



Released Item Guide: Reading

Grades 3–8

Transcend Reading Lexile Ranges and Word Count Ranges

Lexile Ranges			
Grade	Bottom	Middle	Top
3	300–450	451–800	801 & above
4	450–700	701–950	951 & above
5	500–800	801–1000	1001 & above
6	600–900	901–1075	1076 & above
7	700–950	951–1125	1126 & above
8	775–975	976–1175	1176 & above
10	850–1075	1076–1300	1301 & above

Word Count Ranges			
Grade	Short	Medium	Long
3	–300	300–700	700+
4	–300	300–800	800+
5	–400	400–900	900+
6	–400	400–1000	1000+
7	–400	400–1000	1000+
8	–500	500–1100	1100+
10	–500	500–1200	1200+

Grade 3

Why the Evergreen Trees Never Lose Their Leaves

by Florence Holbrook

1 Winter was coming, and the birds had flown far to the south, where the air was warm and they could find berries to eat. One little bird had broken its wing and could not fly with the others. It was alone in the cold world of frost and snow. The forest looked warm, and it made its way to the trees as well as it could, to ask for help.

2 First it came to a birch-tree. “Beautiful birch-tree,” it said, “my wing is broken, and my friends have flown away. May I live among your branches till they come back to me?”

3 “No, indeed,” answered the birch-tree, drawing her fair green leaves away. “We of the great forest have our own birds to help. I can do nothing for you.”

4 “The birch is not very strong,” said the little bird to itself, “and it might be that she could not hold me easily. I will ask the oak.” So the bird said, “Great oak-tree, you are so strong. Will you not let me live on your boughs¹ till my friends come back in the springtime?”

5 “In the springtime!” cried the oak. “That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns.”

6 “It may be that the willow will be kind to me,” thought the bird, and it said, “Gentle willow, my wing is broken, and I could not fly to the south with the other birds. May I live on your branches till the springtime?”

7 The willow did not look gentle then, for she drew herself up proudly and said, “Indeed, I do not know you, and we willows never talk to people whom we do not know. Very likely there are trees somewhere that will take in strange birds. Leave me at once.”

8 The poor little bird did not know what to do. Its wing was not yet strong, but it began to fly away as well as it could. Before it had gone far, a voice was heard. “Little bird,” it said, “where are you going?”

9 “Indeed, I do not know,” answered the bird sadly. “I am very cold.”

10 “Come right here, then,” said the friendly spruce-tree, for it was her voice that had called. “You shall live on my warmest branch all winter if you choose.”

11 “Will you really let me?” asked the little bird eagerly.

12 “Indeed, I will,” answered the kind-hearted spruce-tree. “If your friends have flown away, it is time for the trees to help you. Here is the branch where my leaves are thickest and softest.”

13 “My branches are not very thick,” said the friendly pine-tree, “but I am big and strong, and I can keep the north wind from you and the spruce.”

14 “I can help too,” said a little juniper-tree. “I can give you berries all winter long, and every bird knows that juniper berries are good.”



15 So the spruce gave the lonely little bird a home, the pine kept the cold north wind away from it, and the juniper gave it berries to eat.

16 The other trees looked on and talked together wisely.

17 “I would not have strange birds on my boughs,” said the birch.

18 “I shall not give my acorns away for anyone,” said the oak.

19 “I never have anything to do with strangers,” said the willow, and the three trees drew their leaves closely about them.

20 In the morning all those shining green leaves lay on the ground, for a cold north wind had come in the night, and every leaf that it touched fell from the tree.

21 “May I touch every leaf in the forest?” asked the wind in its frolic.²

22 “No,” said the frost king. “The trees that have been kind to the little bird with the broken wing may keep their leaves.”

23 This is why the leaves of the spruce, the pine, and the juniper are always green.

“Why the Evergreen Trees Never Lose Their Leaves” from THE BOOK OF NATURE MYTHS by Florence Holbrook—Public Domain

¹**boughs**—branches

²**frolic**—fun or cheerfulness

Passage Table					
Grade	Type/Subtype	Lexile	Lexile Range	Word Count	Word Count Range
3	Literature/Fiction	700L	Middle	668	Medium

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:            Contrasts PNP

Why the Evergreen Trees Never Lose Their Leaves
by Florence Holbrook

1 Winter was coming, and the birds had flown far to the south, where the air was warm and they could find berries to eat. One little bird had broken its wing and could not fly with the others. It was alone in the cold world of frost and snow. The forest looked warm, and it made its way to the trees as well as it could, to ask for help.

- According to the story, which trees get to keep their leaves in winter?
- A. The trees that are cautious
 - B. The trees that have green leaves
 - C. The trees that help the little bird
 - D. The trees that are thick and strong

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
3	MC/MC	II	RL.3.1	<p><i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p>RL.3.1 items ask students to demonstrate an understanding of a text and an ability to refer to the text for evidence to support their conclusions. This item asks students to find specific information in the text to support their understanding of which trees get to keep their leaves in the winter.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:           Contrasts PNP

help.

2 First it came to a birch-tree. “Beautiful birch-tree,” it said, “my wing is broken, and my friends have flown away. May I live among your branches till they come back to me?”

3 “No, indeed,” answered the birch-tree, drawing her fair green leaves away. “We of the great forest have our own birds to help. I can do nothing for you.”

4 “The birch is not very strong,” said the little bird to itself, “and it might be that she could not hold me easily. I will ask the oak.” So the bird said, “Great oak-tree, you are so strong. Will you not let me live on your boughs till my friends come back in the springtime?”

5 “In the springtime!” cried the oak. “That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns.”

Read this sentence from paragraph 3.

“No, indeed,” answered the birch-tree, drawing her fair green leaves away.

Which **two** words mean the same as drawing as it is used in this sentence? Move the correct answers to the box.

Catching Marking Leaning

Words That Mean the Same as drawing

Moving Pulling

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
3	TE/MATCH	II	RL.3.4	<p><i>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</i></p> <p>RL.3.4 items cover all areas of vocabulary and vocabulary acquisition. In this item, students need to use the context of the sentence and paragraphs 2 and 3 to determine words that have the same meaning as the vocabulary word, “drawing.”</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

Why the Evergreen Trees Never Lose Their Leaves

by Florence Holbrook

- 1 Winter was coming, and the birds had flown far to the south, where the air was warm and they could find berries to eat. One little bird had broken its wing and could not fly with the others. It was alone in the cold world of frost and snow. The forest looked warm, and it made its way to the trees as well as it could, to ask for help.
- 2 First it came to a birch-tree. "Beautiful birch-tree," it said, "my wing is broken, and my friends have flown away. May I live among your branches till they come back to me?"
- 3 "No, indeed," answered the birch-tree, drawing her fair green leaves away. "We of the great forest have our own birds to help. I can do nothing for you."
- 4 "The birch is not very strong," said the little bird to itself, "and it might be that she could not hold me easily. I will ask the oak." So the bird said, "Great oak-tree, you are so strong. Will you not let me live on your boughs till my friends come back in the springtime?"

Which details from paragraphs 3–7 **best** show why some of the trees do not want to help the little bird? Select **three** correct answers.

"No, indeed," answered the birch-tree, drawing her fair green leaves away. "We of the great forest **have our own birds to help**. I can **do nothing for you**."

"The birch is not very strong," said the little bird to itself, "and it might be that she could not hold me easily. I will ask the oak." So the bird said, "Great oak-tree, you are so strong. Will you not let me live on your boughs till my friends come back in the springtime?"

"In the springtime!" cried the oak. "That is **a long way off**. How do I know what you might do in all that time? Birds are always looking for something to eat, and **you might even eat up some of my acorns**."

"It may be that the willow will be kind to me," thought the bird, and it said, "Gentle willow, my wing is broken, and I could not fly to the south with the other birds. May I live on your branches till the springtime?"

The willow did not look gentle then, for she drew herself up proudly and said, "Indeed, I do not know you, and we willows **never talk to people whom we do not know**. Very likely there are trees somewhere that will take in strange birds. **Leave me at once**."

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
3	TE/HTX	II	RL.3.3	<p><i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</i></p> <p>RL.3.3 items ask students to understand characters, including their character traits and motivations, and understand how particular characters' actions help move the story along. In this item, students are asked to find textual details that indicate the motivations of the trees that do not help the little bird.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:           Contrasts PNP

not know. Very likely there are trees somewhere that will take in strange birds. Leave me at once.”

8 The poor little bird did not know what to do. Its wing was not yet strong, but it began to fly away as well as it could. Before it had gone far, a voice was heard. “Little bird,” it said, “where are you going?”

9 “Indeed, I do not know,” answered the bird sadly. “I am very cold.”

10 “Come right here, then,” said the friendly spruce-tree, for it was her voice that had called. “You shall live on my warmest branch all winter if you choose.”

