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Colorado Measures of Academic Success



Grade 5

English Language Arts/Literacy



Paper Practice Resource for Students

Today you will read a passage from *Island of the Blue Dolphins*. Then you will answer questions and write a narrative of your own based on the passage.

Read the passage from *Island of the Blue Dolphins*. Then answer questions 1 through 5.

from Island of the Blue Dolphins

by Scott O'Dell

- 1 Ramo was standing on one foot and then the other, watching the ship coming, which he did not know was a ship because he had never seen one. I had never seen one either, but I knew how they looked because I had been told.
- 2 "While you gaze at the sea," I said, "I dig roots. And it is I who will eat them and you who will not."
- 3 Ramo picked up a root and was about to drop it into the basket. Suddenly his mouth opened wide and then closed again.
- 4 "A canoe!" he cried. "A great one, bigger than all of our canoes together. And red!"
- 5 A canoe or a ship, it did not matter to Ramo. In the very next breath he tossed the root in the air and was gone, crashing through the brush, shouting as he went.
- 6 I kept on gathering roots, but my hands trembled as I dug in the earth, for I was more excited than my brother. I knew that it was a ship there on the sea and not a big canoe, and that a ship could mean many things. I wanted to drop the stick and run too, but I went on digging roots because they were needed in the village.
- 7 By the time I filled the basket, the Aleut ship had sailed around the wide kelp bed that encloses our island and between the two rocks that guard Coral Cove. Word of its coming had already reached the village of Ghalas-at. Our men sped along the trail which winds down to the shore. Our women were gathering at the edge of the mesa.

- 8 I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliffs. There I crouched on my hands and knees. Below me lay the cove. The tide was out and the sun shone on the white sand of the beach. Half the men from our village stood at the water's edge. The rest were concealed among the rocks at the foot of the trail, ready to attack the intruders should they prove unfriendly.
- 9 As I crouched there in the toyon bushes, trying not to fall over the cliff, trying to keep myself hidden and yet to see and hear what went on below me, a boat left the ship. Six men with long oars were rowing.

From ISLAND OF THE BLUE DOLPHINS by Scott O'Dell, Houghton Mifflin Company. Copyright © 1960 by Scott O'Dell.
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1. Part A

What is a theme of the passage?

- Ⓐ People should share in the work of a community.
- Ⓑ People should look for the best in all situations.
- Ⓒ People should learn to control their feelings.
- Ⓓ People should be cautious in new situations.

Part B

Which detail **best** supports the answer to Part A?

- Ⓐ the way Ramo shows excitement when he sees the ship
- Ⓑ the way the narrator scolds Ramo about digging roots
- Ⓒ the way the women gather at the shore
- Ⓓ the way the narrator and the men hide

2. Part A

What is the main way paragraph 7 contributes to the passage?

- ☐ Ⓐ by describing the actions of the villagers
- ☐ Ⓑ by describing how the cove is protected
- ☐ Ⓒ by describing the movement of the ship
- ☐ Ⓓ by describing how the narrator feels

Part B

Which detail from paragraph 7 **best** supports the answer to Part A?

- ☐ Ⓐ “. . . the Aleut ship had sailed around the wide kelp bed . . .”
- ☐ Ⓑ “. . . between the two rocks that guard Coral Cove.”
- ☐ Ⓒ “Word of its coming had already reached the village . . .”
- ☐ Ⓓ “Our men sped along the trail . . .”

3. Part A

Which statement represents a difference between the narrator and Ramo?

