing	
	B*	56		<input type="checkbox"/> Careless Error	
	C	5		<input type="checkbox"/> Stopped too Early	
D	26		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres		Analysis of Assessed Standards Genre: Expository		
2013 – Q9 Passage #2 9 By the end of the selection, what can the reader conclude about LEGO products? A LEGO products are more popular with adults than with children. B LEGO products are not as popular outside the United States. C LEGO has designed its products to appeal to people of all ages. D LEGO has created theme parks and video games to replace its original products.		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A	2			
B	1			
C*	82			
D	14			
Implications for Instruction/Notes				
* Correct answer (C)				

5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres		Analysis of Assessed Standards Genre: Expository		
2013 – Q16 Passage #2 16 Which statement best explains the appeal of LEGO products over the years? F People appreciate visiting theme parks where LEGO models are displayed. G People enjoy toys that allow them to be creative in many ways. H Toys made from plastic are lighter than those made from other materials. J LEGO is able to produce the plastic bricks quickly.		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	18			
G*	70			
H	4			
J	8			
Implications for Instruction/Notes				
* Correct answer (G)				

5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q40 Passage #5</p> <p>40 What do You: The Exhibit and the McGovern 4D Theater have in common?</p> <p>F They both use special effects.</p> <p>G They are both new exhibits at the museum.</p> <p>H They both demonstrate how the body repairs itself.</p> <p>J They both feature items in display cases.</p> <p>* Correct answer (F)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F*	60		<input type="checkbox"/> Guessing	
	G	11		<input type="checkbox"/> Careless Error	
	H	25		<input type="checkbox"/> Stopped too Early	
J	4		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository			
<p>2015 – Q9 Passage #2</p> <p>9 Which sentence from the selection shows that totem poles were important for teaching Tlingit history?</p> <p>A <i>These totem poles were read again and again like a library of wooden stories.</i></p> <p>B <i>At last, the tree is ready for the master carver chosen by the tribe.</i></p> <p>C <i>Animals with beaver tails, whales, wolves, and birds with oversized beaks are chiseled into the soft wood.</i></p> <p>D <i>Long ago, artists mixed salmon eggs with minerals like hematite, graphite, and copper to make bright-colored paints for the poles.</i></p> <p>* Correct answer (A)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A*	78		<input type="checkbox"/> Guessing	
	B	6		<input type="checkbox"/> Careless Error	
	C	7		<input type="checkbox"/> Stopped too Early	
D	8		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2015 – Q30 Passage #4 30 The reader can conclude that people came to see Jackson and Crocker during their trip because people were — F interested in hearing news about nearby towns G curious to see what the vehicle looked like H eager to sell them supplies for their trip J hoping to join them on their trip * Correct answer (G)		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	19			
G*	70			
H	5			
J	5			
Implications for Instruction/Notes				

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2014 – Q7 Passage #1 7 The reader can infer that Chu is concerned about Dusty’s habit because she — A has contacted a group of experts to help her work with Dusty B reminds her neighbors to gather their belongings before it gets dark outside C keeps Dusty busy with other activities to try to change his behavior D thinks of ways to return the items she finds to their proper owners * Correct answer (D)		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A	8			
B	10			
C	6			
D*	75			
Implications for Instruction/Notes				

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2014 – Q9 Passage #1		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
<p>9 The reader can infer that the author’s attitude toward Dusty is one of –</p> <p>A amusement</p> <p>B outrage</p> <p>C curiosity</p> <p>D sympathy</p>		Related SEs		
<p>* Correct answer (A)</p>		Data Analysis		
		Item	State	Local
		A*	56	
		B	9	
		C	29	
D	6			
		Error Analysis		
		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts		
		Implications for Instruction/Notes		

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2014 – Q28 Passage #4A		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
<p>28 What can the reader conclude about wood frogs from learning that they hop away after thawing out?</p> <p>F Wood frogs are not truly frozen during winter months.</p> <p>G Wood frogs have a special process for storing energy.</p> <p>H Wood frogs have a unique ability to know the temperature.</p> <p>J Wood frogs are not harmed by the body-freezing process.</p>		Related SEs		
<p>* Correct answer (J)</p>		Data Analysis		
		Item	State	Local
		F	11	
		G	15	
		H	11	
J*	63			
		Error Analysis		
		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts		
		Implications for Instruction/Notes		

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository			
<p>2014 – Q29 Passage #4A</p> <p>29 Which of these ideas is supported by information in paragraphs 5 and 6?</p> <p>A Water helps the wood frog thaw its limbs.</p> <p>B The temperature of its surroundings determines how long a wood frog stays frozen.</p> <p>C The time it takes for a wood frog to thaw is equal to the time it takes for the frog to freeze.</p> <p>D The wood frog thaws faster than its surroundings.</p> <p>* Correct answer (B)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	9			
	B*	69			
	C	15			
D	7				
Implications for Instruction/Notes					

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository			
<p>2014 – Q34 Passage #4B</p> <p>34 The information in paragraph 4 helps explain why —</p> <p>F many bristlecones are found in the White Mountains</p> <p>G droughts in the White Mountains can affect the bristlecones</p> <p>H some bristlecones can allow a part of themselves to die</p> <p>J insects succeed in getting through the thick bark of bristlecones</p> <p>* Correct answer (H)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F	11			
	G	11			
	H*	69			
J	9				
Implications for Instruction/Notes					

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2013 – Q13 Passage #2 13 Read this sentence from the selection. <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <i>In fact, a standard-size LEGO brick made today can be attached to any other LEGO brick made since 1958.</i> </div> What can the reader conclude about LEGO products from this sentence? A People have shared LEGO sets with friends and family for a long time. B The basic design of the LEGO has stayed the same. C LEGO toys made of plastic last longer than those made of wood. D Ole Kirk Christiansen believed in making LEGO toys that were fun and entertaining.		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis			Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
Item	State	Local		
A	15			
B*	62			
C	11			
D	12			
Implications for Instruction/Notes				
* Correct answer (B)				

5.11 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2013 – Q26 Passage #3B 26 The author’s opinion that stage fright can be overcome is best supported by — F the reaction of Mariah Carey’s fans G Mariah Carey’s experience H the description of how a body reacts to stress J information about the source of stage fright		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis			Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
Item	State	Local		
F	8			
G*	61			
H	15			
J	19			
Implications for Instruction/Notes				
* Correct answer (G)				

5.11 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts		Analysis of Assessed Standards Genre: Expository		
<p>2014 – Q8 Passage #1</p> <p>8 Which of these best summarizes the selection?</p> <p>F A cat named Dusty has become famous for taking items from neighbors. He has appeared on the <i>Late Show with David Letterman</i>, <i>Must Love Cats</i>, and YouTube. He also appears in parades and fashion shows.</p> <p>G A cat named Dusty is popular with his neighbors because he takes their items. He sneaks out at night and brings the objects back to his owner's house. He has been caught on video by a television crew.</p> <p>H Dusty, a recently adopted cat, began to roam around his neighborhood in California every night. Before long he began to steal things from the neighbors. He stole hundreds of items before being caught.</p> <p>J Dusty, a cat in California, has a habit of bringing home items he finds around his neighborhood. One night a crew working for a television show filmed him bringing home an item of clothing. He has since become famous and appeared elsewhere on television.</p> <p>* Correct answer (J)</p>		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	18			
G	8			
H	15			
J*	59			
Implications for Instruction/Notes				

5.11 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts		Analysis of Assessed Standards Genre: Expository		
<p>2013 – Q15 Passage #2</p> <p>15 Which of these is the best summary of the selection?</p> <p>A Six eight-stud LEGO bricks can be arranged in many ways. Ole Kirk Christiansen of Denmark first made wooden toys, but then he switched to making plastic LEGO bricks. LEGO bricks are made out of melted plastic pressed in a special machine.</p> <p>B Ole Kirk Christiansen bought a machine to make plastic toys and began making LEGO bricks. The LEGO company has produced LEGO bricks for children of all ages, but even adults build things from LEGOs.</p> <p>C In the 1930s Ole Kirk Christiansen made wooden toys. Then in 1958 he began producing plastic LEGO bricks. Today there are thousands of different-shaped LEGO bricks in many colors and sizes.</p> <p>D The first plastic LEGO bricks were made in 1958 by Ole Kirk Christiansen. Today millions of LEGO bricks are made in many shapes, sizes, and colors. People of all ages enjoy building with LEGO bricks, and LEGO products continue to be very popular.</p> <p>* Correct answer (D)</p>		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A	6			
B	7			
C	24			
D*	62			
Implications for Instruction/Notes				

5.11 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	Analysis of Assessed Standards Genre: Expository				
<p>2013 – Q45 Passage #5</p> <p>45 Which of these is the best summary of the article?</p> <p>A The Health Museum is located in Houston, Texas. It has several exhibits that help visitors learn about the human body. The museum’s model of the inside of a human body is large enough for visitors to walk through.</p> <p>B The Health Museum has exhibits that help people learn more about the human body. Visitors can learn about diet and exercise and see how the physical traits of other visitors differ from their own.</p> <p>C People enjoy the Health Museum in Houston, Texas. The museum has exhibits that let visitors experience how the human body works. Some exhibits teach the importance of diet and exercise, while others teach about inherited traits. The museum’s theater shows movies about a variety of science topics.</p> <p>D People are amazed when they visit the Health Museum in Houston, Texas. One exhibit allows visitors to walk through a model of a human body. In this exhibit visitors can touch models of organs and bones that are found in the human body. Visitors can even ride a bicycle with a skeleton.</p> <p>* Correct answer (C)</p>	Dual Coding	Content	Readiness		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	16			
	B	10			
	C*	66			
D	8				
Implications for Instruction/Notes					

5.4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems

2014 – Q14 Passage #2

14 Read this line from the first stanza.

Which trousers? What shirt? And which socks, and what shoes?

The repetition in this line emphasizes the idea that Bartholomew –

- F** follows a routine for selecting different outfits in the morning
- G** has difficulty finding outfits that match
- H** believes that he has too many choices to make
- J** thinks that getting ready in the morning requires too much time

*** Correct answer (H)**

Analysis of Assessed Standards Genre: Poetry			
Dual Coding	Content	Supporting	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
F	12		
G	27		
H*	58		
J	3		
Implications for Instruction/Notes			

5.4 Fig. 19(D) make inferences about text and use textual evidence to support understanding

2015 – Q22 Passage #3B

22 Based on the poem, what can the reader conclude about the speaker’s past behavior?

- F** The speaker usually acts in a way that pleases the parents.
- G** The speaker has tried a similar approach to get out of trouble before.
- H** The speaker defends the little sister even when she is wrong.
- J** The speaker has difficulty remembering the family rules.

*** Correct answer (G)**

Analysis of Assessed Standards Genre: Poetry			
Dual Coding	Content	Supporting	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
F	15		
G*	63		
H	14		
J	7		
Implications for Instruction/Notes			

5.4 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Poetry		
2015 – Q23 Passage #3B 23 Why does the poem begin and end with the same line? A To emphasize the speaker’s feelings about the situation B To foreshadow a problem the speaker has C To show the frustration of the speaker’s family members D To highlight a change in the way the speaker feels about the little sister		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
		Data Analysis		
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A*	69			
B	14			
C	8			
D	8			
		Implications for Instruction/Notes		

* Correct answer (A)

5.4 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Poetry		
2015 – Q24 Passage #3B 24 Read these lines from the poem. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> My father shook his head at me. My mother gave her a hug. </div> These two lines reveal that the speaker’s parents — F can be easily tricked by their children G believe they know the truth about what happened H are surprised that a cookie is missing J are glad to see their children		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
		Data Analysis		
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	19			
G*	71			
H	5			
J	4			
		Implications for Instruction/Notes		

* Correct answer (G)

5.4 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Poetry		
2014 – Q13 Passage #2 13 What idea does the poet convey through the description of Bartholomew in lines 25 through 30? A That he has grown very large B That he has become very inactive C That he has learned to solve his problem D That he has found other ways to entertain himself	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	A	13		
	B*	67		
	C	13		
D	7			
Implications for Instruction/Notes				
* Correct answer (B)				

5.4 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Poetry		
2014 – Q15 Passage #2 15 The organization of the poem helps show that Bartholomew's actions — A are a benefit to others B help him discover new ideas C create worse effects as time goes by D cannot be controlled	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	A	8		
	B	12		
	C*	70		
D	10			
Implications for Instruction/Notes				
* Correct answer (C)				

5.4 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Poetry			
<p>2013 – Q19 Passage #3A</p> <p>19 The poet uses line 11 to signal that the speaker changes from –</p> <p>A cheerful to sad</p> <p>B interested to bored</p> <p>C confident to unsure</p> <p>D desperate to hopeful</p> <p>* Correct answer (C)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	12			
	B	1			
	C*	77			
D	9				
Implications for Instruction/Notes					

5.4 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Poetry			
<p>2013 – Q20 Passage #3A</p> <p>20 In line 3, why does the poet repeat and italicize the words from line 2?</p> <p>F To show that the role will be difficult</p> <p>G To emphasize that this role is important to the speaker</p> <p>H To show that the speaker is familiar with the play</p> <p>J To give the name of the play the speaker is in</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F	6			
	G*	69			
	H	8			
J	17				
Implications for Instruction/Notes					

5.4 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts		Analysis of Assessed Standards Genre: Poetry			
<p>2013 – Q21 Passage #3A</p> <p>21 The poem is mostly about a speaker who —</p> <p>A is chosen for a role in a play that he doesn't understand</p> <p>B has trouble with his lines after seeing his classmates in the audience</p> <p>C experiences problems onstage but is able to finish his performance</p> <p>D can hardly wait to be onstage because he has practiced so much</p> <p>* Correct answer (C)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	3			
	B	21			
	C*	66			
D	11				
Implications for Instruction/Notes					

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding

2015 – Q40 Passage #5

40 Why is Dexter awake during most of the play?

- F** He is nervous about traveling without his parents.
- G** He has difficulty falling asleep without his mother reading to him.
- H** He is anxious about staying with Grandma.
- J** He is worried about forgetting Mr. Snowball.