11 “Will you really let me?” asked the little bird eagerly.

Read these sentences from paragraph 8.

The poor little bird did not know what to do. Its wing was not yet strong, but it began to fly away as well as it could.

Which theme is **best** represented by the little bird's actions?

- A. Courage
- B. Friendship
- C. Wisdom
- D. Pride

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
3	MC/MC	III	RL.3.2	<p><i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</i></p> <p>RL.3.2 items ask students to determine messages, lessons, morals, and themes in a story and how specific details illustrate those elements. In this item, students must determine a theme of “courage” conveyed by the detail that the little bird tried to fly as best it could even though its wing wasn't strong yet.</p>


Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:           Contrasts PNP

12 "Indeed, I will," answered the kind-hearted spruce-tree. "If your friends have flown away, it is time for the trees to help you. Here is the branch where my leaves are thickest and softest."

13 "My branches are not very thick," said the friendly pine-tree, "but I am big and strong, and I can keep the north wind from you and the spruce."

14 "I can help too," said a little juniper-tree. "I can give you berries all winter long, and every bird knows that juniper berries are good."



- Paragraphs 12–14 are important to the story because they —
- A. explain what each tree can offer the bird
 - B. explain how harmful winter winds can be
 - C. show that winter lasts a long time
 - D. show how lonely the bird feels

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
3	MC/MC	II	RL.3.5	<p><i>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</i></p> <p>RL.3.5 items ask students to analyze the importance of different parts of stories, using and understanding terms such as "paragraph," "section," etc. In this item, students must analyze the importance of paragraphs 12–14 to the story as a whole.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

14 "I can help too," said a little juniper-tree. "I can give you berries all winter long, and every bird knows that juniper berries are good."



15 So the spruce gave the lonely little bird a home, the pine kept the cold north wind away from it, and the juniper gave it berries to eat.

Complete the sentence by selecting the correct answer from the drop-down menu.

The illustration shows the part of the story when the bird

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
3	TE/IC	II	RL.3.7	<p><i>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</i></p> <p>RL.3.7 items ask students to analyze a text's illustrations and how those illustrations affect the story. In this item, students must determine the importance of the illustration in emphasizing a key part of the story: when the little bird finally finds a home among the evergreen trees.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:            Contrasts PNP

3 “No, indeed,” answered the birch-tree, drawing her fair green leaves away. “We of the great forest have our own birds to help. I can do nothing for you.”

4 “The birch is not very strong,” said the little bird to itself, “and it might be that she could not hold me easily. I will ask the oak.” So the bird said, “Great oak-tree, you are so strong. Will you not let me live on your boughs till my friends come back in the springtime?”

5 “In the springtime!” cried the oak. “That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns.”

6 “It may be that the willow will be kind to me,” thought the bird, and it said, “Gentle willow, my wing is broken, and I could not fly to the south with the other birds. May I live on your branches till the springtime?”

7 The willow did not look gentle then, for she drew herself up proudly and said, “Indeed, I do not know you, and we willows never talk to people whom we do

Which two trees share a similar point of view about the bird?

- A. The willow and the juniper
- B. The willow and the birch
- C. The pine and the birch
- D. The pine and the oak

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
3	MC/MC	II	RL.3.6	<p><i>Distinguish their own point of view from that of the narrator or those of the characters.</i></p> <p>RL.3.6 items ask students to understand point of view, either a narrator’s point of view or a character’s point of view. In this item, students must understand which characters share a similar point of view.</p>

Grade 4

Swing Your Partner

Frontier Fun

by LeeAnn Blankenship

- 1 On the frontier, families usually lived many miles apart. Lonely pioneers often used work as an excuse to visit.
- 2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was sweaty and hard, but the rolling contests made it fun. . . .
- 3 If a settler needed to husk corn, he planned a husking bee. Newly picked ears of corn were piled high. Neighbors divided into two teams. Everyone talked, joked, and laughed as they husked. Working quickly, each team tried to husk the most corn. . . .
- 4 Together, neighbors completed other big jobs such as barn building and wood chopping. Women gathered for spinning parties, apple peeling, and chicken or goose plucking. They especially enjoyed quilting bees, where they traded pieces of fabric and stitched while they chatted and sang.



Associated Press

- 5 But fun was not always connected to work. Dances were popular, and even logrollings and husking bees ended with lively dancing and fiddle music. Everyone from toddlers to grandparents learned to polka, waltz, and square dance.
- 6 Peggy Bell grew up on the Montana frontier. She wrote in her journal about a dance she went to when she was 8: “The men . . . danced with me and another little girl. . . . [We] were so light that when our partners swung us around, they lifted us off the floor. . . . Everybody danced until daylight.”

7 Frontier churches were used for worship as well as picnics, baptisms, choir practices, and funerals. Weddings often lasted for two days with feasting, games, and dancing.

8 At the fair each fall, settlers brought samples of their best crops, animals, and homemade items. They competed for prizes in each category. Twelve-year-old Iowa pioneer Sarah Gillespie wrote: “We all go to the fair. We had a good time. I got 2 premiums [prizes]—1 on cake and 1 on bread.”

9 Many children thought the Fourth of July was the most fun day of the year. Early in the morning, people headed to town in flag-trimmed wagons decorated in red, white, and blue. The town band led a big parade down the main street, and citizens gave patriotic speeches. There were picnics, games, and races. There might also be a pie-eating contest, a tug of war, greased poles to climb, or oiled pigs to catch. Later, fireworks lit up the sky, and folks danced long into the night.

10 These celebrations made the lives of hardworking frontier families much more enjoyable. They created memories that lasted a lifetime.

“Swing Your Partner: Frontier Fun” by LeeAnn Blankenship from APPLESEEDS. © 2005 Cricket Media.

Passage Table

Grade	Type/Subtype	Lexile	Lexile Range	Word Count	Word Count Range
4	Info/Non-Fiction	790L	Middle	434	Medium

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:           Contrasts PNP

Swing Your Partner
Frontier Fun
by LeeAnn Blankenship

1 On the frontier, families usually lived many miles apart. Lonely pioneers often used work as an excuse to visit.

2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men

Complete the sentence by selecting the correct answers from the drop-down menus.

Based on the article, children enjoyed because of activities such as .

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	TE/IC	II	RI.4.3	<p><i>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i></p> <p>RI.4.3 items ask students to make connections. In this item, students will analyze the life of children on the frontier and understand the events the children participated in and enjoyed. This historical text presents the idea that children on the frontier enjoyed the Fourth of July because of the parades they could watch and the games they could participate in. Students make the connection between the Fourth of July celebrations and the activities.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:          

Together, neighbors completed other big jobs such as barn building and wood chopping. Women gathered for spinning parties, apple peeling, and chicken or goose plucking. They especially enjoyed quilting bees, where they traded pieces of fabric and stitched while they chatted and sang.



Which word from paragraph 4 helps the reader understand the meaning of fabric as it is used in this paragraph? Select the correct answer.

Together, neighbors completed other big jobs such as barn building and wood chopping. Women gathered for spinning parties, apple peeling, and chicken or goose plucking. They especially enjoyed quilting bees, where they traded pieces of fabric and stitched while they chatted and sang.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	TE/HTX	II	RI.4.4	<p><i>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</i></p> <p>RI.4.4 items cover all areas of vocabulary and vocabulary acquisition. In this item, students are identifying the context that could help them determine the meaning of the word “fabric.” Students’ understanding of the context word “stitched” would help them determine the meaning of “fabric” as cloth or material.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

Swing Your Partner
Frontier Fun
by LeeAnn Blankenship

1 On the frontier, families usually lived many miles apart. Lonely pioneers often used work as an excuse to visit.

2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was sweaty and hard, but the rolling contests made it fun.

- How does the photograph contribute to the reader's understanding of the article?
- A. It shows that life was difficult for frontier women.
 - B. It shows that frontier women spent time working together.
 - C. It illustrates that frontier women were expected to have many skills.
 - D. It illustrates that frontier women were responsible for completing many tasks.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	MC/MC	II	RI.4.7	<p><i>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i></p> <p>RI.4.7 items ask students to interpret information presented in a format other than text and analyze how the information helps them understand the given reading passage. In this item, students must analyze the photograph and determine how it best contributes to an understanding of the text. The photograph contributes to understanding by showing that frontier women spent time working together quilting.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

Swing Your Partner
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by LeeAnn Blankenship

1 On the frontier, families usually lived many miles apart. Lonely pioneers often used work as an excuse to visit.

2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was enjoyable.

What is the main organizational structure used in paragraph 10?