* Correct answer (F)

Analysis of Assessed Standards Genre: Drama			
Dual Coding	Content	Supporting	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
F*	77		
G	11		
H	2		
J	10		
Implications for Instruction/Notes			

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding

2015 – Q41 Passage #5

41 This play has just one scene because —

- A** only two characters speak
- B** the setting is indoors
- C** the setting does not change
- D** no new characters are introduced

* Correct answer (C)

Analysis of Assessed Standards Genre: Drama			
Dual Coding	Content	Supporting	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
A	18		
B	5		
C*	66		
D	11		
Implications for Instruction/Notes			

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama			
<p>2015 – Q46 Passage #5</p> <p>46 Dexter’s lines throughout the play suggest that he –</p> <p>F doesn’t think Leo listens to him</p> <p>G depends on Leo to help him feel secure</p> <p>H does not approve of Leo’s friendship with Chloe Barnett</p> <p>J likes to annoy Leo whenever possible</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	14		<input type="checkbox"/> Guessing	
	G*	74		<input type="checkbox"/> Careless Error	
	H	3		<input type="checkbox"/> Stopped too Early	
J	8		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama			
<p>2013 – Q1 Passage #1</p> <p>1 Which of these helps Mike solve Mrs. Watson’s problem?</p> <p>A The detail about the Ranger Scouts meeting</p> <p>B The smell of her cookies</p> <p>C Her keys on the table</p> <p>D Agatha’s meowing</p> <p>* Correct answer (D)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	4		<input type="checkbox"/> Guessing	
	B	1		<input type="checkbox"/> Careless Error	
	C	5		<input type="checkbox"/> Stopped too Early	
D*	90		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama			
<p>2013 – Q2 Passage #1</p> <p>2 This play is divided into two scenes because —</p> <p>F a character in Scene 1 is not present in Scene 2</p> <p>G the setting changes between Scene 1 and Scene 2</p> <p>H the conflict is presented in Scene 1 and resolved in Scene 2</p> <p>J the dialogue begins in Scene 2</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	5		<input type="checkbox"/> Guessing	
	G*	73		<input type="checkbox"/> Careless Error	
	H	19		<input type="checkbox"/> Stopped too Early	
J	3		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama			
<p>2013 – Q4 Passage #1</p> <p>4 Read this excerpt from Scene 2.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>MIKE: [<i>Nods eagerly.</i>] My dad was taking me to Ranger Scouts last night, and the traffic was bad.</p> <p>[<i>Carl gives him an annoyed look.</i>]</p> </div> <p>What can the reader infer about Carl from this excerpt?</p> <p>F Carl thinks that what Mike is saying isn't important.</p> <p>G Carl doesn't believe that the traffic was bad.</p> <p>H Carl envies Mike for being a Ranger Scout.</p> <p>J Carl thinks that Mike has been rude to Mrs. Watson.</p> <p>* Correct answer (F)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F*	84		<input type="checkbox"/> Guessing	
	G	4		<input type="checkbox"/> Careless Error	
	H	5		<input type="checkbox"/> Stopped too Early	
J	7		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama		
2013 – Q6 Passage #1 6 The playwright included thunder and lightning in Scene 1 most likely to — F create suspense G indicate that the main characters are afraid H alarm the audience J explain the book’s disappearance	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	F*	68		
	G	8		
	H	17		
J	6			
Implications for Instruction/Notes				
* Correct answer (F)				

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama		
2013 – Q7 Passage #1 7 How is Carl different from Mike? A Carl is more honest. B Carl is more fearful. C Carl is more curious. D Carl is more careless.	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	A	4		
	B	6		
	C*	83		
D	7			
Implications for Instruction/Notes				
* Correct answer (C)				

5.5 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama			
<p>2013 – Q8 Passage #1</p> <p>8 Which of the props used in this play is needed for the resolution of the conflict?</p> <p>F A book</p> <p>G A set of keys</p> <p>H The plate of cookies</p> <p>J A detective hat</p> <p>* Correct answer (F)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F*	68			
	G	11			
	H	9			
J	11				
Implications for Instruction/Notes					

5.5 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts		Analysis of Assessed Standards Genre: Drama			
<p>2015 – Q45 Passage #5</p> <p>45 Which of these is the best summary of the play?</p> <p>A Leo is trying to sleep, but his younger brother Dexter keeps talking to him about a bus trip the boys will be taking the next day. Leo finally reads Dexter his favorite book, and Dexter falls asleep.</p> <p>B Leo and Dexter are about to go on a bus trip without their mom or dad, and Dexter keeps talking about it. Dexter asks Leo whether he is going to miss a girl who came over to work with him on a science project for school.</p> <p>C Dexter and Leo have a conversation about missing their mom and about how they will take a bus trip to Dallas the next day. Leo says Dexter is too old for bedtime stories but admits that he used to like the same story.</p> <p>D Dexter, Leo's younger brother, wakes Leo up to ask whether they've packed everything and whether they might get lost when they go on a bus trip the next day. Leo tells Dexter that nothing will go wrong.</p> <p>* Correct answer (A)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A*	66			
	B	6			
	C	15			
D	11				
Implications for Instruction/Notes					

5.5 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts

2013 – Q3 Passage #1

- 3** Which of these is the best summary of Scene 1?
- A** While Mike is visiting Carl during a rainstorm, they hear someone scream. Mike is frightened by it, but Carl is not.
 - B** Carl and Mike watch television during a thunderstorm. They hear a scream, and at first they think it has come from the TV.
 - C** As Carl and Mike begin to watch a mystery movie, they hear a scream. Carl goes outside to investigate, and Mike follows.
 - D** Mike is peeking through Carl’s curtains when he hears a scream. Someone is yelling for help.

* Correct answer (C)

Analysis of Assessed Standards
Genre: Drama

Dual Coding	Content	Supporting
	Process	

Stimulus	
Thinking	
Related SEs	

Data Analysis

Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
A	8		
B	4		
C*	85		
D	3		

Implications for Instruction/Notes

5.7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life

2014 – Q45 Passage #5

45 Read this sentence from the selection.

"Manual labor . . . is about all I care about, and, after all, is what will really make a strong woman."

The author included this quotation to show the reader that Cameron –

- A** thought ranch work was more interesting than photography
- B** focused on changing the way work was done in ranching communities
- C** valued being independent and hardworking more than having a comfortable life
- D** was unaware of the physical effort that ranch work required

* **Correct answer (C)**

Analysis of Assessed Standards Genre: Literary NF			
Dual Coding	Content	Supporting	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
A	8		
B	13		
C*	70		
D	8		
Implications for Instruction/Notes			

5.7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life

2014 – Q46 Passage #5

46 The author says that Cameron and her husband "fell in love with the open sky, the colorful sunsets, and the star-filled nights" to emphasize Cameron's belief that –

- F** a beautiful environment was a desirable quality for a home
- G** the best photographs could be taken at night
- H** Montana had more hours of daylight than England
- J** the weather was better in Montana than in England

* **Correct answer (F)**

Analysis of Assessed Standards Genre: Literary NF			
Dual Coding	Content	Supporting	
	Process		
Stimulus			
Thinking			
Related SEs			
Data Analysis			
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
F*	81		
G	6		
H	4		
J	8		
Implications for Instruction/Notes			

5.7 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Literary NF			
<p>2014 – Q40 Passage #5</p> <p>40 Having access to the comforts of wealth during her childhood made Cameron realize that she –</p> <p>F wanted to move away from her family</p> <p>G was not interested in a life of luxury</p> <p>H wanted to be a photographer</p> <p>J had a desire to work with animals</p> <p>* Correct answer (G)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F	7			
	G*	61			
	H	24			
J	8				
Implications for Instruction/Notes					

5.7 Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts		Analysis of Assessed Standards Genre: Literary NF			
<p>2014 – Q43 Passage #5</p> <p>43 What is the best summary of the section titled "Making a Living"?</p> <p>A After making money selling vegetables and renting out rooms, Evelyn Cameron started a photography business. She took portraits of many different people. When her husband's health worsened, she had to devote more of her time to necessary ranch chores.</p> <p>B Evelyn Cameron enjoyed the hard work of farming and ranching, but most of all she enjoyed taking photographs. She traveled to many places throughout Montana and took portraits of people. She even started a photography business, taking pictures mostly of cowboys and ranchers.</p> <p>C Evelyn Cameron sold vegetables and rented out rooms to people but did not make much money. In 1894 Cameron bought a camera to start taking photographs. She practiced photography until she became skillful. She used this new skill as she traveled around taking portraits of people to earn money.</p> <p>D Since Evelyn Cameron was not successful as a farmer, she decided to start a photography business to earn money. In 1894 she purchased a camera and spent time developing her skills as a photographer. She then managed to find regular work taking pictures of cowboys and pioneer women.</p> <p>* Correct answer (A)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A*	32			
	B	22			
	C	32			
D	13				
Implications for Instruction/Notes					

IQ Analysis Investigating the Question	Genre: Persuasive	English	RC: 3
SE: 5.12(A) ^{NT} , 5.12(B) ^{NT} , 5.12 Fig. 19(D) ^{NT} , 5.12 Fig. 19(E) ^{NT}		Units:	

No test questions 2013 – 2015

<p>5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text</p> <p>2015 – Q44 Passage #5</p> <p>44 Read paragraph 10.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>DEXTER: [<i>Picks up a stuffed polar bear and strokes its head.</i>] Mr. Snowball doesn't like it when you call me a goof.</p> </div> <p>By having Dexter refer to Mr. Snowball's emotions, the playwright is –</p> <p>F emphasizing that Leo does not understand Dexter's actions</p> <p>G suggesting that Dexter is quite young</p> <p>H showing that Mr. Snowball used to belong to Leo</p> <p>J showing that Dexter is ignoring his brother</p> <p>* Correct answer (G)</p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Analysis of Assessed Standards Genre: Drama</th> </tr> <tr> <td rowspan="2" style="text-align: center;">Dual Coding</td> <td style="text-align: center;">Content</td> <td colspan="2" style="text-align: center;">Readiness</td> </tr> <tr> <td style="text-align: center;">Process</td> <td colspan="2"></td> </tr> <tr> <td colspan="4" style="text-align: center;">Stimulus</td> </tr> <tr> <td colspan="4" style="text-align: center;">Thinking</td> </tr> <tr> <td colspan="4" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="4" style="text-align: center;">Data Analysis</th> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> <td style="text-align: center;">Error Analysis</td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">15</td> <td></td> <td><input type="checkbox"/> Guessing</td> </tr> <tr> <td style="text-align: center;">G*</td> <td style="text-align: center;">66</td> <td></td> <td><input type="checkbox"/> Careless Error</td> </tr> <tr> <td style="text-align: center;">H</td> <td style="text-align: center;">8</td> <td></td> <td><input type="checkbox"/> Stopped too Early</td> </tr> <tr> <td style="text-align: center;">J</td> <td style="text-align: center;">10</td> <td></td> <td><input type="checkbox"/> Mixed Up Concepts</td> </tr> <tr> <th colspan="4" style="text-align: center;">Implications for Instruction/Notes</th> </tr> <tr> <td colspan="4" style="height: 50px;"></td> </tr> </table>	Analysis of Assessed Standards Genre: Drama				Dual Coding	Content	Readiness		Process			Stimulus				Thinking				Related SEs				Data Analysis				Item	State	Local	Error Analysis	F	15		<input type="checkbox"/> Guessing	G*	66		<input type="checkbox"/> Careless Error	H	8		<input type="checkbox"/> Stopped too Early	J	10		<input type="checkbox"/> Mixed Up Concepts	Implications for Instruction/Notes							
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Implications for Instruction/Notes																																																								

<p>5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text</p> <p>2014 – Q12 Passage #2</p> <p>12 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>His suit became smellier day after day His shoelaces frayed and his socks turned to gray.</p> </div> <p>The imagery used in these lines allows the reader to know that –</p> <p>F Bartholomew's routine has been repeated for a long time</p> <p>G Bartholomew does not realize his clothes are getting old</p> <p>H Bartholomew's clothes have been damaged by birds</p> <p>J Bartholomew works in a dirty environment</p> <p>* Correct answer (F)</p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Analysis of Assessed Standards Genre: Poetry</th> </tr> <tr> <td rowspan="2" style="text-align: center;">Dual Coding</td> <td style="text-align: center;">Content</td> <td colspan="2" style="text-align: center;">Readiness</td> </tr> <tr> <td style="text-align: center;">Process</td> <td colspan="2"></td> </tr> <tr> <td colspan="4" style="text-align: center;">Stimulus</td> </tr> <tr> <td colspan="4" style="text-align: center;">Thinking</td> </tr> <tr> <td colspan="4" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="4" style="text-align: center;">Data Analysis</th> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> <td style="text-align: center;">Error Analysis</td> </tr> <tr> <td style="text-align: center;">F*</td> <td style="text-align: center;">64</td> <td></td> <td><input type="checkbox"/> Guessing</td> </tr> <tr> <td style="text-align: center;">G</td> <td style="text-align: center;">27</td> <td></td> <td><input type="checkbox"/> Careless Error</td> </tr> <tr> <td style="text-align: center;">H</td> <td style="text-align: center;">2</td> <td></td> <td><input type="checkbox"/> Stopped too Early</td> </tr> <tr> <td style="text-align: center;">J</td> <td style="text-align: center;">7</td> <td></td> <td><input type="checkbox"/> Mixed Up Concepts</td> </tr> <tr> <th colspan="4" style="text-align: center;">Implications for Instruction/Notes</th> </tr> <tr> <td colspan="4" style="height: 50px;"></td> </tr> </table>	Analysis of Assessed Standards Genre: Poetry				Dual Coding	Content	Readiness		Process			Stimulus				Thinking				Related SEs				Data Analysis				Item	State	Local	Error Analysis	F*	64		<input type="checkbox"/> Guessing	G	27		<input type="checkbox"/> Careless Error	H	2		<input type="checkbox"/> Stopped too Early	J	7		<input type="checkbox"/> Mixed Up Concepts	Implications for Instruction/Notes							
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Implications for Instruction/Notes																																																								

5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text		Analysis of Assessed Standards Genre: Poetry		
2014 – Q16 Passage #2		Dual Coding	Content	Readiness
16 Read these lines from the poem.			Process	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>He sprouted with branches and leaves, and he <i>bloomed!</i> Bartholomew Blue is a tree to this day . . . But at least now he gives off a fragrant bouquet.</p> </div>		Stimulus		
What is the poet most likely suggesting in these lines?		Thinking		
<p>F Bartholomew enjoys the scent of trees.</p> <p>G Bartholomew likes to spend time with nature.</p> <p>H Bartholomew has decided to wear a tree costume.</p> <p>J Bartholomew has finally become useful as a tree.</p>		Related SEs		
		Data Analysis		
		Item	State	Local
		F	6	
		G	15	
		H	3	
		J*	76	
		Error Analysis		
		<input type="checkbox"/> Guessing		
		<input type="checkbox"/> Careless Error		
		<input type="checkbox"/> Stopped too Early		
		<input type="checkbox"/> Mixed Up Concepts		
		Implications for Instruction/Notes		
* Correct answer (J)				

5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text		Analysis of Assessed Standards Genre: Fiction		
2014 – Q24 Passage #3		Dual Coding	Content	Readiness
24 Read these sentences from paragraph 4.			Process	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><i>The pencils were sharpened to perfect points. The rich colors offered endless possibilities compared to my set of eight basic colors at home.</i></p> </div>		Stimulus		
The author uses the description of the pencils to show —		Thinking		
<p>F how sad the narrator feels when he can't afford them</p> <p>G how much the narrator wants to buy them</p> <p>H that the colors inspire the narrator with ideas for his comic book</p> <p>J that the pencils the narrator has are no longer usable</p>		Related SEs		
		Data Analysis		
		Item	State	Local
		F	7	
		G*	77	
		H	12	
		J	3	
		Error Analysis		
		<input type="checkbox"/> Guessing		
		<input type="checkbox"/> Careless Error		
		<input type="checkbox"/> Stopped too Early		
		<input type="checkbox"/> Mixed Up Concepts		
		Implications for Instruction/Notes		
* Correct answer (G)				

5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text		Analysis of Assessed Standards Genre: Poetry		
<p>2013 – Q18 Passage #3A</p> <p>18 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>I memorized each line. Learned them by heart.</p> </div> <p>The poet uses the figurative expression "learned them by heart" to emphasize that the speaker —</p> <p>F has volunteered to be in the play</p> <p>G practices on the stage</p> <p>H enjoys playing the role of the prince</p> <p>J feels prepared for his performance</p> <p>* Correct answer (J)</p>		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	3			
G	8			
H	12			
J*	78			
Implications for Instruction/Notes				

5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text		Analysis of Assessed Standards Genre: Poetry		
<p>2013 – Q22 Passage #3A</p> <p>22 The poet uses figurative language in line 18 to highlight the speaker's —</p> <p>F determination to do well</p> <p>G anxiety once he gets onstage</p> <p>H satisfaction in being chosen for the role</p> <p>J eagerness to perform</p> <p>* Correct answer (G)</p>		Dual Coding	Content	Readiness
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	13			
G*	70			
H	6			
J	12			
Implications for Instruction/Notes				

5.3 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Fiction		
2015 – Q3 Passage #1 3 Which of these is a lesson Roddy learns in the story? A Teamwork is important when trying to accomplish a goal. B Relying on good friends is helpful in difficult situations. C Drawing conclusions without enough information can lead to mistakes. D People should not judge others by their appearance. * Correct answer (C)	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	A	11		
	B	7		
	C*	70		
D	13			
Implications for Instruction/Notes				

5.3 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Drama		
2015 – Q42 Passage #5 42 Which of these is an important idea explored in this play? F Taking a trip can be a rewarding experience. G Children often find comfort in things that are familiar. H It is sometimes difficult to live far away from grandparents. J Family members often disagree with each other. * Correct answer (G)	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	F	15		
	G*	61		
	H	9		
J	14			
Implications for Instruction/Notes				

5.3 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Literary NF			
2014 – Q42 Passage #5 42 Cameron’s actions in paragraphs 5 and 6 support the message that — F traveling to new areas is the best way to avoid boredom G spare time should be spent planning for the future H things that are highly valued are worth working for J it is wise to observe the ways that nature affects people * Correct answer (H)	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	F	9			
	G	15			
	H*	60			
J	15				
Implications for Instruction/Notes					

IQ Analysis Investigating the Question	Genre: Across Informational Text	English	RC: 3
SE: 5.10(A), 5.13(A) ^{NT} , 5.13(B), 5.14(C) ^{NT} , 5.10 Fig. 19(D), 5.13 Fig. 19(D), 5.14 Fig. 19(D)		Units:	

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	Analysis of Assessed Standards Genre: Expository			
<p>2015 – Q12 Passage #2</p> <p>12 The author uses questions in paragraph 4 and paragraph 11 as a way to —</p> <p>F show that American Indian art is similar to other types of art</p> <p>G establish a connection between the reader's experiences and totem poles</p> <p>H encourage the reader to reflect on what is considered art</p> <p>J help the reader understand why totem poles attract visitors</p>	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	F	8		
	G*	65		
	H	13		
J	13			
Implications for Instruction/Notes				
* Correct answer (G)				

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	Analysis of Assessed Standards Genre: Expository			
<p>2015 – Q14 Passage #2</p> <p>14 The language the author uses in paragraph 10 emphasizes —</p> <p>F the emotional responses people have toward the totem poles</p> <p>G that the new totem poles are more important than totem poles from the past</p> <p>H how quickly the new totem pole was raised using the crane</p> <p>J that the types of trees used to make the totem poles affect their beauty</p>	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	F*	70		
	G	7		
	H	15		
J	8			
Implications for Instruction/Notes				
* Correct answer (F)				

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved		Analysis of Assessed Standards Genre: Expository			
2015 – Q29 Passage #4		Dual Coding	Content	Supporting	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
<p>29 The author informs the reader about Jackson’s journey mainly by —</p> <p>A sharing Jackson’s thoughts as he traveled</p> <p>B listing the supplies that Jackson loaded into his car</p> <p>C describing the difficulties and successes of Jackson’s trip</p> <p>D explaining how much money Jackson’s trip cost</p>		Data Analysis			
		Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
		A	13		
		B	5		
		C*	79		
D	3				
* Correct answer (C)		Implications for Instruction/Notes			

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved		Analysis of Assessed Standards Genre: Expository			
2014 – Q1 Passage #1		Dual Coding	Content	Supporting	
			Process		
		Stimulus			
		Thinking			
		Related SEs			
<p>1 The main purpose of paragraphs 7 and 8 is to —</p> <p>A show that Dusty takes items from only two of Chu’s neighbors</p> <p>B explain that Chu’s neighbors aren’t bothered when Dusty takes their personal items</p> <p>C emphasize that Chu’s neighbors deliberately leave objects lying around for Dusty</p> <p>D describe how Dusty carefully chooses the items he takes from Chu’s neighbors</p>		Data Analysis			
		Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
		A	7		
		B*	82		
		C	3		
D	8				
* Correct answer (B)		Implications for Instruction/Notes			

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved		Analysis of Assessed Standards Genre: Expository			
2014 – Q2 Passage #1 2 The author wrote this selection most likely to tell the reader that – F Dusty should face consequences for his actions G Dusty has caused major problems for his owners over the years H because Dusty is a cat, he is active mostly at night J Dusty is a cat with a habit that has attracted a lot of attention * Correct answer (J)	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	F	6			
	G	10			
	H	8			
J*	75				
Implications for Instruction/Notes					

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved		Analysis of Assessed Standards Genre: Expository			
2014 – Q26 Passage #4A 26 The author wrote this selection most likely to explain – F the reasons scientists have been unsuccessful at freezing organs G how the wood frog survives in harsh conditions H how wood frogs hibernate or migrate to warmer climates J the scientific studies that involve wood frogs * Correct answer (G)	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	Item	State	Local		
	F	4			
	G*	82			
	H	7			
J	7				
Implications for Instruction/Notes					

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q41 Passage #5</p> <p>41 The author wrote this article most likely to —</p> <p>A encourage readers to visit more museums</p> <p>B tell about the functions of the human body</p> <p>C inform readers about a unique museum</p> <p>D compare the different types of museum exhibits</p> <p>* Correct answer (C)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	A	8		<input type="checkbox"/> Guessing	
	B	32		<input type="checkbox"/> Careless Error	
	C*	55		<input type="checkbox"/> Stopped too Early	
D	5		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q24 Passage #3B</p> <p>24 The author speaks directly to the reader in paragraphs 1 and 2 in order to —</p> <p>F encourage the reader to try out for a play</p> <p>G share a personal story with the reader</p> <p>H help the reader understand the experience of stage fright</p> <p>J demonstrate that acting requires skill</p> <p>* Correct answer (H)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis	
	F	4		<input type="checkbox"/> Guessing	
	G	5		<input type="checkbox"/> Careless Error	
	H*	86		<input type="checkbox"/> Stopped too Early	
J	4		<input type="checkbox"/> Mixed Up Concepts		
Implications for Instruction/Notes					

5.13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q17 Passage #2</p> <p>17 What information can the reader learn about Nathan Sawaya and Sean Kenney from the chart below paragraph 7?</p> <p>A How their art can be purchased</p> <p>B What they have created using LEGO pieces</p> <p>C Where their art can be viewed</p> <p>D Why they enjoy working with LEGO pieces</p> <p>* Correct answer (B)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	A	6			
	B*	77			
	C	6			
D	14				
Implications for Instruction/Notes					

5.13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams		Analysis of Assessed Standards Genre: Expository			
<p>2013 – Q46 Passage #5</p> <p>46 Why is the boxed information at the end of the article included?</p> <p>F To describe some of the many exhibits at the museum</p> <p>G To share information about the history of the museum</p> <p>H To show that the museum welcomes people of all ages</p> <p>J To provide details a museum visitor would need to know</p> <p>* Correct answer (J)</p>	Dual Coding	Content	Supporting		
		Process			
	Stimulus				
	Thinking				
	Related SEs				
	Data Analysis				
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
	F	8			
	G	7			
	H	18			
J*	66				
Implications for Instruction/Notes					

5.10 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
<p>2015 – Q16 Passage #2</p> <p>16 Read this sentence from paragraph 4.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Even today, totem-pole carving continues in Ketchikan, Alaska, where Tlingit Indians still live.</i></p> </div> <p>In this sentence, what does the author help the reader understand about the culture of the Tlingit people?</p> <p>F Their master carvers are highly skilled.</p> <p>G Their carvers use special tools to make each totem pole.</p> <p>H Their history is told through images on the totem poles.</p> <p>J They have maintained their tradition of making totem poles.</p> <p>* Correct answer (J)</p>		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	5			
G	6			
H	20			
J*	69			
Implications for Instruction/Notes				