- A. Chronology
- B. Problem and solution
- C. Description
- D. Cause and effect

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	MC/MC	II	RI.4.5	<p><i>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</i></p> <p>RI.4.5 items cover the structure of a text—both the entirety of the text and parts of the text (e.g., paragraphs, sections, sentences, etc.). In this item, students are asked to determine the organizational structure used in paragraph 10. Paragraph 10 uses a cause/effect structure in explaining that celebrations made the lives of frontier families more enjoyable.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

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- 2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was sweaty and hard, but the rolling contests made it fun. . . .
- 3 If a settler needed to husk corn, he planned a husking bee. Newly picked ears of corn were piled high. Neighbors divided into two teams. Everyone talked, joked, and laughed as they husked. Working quickly, each team tried to husk the most corn. . . .
- 4 Together, neighbors completed other big jobs such as barn building and wood chopping. Women gathered for spinning parties, apple peeling, and chicken or goose plucking. They especially

The author of the article claims that life on the frontier involved hard work and could sometimes be lonely. Which **two** sentences from the article **best** support the author’s claim? Move the correct answers into the box.

“People came from miles around.” (paragraph 2)

“At the fair each fall, settlers brought samples of their best crops, animals, and homemade items.” (paragraph 8)

Support

“On the frontier, families usually lived many miles apart.” (paragraph 1)

“Together, neighbors completed other big jobs such as barn building and wood chopping.” (paragraph 4)

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	TE/Match	III	RI.4.8	<p><i>Explain how an author uses reasons and evidence to support particular points in a text.</i></p> <p>RI.4.8 items ask students to identify evidence that supports particular points or claims. In this item, students must identify the two sentences the author uses as evidence to support the claim that life on the frontier involved hard work and could sometimes be lonely.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

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1 On the frontier, families usually lived many miles apart. Lonely pioneers often used work as an excuse to visit.

2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was sweatv

- Which sentence states a **main** idea of the article?
- A. People who lived on the frontier were very lonely.
 - B. People who lived on the frontier had to learn many new skills.
 - C. People who lived on the frontier often tried to make chores enjoyable.
 - D. People who lived on the frontier spent most of their time working alone.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	MC/MC	II	RI.4.2	<p><i>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i></p> <p>RI.4.2 items ask students to identify the main idea or summarize the text. In this item, students must determine the main idea of the article. Students must consider the entirety of the article and be able to exclude unimportant details in order to conclude the main idea of the article.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:



Contrasts

PNP

Swing Your Partner

Frontier Fun

by LeeAnn Blankenship

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- 2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was sweaty and hard, but the rolling contests made it fun. . . .
- 3 If a settler needed to husk corn, he planned a husking bee. Newly picked ears of corn were piled high. Neighbors divided into two teams. Everyone talked, joked, and laughed as they husked. Working quickly, each team tried to husk the most corn. . . .

Read this sentence from paragraph 5.

Everyone from toddlers to grandparents learned to polka, waltz, and square dance.

Which inference can the reader make based on this sentence?

- A. Dancing was taught in schools to people on the frontier.
- B. People on the frontier were expected to be good at dancing.
- C. Dancing played an important role in the lives of people on the frontier.
- D. People on the frontier centered many of their traditions around dancing.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	MC/MC	II	RI.4.1	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.1 items ask students to demonstrate explicit understanding of a text as well as make logical inferences about the text by using textual evidence. In this item, students must make an inference based on a sentence from the article. Students can infer that dancing played an important role in the lives of people on the frontier based on the sentence provided in the item stem.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:            Contrasts PNP

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2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was sweaty and hard but the rolling contests made it fun

The author included paragraphs 6 and 8 in the article most likely to —

- A. provide firsthand accounts of life on the frontier
- B. provide examples of how children on the frontier behaved
- C. show that life on the frontier was different for boys and girls
- D. show that people on the frontier enjoyed winning prizes at fairs

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
4	MC/MC	II	RI.4.6	<p><i>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i></p> <p>RI.4.6 items are about point of view, particularly the ability to understand firsthand and secondhand accounts of an event or a topic and how those points of view affect understanding. In this item, students must understand that the author used the quotations in paragraphs 6 and 8 from children who had firsthand experiences of life on the frontier in order to help readers gain a better understanding of the article.</p>

Grade 5

A Robotic Fish Could Help Mangroves Grow

by *Bethany Brookshire*

1 Mangrove forests are important ecosystems. Their tangled roots hold land in place, preventing the sea from washing it away. Those roots also shelter young fish and other animals as they grow. But the mangrove forests of Thailand have come under threat. People have cut many of them down to build fish farms and expand cities. Some efforts to regrow mangrove forests have been successful; others, not so much. Naphat Cheenchamrat, 18, and Pattharaphol Chainiwattana, 16, wanted to figure out why. For mangroves, mud matters. And to find out if mud is thick enough to plant new mangroves, the pair have just what everyone needs: a fish robot.

2 Naphat is a senior and Pattharaphol a junior at Bangkok Christian College in Thailand. The two brought their muddy results here, to the Intel International Science and Engineering Fair (ISEF). They joined nearly 1,800 students from 81 countries in presenting their winning science fair projects. This fair was created, and is run, by Society for Science & the Public. [In 2018, it was sponsored by Intel.

3 “Nowadays, there are a lot of campaigns to regrow mangrove forests,” Naphat explains. But some of the reforested areas just don’t seem to do very well. Naphat and Pattharaphol began to notice one big difference between healthy, natural mangrove forests and the reforested, weak-looking ones. Mudskippers.

4 Mudskippers are fish. But they stick to the fishy lifestyle only part of the time. These creatures move back and forth between land and water. They live in mud burrows and breathe air through their skin. They hop along the mud, their stiff front fins making a rowing motion. They can even jump and climb on the exposed roots in the mangrove forests they call home.

5 In natural mangrove forests, Naphat and Pattharaphol noticed there were plenty of mudskippers. But in the reforested areas, the mudskipper population was very thin. Since mudskippers need mud for their burrows, the teens wondered if thick mud could be what mudskippers—and mangroves—needed.

6 This is where the robotic fish comes in. “We used a robot because [we] didn’t want to disturb the real mudskippers,” Naphat explains. And hey, it’s always fun to build a robot. The students created a fish-sized robot. It skipped forward using rowing motions from its fins—similar to the motions of a real mudskipper.

7 Then, the teens collected mud from natural and reforested mangrove forests. They placed their robot on the different surfaces and measured how fast it could move. In the mud of a natural mangrove forest, the robot skipped along at around 8 centimeters (3 inches) per second. But in the mud of a reforested mangrove forest, the robot struggled. It crept at only 3 centimeters (1.1 inches) per second.

8 Those measurements allowed Naphat and Pattharaphol to calculate the viscosity of the mud in which the robot traveled. Viscosity is a measure of how thick a fluid is. Thick mud allows mudskippers to travel quickly over the muddy surface and build strong burrows below. Thinner mud leaves the mudskippers (or the mudskipper robot) wallowing in the mess.

9 The natural mangrove forests had that thick, viscous mud, the students showed. Reforested mangrove forests, in contrast, are often full of thinner mud. Unfortunately, reforestation efforts focus on planting on thinner mud because it’s mud that people don’t want to build on. “They are planting where the mud isn’t good enough,” Naphat says. “In mud with lower viscosity, the mangrove trees don’t survive.” After presenting their work at ISEF, the American Statistical Association awarded the pair an honorable mention.

10 Naphat and Pattharaphol want to use their mud studies and robot to help pinpoint the best spots to plant mangroves. They have already begun testing their robot in different muddy areas to show which ones are best for mangrove trees—and the real mudskippers.

“A Robotic Fish Could Help Mangroves Grow” by Bethany Brookshire, from SCIENCE NEWS FOR STUDENTS, June 6, 2018. Copyright © 2018 by Society for Science and the Public. All rights reserved.

Passage Table

Grade	Type/Subtype	Lexile	Lexile Range	Word Count	Word Count Range
5	Info/Non-Fiction	920L	Middle	632	Medium

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

A Robotic Fish Could Help Mangroves Grow
by Bethany Brookshire

1 Mangrove forests are important ecosystems. Their tangled roots hold land in place, preventing the sea from washing it away. Those roots also shelter young fish and other animals as they grow. But the mangrove forests of Thailand have come under threat. People have cut many of them down to build fish farms and expand cities. Some efforts to regrow mangrove forests have been successful; others, not so much. Naphat Cheenchamrat, 18, and Pattharaphol Chainiwattana, 16, wanted to figure out why. For mangroves, mud matters. And to find out if mud is thick enough to plant new mangroves, the pair have just what everyone needs: a fish robot.

- Which conclusion is supported by the article?
- A. Scientific research about robots can interfere with the lives of animals.
 - B. Robots that look like animals can help scientists study ecosystems.
 - C. Fish farms are usually located in mangrove forests.
 - D. Mangrove forests usually grow near cities.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
5	MC/MC	II	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1 items ask students to support inferences and conclusions with textual evidence and details. Students also must be able to make sound conclusions about the information in the text. In this item, students must analyze several conclusions and determine which one is supported by the text.