5.10 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
<p>2015 – Q38 Passage #4</p> <p>38 Based on information in the selection, what can the reader infer about American society in 1903?</p> <p>F Most people did not travel far from the towns in which they lived.</p> <p>G Many people disliked the changes brought about by new inventions.</p> <p>H Many people opposed the idea of the government building roads.</p> <p>J The automobile had replaced the need for most farm animals.</p> <p>* Correct answer (F)</p>		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F*	61			
G	16			
H	10			
J	12			
Implications for Instruction/Notes				

5.13 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2014 – Q30 Passage #4A 30 The diagram of the wood frog helps the reader understand — F which features can be used to identify a wood frog G which characteristics make wood frogs able to freeze H which temperatures the wood frogs are able to survive in J which studies involving wood frogs have been performed		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
Item	State	Local		
F*	73			
G	14			
H	9			
J	5			
Implications for Instruction/Notes				
* Correct answer (F)				

5.13 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2014 – Q35 Passage #4B 35 The bar graph included with the selection helps the reader better understand — A the factors that allow the bristlecone to live for so long B that the life spans of trees can vary greatly C why some regions produce trees that live as long as the bristlecone D that other trees live in an environment similar to that of the bristlecone		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
Item	State	Local		
A	20			
B*	64			
C	8			
D	8			
Implications for Instruction/Notes				
* Correct answer (B)				

5.14 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2015 – Q17 Passage #2 17 Which sentence from the selection is best supported by the photographs? A <i>Shapes of bears, wolves, whales, eagles, and other wild creatures were carved into soft tree trunks.</i> B <i>Once a stone adze (an ax-like tool) brought down an 80-foot giant.</i> C <i>Thick bark is stripped away; then knots, once burned with hot rocks, are sanded smooth.</i> D <i>Drums and voices swelled like thunder when the pole rose.</i>		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
Item	State	Local		
A*	82			
B	7			
C	7			
D	3			
Implications for Instruction/Notes				
* Correct answer (A)				

5.14 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2015 – Q31 Passage #4 31 The photograph of Bud next to paragraph 9 helps the reader understand that the dog — A was a rare breed at that time B had traveled for most of its life C became famous as a result of the trip D guided Jackson and Crocker on their trip		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
Item	State	Local		
A	4			
B	8			
C*	79			
D	8			
Implications for Instruction/Notes				
* Correct answer (C)				

5.14 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2015 – Q39 Passage #4 39 Which idea is supported by the photograph after paragraph 10? A Jackson had to make many repairs to the car as he traveled. B Jackson refilled his gasoline tanks at general stores along his trip. C Jackson traveled a great distance between stops along his trip. D Jackson was welcomed by crowds when he arrived in a new town.		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
A	7			
B	4			
C	9			
D*	80			
Implications for Instruction/Notes				
* Correct answer (D)				

5.14 Fig. 19(D) make inferences about text and use textual evidence to support understanding		Analysis of Assessed Standards Genre: Expository		
2014 – Q10 Passage #1 10 Based on the photograph, the reader can tell that Dusty – F likes wearing outfits G is unwilling to return what he took H has taken items repeatedly J has stopped taking items from people		Dual Coding	Content	Supporting
			Process	
		Stimulus		
		Thinking		
		Related SEs		
Data Analysis				
Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts	
F	8			
G	10			
H*	75			
J	7			
Implications for Instruction/Notes				
* Correct answer (H)				

5.14 Fig. 19(D) make inferences about text and use textual evidence to support understanding	Analysis of Assessed Standards Genre: Literary NF			
2014 – Q44 Passage #5 44 What does the first photograph in this selection show? F How much time it took Cameron to learn to use her camera G The places Cameron traveled to take portraits of people H How much support Cameron received from neighbors J The type of equipment Cameron worked with to take portraits * Correct answer (J)	Dual Coding	Content	Supporting	
		Process		
	Stimulus			
	Thinking			
	Related SEs			
	Data Analysis			
	Item	State	Local	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped too Early <input type="checkbox"/> Mixed Up Concepts
	F	12		
	G	23		
	H	7		
J*	58			
Implications for Instruction/Notes				

				Analysis of Assessed Standards						
* Correct answer				Dual Coding	Content					
					Process					
				PLC for PLC Analysis	Stimulus					
					Thinking					
				Related SEs						
				Data Analysis						
				SE Level Data				State	Local	
				Item	State	Local	Error Type			
				A/F			<input type="checkbox"/> Procedural			
				B/G			<input type="checkbox"/> Application			
C/H			<input type="checkbox"/> Conceptual							
D/J			<input type="checkbox"/> Guessing							
Instructional Analysis										
Evidence of Transfer			<input type="checkbox"/> Similar to examples (taught)							
			<input type="checkbox"/> Requires application (learned)							
Depth of Knowledge			<input type="checkbox"/> Level 1		<input type="checkbox"/> Level 3					
			<input type="checkbox"/> Level 2		<input type="checkbox"/> Level 4					
Concept										

				Analysis of Assessed Standards						
* Correct answer				Dual Coding	Content					
					Process					
				PLC for PLC Analysis	Stimulus					
					Thinking					
				Related SEs						
				Data Analysis						
				SE Level Data				State	Local	
				Item	State	Local	Error Type			
				A/F			<input type="checkbox"/> Procedural			
				B/G			<input type="checkbox"/> Application			
C/H			<input type="checkbox"/> Conceptual							
D/J			<input type="checkbox"/> Guessing							
Instructional Analysis										
Evidence of Transfer			<input type="checkbox"/> Similar to examples (taught)							
			<input type="checkbox"/> Requires application (learned)							
Depth of Knowledge			<input type="checkbox"/> Level 1		<input type="checkbox"/> Level 3					
			<input type="checkbox"/> Level 2		<input type="checkbox"/> Level 4					
Concept										

		Analysis of Assessed Standards	
So What?			
Now What?			

Grade 5 Reading Passages

2015 Passages

Passage #1 – Fiction (Questions 1-8)

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

from **Princess for a Week**

by Betty Ren Wright

- 1 "You don't even know for sure you're getting a dog," Jacob grumbled. "We might be doing all this work for nothing."
- 2 "I do know for sure," Roddy corrected him. "I was there when my mom's friend Linda called this morning. She shows dogs for rich people, and she's taking one to a show in Philadelphia today. Her neighbor's supposed to come in and look after things when Linda's away, but the neighbor has the flu. So Linda needs someone to take care of her own dog, Princess, for a week. My mom said okay. And," Roddy finished triumphantly, "the minute I heard that I remembered this doghouse."
- 3 "Still a lot of work for one week," Jacob mumbled.
- 4 Roddy didn't argue. He'd wanted a dog for as long as he could remember. Now he had a week to prove to his mom that he was old enough to take care of one himself.
- 5 "You taking that thing to the dump?"
- 6 Both boys jumped. Neither one had noticed the girl coming toward them.
- 7 "Want some help?" she asked coolly. "I don't mind."
- 8 "No, thanks," Roddy said.
- 9 "Sure," Jacob said.
- 10 "I'll push," the girl announced, as if she hadn't heard Roddy at all. She was skinny and brown, with a long, almost white braid and startling blue eyes. She wore a baggy T-shirt with SAVE THE PLANET EARTH printed on it.
- 11 They started up the hill. Roddy pulled, the girl pushed, and Jacob kept both hands on the doghouse to keep it from slipping.
- 12 "How far to the dump?" the girl demanded.
- 13 Roddy pretended not to hear.
- 14 "We're going to Roddy's house," Jacob explained. "He's getting a dog, and it's going to need a house."
- 15 The girl snorted. "That poor dog will drown in the first rainstorm," she said. "Look at the roof."
- 16 "The roof will be fine," Roddy snapped. "I've got plans."
- 17 The wagon began to move faster. Soon Roddy almost had to run to keep ahead of it. When he looked back he saw that Jacob was running, too. The girl was out of sight behind the wagon, but when she spoke again she wasn't panting at all.
- 18 "I'd never make a dog sleep in a doghouse," she said. "I'd have it in my bedroom. Right on my bed."
- 19 What a pain she was! "Stop pushing," Roddy growled. "This is where I live."
- 20 The girl's head popped up from behind the doghouse. "You're kidding!" she exclaimed. "You're Roddy Hall? I didn't know you were getting a dog. That's great!"
- 21 "The dog isn't here yet," Roddy told her. "She's coming today."
- 22 "Princess," Jacob added. "That's her name."
- 23 The girl's blue eyes narrowed. She looked at Jacob, then at Roddy. Then she looked down at the doghouse.
- 24 "You are so not bright," she said. "I'm Princess. Princess Thornberry. My stepmother Linda dropped me off an hour ago. And if you think I'm going to sleep in a broken down doghouse, you're crazy. Your mom said I get the bedroom with all the dinosaur posters."
- 25 Roddy blinked. "Now just wait," he sputtered. "You're not—you can't—you're not a dog."
- 26 "Smart kid," the girl said. "You should be a detective."
- 27 Roddy was stunned. Whoever heard of a girl called Princess? "I don't believe you," he said faintly.
- 28 "I do." Jacob sighed. "I just knew we were doing all this work for nothing." He poked Roddy with his elbow. "That's your bedroom she's talking about," he said. "The bedroom with all the dinosaur posters. Maybe you're the one who gets to sleep in the doghouse tonight."

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Grade 5 Reading Passages

Passage #2 – Expository (Questions 9-17)

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Storytelling Trees

by Micki Huysken

1 Cedar trees grow in the Alaskan forest. A Tlingit (CLING-it) Indian walks among them searching for the right one. He finds a strong, straight tree that has been growing long before his grandfather's grandfather lived there. He marks its rough bark. This is the first step in making a magnificent storytelling tree.

2 Long ago, before writing was used by Indians, totem poles were carved to tell stories of battles or to record events happening in the tribe.

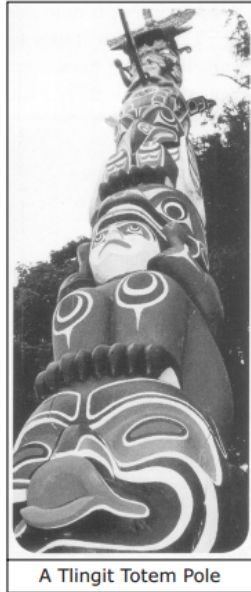
3 Shapes of bears, wolves, whales, eagles, and other wild creatures were carved into soft tree trunks. The tree was read from top to bottom by a storyteller. Stories often included animals with superhuman powers and stories about the Eagle and Raven clans. These totem poles were read again and again like a library of wooden stories.

4 Have you seen pictures of totem poles or visited the state of Alaska or Washington where poles stand? Even today, totem-pole carving continues in Ketchikan, Alaska, where Tlingit Indians still live.

5 Once a stone adze (an ax-like tool) brought down an 80-foot giant. Today, chain saws do the work in less time.

6 Thick bark is stripped away; then knots, once burned with hot rocks, are sanded smooth. At last, the tree is ready for the master carver chosen by the tribe. Poles that once took a year to carve can be completed in three months.

7 The carver chants to help his concentration and to keep a cutting rhythm. It is a chant he learned from his father who learned it from



A Tlingit Totem Pole

Storytelling Trees by Micki Huysken from Hopscotch Magazine, October/November 2010.

his. Wood chips pepper the air. Animals with beaver tails, whales, wolves, and birds with oversized beaks are chiseled into the soft wood. Some carvings have human shapes.

8 Black paint dabbed into pale wooden eyes gives them a look of power. Long ago, artists mixed salmon eggs with minerals like hematite, graphite, and copper to make bright-colored paints for the poles.

9 At last, the weary carver puts down his tools. He is ready for a crane to lift the new pole. He thinks back and remembers stories of his grandfather's first pole raising. That one took place at the river's edge. No crane was used then, just dozens of men holding tightly to ropes. Their groans rippled like a chorus of bears; sweat beaded on their brown backs. Drums and voices swelled like thunder when the pole rose.

10 The old carver blinks away the memories as a ray of sun touches his sensitive eyes. The steel arm crane is placing his new pole upright facing the road. Arriving visitors look up in awe. Cheers and laughter roll forth like water from a bubbling pot. What was once a mighty cedar growing tall in the Alaskan forest is now a magnificent totem pole.



People stand among a group of Tlingit totem poles.

Storytelling Trees by Micki Huysken from Hopscotch Magazine, October/November 2010.

11 Think about stories told by your parents and grandparents. If you put those stories on a totem pole, what would your storytelling tree look like?

Storytelling Trees by Micki Huysken from Hopscotch Magazine, October/November 2010.

Grade 5 Reading Passages

Passage #3A – Fiction (Questions 18-21)

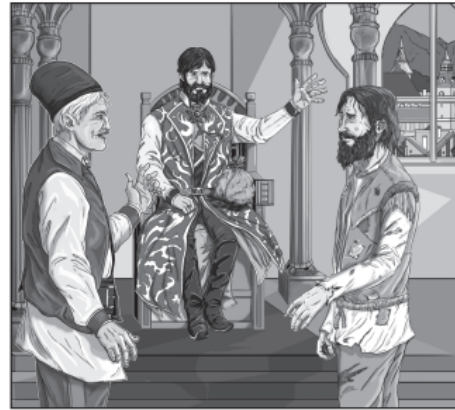
Read the next two selections. Then choose the best answer to each question.