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

A Robotic Fish Could Help Mangroves Grow
by Bethany Brookshire

1 Mangrove forests are important ecosystems. Their tangled roots hold land in place, preventing the sea from washing it away. Those roots also shelter young fish and other animals as they grow. But the mangrove forests of Thailand have come under threat. People have cut many of them down to build fish farms and expand cities. Some efforts to regrow mangrove forests have been successful; others, not so much. Naphat Cheenchamrat, 18, and Pattharaphol Chainiwattana, 16, wanted to figure out why. For mangroves, mud matters. And to find out if mud is thick enough to plant new mangroves, the pair have just what everyone needs: a fish robot.

Which sentence **best** states the main idea of paragraph 4?
Select the correct answer.

Mudskippers are fish. But they stick to the fishy lifestyle only part of the time. These creatures move back and forth between land and water. They live in mud burrows and breathe air through their skin. They hop along the mud, their stiff front fins making a rowing motion. They can even jump and climb on the exposed roots in the mangrove forests they call home.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
5	TE/HTX	III	RI.5.2	<p><i>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</i></p> <p><i>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> <p>RI.5.2 items ask students to determine two or more main ideas of a text. However, not every grade 5 informational passage contains two or more main ideas, so in this case, the item addresses the anchor standard in Reading. In this item, students must identify a sentence from paragraph 4 (key detail) that best states the main idea of the paragraph.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:            Contrasts PNP

5 In natural mangrove forests, Naphat and Pattharaphol noticed there were plenty of mudskippers. But in the reforested areas, the mudskipper population was very thin. Since mudskippers need mud for their burrows, the teens wondered if thick mud could be what mudskippers—and mangroves—needed.

6 This is where the robotic fish comes in. “We used a robot because [we] didn’t want to disturb the real mudskippers,” Naphat explains. And hey, it’s always fun to build a robot. The students created a fish-sized robot. It skipped forward using rowing motions from its fins—similar to the motions of a real mudskipper.

According to the article, how are mudskippers and mangrove forests connected?

- A. Both have been the focus of conservation efforts.
- B. Both are mainly found in remote ecosystems.
- C. Both are challenging for scientists to study.
- D. Both need thick mud in order to do well.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
5	MC/MC	III	RI.5.3	<p><i>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</i></p> <p>RI.5.3 items focus on the connections between concepts, events, etc. in a text. In this item, students must determine the connection between mudskippers and mangrove forests. Students must analyze the text to understand that both mudskippers and mangrove forests rely on thick, viscous mud.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:           Contrasts PNP

8 Those measurements allowed Naphat and Pattharaphol to calculate the viscosity of the mud in which the robot traveled. Viscosity is a measure of how thick a fluid is. Thick mud allows mudskippers to travel quickly over the muddy surface and build strong burrows below. Thinner mud leaves the mudskippers (or the mudskipper robot) wallowing in the mess.

9 The natural mangrove forests had that thick, viscous mud, the students showed. Reforested mangrove forests, in contrast, are often full of thinner mud. Unfortunately, reforestation efforts focus on planting on thinner mud because it's mud that people don't want to build on. "They are planting where the mud isn't good enough," Naphat says. "In mud with

Read this sentence from paragraph 8.

Thinner mud leaves the mudskippers (or the mudskipper robot) wallowing in the mess.

What does wallowing mean as it is used in this sentence?

- A. Stuck
- B. Building
- C. Lost
- D. Resting

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
5	MC/MC	II	RI.5.4	<p><i>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</i></p> <p>RI.5.4 items cover all areas of vocabulary and vocabulary acquisition. In this item, students must use the context of paragraph 8 to determine that "wallowing" means "stuck."</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:            Contrasts PNP

9 The natural mangrove forests had that thick, viscous mud, the students showed. Reforested mangrove forests, in contrast, are often full of thinner mud. Unfortunately, reforestation efforts focus on planting on thinner mud because it's mud that people don't want to build on. "They are planting where the mud isn't good enough," Naphat says. "In mud with lower viscosity, the mangrove trees don't survive." After presenting their work at ISEF, the American Statistical Association awarded the pair an honorable mention.

10 Naphat and Pattharaphol want to use their mud studies and robot to help pinpoint the best spots to

Naphat's words in paragraph 9 **best** help the reader understand why —

- A. the research was worthy of an award
- B. some reforestation efforts are failing
- C. the forests are so important
- D. people should plant more trees

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
5	MC/MC	III	RI.5.6	<p><i>RI. 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i></p> <p><i>Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</i></p> <p>RI.5.6 items ask students to analyze multiple accounts of an event or topic, but not every grade 5 informational passage includes multiple accounts. Therefore, this item addresses the anchor standard in Reading. In this item, students must understand Naphat's point of view as expressed in paragraph 9 and how his point of view helps the reader understand an important concept in the article.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

A Robotic Fish Could Help Mangroves Grow
by Bethany Brookshire

1 Mangrove forests are important ecosystems. Their tangled roots hold land in place, preventing the sea from washing it away. Those roots also shelter young fish and other animals as they grow. But the mangrove forests of Thailand have come under threat. People have cut many of them down to build fish farms and expand cities. Some efforts to regrow mangrove forests have been successful; others, not so much. Naphat Cheenchamrat, 18, and Pattharaphol Chainiwattana, 16, wanted to figure out why. For mangroves, mud matters. And to find out if mud is thick enough to plant new mangroves, the pair have just what everyone needs: a fish robot.

2 Naphat is a senior and Pattharaphol a junior at Bangkok Christian College in Thailand. The two brought their muddy results here, to the Intel International Science and Engineering Fair (ISEF). They joined nearly 1,800 students from 81 countries in presenting their winning science fair projects. This fair was created, and is run, by Society for Science & the Public. [In 2018, it was] sponsored by Intel.

Which **three** sentences would be most important to include in a summary of the article? Move the correct answers to the box.

Mudskippers live in burrows built beneath the mud in mangrove forests.

The Intel International Science and Engineering Fair hosted nearly 1,800 students from 81 countries.

Summary

Two students decided to find out why efforts to regrow mangrove forests have been unsuccessful.

Natural mangrove forests have a lot of mudskippers, but regrown forests do not.

Two students designed a robotic fish that acts like a mudskipper and swims through the mud.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
5	TE/MATCH	II	RI.5.2	<p><i>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</i></p> <p>RI.5.2 items ask students to summarize a text and determine its main ideas. In this item, students must consider the entirety of the article in order to determine which sentences should be included in a summary of the text. Students must be able to exclude pieces of information that are not important enough to include in a summary.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

A Robotic Fish Could Help Mangroves Grow
by Bethany Brookshire

1 Mangrove forests are important ecosystems. Their tangled roots hold land in place, preventing the sea from washing it away. Those roots also shelter young fish and other animals as they grow. But the mangrove forests of Thailand have come under threat. People have cut many of them down to build fish farms and expand cities. Some efforts to regrow mangrove forests have been successful; others, not so much. Naphat Cheenchamrat, 18, and Pattharaphol Chainiwattana, 16, wanted to figure out why. For mangroves, mud matters. And to find out if mud is thick enough to plant new mangroves, the pair have just what everyone needs: a fish robot.

- What is the **main** organizational structure of the article?
- A. Chronology
 - B. Comparison and contrast
 - C. Problem and solution
 - D. Description

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
5	MC/MC	II	RI.5.5	<p><i>RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</i></p> <p><i>Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i></p> <p>RI.5.5 items ask students to compare the structure of two or more texts. However, it can be difficult with single passages to address the level of specificity. Therefore, this item addresses the anchor standard in Reading. In this item, students are asked to identify the main organizational structure of the text. Students must be able to analyze the entirety of the text in order to understand that the article is organized using a problem/solution structure.</p>

Grade 6

The Golden Moon

Celebrating the Chinese New Year

by Amy Wu

1 An-May stood by her bedroom window watching the first few flakes of winter flutter to the ground. Bare trees looked like . . . dancers in the early February morning. The air was icy and unwelcoming; she wasn't looking forward to another Saturday. Rosa-Chu, An-May's mother, danced into An-May's room. Her eyes were wide and fiery, her arms flailed up and down crazily.

2 "Have you forgotten what day it is?" she asked An-May. An-May looked at her mother with wide eyes; she was confused. "Day before Chinese New Year!" Rosa-Chu cried. She flapped her arms in despair and patted An-May lightly on the back. An-May sighed when she heard those words. Every year her mother became like a crazy woman when it came to the New Year. "Today is the day when we prepare!" Rosa-Chu cried. "Come, get dressed." An-May sighed, dreading a day of running through the crowded streets of Chinatown. She could almost see the narrow concrete sidewalks streaming with conversation, laughter, music and people. She could smell the hot oily odors of noodles frying in open ovens. She could hear old men with cat-like whiskers crying, "Fish, fish, fish . . . for sale!"