The Dishonest Merchant

*A Romanian Legend
retold by David Roper*

- 1 Once upon a time, a prince known for his intolerance of dishonesty ruled in Romania. During his reign, a greedy merchant from another country traveled through the land.
- 2 During one journey, the merchant lost a bag containing one thousand Romanian coins called *lei*. Each time the merchant came to a crossroads, he told everyone that he would give one hundred lei to anyone who found the money.
- 3 Not long afterward, a peasant found the bag. He was an honest man, and he hastened to find the merchant.
- 4 "I found this bag behind the fish market at the crossroads near my home," the peasant said to the merchant.
- 5 The merchant trusted no one, so he went aside to count the money. To his surprise, all one thousand coins were still in the bag. He was happy to have his money back, but he was also saddened by the thought of giving some of it away. He wondered how he could get out of his promise and still appear to be fair.
- 6 At last he went back to the peasant. "I thank you for returning my money," he said. "I notice that you have already taken your reward, for there were only nine hundred coins in the bag."
- 7 The peasant protested. "But I did not even open the bag before I gave it to you!"
- 8 The merchant ignored the peasant's words. "I hope you enjoy your reward," he said. "Thank you again and good-bye." He quickly departed.
- 9 The peasant was upset—not just because he had received no reward but because he had been accused of taking money without permission. He hurried to the palace and requested to see the prince. He told his sad story, and the prince promised that he would uncover the truth.

- 10 The prince sent word for the merchant and the peasant to appear before him on a certain day. He told the merchant to bring the bag of money.
- 11 When the day arrived, the merchant told his side of the story and the peasant told his. As the prince listened, it became obvious to him that the peasant was telling the truth.
- 12 When they had finished, the prince said to the merchant, "You lost a bag with one thousand coins. Is that correct?"
- 13 "Yes," said the merchant.
- 14 The prince took the money bag, which now held only nine hundred lei. "And when you were handed this bag, it contained only nine hundred coins?"



- 15 "That is true," said the merchant, trying to look sincere.
- 16 "I am sure that you are telling the truth," said the prince, "for nothing is punished so severely in this court as dishonesty. However, these facts present me with a problem."
- 17 The prince held up the bag for all to see. It was an ordinary leather bag, like thousands of others. He asked the merchant, "If your bag contained one thousand coins and this bag has only nine hundred, then how do you know this is your bag?"
- 18 The merchant had trouble speaking. "I . . . I," he stammered. Then he was silent.
- 19 The prince continued. "It is obvious that this is not your bag. My verdict therefore is that you should continue to inquire at crossroads until you find your bag with one thousand lei. I wish you well in your quest."
- 20 The prince turned to the peasant. "And I decree that you take care of this bag of nine hundred coins until the rightful owner comes forth. If we do not find the owner within three months, then the money will be yours as a reward for your honesty."
- 21 There was nothing more to say, since there could be no appeal regarding the prince's verdict. The dishonest merchant and the honest peasant left the prince's chamber, the first very sad and the other very happy.
- 22 Thus was dishonesty treated in the days of the prince.

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Grade 5 Reading Passages

Passage #3B – Poetry (Questions 22-24)

Guilty

It's not fair.
My little sister glows—
She has a reputation that reaches out to others,
Shakes their hand,
5 And lets them know she can do no wrong.

I told them,
Mom and Dad both,
That she took it from the pan
When they noticed the void,
10 Like a pothole in the middle of the street—
One cookie gone from the cookie sheet.
My father shook his head at me.
My mother gave her a hug.

They sent her off to play
15 To enjoy the day.
My free time was taken away,
Sent to my room to stay.

I felt frustrated with their frowns.
"Why was she *always* blameless?"
20 I thought while Mom wiped my hands
With a wet paper towel,
Browning with each stroke
From chocolate on my fingertips.

I stomped to my room,
25 My feet crashing like thunder.
It's not fair.

Grade 5 Reading Passages

Passages #3A – Fiction and #3B – Poetry (Questions 25-28)

Refer to Passage #3A and Passage #3B above.

Grade 5 Reading Passages

Passage #4 – Expository (Questions 29-39)

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

A Remarkable Road Trip

- 1 On the evening of May 19, 1903, Dr. Horatio Nelson Jackson accepted a challenge to do something that nobody had done before. The terms of this challenge included driving from San Francisco, California, to New York City in 90 days. If he succeeded, he would win \$50.
- 2 Although today it is not unusual to drive across the country in just a few days, this was not always the case. The automobile was a new product in 1903, and cars were not as advanced as today's vehicles. In 1903 many people believed that cars were a luxury and a source of entertainment rather than a useful means of transportation. Horse-drawn carriages were considered more dependable. Jackson, however, wanted to prove that cars could be just as useful and reliable.

Preparing for the Trip

- 3 Jackson hired mechanic Sewall K. Crocker to join him on the cross-country drive. Crocker suggested that Jackson buy a Winton touring car for the journey. Jackson took Crocker's suggestion under advisement and bought the car used from a banker in San Francisco.

Some of Jackson's Supplies

- Cooking equipment
- Sleeping bags
- A car cover
- Warm clothing
- Tools
- Rope
- A camera
- A spare tire

A Difficult Journey

- 5 On May 23, 1903, in the early afternoon, Jackson and Crocker left San Francisco. They had driven only 15 miles when a rear tire became flat. Luckily, they were able to use the spare tire for the rest of that day's journey.
- 6 Another problem Jackson and Crocker encountered was getting accurate directions. In 1903 there were no road maps, and travel guidebooks were published for only certain parts of the country.

Advice from strangers, a compass, and landmarks such as railroad tracks and mountains helped guide the men. Sometimes the directions they received were incorrect, and they had to turn around and locate the correct route. At other times Jackson was forced to change course to avoid flooded or snow-covered land.

- 7 In addition, in 1903 there were only about 150 miles of paved roads across the country. Most roads were dirt paths that had been used mainly for horse-drawn carriages. In remote areas where roads did not exist at all, Jackson drove through muddy cow pastures and even over mountains. The bumpy ride sometimes jarred equipment loose and caused it to fall off the car. They also experienced many flat tires and dead batteries.
- 8 Finding tires and other car parts for repairs was difficult. In 1903 there were only 850 Winton vehicles in the country. Replacement parts had to be ordered directly from the Winton car factory and delivered by stagecoach or train. Jackson wisely ordered new car parts ahead of time so that they would be waiting for him when he arrived in the next town. Then he would have to find a blacksmith to install parts. Some generously worked overnight to help the men.

The Positive Side

- 9 Jackson and Crocker's journey was not entirely filled with difficulties. One thing that kept the trip enjoyable was Bud, a bulldog Jackson had bought in California. Bud became the team's mascot, traveling with the men wherever they went. Jackson even put goggles on Bud to keep the dust out of his eyes. The dog was a source of joy to Jackson and Crocker, who would gaze over and see a happy Bud riding alongside them. By the journey's end Bud was a celebrity.



Transportation Collection, Division of Work and Industry, National Museum of American History, Smithsonian Institution.

Grade 5 Reading Passages

Passage #4 Continued – Expository (Questions 29-39)

- 10 Local newspapers reported on the team’s progress as they passed through each town, and neighboring towns became aware of the team’s upcoming arrival. Residents came to see the men and their Winton, greeting them with cheers. The event was especially exciting since many people had never before seen a car.



Jackson, Crocker, and Bud in the Winton Touring Car

© Bettmann/COBALT

Mission Complete

- 11 Jackson, Crocker, and Bud reached New York City on July 26, 1903. The team completed the journey in 63 days, 12 hours, and 30 minutes.
- 12 It is estimated that the team had driven more than 5,600 miles. Although Jackson won \$50, he spent a total of \$8,000 on the trip.
- 13 Was it worth the cost? Jackson believed so. Jackson and Crocker’s success changed American driving forever. The idea that people could travel long distances in a vehicle became a reality. Jackson was able to see many beautiful parts of the country and dreamed that one day others would be able to experience America’s landscape just as he had. Today Jackson’s Winton is displayed in the Smithsonian’s National Museum of American History in Washington, D.C., taking its rightful place in history.

Grade 5 Reading Passages

Passage #5 – Drama (Questions 40-46)

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

Lights Out

Characters

DEXTER: Younger brother

LEO: Older brother

- 1 [Night. A boys' bedroom with two beds. A nightstand with a lamp is by each bed. Dexter is in the stage-right bed. Leo is in the stage-left bed. The lights are out. The curtain opens.]
- 2 **DEXTER:** Leo. [Long pause.] Leo? [Pause.] Leo, you awake?
- 3 **LEO:** No.
- 4 **DEXTER:** Yes, you are.
- 5 **LEO:** No, I'm not. Go to sleep, Dexter.
- 6 **DEXTER:** Maybe we're forgetting something. I'm going to go check.
- 7 **LEO:** Stay in bed! Dad made a list. We packed everything except our bathroom stuff and Mr. Snowball.
- 8 **DEXTER:** [Sits up in bed and turns on his lamp.] We have to pack Mr. Snowball! I can't go without Mr. Snowball!
- 9 **LEO:** You can't sleep without Mr. Snowball either! He's in bed with you right now, goof!
- 10 **DEXTER:** [Picks up a stuffed polar bear and strokes its head.] Mr. Snowball doesn't like it when you call me a goof.
- 11 **LEO:** Don't worry. We'll put the bear in the backpack you are going to take on the bus. Now turn the light off! [Dexter turns off light.] Good night, Dex.
- 12 **DEXTER:** [After a long pause.] Leo, are you going to miss Chloe Barnett as much as I'd miss Mr. Snowball if I left him behind?
- 13 **LEO:** [Sits up in bed and turns on his lamp.] What? What makes you ask that?
- 14 **DEXTER:** Well?
- 15 **LEO:** The only reason she was here was to work on a science project. That's it.
- 16 **DEXTER:** Oh, right. So why was she laughing at all your dumb jokes?
- 17 **LEO:** Why shouldn't she laugh? I'm a funny guy.
- 18 **DEXTER:** [With an *insincere* tone.] Yeah, and I'm president of the United States.
- 19 **LEO:** We were just doing a science project.
- 20 **DEXTER:** So are you going to miss her?
- 21 **LEO:** [Turns off light.] Just go to sleep.
- 22 **DEXTER:** Leo, why can't Dad go with us?
- 23 **LEO:** He has to work. You know that.
- 24 **DEXTER:** [Turns on light.] What if we get lost?
- 25 **LEO:** We'll be on a bus. The bus driver travels the same route every day. How's he going to get lost?
- 26 **DEXTER:** But we've never been on a trip without Dad or Mom before.
- 27 **LEO:** Dad says Mrs. Jackson is going to chaperone us. You know that. She'll stay with us until Grandma meets us at the bus station in Dallas. What could go wrong?
- 28 **DEXTER:** We might have to eat those terrible sandwiches Mrs. Jackson makes.
- 29 **LEO:** And that's the *only* thing that could go wrong. Now sleep!
- 30 **DEXTER:** I'm nervous . . . and I miss Mom.
- 31 **LEO:** Mom's tour of duty¹ is over in two weeks. And Grandma's going to take us to meet her at Fort Dix as soon as she gets off the plane.
- 32 **DEXTER:** What do you miss most about Mom?
- 33 **LEO:** I miss her telling you to go to sleep. Turn off the light, Dexter. We have a big day tomorrow!

¹A tour of duty is a military assignment to a specific location.