3 Rosa-Chu and her daughter rode the rickety bus to Chinatown. Rosa-Chu watched her daughter with sad eyes as she knew deep in her heart that An-May would never be able to understand her love and enjoyment for the coming New Year. This was part of the Chinese culture. American society had done a lot to change her daughter. At one time An-May used chopsticks, now she always used a fork. An-May used to love fried dumplings, now she loved cheeseburgers. An-May used to speak fluent Mandarin, now she didn't even know how to say, "Where's the bathroom?" This saddened and angered Rosa-Chu.

4 Rosa-Chu nudged her daughter as the bus screeched to a halt. The rusty doors squeaked open and mother and daughter entered a wonderland of celebration. An-May walked sluggishly behind her mother as they neared the large, brightly lit open-market. The odor of raw fish and fried duck sifted into An-May's nostrils. An-May followed her mother through the very slim lanes stocked with preserved cans of pickled vegetables and packages of dried fish. She watched her mother expertly weave through the packed aisles.

5 Rosa-Chu had a moon-wide smile on her face. Her memories of growing up in China always came to life when she prepared for the New Year. New Year in her childhood meant a month of preparation before the real day. Communities got together, built wooden doors, decorated street lamps and the front of homes with red and shiny paper, and pasted words such as "Good Luck" and "Good Health" in bedrooms and restaurants. They gathered enough rice and vegetables to make dozens of different dishes such as sweet dumplings, winter melon soup, coin-sized spareribs and noodles that seemed to stretch on forever. . . .

6 With sacks of fresh food in each hand, mother and daughter walked to the "Sunday" Bakery past the tiny herb store that smelled of incense and fresh oranges. Mr. Hwang, the owner, waved to An-May and smiled. He came out and cried "Happy New Year, Happy New Year!" "You too, Mr. Hwang!" An-May called back.

7 It would be a very long wait at the bakery—too many lines, too many people. “An-May!” Rosa-Chu asked, “Which cake do you think will be the best for tomorrow?” An-May’s mouth watered as she scanned the endless glass counter filled with goodies. “The sweet dumplings filled with coconut and red bean,” she said. She had had that once when she was small, and never did forget the sweetness of the bean and coconut that melted in her mouth. Rosa-Chu smiled when she heard this. These dumplings were her favorite. When she was little her mother used to make these by the dozens and she would swallow them by the handful. Her mother was a very talented cook.

8 After returning home, Rosa-Chu chopped garlic and onions with special care. The vegetables sizzled in the wok¹ as dusk filled the tiny kitchen. Rosa-Chu’s mind was a million miles away. She was once again a little girl in the hills of China, skipping stones in a nearby pond and watching her mother steam the barrel of pork to make dumpling filling. New Year was the one time that families came together and old friendships were renewed. Rosa-Chu couldn’t help but feel very happy. An-May didn’t remember when she fell asleep, but when she awoke, the table was filled with every dish imaginable. Wow! It was a feast!

9 “After all of this hard work let us celebrate a little earlier,” Rosa-Chu said. She stroked her daughter’s black and silky hair as she placed two porcelain dishes at the round dining room table. Rosa-Chu watched her daughter with amusement. She saw herself as a little girl, mouth watering, mind swimming, and heart beating. She laughed with delight.

10 Just before the sweet dumplings and moon cakes were served, Rosa-Chu tapped her daughter and pointed out the kitchen window. “See the full moon?” she asked. An-May nodded. “That is the same full moon that visited my family and I every Chinese New Year back when I was a little girl. Yes, it is the same moon, same golden texture and shape. . . . See, it is even smiling?”

11 An-May suddenly realized that the New Year was more than just shopping, cooking and eating. It was all about culture and society and further understanding one’s past and roots. . . . It was magical. Mother and daughter watched the moon, smiling dreamily at the golden fullness. It was always the golden moon that seemed to bring people together, families together, and reclaim old friendships. This was a moon so old and wise, so far away and yet so powerful. This night it had performed a miracle. . . . For just a moment it fused a mother and daughter into one.

“The Golden Moon” by Amy Wu from SKIPPING STONES. © 1994 Skipping Stones Magazine.

¹wok—a large bowl-shaped frying pan that originated in China

Passage Table					
Grade	Type/Subtype	Lexile	Lexile Range	Word Count	Word Count Range
6	Lit/Fiction	860L	Bottom	981	Medium

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:           Contrasts PNP

The Golden Moon
Celebrating the Chinese New Year
by Amy Wu

1 An-May stood by her bedroom window watching the first few flakes of winter flutter to the ground. Bare trees looked like . . . dancers in the early February morning. The air was icy and unwelcoming; she wasn't looking forward to another Saturday. Rosa-Chu, An-May's mother, danced into An-May's room. Her eyes were wide and fiery, her arms flailed up and down crazily.

2 "Have you forgotten what day it is?" she asked An-May. An-May looked at her mother with wide eyes.

Read this sentence from paragraph 8.

Rosa-Chu's mind was a million miles away.

What does the phrase a million miles away mean in this sentence?

- A. Wishing to be elsewhere
- B. Thinking of outer space
- C. Imagining the future
- D. Deep in thought

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
6	MC/MC	II	RL.6.4	<p><i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</i></p> <p>RL.6.4 items cover all areas of vocabulary and vocabulary acquisition. In this item, students must use the context of paragraph 8 to help them determine what the figurative language phrase "a million miles away" means.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

The Golden Moon
Celebrating the Chinese New Year
by Amy Wu

1 An-May stood by her bedroom window watching the first few flakes of winter flutter to the ground. Bare trees looked like . . . dancers in the early February morning. The air was icy and unwelcoming; she wasn't looking forward to another Saturday. Rosa-Chu, An-May's mother, danced into An-May's room. Her eyes were wide and fiery, her arms flailed up and down crazily.

2 "Have you forgotten what day it is?" she asked

Which image could be added to the story to help the reader understand the **main** theme?

- A. An image of An-May and Rosa-Chu standing together looking out the kitchen window
- B. An image of An-May standing alone by her bedroom window watching the snow fall
- C. An image of An-May waiting in line at the bakery in Chinatown
- D. An image of An-May and Rosa-Chu riding the bus to Chinatown

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
6	MC/MC	II	RL.6.7	<p><i>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</i></p> <p><i>Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i></p> <p>Because there is no audio or video version of this story, this item addresses the anchor standard in Reading. The item presents students with descriptions of four different images. Students must determine which image would best help the reader understand the main theme of the story.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

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Celebrating the Chinese New Year
by Amy Wu

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2 "Have you forgotten what day it is?" she asked An-May. An-May looked at her mother with wide eyes; she was confused. "Day before Chinese New Year!" Rosa-Chu cried. She flapped her arms in despair and patted An-May lightly on the back. An-May sighed

Read this sentence from paragraph 11.

An-May suddenly realized that the New Year was more than just shopping, cooking and eating.

How does this sentence fit into the overall structure of the story?

- A. It shows that An-May is starting to enjoy the market.
- B. It shows that An-May is beginning to understand her mother.
- C. It shows that An-May understands that she should please her mother.
- D. It shows that An-May recognizes that she wants to lead a traditional life.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
6	MC/MC	III	RL.6.5	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.5 items cover the structure of a text—both the entirety of the text and parts of the text (e.g., paragraphs, sections, sentences, etc.). In this item, students must analyze a sentence from the story and determine how it fits into the structure of the story as a whole.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

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Celebrating the Chinese New Year
by Amy Wu

1 An-May stood by her bedroom window watching the first few flakes of winter flutter to the ground. Bare trees looked like . . . dancers in the early February morning. The air was icy and unwelcoming; she wasn't looking forward to another Saturday. Rosa-Chu, An-May's mother, danced into An-May's room. Her eyes were wide and fiery, her arms flailed up and down crazily.

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Match each sentence from the story with the theme that it **best** supports. Select all the correct answers.

	Shared experiences can bring people together.	Parents and children may not always appreciate the same things.	Participating in traditions can bring fond memories to mind.
"An-May sighed, dreading a day of running through the crowded streets of Chinatown." (paragraph 2)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
"She was once again a little girl in the hills of China, skipping stones in a nearby pond and watching her mother steam the barrel of pork to make dumpling filling." (paragraph 8)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
"For just a moment it fused a mother and daughter into one." (paragraph 11)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
6	TE/MTG	III	RL.6.2	<p><i>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i></p> <p>RL.6.2 items ask students to identify themes or central ideas of a text and how those themes or ideas are conveyed through details. In this item, students must analyze particular sentences from the story and determine the theme that each sentence supports.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:          

people. She could smell the hot oily odors of noodles frying in open ovens. She could hear old men with cat-like whiskers crying, "Fish, fish, fish . . . for sale!"

3 Rosa-Chu and her daughter rode the rickety bus to Chinatown. Rosa-Chu watched her daughter with sad eyes as she knew deep in her heart that An-May would never be able to understand her love and enjoyment for the coming New Year. This was part of the Chinese culture. American society had done a lot to change her daughter. At one time An-May used chopsticks, now she always used a fork. An-May used to love fried dumplings, now she loved cheeseburgers. An-May used to speak fluent Mandarin, now she didn't even know how to say, "Where's the bathroom?" This

Which **two** sentences from paragraph 3 **best** support the idea that An-May has lost her connections to her mother's culture over time? Select and move the correct text to the boxes. The answers may be placed in any order.

Support

American society had done a lot to change her daughter. ✕

An-May used to love fried dumplings, now she loved cheeseburgers. ✕

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
6	TE/EXT	II	RL.6.1	<p><i>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p>RL.6.1 items ask students to demonstrate explicit understanding of a text as well as make logical inferences about the text by using textual evidence. In this item, students are presented with an inference and are asked to identify two sentences from the story that support the inference.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:          

The Golden Moon
Celebrating the Chinese New Year
by Amy Wu

1 An-May stood by her bedroom window watching the first few flakes of winter flutter to the ground. Bare trees looked like . . . dancers in the early February morning. The air was icy and unwelcoming; she wasn't

How does An-May's attitude change throughout the story?

Complete the sentences by selecting the correct answers from the drop-down menus.

In paragraphs 1–3, the reader can tell that An-May is

to participate in preparations for

Chinese New Year. However, the reader knows An-May has changed when she .

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
6	TE/IC	II	RL.6.3	<p><i>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</i></p> <p>RL.6.3 items ask students to analyze how a text develops and demonstrate an understanding of how characters change over the course of the text. In this item, students must determine how the character of An-May changes from the beginning of the story to the end.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

The Golden Moon
Celebrating the Chinese New Year
by Amy Wu

1 An-May stood by her bedroom window watching the first few flakes of winter flutter to the ground. Bare trees looked like . . . dancers in the early February morning. The air was icy and unwelcoming; she wasn't looking forward to another Saturday. Rosa-Chu, An-May's mother, danced into An-May's room. Her eyes

Complete the sentence by moving the correct answer to each box.

An-May's dialogue

In paragraphs 5 and 8, the author develops Rosa-Chu's point of view by sharing her internal thoughts about China and the New Year.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
6	TE/GM	II	RL.6.6	<p><i>Explain how an author develops the point of view of the narrator or speaker in a text.</i></p> <p>RL.6.6 items ask students to demonstrate an understanding of point of view and how an author develops a particular point of view in a text. In this item, students must determine the way in which one of the main characters expresses her point of view about important topics.</p>

Grade 7

from The Swiss Family Robinson

by Johann David Wyss

translated by William H. G. Kingston

When their ship is wrecked in a storm, the Robinson family has to survive alone on a tropical island. William, the narrator, and his wife Elizabeth, along with their four children Fritz, Ernest, Jack, and Franz, decide to build a tree house to live in.

1 I then made other preparations that there might be no delay on the morrow, and a bright moon having arisen, I by its light continued working until I was quite worn out, and then at length descended. I reached the ground, but to my surprise found that the two boys were not there. They had not been seen. A moment afterwards, however, all anxiety was dispelled, for amongst the topmost boughs¹ I heard their young voices raised in the evening hymn. Instead of descending, they had, while I was busy, climbed upwards, and had been sitting in silent admiration of the moonlight scene, high above me. They now joined us, and my wife showed me the results of her labor. She had made two complete sets of harness.² I congratulated her upon her success, and we then sat down to supper. On a cloth spread out upon the grass were arranged a roast shoulder of porcupine, a delicious bowl of soup made from a piece of the same animal, cheese, butter, and biscuits, forming a most tempting repast. Having done this ample justice, we collected our cattle, and the pigeons and fowls having retired to roost on the neighboring trees, and on the steps of our ladder, we made up a glorious fire to keep off any prowling wild beasts, and ourselves lay down. The children, in spite of the novelty of the hammocks, were quickly asleep. In vain I tried to follow their example; a thousand anxious thoughts presented themselves, and as quickly as I dispelled them others rose in their place. The night wore on, and I was still awake; the fire burned low, and I rose and replenished it with dry fuel. Then again I climbed into my hammock, and towards morning fell asleep.

2 Early next morning we were astir, and dispersed to our various occupations. My wife milked the goats and cow, while we gave the animals their food, after which we went down to the beach to collect more wood for our building operations. To the larger beams we harnessed the cow and [donkey], while we ourselves dragged up the remainder. Fritz and I then ascended the tree, and finished the preparations I had begun the night before, all useless boughs we lopped off, leaving a few about six feet from the floor, from which we might sling our hammocks, and others still higher, to support a temporary roof of sailcloth. My wife made fast the planks to a rope passed through the block I had fixed to the bough above us, and by this means Fritz and I hauled them up. These were arranged side by side on the foundation of boughs, so as to form a smooth solid floor, and round this platform was built a bulwark³ of planks, and then throwing the sailcloth over the higher branches, we drew it down and firmly nailed it. Our house was thus enclosed on three sides, for behind the great trunk protected us, while the front was left open to admit the fresh sea breeze which blew directly in. We then hauled up our hammocks and bedding, and slung them from the branches we had left for that purpose. A few hours of daylight still remaining, we cleared the floor

from leaves and chips, and then descended to fashion a table and a few benches from the remainder of the wood. After working . . . all day, Fritz and I flung ourselves on the grass, while my wife arranged supper on the table we had made.

3 “Come,” said she at length, “come and taste flamingo stew, and tell me how you like it. Ernest assured me that it would be much better stewed than roasted, and I have been following his directions.”

4 Laughing at the idea of Ernest turning scientific cook, we sat down. The fowls gathered round us to pick up the crumbs, and the tame flamingo joined them, while Master Knips⁴ skipped about from one to the other, chattering and mimicking our gestures continually. To my wife’s joy, the sow⁵ appeared shortly after, and was presented with all the milk that remained from the day’s stock that she might be persuaded to return every night.

5 “For,” said my wife, “this surplus milk is really of no use to us, as it will be sour before the morning in this hot climate.”

6 “You are quite right,” I replied, “but we must contrive to make it of use. The next time Fritz and I return to the wreck we will bring off a churn⁶ amongst the other things we require.”

7 “Must you really go again to that dreadful wreck?” said my wife shuddering. “You have no idea how anxious I am when you are away there.”

8 “Go we must, I am afraid,” I replied, “but not for a day or two yet. Come, it is getting late. We and the chickens must go to roost.”

9 We lit our watch-fires, and, leaving the dogs on guard below, ascended the ladder. Fritz, Ernest, and Jack were up in a moment. Their mother followed very cautiously, for though she had originated the idea of building a nest, she yet hesitated to entrust herself at such a terrific height from the ground. When she was safely landed in the house, taking little Franz on my back, I let go the fastenings which secured the lower end of the ladder to the ground, and swinging to and fro, slowly ascended.

10 Then for the first time we stood all together in our new home. I drew up the ladder, and, with a greater sense of security than I had enjoyed since we landed on the island, offered up our evening prayer, and retired for the night.

From THE SWISS FAMILY ROBINSON by Johann David Wyss, translation by William H. G. Kingston—Public Domain

1**boughs**—branches

2**harness**—equipment worn by an animal to pull objects

3**bulwark**—protective wall

4**Master Knips**—an orphaned monkey that the Robinson family has adopted

5**sow**—a female pig

6**churn**—butter churn, a device used to make butter from cream

Passage Table

Grade	Type/Subtype	Lexile	Lexile Range	Word Count	Word Count Range
7	Lit/Fiction	1240L	Top	998	Medium

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

from The Swiss Family Robinson
by Johann David Wyss
translated by William H. G. Kingston

When their ship is wrecked in a storm, the Robinson family has to survive alone on a tropical island. William, the narrator, and his wife Elizabeth, along with their four children Fritz, Ernest, Jack, and Franz, decide to build a tree house to live in.

1 I then made other preparations that there might be no delay on the morrow, and a bright moon having arisen, I by its light continued working until I was quite worn out, and then at length descended. I reached the ground, but to my surprise found that the two boys were not there. They had not been seen. A moment afterwards, however, all anxiety was dispelled, for amongst the topmost boughs I heard their young voices raised in the evening hymn. Instead of descending, they had, while I was busy, climbed

Which **three** sentences should be included in a summary of the story? Move the correct answers to the box.

The Robinsons have porcupine, cheese, and biscuits for dinner.

The Robinsons use a piece of sail as a roof to protect their treehouse.

Summary

The Robinsons find themselves shipwrecked on a tropical island.

The Robinsons build a house in the high branches of a tree.