Grade 5 Reading Passages

Passage #5 Continued – Drama (Questions 40-46)

- 34 **DEXTER:** [*Lies back down but leaves light on.*] Do you miss Mom reading bedtime stories to us?
- 35 **LEO:** You can read to yourself now.
- 36 **DEXTER:** It's not the same.
- 37 **LEO:** And you're too old for bedtime stories anyway.
- 38 **DEXTER:** Mr. Snowball isn't too old for them.
- 39 **LEO:** He's even older than you are. He used to be mine before I gave him to you. [*Gets out of bed, turns off Dexter's lamp, and gets back in bed.*] Good night, Dex.
- 40 **DEXTER:** "Goodnight comb. Goodnight brush. Goodnight . . ." [*Dexter sniffles as if he is about to cry.*]
- 41 **LEO:** ". . . little old lady whispering hush." [*Long pause.*] Dexter?
- 42 **DEXTER:** Huh? [*Dexter sniffles.*]
- 43 **LEO:** That was my favorite book, too. You still have it?
- 44 **DEXTER:** Yep.
- 45 **LEO:** I'll read it to you. If you want.
- 46 **DEXTER:** Really? [*Turns on light, gets out of bed with his stuffed bear, gets a book off the shelf, and gets into bed with Leo.*]
- 47 **LEO:** [*Reads.*] "In the great green room there was a telephone, and a red balloon, and a picture of . . ." Dexter? [*Dexter is asleep. Leo gets out of bed and turns off lamp.*]
- 48 [*The curtain closes.*]

Grade 5 Reading Passages

2014 Passages

Passage #1 – Expository (Questions 1-10)

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

An Unusual Burglar

- 1 Theft is a serious crime. If someone stole something from you, you would most likely not be too forgiving. You would probably be very upset if the stealing continued for years. There is a place in California where thefts take place nightly. Strangely, though, most people there just laugh when their items disappear. That is because the culprit is a cat.
- 2 Jean Chu and her family adopted Dusty, their pet cat, a few years ago. Not long after he moved in, the family members started finding odd objects lying around. One day they would find a glove and an unfamiliar towel. The next day there would be a pot holder and a sock. At first no one knew what to think about the items that mysteriously appeared on the porch or in the yard. Soon they realized that the objects always showed up in the morning. And which member of the family tended to roam every night? That would be Dusty.
- 3 There was rarely a day when the family failed to find some of Dusty's loot. Yet catching him in the act was difficult. Then the television channel Animal Planet heard about him and decided to feature him on its show *Must Love Cats*. A film crew was sent to Chu's home. The crew followed Dusty's nighttime escapades with an infrared camera. Sure enough, the camera caught him in the act as he dragged home an item of clothing. Before that Chu had caught him in the act only once, when she saw him come in with a glove.
- 4 After the Animal Planet visit, videos of Dusty's burglarizing became very popular on YouTube. Interest in Dusty expanded beyond Animal Planet. Soon Chu was receiving calls from various television shows that wanted to have Dusty as a guest. The family accompanied Dusty to New York City, where the cat appeared on the *Late Show with David Letterman* and became a celebrity.
- 5 From the beginning Chu was concerned about the owners of the stolen items. So she would collect the items, clean them, and then try to return them to her neighbors. Sometimes, though, she did not know who owned a particular item. She started to keep a list of all the things Dusty brought home in order to keep track of them. One day he brought home 11 items!
- 6 Over time Chu ran into a continuing problem. The items belonging to unknown owners were piling up. There were bathing suits, toys, shoes, and caps. Chu stored them in boxes in her dining room until it was filled with the stuff. Eventually she laid everything out on tables in her front yard. Then she put up signs inviting her neighbors to come reclaim their belongings.
- 7 It wouldn't have been surprising if the owners of the missing objects had used this event as an opportunity to complain. But most everyone was good-natured about the "thefts." Kelly McLellan, who lives nearby, said, "He stole my bikini. He did it in two trips. He was very focused on keeping the ensemble. When it went missing I wasn't worried, though. I knew where to go."
- 8 The Somers family lost lots of shorts and towels, several sponges, and six bathing suits that Dusty took from a clothesline. "We don't leave anything out anymore," said Stephanie Somers. "But we don't mind. We like Dusty."
- 9 The rest of the community seems to share this affection for Dusty. He is often asked to take part in area pet events. One time he was asked to lead the Redwood City pet parade. On another occasion he was the special guest in an animal fashion show. For the show he wore a most appropriate outfit—a jumpsuit with prison stripes.



Grade 5 Reading Passages

Passage #2 – Poetry (Questions 11-16)

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

Bartholomew Blue

by Emma Walton Hamilton

- Bartholomew Blue was a gentleman who
Could never decide what he wanted to do.
Mornings began in a terrible way,
As he'd try to decide what to wear for the day.
- 5 Which trousers? What shirt? And which socks, and what shoes?
Bartholomew just wasn't able to choose.
- Completely confounded, he'd settle once more
On what he had chosen the morning before.
He'd go down to breakfast (a little bit smelly),
- 10 And try to decide what to put in his belly.
Two fried eggs and bacon? Some cinnamon bread?
He'd end up with yesterday's oatmeal instead.
- Each hour would bring yet another decision . . .
What program to watch on today's television?
- 15 What method of transport to travel to work?
Bartholomew worried he might go berserk!
And still he would choose what he'd chosen before,
Until life started seeming a terrible bore.
- As time trickled by him, things didn't improve.
- 20 For the less he would try things, the less he would move.
His suit became smellier day after day
His shoelaces frayed and his socks turned to gray.
He longed for excitement—a fresh point of view.
But habit prevailed, and he chose what he knew.
- 25 Soon cobwebs began to appear here and there.
And one day, a bird built a nest in his hair.
Before poor Bartholomew knew what to do,
Another bird parked on his head, and then two!
Cardinals, blue jays, and sparrows galore—
- 30 Followed by chickadees, finches, and more.
- Bartholomew stood there, stuck fast in his boots,
And before very long, he began to grow roots.
Then—just as the birds on his head had assumed,
He sprouted with branches and leaves, and he *bloomed!*
- 35 Bartholomew Blue is a tree to this day . . .
But at least now he gives off a fragrant bouquet.

From JULIE ANDREWS' COLLECTION OF POEMS, SONGS, AND LULLABIES by Julie Andrews, Emma Walton Hamilton, Jim McMullan. Text copyright © 2009 by Wellspring LLC. By permission of Little, Brown and Company.

Grade 5 Reading Passages

Passage #3 – Fiction (Questions 17-25)

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

A Penny Saved Is a Penny Earned

by Jan Siebold

- 1 On the way home from my old grade school, there was a corner drugstore called Thompson's. Mr. Thompson was the pharmacist, and his wife worked at the checkout counter. The store carried a little bit of everything: medicine, magazines, cosmetics, school supplies, toys, greeting cards, and more. It also had the best candy counter of any store around.
- 2 A few years ago, I was in Thompson's with my mom. I was wandering through the aisles as I had done hundreds of times before when I noticed a new item in the school supply section.
- 3 It was a deluxe set of twenty-four colored pencils. They came in a flat tin box that was painted with a picture of the pencils. There were three sets. I opened one of them.
- 4 The pencils were sharpened to perfect points. The rich colors offered endless possibilities compared to my set of eight basic colors at home. I was going through a comic-book-writing phase at that time. I knew that I had to have them.
- 5 I looked at the bottom of the tin. The price was \$2.98. This presented a slight problem. You see, Mom had bought Harry and Vi Marshall a potted plant to apologize for my bike tracks in their new driveway. She and Dad were withholding my allowance until the plant was paid for. I knew that there was no point in asking them for the money.
- 6 When we got home, I took the plug out of the bottom of my piggy bank and counted the change. I had \$1.86. That meant I still needed \$1.12 plus tax.
- 7 The solution was tossed my way the following Monday when I stopped at Thompson's after school to look at the pencils. I had asked Mrs. Thompson how much they would cost with tax.
- 8 "They'd come to \$3.22," she reported. "Shall I ring them up for you?"
- 9 "Maybe another day," I answered.
- 10 I walked out of the store and sat down on the bench that was right outside the door. As I was sitting there feeling sorry for myself, two junior high boys came out of the store with bags of candy. I saw one of them toss a few pennies onto the sidewalk. The boys kept walking.
- 11 I waited until they had rounded the corner, then I went to pick up the pennies. There were three of them. I put them in my pocket. Lots of times, I had seen kids throw away pennies that they had received as change. In fact, it used to drive Mom crazy when she saw it happen.
- 12 "No one can afford to throw away a penny," she would say. "Or if they can afford it, they should donate their pennies to charity."
- 13 I began to look around the sidewalk. Under the bench, there were two more pennies. I added them to the collection in my pocket. My career as a penny-pincher had begun.
- 14 Every day after school, I checked the outside of Thompson's. On the average, I found two or three pennies a day. At that rate, I figured it would only take me a couple of weeks to have enough money to buy the pencils.
- 15 I started to look for coins in other places, too. I never passed a phone booth without stopping to check the coin return. I never actually found any coins there, but I did find a dime on the floor of a phone booth. Sometimes there would be a stray penny on a sidewalk, or in a store or parking lot. I really hit the jackpot when I found thirty-seven cents in the pocket of my old jeans.
- 16 By the end of three weeks, I finally had enough money to buy the pencils. I put all of my coins into a paper bag and headed over to Thompson's. I hurried to the school supply section.
- 17 The pencils were gone.
- 18 Then I heard Mrs. Thompson ask, "Are these what you're looking for?"
- 19 I looked toward the counter. She held up a set of the pencils. "When the second set was sold, I put these away for you," she explained. "I know you've had your eye on them."
- 20 "Thanks! I finally have enough money," I told her.
- 21 I dumped the coins out onto the counter.
- 22 "Just right," she announced.
- 23 She put the pencils in a bag for me. Then she reached over and put a box of chocolate covered raisins in the bag, too.
- 24 "These are for being such a loyal customer," said Mrs. Thompson.
- 25 I thanked her again and went home to try out my new colors.

From *Rope Burn* by Jan Siebold, copyright © 1998 by Jan Siebold. Used by permission of Albert Whitman & Company.

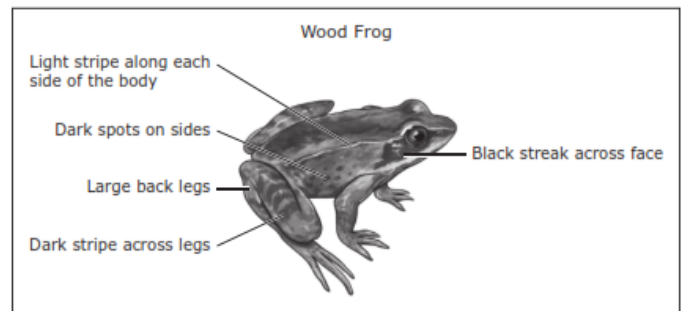
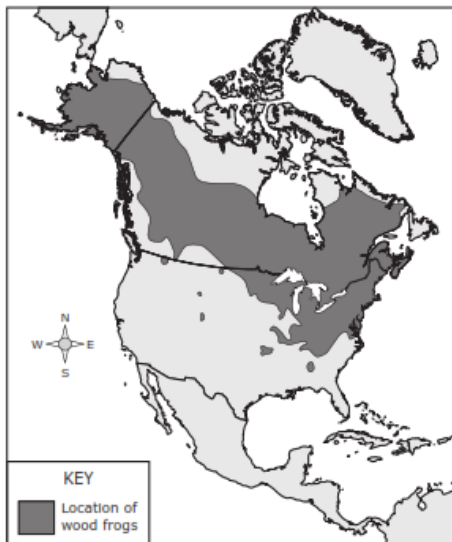
Grade 5 Reading Passages

Passage #4A – Expository (Questions 26-30)

Read the next two selections. Then choose the best answer to each question.

Frozen Frogs

- 1 What do you do when you are cold? Your instincts probably tell you to wrap yourself in a warm blanket and sip a cup of steaming cocoa. All animals have different ways of responding to the cold. Some animals, such as Canada geese, migrate to warmer climates. Others hibernate. But the wood frog does something unusual. It freezes!
- 2 The wood frog's ability to freeze its body is vital to its survival. The wood frog can live in extreme climates from the Appalachian Mountains, across much of Canada, and into Alaska. When temperatures are cold, a wood frog burrows a few inches beneath the leaves on the forest floor. As the outdoor temperature decreases, the frog's skin freezes. For a human this would result in frostbite, or the freezing of body tissues. But the wood frog has a natural defense against the cold that is remarkable.
- 3 Special proteins inside the frog's body freeze the water in the frog's blood. Water forced out of the frog's other cells freezes as well. But a special solution produced inside the frog acts like antifreeze in a car, protecting the cells.
- 4 In cold temperatures the frog's heartbeat, breathing, and brain activity stop. Because the organs are surrounded by ice, they do not decay and do not require oxygen or nutrients. In fact, about 65% of the frog freezes. The frog, however, is still alive.
- 5 The wood frog can freeze for a few days or several months at a time. It can survive temperatures as low as 18°F without damage to its body.
- 6 When the temperature outside increases, the frog thaws along with its surroundings. Water and blood begin circulating in its body again. Within a few hours its heart resumes beating. Over the next several hours, the frog slowly regains use of its limbs—and hops away!



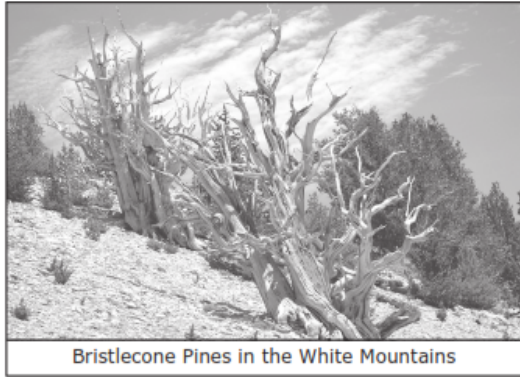
- 7 Scientists are fascinated by the wood frog's ability to freeze. For years they have sought ways to freeze body tissue without damaging it. They hope that by studying wood frogs they may learn better ways of preserving human organs for transplants and other medical procedures. Whether these frogs can be used to help humans or not, they certainly are amazing.

Grade 5 Reading Passages

Passage #4B – Expository (Questions 31-35)

Long Live the Tree

1 Looming atop the White Mountains of California, the gnarled old branches of the Great Basin bristlecone pines tell a rich story. These pines are the oldest living trees in the world.