The Robinsons share the responsibilities of tending the animals and gathering wood.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
7	TE/MATCH	II	RL.7.2	<p><i>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</i></p> <p>RL.7.2 items address themes or central ideas and objective summaries. In this item, students must determine which three sentences should be included in a summary of the story. Students must be able to identify important information about the story and disregard unimportant details.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

from The Swiss Family Robinson
by Johann David Wyss
translated by William H. G. Kingston

When their ship is wrecked in a storm, the Robinson family has to survive alone on a tropical island. William, the narrator, and his wife Elizabeth, along with their four children Fritz, Ernest, Jack, and Franz, decide to build a tree house to live in.

1 I then made other preparations that there might be no delay on the morrow, and a bright moon having arisen, I by its light continued working until I was quite worn out, and then at length descended. I reached the ground, but to my surprise found that the two boys were not there. They had not been seen. A moment afterwards, however, all anxiety was dispelled, for amongst the topmost boughs I heard their young voices raised in the evening hymn. Instead of

Which detail from paragraph 1 **best** supports the inference that the narrator is scared? Select the correct answer.

Having done this ample justice, we collected our cattle, and the pigeons and fowls having retired to roost on the neighboring trees, and on the steps of our ladder, we made up a glorious fire to keep off any prowling wild beasts, and ourselves lay down. The children, in spite of the novelty of the hammocks, were quickly asleep. In vain I tried to follow their example; a thousand anxious thoughts presented themselves, and as quickly as I dispelled them others rose in their place. The night wore on, and I was still awake; the fire burned low, and I rose and replenished it with dry fuel. Then again I climbed into my hammock, and towards morning fell asleep.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
7	TE/HTX	II	RL.7.1	<p><i>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p>RL.7.1 items ask students to understand explicit information in a text as well as make inferences about the text. Students must be able to find textual evidence to support their conclusions. In this item, students must find a piece of textual evidence that supports the inference that the narrator is scared at the beginning of the story.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

3 "Come," said she at length, "come and taste flamingo stew, and tell me how you like it. Ernest assured me that it would be much better stewed than roasted, and I have been following his directions."

4 Laughing at the idea of Ernest turning scientific cook, we sat down. The fowls gathered round us to pick up the crumbs, and the tame flamingo joined them, while Master Knips skipped about from one to the other, chattering and mimicking our gestures continually. To my wife's joy, the sow appeared shortly after, and was presented with all the milk that remained from the day's stock that she might be persuaded to return every night.

5 "For," said my wife, "this surplus milk is really of no use to us, as it will be sour before the morning in this hot climate."

6 "You are quite right," I replied, "but we must contrive to make it of use. The next time Fritz and I return to the wreck we will bring off a

How do paragraphs 3 and 4 **mainly** contribute to the story?

- A. They illustrate a solution to a problem that the family is dealing with.
- B. They provide descriptive details about the types of food available to the family.
- C. They present the steps in the mother's process of preparing supper for the family.
- D. They contrast the family's unusual situation with the family's attempts to make life feel normal.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
7	MC/MC	III	RL.7.5	<p>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.5 items ask the student to understand how the structure of a text contributes to the meaning of the overall text. In this item, students must analyze paragraphs 3 and 4 of the story and determine how those paragraphs contribute to the story as a whole. These paragraphs contribute to the meaning of the overall excerpt by showing how the Robinson family is trying to make their unusual situation—being shipwrecked all alone on an island—feel as normal as possible.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

from The Swiss Family Robinson
by Johann David Wyss
translated by William H. G. Kingston

When their ship is wrecked in a storm, the Robinson family has to survive alone on a tropical island. William, the narrator, and his wife Elizabeth, along with their four children Fritz, Ernest, Jack, and Franz, decide to build a tree house to live in.

1 I then made other preparations that there might be no delay on the morrow, and a bright moon having arisen, I by its light continued working until I was quite worn out, and then at length descended. I reached the ground, but to my surprise found that the two boys were not there. They had not been seen. A moment afterwards, however, all anxiety was dispelled, for amongst the topmost boughs I heard

Which of these do both the narrator and his wife reveal? Choose **two** correct answers.

- A. Regret for past mistakes
- B. Mindfulness of resources
- C. Sorrow over losses
- D. Concern about safety
- E. Frustration with the children

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
7	MC/MR	II	RL.7.6	<p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.6 items are about characters' points of view and how those points of view are developed or contrasted. In this item, students must analyze the points of view of the narrator and his wife and determine which points of view the two share. In this case, both the narrator and his wife share points of view about mindfulness of resources and concern over safety.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

5 “For,” said my wife, “this surplus milk is really of no use to us, as it will be sour before the morning in this hot climate.”

6 “You are quite right,” I replied, “but we must contrive to make it of use. The next time Fritz and I return to the wreck we will bring off a churn amongst the other things we require.”

7 “Must you really go again to that dreadful wreck?” said my wife shuddering. “You have no idea how anxious I am when you are away there.”

8 “Go we must, I am afraid,” I replied, “but not for a day or two yet. Come, it is getting late. We and the chickens must go to roost.”

9 We lit our watch-fires, and, leaving the dogs on guard below, ascended the ladder. Fritz, Ernest, and

Read paragraph 5.

“For,” said my wife, “this surplus milk is really of no use to us, as it will be sour before the morning in this hot climate.”

What is the meaning of surplus as it is used in this paragraph?

- A. Ruined
- B. Abundant
- C. Excess
- D. Valuable

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
7	MC/MC	II	RL.7.4	<p><i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</i></p> <p>RL.7.4 items cover all areas of vocabulary and vocabulary acquisition. In this item, students must use the context of paragraphs 4 and 5 to determine that “surplus” means “excess.”</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:              

from The Swiss Family Robinson
by Johann David Wyss
translated by William H. G. Kingston

When their ship is wrecked in a storm, the Robinson family has to survive alone on a tropical island. William, the narrator, and his wife Elizabeth, along with their four children Fritz, Ernest, Jack, and Franz, decide to build a tree house to live in.

1 I then made other preparations that there might be no delay on the morrow, and a bright moon having arisen, I by its light continued working until I was quite

Complete the sentence by selecting the correct answers from the drop-down menus.

The events of the story suggest that the setting requires the Robinsons to be .

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
7	TE/IC	III	RL.7.3	<p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.3 items ask students to understand how different parts of a story interact. In this item, students must analyze the setting and understand how the remoteness of the setting affects the actions of the Robinson family. The family must learn to be self-sufficient.</p>

Grade 8

Threads of Tradition

Lao Textiles

by Gloria W. Lannom



Wolfgang Kaehler/SuperStock

- 1 A Lao¹ weaver from Sam Neua sits at her loom creating a beautiful textile. Because of its complicated pattern, she may produce as little as one-half inch of cloth per day. It may take her six months to complete a length of cloth.
- 2 In Laos, weaving is women’s work. Girls are expected to learn to weave just as they must learn to be good cooks, and they start early in life. When they come home from school in the afternoon, they have to sit and weave at the loom set up underneath the house. (Most houses are built on stilts.) Boys, on the other hand, must go fishing for food and collect wood for the cooking fires.
- 3 Lao Neua weavers of Sam Neua in northeastern Laos have long been highly regarded for their beautiful textiles of cotton *warp* (vertical threads) and silk *weft* (horizontal threads). At one time they wove textiles only for their own families, and women dressed only in clothes made of cloth they had woven themselves. Every family developed its own special designs. When not in use, textiles were stored in covered ceramic containers to prevent damage from bugs, strong sunlight, and humidity.
- 4 From the French occupation of Laos in the first part of the 20th century up to the period following independence in 1954, fewer handmade textiles were produced because the Lao were able to buy cheap, imported, machine-made cloth, thread, and chemical dyes. When the 1970s brought war to Laos, these imported products were not available, and people returned to traditional ways of dyeing and weaving.
- 5 The civil war severely disrupted the lives of the Lao Neua. Many moved to other parts of Laos, and some became refugees in Thailand. They had no time for weaving. This meant that their traditions were in danger of being lost. To survive, they often had to sell heirloom textiles that had been handed down in their families. In recent years, aided by foreign assistance and encouragement, silk weavers have begun “picking up the threads” of their long tradition, and the intricate designs of the fantastic Mom bird and *naga* serpent are reappearing in skillfully woven cloth. Lao textiles are becoming highly sought after in the West.

6 Lao weavers use two kinds of looms: the body-tension or back-strap type and the frame or floor loom. In the body-tension loom, the weaver’s body maintains the tension of the warp by means of a strap around the waist, which is attached to the warp threads. In the frame- or floor-loom method, a wooden frame, instead of the weaver’s body, supports the warp and the warp threads are wound around a warp beam.

7 Textiles are made into clothing, blankets, and wall hangings. Everyday clothes are usually made of indigo-dyed cotton.

8 Lao men wear short-sleeved shirts and *sampot*, or short trousers that resemble old-fashioned Western knickers. Women wear *pha sin* sarongs (skirts)—lengths of cloth one yard wide and two yards long. Sarongs are wrapped around the waist and held in place by a belt of silver or gold metal rings. Either a blouse or a *pha beang*, a shoulder cloth or shawl wound around the chest, worn over the left shoulder and tucked under the right arm, accompanies the *sin*. Luang Prabang² women wear long-sleeved blouses, but in the south, the blouses are short or 3/4-sleeve. Both men and women wear sandals.

9 Lao in Vientiane and Luang Prabang weave silk *sin* with beautiful borders and *pha beang* shawls using local and imported silk yarns colored with chemical dyes.

10 Some women might wear two or more *sin* at a time. The newer one is worn underneath to protect it from being soiled. Younger women favor brighter colors and bolder patterns than older Lao women. Black, yellow, red, green, pink, purple, and orange dyes can be obtained from plants and minerals, but many weavers use chemical dyes because they do not require time and hard work to process them. Also, they resist fading from the sun.

11 The women of Luang Prabang wear their long hair in a *chignon* (sheen-YONE), a coiled bun, on one side of the top of their heads, while in Vientiane and the south, the chignon is worn low on the back of the neck. A hairpin keeps the chignon in place.

12 Laos is a land where people love jewelry—necklaces, bracelets, rings, earrings, hairpins, chains, neck rings, belts, and clothing fasteners. . . . The beautifully made gold and silver work is decorated with designs such as elephants and flowers.

“Threads of Tradition: Lao Textiles” by Gloria Lannom from FACES. © 2000 Cricket Media.

¹**Lao**—a member of the Buddhist people who lives in or close to Laos in Thailand

²**Luang Prabang**—a town in northwestern Laos


Passage Table

Grade	Type/Subtype	Lexile	Lexile Range	Word Count	Word Count Range
8	Info/Non-Fiction	1170L	Middle	750	Medium

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

Threads of Tradition
Lao Textiles
by Gloria W. Lannom



1 A Lao weaver from Sam Neua sits at her loom creating a beautiful textile. Because of its complicated

The author’s purpose for writing this article was most likely to —


- A. show the types of jewelry worn by the Lao people
- B. explain why the Lao people wear certain styles of clothing
- C. describe how the Lao people were affected by war
- D. examine the traditional weaving practiced by the Lao people

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	MC/MC	II	RI.8.6	<p><i>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</i></p> <p>RI.8.6 items ask students to determine an author’s point of view or purpose. In this passage, there are no conflicting viewpoints, so the item focuses on the author’s purpose.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

Threads of Tradition
Lao Textiles
by Gloria W. Lannom



1 A Lao weaver from Sam Neua sits at her loom creating a beautiful textile. Because of its complicated pattern she may produce as little as one-half inch of

How does paragraph 6 contribute to the development of ideas in the article?


- A. It establishes the reasons for weaving.
- B. It examines the threads used for weaving.
- C. It introduces the looms used for weaving.
- D. It illustrates the skills needed for weaving.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	MC/MC	II	RI.8.5	<p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.5 items cover the structure of a text with a focus on specific paragraphs. In this item, students are asked to determine how paragraph 6 contributes to the development of ideas in the article.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

Threads of Tradition
Lao Textiles
by Gloria W. Lannom



1 A Lao weaver from Sam Neua sits at her loom creating a beautiful textile. Because of its complicated pattern, she may produce as little as one-half inch of

Which claim from the article lacks sufficient supporting evidence?


- A. "It may take her six months to complete a length of cloth." (paragraph 1)
- B. "In Laos, weaving is women's work." (paragraph 2)
- C. "The civil war severely disrupted the lives of the Lao Neua." (paragraph 5)
- D. "Laos is a land where people love jewelry." (paragraph 12)

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	MC/MC	III	RI.8.8	<p><i>Delineate and evaluate the arguments and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i></p> <p>RI.8.8 items ask students to evaluate arguments and claims. Grade 8 students must be able to evaluate the relevance and sufficiency of evidence in a text. In this item, students must analyze four claims from the article and determine which claim lacks sufficient evidence.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

Threads of Tradition
Lao Textiles
by Gloria W. Lannom



1 A Lao weaver from Sam Neua sits at her loom creating a beautiful textile. Because of its complicated pattern, she may produce as little as one-half inch of

How does the author elaborate on the idea that Lao weaving traditions were nearly lost?

- A. By reviewing how war affected the lives of the people in Laos
- B. By detailing how outside cultures affected the people in Laos
- C. By examining how the Lao people used new technologies to produce goods
- D. By identifying how the Lao people preferred to buy imported goods

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	MC/MC	II	RI.8.3	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.3 items are about making connections in a text. In this item, students must make the connection between war in Laos and the potential loss of traditional textile weaving traditions.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:           Contrasts PNP

imported, machine-made cloth, thread, and chemical dyes. When the 1970s brought war to Laos, these imported products were not available, and people returned to traditional ways of dyeing and weaving.

5 The civil war severely disrupted the lives of the Lao Neua. Many moved to other parts of Laos, and some became refugees in Thailand. They had no time for weaving. This meant that their traditions were in danger of being lost. To survive, they often had to sell heirloom textiles that had been handed down in their families. In recent years, aided by foreign assistance and encouragement, silk weavers have begun "picking up the threads" of their long tradition, and the intricate designs of the fantastic Mom bird and *naga* serpent are reappearing in skillfully woven cloth. Lao textiles are becoming highly sought after in the West.

6 Lao weavers use two kinds of looms: the body-tension or back-strap type and the frame or floor loom.

Which phrase from paragraph 5 helps the reader determine the meaning of heirloom as it is used in this paragraph? Select the correct answer.


The civil war severely disrupted the lives of the Lao Neua. Many moved to other parts of Laos, and some became refugees in Thailand. They had no time for weaving. This meant that their traditions were in danger of being lost. To survive, they often had to sell heirloom textiles that had been handed down in their families. In recent years, aided by foreign assistance and encouragement, silk weavers have begun "picking up the threads" of their long tradition, and the intricate designs of the fantastic Mom bird and *naga* serpent are reappearing in skillfully woven cloth. Lao textiles are becoming highly sought after in the West.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	TE/HTX	II	RI.8.4	<p><i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</i></p> <p>RI.8.4 items focus on vocabulary acquisition and the analysis of an author’s word choice. In this item, students must understand the potentially unfamiliar word “heirloom” by identifying context clues that help them determine the word’s meaning.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools: Contrasts PNP

Threads of Tradition
Lao Textiles
by Gloria W. Lannom



1 A Lao weaver from Sam Neua sits at her loom creating a beautiful textile. Because of its complicated pattern, she may produce as little as one-half inch of


- Which of these is a central idea of paragraphs 7–10?
- A. There is a long history of textile weaving in Laos.
 - B. People in Laos use textiles to fulfill many common needs.
 - C. Textile production in Laos is important to the economy.
 - D. There are many resources available in Laos for making textiles.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	MC/MC	II	RI.8.2	<p><i>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i></p> <p>RI.8.2 items focus on central ideas and summaries. In this item, students must determine the central idea of a particular section of the article.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

Threads of Tradition
Lao Textiles
by Gloria W. Lannom



Which **three** details from the article are **best** illustrated by the image? Move the correct answers to the boxes. The answers may be placed in any order.

“wove textiles only for their own families” (paragraph 3)

“traditional ways of dyeing and weaving” (paragraph 4)


Details from the Article Illustrated by the Image
“Because of its complicated pattern” (paragraph 1)
“intricate designs” (paragraph 5)
“brighter colors and bolder patterns” (paragraph 10)

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	TE/GMGT	II	RI.8.7	<p><i>RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</i></p> <p><i>Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i></p> <p>Because different mediums (e.g., video) are not used in this article, this item addresses the anchor standard in Reading. In this item, students must analyze the photograph presented with the article and determine which three details from the article are best represented by the photograph. In this way, students are integrating the content presented in the digital text with the content presented in the visual image.</p>

Score Responses: MAXSCORE = 1.0
SCORE = 1

Tools:  Contrasts PNP

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1 A Lao weaver from Sam Neua sits at her loom creating a beautiful textile. Because of its complicated pattern, she may produce as little as one half inch of

According to the article, why was there a decline in the number of handmade Lao textiles in the early to mid-twentieth century?

- A. Cheaper imported cloth was available.
- B. Natural plant dyes were difficult to process.
- C. People forgot the traditional ways of dyeing and weaving.
- D. People were focused on independence rather than on weaving.

Item Table				
Grade	Type/Subtype	DOK	Standard	Standard Alignment Annotation
8	MC/MC	I	RI.8.1	<p><i>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p>RI.8.1 items ask students to demonstrate explicit understanding of a text as well as make logical inference about the text by using textual evidence. In this item, students must infer why there was a decline in the number of handmade textiles during a certain period.</p>