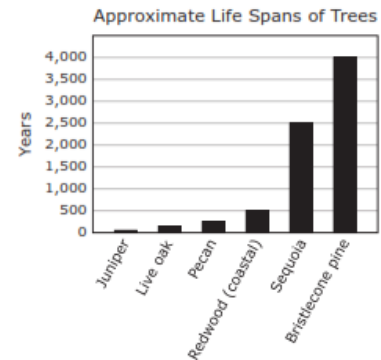
Bristlecone Pines in the White Mountains

2 They are called bristlecone pines because of the sharp, coarse bristles on their young cones. Amazingly, Great Basin bristlecone pines seem to thrive in the gravelly soil of the White Mountains. The ground contains little water, and the area is often battered by strong winds. Such conditions can damage and even kill other types of trees and plants, but the bristlecones grow well in this environment.

3 The roots of the bristlecones help these trees survive. The roots are shallow or even exposed above the ground so they can spread out and find water. The trees also grow extremely slowly as a result of scarce resources and are known to almost completely stop growing in years of extreme drought. Under such conditions some may take 100 years to grow just one inch in width.

4 Thick outer wood and a special coating help protect the trees from disease and pests. The addition of this coating protects against harmful fungi. Should fungi, drought, or insects damage one of these trees, the bristlecone can actually allow a part of itself to die. Then it separates the living section of itself from the lifeless section. Some bristlecones have been known to exist as only a thin strip of living bark surrounded by dead sections of tree. They virtually start from infancy again!

5 Bristlecone pines provide scientists with clues to their age. As a tree grows, it forms a ring inside its trunk each year. Each ring reveals information about the tree's growth. By examining tree rings, scientists have determined that some bristlecones in the White Mountains are over 4,000 years old.



6 One bristlecone, named Methuselah, may be the oldest living tree in the world. Scientists estimate that it is 4,600 years old. Its age is a testament to how well this species of tree has adapted to survive. The tree is located in the Ancient Bristlecone Pine Forest, a special section of the Inyo National Forest in eastern California's White Mountains. The U.S. Forest Service has set rules for this area in order to protect the bristlecones that live here. For example, visitors can travel only on marked hiking trails, and campfires are not allowed without a permit.



A forest manager and an environmentalist search for pinecones from Methuselah.

7 Still, people come from all over the world to view the bristlecones. But to keep these oldest of trees safe, their exact location is not identified for tourists. By taking this measure, park authorities hope to ensure that the trees live for many more years.

Grade 5 Reading Passages

Passages #4A – Expository and #4B – Expository (Questions 36-39)

Refer to Passage #4A and Passage #4B above.

Grade 5 Reading Passages

Passage #5 – Literary NF (Questions 40-46)

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

An American Legend

1 The life of a pioneer was not easy. From sunrise to sunset in all seasons, cooking fires had to be tended. Livestock had to be watered and fed, fields had to be plowed, and crops had to be planted. Despite the physical demands of these tasks, men, women, and children, too, labored to meet their daily needs. One of the ways we know about this period and especially about the lives of pioneer women is through the photographs of Evelyn Cameron. Today her photographs are probably more famous than her name.

2 Cameron's story begins in London, England, where she was born in 1868. Her father owned a large estate, and Cameron was surrounded by many comforts while growing up. She was never required to do chores, and she experienced the many privileges that came from her family's wealth. But this wasn't the lifestyle Cameron desired. She wanted adventure.

Leaving a Life of Luxury

3 In 1889 Cameron married a man who also liked adventure. For their honeymoon, they took a trip to Montana. At that time Montana was a wild, untamed place—nothing like an English estate, with its neat lawns. In Montana the open and desolate grasslands rolled on for miles. Weather was extreme, marked by periodic droughts, severe winters, and scorching summers. But Cameron and her husband fell in love with the open sky, the colorful sunsets, and the star-filled nights.

4 Living in Montana proved to be satisfying for Cameron and her husband. They lived in a ranch house and often spent their free time hunting, exploring, and watching birds with binoculars. Each day provided a new encounter with nature. To them the prairie was perfect for the rustic lifestyle they craved.

5 Cameron's husband started his own business breeding polo ponies that he planned to ship to England for sale. Unfortunately his business failed, and he suffered health problems. Cameron was determined to stay in Montana, though, so she looked for ways to provide for herself and her husband.

Making a Living

6 Cameron grew vegetables to sell, which raised some money. She also rented out rooms in her house to boarders, although this didn't bring in much money either. However, this venture did bring something else, which changed Cameron's life. One of her boarders introduced Cameron to the art of photography. It soon became her passion.

7 In 1894 Cameron bought a camera. Although it was large and somewhat complicated to use, Cameron soon mastered the art of taking pictures. She started a business in which she traveled around and took people's portraits. This brought her in contact with cowboys, ranchers, sheep shearers, and pioneer women. Her pictures captured people hard at work—cowboys tending to their horses, ranchers threshing wheat, and women cooking, mending fences, and roping cattle.



Self-portrait of Evelyn Cameron

© Montana Historical Society Research Center—Photograph Archives, Helena, Montana

8 By the early 1900s work was steady, but the health problems of Cameron's husband had worsened. So Cameron performed many of the ranch chores herself. Her once soft skin now showed signs of her long hours working in the sun. She wrote to her niece, "Manual labor . . . is about all I care about, and, after all, is what will really make a strong woman."

Grade 5 Reading Passages

Passage #5 – Literary NF Continued (Questions 40-46)



Cameron Milking a Cow

© Montana Historical Society Research Center—Photograph Archives, Helena, Montana

Discovering a Historical Treasure

- 9 Cameron continued taking photographs until her death in 1928. All her pictures were stored in her basement. It wasn't until 1978 that Cameron's photos were discovered by a writer researching the lives of pioneer women. While looking for information to include in her book, she unearthed around 2,500 photographs, various photography items, and 35 leather-bound diaries belonging to Cameron.
- 10 Cameron's photographs tell stories about pioneer life. It was a life she loved and documented well. Cameron's photographs have been collected in books and can be viewed on the Internet. They can also be seen in museums located throughout Montana and in the National Cowgirl Museum and Hall of Fame in Fort Worth, Texas. Cameron's photographs will forever remain a part of American history, making her a true American legend.



Cameron's Photograph of a Female Homesteader Plowing a Field

© Montana Historical Society Research Center—Photograph Archives, Helena, Montana

Grade 5 Reading Passages

2013 Passages

Passage #1 – Drama (Questions 1-8)

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

Carl Is on the Case

Characters

CARL: A boy who loves detective mysteries

MIKE: Carl's best friend

MRS. WATSON: A librarian who lives next door to Carl

AGATHA: Mrs. Watson's big orange cat

SCENE 1

1 [Carl is in his living room, reclining on the couch while staring at the television with his friend Mike. Dramatic music and an announcer's voice come from the television: "And now for the Saturday-afternoon mystery movie, 'The Case of the Missing Jewel.'" A flash of lightning suddenly brightens the room. Carl sits upright. Mike yelps. A boom of thunder sends them racing to the window.]

2 **CARL:** A storm to go with our detective movie. I love it!

3 [A scream comes from offstage.]

4 **MIKE:** Did you hear that?

5 **CARL:** Yes, I did. We'd better investigate.

6 **MIKE:** [Peeking through the living room curtains.] Um, maybe we should just leave it alone. We don't want to miss the best part of the movie.

7 **CARL:** Don't worry. I'm recording the movie. Let's go find out what's wrong. What's better than a real-life mystery anyway?

8 [Carl exits stage right. Mike groans and reluctantly follows him.]

SCENE 2

9 [Carl and Mike enter stage left to the front door of Mrs. Watson's house. A spotlight shines on the front door. The rest of the stage is dark.]

10 **MRS. WATSON:** [Offstage.] Oh! Oh, no! Oh, no!

11 **CARL:** [Knocks on door.] Mrs. Watson? It's me, Carl.

12 [The door opens. Mrs. Watson stands just inside. Lights illuminate her living room and the connecting kitchen.]

13 **CARL:** Are you O.K., Mrs. Watson? Can we help you with anything?

14 **MIKE:** Or we could just go. You're probably busy. [Turning to leave.]

15 **MRS. WATSON:** I've lost one of the library's rarest, most expensive books! In over 30 years as a librarian I've never been so careless. Just admitting my mistake is such an embarrassment. Oh, this is a disaster! What am I going to do?

16 **CARL:** We'd be happy to help you look for it. [Pulls a Sherlock Holmes-style detective hat from his back pocket and puts it on his head. A serious look is on his face.] Where and when did you last see the book?

17 [Mike rolls his eyes.]

18 **MRS. WATSON:** Oh, I'd be so grateful for your help. [Ushers Carl and Mike into the house.]

19 [Mrs. Watson's cat comes out from behind the couch.]

20 **MRS. WATSON:** Oh, don't mind Agatha. Now, what was I . . . Oh, yes! I'll tell you what happened. Yesterday, as I was leaving the library, I noticed that the binding of our first edition of *The Raven* had a little tear. So I wrapped the book carefully, brought it home with me, and put it right there on the desk. At least I *thought* that's where I put it.

21 [Mike scratches Agatha behind her ears.]

22 **CARL:** So you're not absolutely positive you put it there?

23 **MRS. WATSON:** Yes, I'm positive. Well . . . pretty positive.

24 **CARL:** Why don't you and I retrace your steps?

25 **MIKE:** [Pokes around on the desk and then walks around the couch, flips up cushions, peeks underneath, and mumbles.] It has to be here somewhere.

26 **MRS. WATSON:** Let me think. I got home late yesterday. The traffic was simply terrible.

Grade 5 Reading Passages

Passage #1 – Drama Continued (Questions 1-8)

- 27 **MIKE:** [*Nods eagerly.*] My dad was taking me to Ranger Scouts last night, and the traffic was bad.
- 28 [*Carl gives him an annoyed look.*]
- 29 **MRS. WATSON:** I came in through the front door and put my keys on the end table next to the couch.
- 30 **MIKE:** That's where we always keep ours.
- 31 **MRS. WATSON:** Then I walked across the living room to put the book on the desk. That's the last I remember seeing it.
- 32 **CARL:** We're missing something here.
- 33 [*Agatha meows loudly.*]
- 34 **MRS. WATSON:** It's almost time for her supper.
- 35 **MIKE:** Wait a second! Do you feed her at the same time every day?
- 36 **MRS. WATSON:** Every single day!
- 37 **CARL:** And yesterday you got home later than usual, right?
- 38 **MIKE:** My thoughts exactly, Carl!
- 39 **MRS. WATSON:** [*Claps her hands together.*] Oh my goodness, boys! You've solved the mystery. [*Mrs. Watson rushes into the kitchen, the boys following behind. She opens a cupboard and spies the missing book on a shelf next to a box of cat food.*]
- 40 **MRS. WATSON:** I don't know how to thank you.
- 41 **CARL:** [*Grinning.*] Are those your famous freshly baked cookies that I smell?
- 42 **MRS. WATSON:** [*Holds out a plate of cookies.*] I like your fees, boys!

Grade 5 Reading Passages

Passage #2 – Expository (Questions 9-17)

The Toy for All Ages

1 The number 915,103,765 is pretty big. You might be surprised to know that that is the number of different ways six eight-stud LEGO bricks can be arranged. No wonder LEGOs have been a popular toy for so many years.



Making LEGO Bricks

2 In the 1930s a Danish carpenter named Ole Kirk Christiansen started making wooden toys. He called his company LEGO, a blend of the Danish words *leg godt*, meaning “play well.” After making wooden toys for years, Christiansen wanted to accelerate production so that he could make more toys in less time. He invested in a machine that would allow him to make plastic toys. In 1958 he produced the first plastic LEGO brick.

3 Making LEGO bricks is a fairly simple process. Small plastic granules are heated at an extreme temperature. A machine then presses the melted plastic into brick molds. Once the plastic cools and hardens, the bricks are ready to be packaged and sold.

4 LEGO has produced more than 400 billion of its plastic LEGO bricks over the years. Today more than two million LEGO items are produced every hour, or about 40,000 a minute. Approximately seven LEGO sets are sold around the world every second. The company must work at a fast pace to keep up with demand.

5 Christiansen believed in producing good products. LEGO toys today are still manufactured to Christiansen’s high standards. LEGOs last for many years. In fact, a standard-size LEGO brick made today can be attached to any other LEGO brick made since 1958.

Building with LEGO Sets

6 Although Christiansen’s original LEGO bricks all had the same basic rectangular shape, there now are 2,400 different-shaped LEGO bricks made in a variety of colors. LEGO creates building sets for children of all ages. LEGO blocks for preschoolers are larger and easier for toddlers to handle. The company also offers sets for older children and teens. These sets contain intricate parts that are more detailed and challenging to put together. With such a variety of

products available, it is understandable that children of all ages enjoy playing with LEGO toys.

Becoming a LEGO Professional

7 As LEGOs have been shared with friends and family and new sets have been purchased throughout the years, many generations of builders have used their creativity to construct LEGO masterpieces. Some people enjoy working with LEGO products so much that they have made building with LEGO bricks their career. Many of these LEGO professionals build projects for LEGOLAND theme parks. They also display their projects in museums and art galleries.

LEGO Artist	LEGO Creations	Interesting Fact
Nathan Sawaya	Known for creating 3-D figures from LEGO pieces	Nicknamed his most popular LEGO figures Red, Yellow, and Blue
Sean Kenney	Known for his LEGO model of Yankee Stadium	Makes LEGO products as his full-time job
Mariann Asanuma	Once constructed models as a “master model builder” at LEGOLAND	Sells her own LEGO creations online

8 Amazingly, the appeal of LEGO products continues to grow. Today, there are LEGO video games, theme parks, and stores worldwide. Christiansen had a great idea for a toy in 1958, but he probably never predicted that a plastic brick would inspire the imaginations of so many people.



“Master model builders” at LEGOLAND work on a model of the U.S. Capitol made entirely of LEGOs.

Grade 5 Reading Passages

Passage #3A –Poetry (Questions 18-22)

Read the next two selections. Then choose the best answer to each question.

Stage Fright

by Lee Bennett Hopkins

I wanted the role.
The Prince.

The Prince.

I got it.
5 Knew it.
I was totally convinced.

I memorized each line.
Learned them by heart.
I studied and studied
10 my perfect Prince-part.

But—
when I took center stage
I stammered
stuttered
15 hemmed
hewed
suddenly shuddered.

My heart skipped a beat.
Face turned bright red.
20 Until finally
Prince-words popped back in my head.

Though I'll always know
my mind simply snapped
I still got a thrill
25 when I took my last bow
as my classmates
stood up
shouted
and
30 clapped.

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Grade 5 Reading Passages

Passage #3B – Expository (Questions 23-26)



- 1 Imagine that you are an actor performing in a play for the first time. You have learned all your lines, you know where to walk onstage, and your costume fits perfectly. Waiting behind the closed curtain, you can hear people in the audience whispering and taking their seats. Then your big moment arrives!
- 2 The curtain goes up, and the crowd falls silent. All you can see is the spotlight shining down on you. You try to speak your lines, but nothing seems to come out. The inside of your mouth is dry, and your palms are wet. The icy chill of panic starts to spread from your stomach to your arms and legs.
- 3 If you have experienced a moment like this, you know all too well what it means to have stage fright, also known as performance anxiety. It is one of the most common types of fear and tends to strike people when they find themselves at the center of attention. You don't have to be onstage to get stage fright. People experience this fear when playing sports, giving a business presentation, or even speaking in class. A person who suffers from stage fright may get sweaty hands, a dry mouth, a tight throat, or shaky knees. Stage fright is actually a form of panic, and these feelings are very real.
- 4 Stage fright is part of the body's reaction to stress. The experience differs from person to person, but the same chemical process occurs in each of us. In reaction to anxiety, our bodies produce a chemical called adrenaline that prepares us to either fight or run away quickly. Scientists refer to this as our bodies' "fight or flight" reaction. As a result, we feel a boost of energy that makes our palms sweat, our hearts race, and our knees shake.
- 5 The good news about stage fright is that there are ways to cope with it. Practicing your performance and following some simple tips can help calm nerves and manage the feelings caused by anxiety. First, dress comfortably and appropriately. Second, before the performance, take deep breaths and stretch to help relax your body. Third, stay away from beverages that contain caffeine. These might make your heart race even faster. Instead, try a banana! Some doctors believe that eating a banana can help calm your heart and the rest of your body. Finally, when you look into a crowd, try to focus on particular people instead of the whole group. These tips have helped many famous people learn to deal with their fears.
- 6 The singer and actress Mariah Carey is a good example of how stage fright doesn't have to stop people from reaching their goals as performers. Carey is a world-famous singer who has sold millions of albums, won many awards, and performed for thousands of fans. There was a time, though, when stage fright prevented her from even stepping onstage. She feared her performances would be bad. She didn't give up, however. With practice Carey learned how to relax while onstage. As she gained confidence, her feelings of anxiety diminished. She was soon performing again, and all her fans came to cheer for her. Carey showed that stage fright can win only if you let it.

Grade 5 Reading Passages

Passages #3A – Poetry and #3B – Expository (Questions 27-30)

Refer to Passage #3A and Passage #3B above.

Grade 5 Reading Passages

Passage #4 – Fiction (Questions 31-38)

Brody's Challenge

1 "This is awesome!" the girl next to Brody said as they stepped onto the flight deck of the USS *Lexington*. "This is going to be the best summer camp ever! Wait until I tell everyone I spent five days on a real Navy aircraft carrier!"

2 Brody glanced around the enormous ship. He had to admit that the girl was right. This camp would be the perfect start to summer vacation. If anyone needed a break from school and its endless rules, it was Brody.

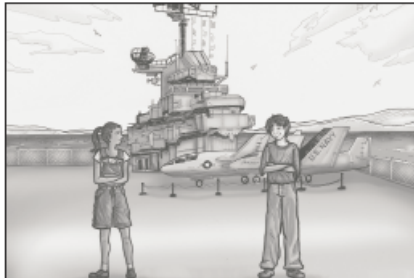
3 Just then, a short, stern-looking man walked over and barked, "I'm Captain Neelson. Welcome, recruits, to the USS *Lexington*. LINE UP!"

4 As the kids scrambled to form a line, Captain Neelson looked at Brody and shouted, "Tuck in that shirt! Tie your shoe! You're a guest on one of the greatest aircraft carriers in the history of the United States Navy. This ship has survived many battles! Thousands of fighter planes have safely landed on this very flight deck. Thousands of brave men and women have proudly served on this ship. Have some respect!"

5 Brody's good mood was swept away like a leaf on a windy day. He barely listened as Captain Neelson explained that he would divide the kids into teams, each with its own leader. The teams would rotate between several training stations, learning different skills at each station. Brody's mood did not improve when he was assigned to a team with the girl standing next to him.

6 "I'm Cynthia," she said excitedly. "I hope we get to tie knots. I'm good with knots!"

7 "You!" said Captain Neelson, jabbing a finger at Brody. "You are the group leader." Brody



didn't care about being group leader, but he did smile when he saw Cynthia's disappointment.

8 Captain Neelson handed some papers to each team leader. "These are maps of the ship," he said. "Learn your way around. Use the ladders where there are hatches, which are the small door openings on the floor of each deck. Teach everyone on your team the best routes for getting from deck to deck. Later today, you *will* be tested."

9 Brody stuffed his map in his pocket.

10 That evening as Brody was eating dinner with his teammates, he heard Captain Neelson's voice booming over a loudspeaker. "Team Brody, report to Area 1, the flight deck, as quickly as possible."

11 Brody's team stared at him. "Where's the nearest ladder?" a boy named Kyle asked.

12 Brody had no idea. "Um, let's just go up the way we came down."

13 "That's all the way at the edge of this deck," Cynthia protested. "We've got to find an inside ladder, one where you pass through a hatch to get to the next deck. The captain is timing us!"

14 "This isn't fair," a girl complained. "How do they expect us to get there quickly if we haven't been taught the way?"

15 Brody felt a big lump in his throat. "Come on. We'll figure it out," he told his team.

16 When Brody's team finally reached the flight deck, Captain Neelson was staring at the timer in his hand. "Your team took too long to get here, Brody. On a Navy vessel, someone's life could depend on how fast you respond."

17 "Sorry, sir," Brody said, panting.

18 "Brody, I gave you a map so you could teach your team how to navigate around the ship," the captain said. "If you had followed orders, you would have had no problem responding quickly. I'm afraid your team won't be able to participate in tomorrow's firefighting drill."

19 Brody looked at his team's faces. He deserved every bit of the anger he sensed from them.

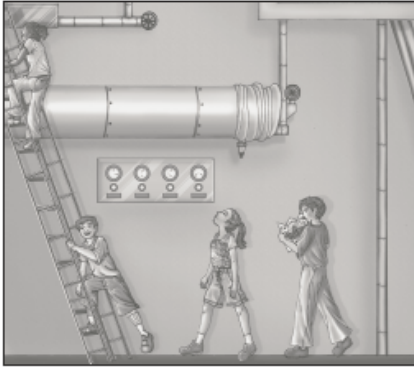
20 "Please, Captain Neelson," said Brody. "This was my fault. Don't punish my team."

21 "On a ship a team depends on its leader," said Captain Neelson. "If the leader is irresponsible, the team suffers."

Grade 5 Reading Passages

Passage #4 – Fiction Continued (Questions 31-38)

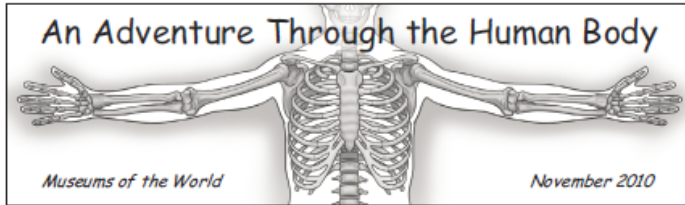
- 22 "Give us another chance," Brody pleaded. "Early tomorrow morning, we'll beat all the other teams' times."
- 23 "All right," Captain Neelson finally agreed. "You're dismissed."
- 24 Before his team members could speak, Brody held up his hand, saying, "I know. I know. I didn't take this seriously. But, honestly, I didn't realize we could lose a privilege."
- 25 For a moment no one spoke. Then Kyle sighed. "So where's the map?"
- 26 The team traced the route to Area 1 on paper and then practiced it at least 10 times.



- 27 The next morning Brody waited for Captain Neelson to summon the team.
- 28 Finally, the captain's voice boomed over the loudspeaker. "Team Brody! Report to Area 4—Damage Control!"
- 29 "Area 4?" Cynthia gasped. "That's not what we practiced!"
- 30 "It's all right," Brody told his team. "I memorized the map. Follow me."
- 31 Captain Neelson raised an eyebrow as he recorded Team Brody's time on his clipboard. Brody grinned because he knew that the team—which he had actually led—had successfully completed its task. But there was no time for congratulating himself; he had firefighter gear to put on.

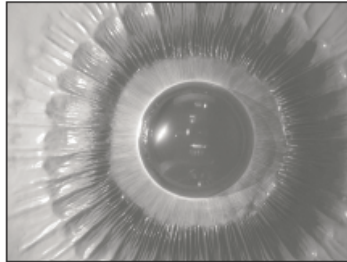
Grade 5 Reading Passages

Passage #5 – Expository (Questions 39-46)



- 1 What really happens inside the human body? How does the brain communicate with the heart, the lungs, and other organs? How does the skin heal itself?
- 2 The Health Museum, located in Houston, Texas, is the perfect place to discover the answers to questions like these. Visitors don't just look at items in a display case. Instead they get to experience exhibits to learn about the human body and understand how it works.

3 One exhibit at the Health Museum is the Amazing Body Pavilion. This exhibit allows visitors to walk through an enormous model of the human body. They can see and touch gigantic models of human organs and bones, play memory games inside a large brain, sit on giant teeth, and even ride a bicycle with a skeleton. While standing inside a monstrous eyeball, visitors learn how the eyes are able to focus on images.



Visitors can learn about how the eye works by taking a walk inside this giant eyeball.

© 2011 by Sharon Toranig

A 22-foot rib cage surrounds them from ceiling to floor as they walk through a human backbone. Whatever activities visitors choose, they learn about the importance of good health in a way that's fun.

4 Exhibits at the Health Museum change often so that returning visitors are able to see new things. But the museum has had one permanent exhibit since it opened in 1996 called You: The Exhibit. This exhibit has 10 stations to explore. The different stations use special effects to help visitors learn more about themselves.

- 5 With the help of computer programs, visitors see how diet and exercise can affect their health in the future. The Age-O-Matic station shows what visitors might look like after 30 years of aging if they get too much sun or become overweight.
- 6 At another station, people can look into the Mirror of Heredity to see how their eyes, nose, and other physical traits are different from those of other museum visitors. A feature changer shows visitors how they might look if they had a different family heritage.
- 7 The museum is home to Houston's first 4-D theater. While the McGovern 4D Theater shows 3-D movies, it adds other kinds of special effects that allow moviegoers to experience what is happening on screen. For example, different scents are released in the theater so that viewers can smell what is happening. Water, wind, or vibrations are also included to enhance the movie experience.

8 The movies shown in the McGovern 4D Theater cover different science topics. For example, *Planet You* shows a journey inside the human skin through a mix of live action and computer animation. Viewers learn about things such as the formation of a paper cut in the skin and how the body repairs itself. They also learn about dust mites, ticks, and other organisms that sometimes live on human skin.

9 People who tour the museum are amazed by what they see. Each exhibit offers the chance to experience the human body in an entertaining way, allowing visitors to gain a new understanding of how the body works. What a wonderful adventure into the human body this museum provides!



Come sit on these giant teeth!

© 2011 by Sharon Toranig

Does the Health Museum sound interesting? Plan a visit!

Address

1515 Hermann Drive
Houston, Texas 77004

Hours of Operation*

Tuesday-Saturday 9 A.M. to 5 P.M.
Sunday 12 P.M. to 5 P.M.

*The museum is also open Mondays,
9 A.M. to 5 P.M., June through August.

Admission

Children 2 and under.....FREE
Child (ages 3-12).....\$6.00
Adult.....\$8.00
Senior (age 65 & up).....\$6.00

FREE general admission on
Thursdays, 2 P.M. to 5 P.M. During
these hours there is an admission
charge for special exhibits. The price
for *Planet You* is \$3.00 per person.