- Ⓐ The narrator worries more about the ship than Ramo does but pretends she is not interested.
- Ⓑ Ramo is nervous about the ship's arrival, while the narrator is more interested in food.
- Ⓒ The narrator is as excited about the ship as Ramo is but prefers to hide her emotions.
- Ⓓ Ramo is anxious about the ship's arrival, while the narrator has no desire to see it.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "'And it is I who will eat them . . .'" (paragraph 2)
- Ⓑ "' . . . bigger than all of our canoes . . .'" (paragraph 4)
- Ⓒ "' . . . he tossed the root in the air and was gone . . .'" (paragraph 5)
- Ⓓ "I kept on gathering roots, but my hands trembled . . ."
(paragraph 6)

4. Circle the correct choice in each box to compare the events in the passage from *Island of the Blue Dolphins*.

At the beginning of the passage, Ramo and the narrator are participating in an activity that is

_____.

challenging but rewarding
peaceful and relaxing
boring but necessary
new and exciting

The event the author describes in paragraph 7 brings _____ to the people,

confusion
excitement
fear
relief

while the event the narrator witnesses in the final paragraph is

_____.

a reason for concern
a cause to celebrate
a desired outcome
a familiar situation

- 5.** Think about how this passage would be different if it were told from Ramo's point of view. Write a story from Ramo's point of view that describes what he is doing and thinking as the ship comes closer to the island.

[illegible]

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[illegible]

A large rectangular box with a blue border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across the width of the box.

Today you will read the passage “The Precious Jewel” and the passage from “A Tale of Three Brothers.” In each text someone learns a lesson. Read the texts and answer the questions.

Read the passage “The Precious Jewel.” Then answer questions 6 through 8.

The Precious Jewel

- 1 One day, a merchant packed his wares¹ and set out on a two day journey to the capital city, hopeful to turn a good profit as was his custom and his luck.
- 2 At the end of the first day he arrived at an inn, ate a good supper and retired to a comfortable bed.
- 3 That night he had a wonderful dream! In the dream he met another merchant sitting beneath a golden cottonwood tree who held in his hands a rare and precious jewel of magnificent proportions².
- 4 He traded for the jewel securing terms that would assure him a handsome profit.
- 5 The next morning he continued his journey and to his delight found himself at the very spot foretold in his dream. There was the cottonwood tree, and beneath it sat a man. But . . . not the man in his dream. Instead, there sat a man dressed in a simple robe, a bowl at his feet.
- 6 “Last night I dreamed I met a man right here, beneath this very tree, at this very hour, dressed exactly as you!” exclaimed the man. “Greetings and welcome!”
- 7 “I too had a dream,” said the merchant. “I dreamed that I’d come to this very spot, by this very tree, at this very hour. I too met a man . . . but not a man such as yourself. Instead, I met another merchant. I traded with him for a rare and precious jewel.”
- 8 Reaching into the folds of his robe the man pulled out a dazzling jewel. “Oh you must mean THIS,” replied the man. “Do you wish to possess it?”
- 9 “Yes, Yes, I would like nothing more, that is . . . if we can come to favorable terms.”

¹wares—items for sale

²magnificent proportions—large size

- 10 "Terms? Terms?" said the man. "I know nothing of terms. But here, if you wish to have it, take it, it is yours, and be blessed on your journey."
- 11 Hardly able to believe his good fortune, the merchant reached for the jewel, thanked his benefactor³ and walked on, as a man mesmerized⁴, anticipating the great profit that soon would be his.
- 12 A week later, the path that led the merchant to the capital city now led him back home. He came to the golden cottonwood tree, and there he found the man sitting in contemplation⁵.
- 13 "Greetings again traveler! You have returned . . . as in my dream. Did you profit from the jewel as you had hoped and dreamed?"
- 14 Now, reaching into his own pocket, the merchant pulled out . . . the jewel.
- 15 "I have come to return this to you. I have no need for it. What I truly desire now is far more precious than this jewel! Now, what I wish for is to learn from you what allowed you to give it away to me so freely."

"The Precious Jewel" from storytellerscampfire.wordpress.com. Copyright © 2010 Robert Kanegis.

³benefactor—person who helps

⁴mesmerized—to be extremely interested

⁵contemplation—deep thought

6. Circle the correct word in each box to complete the sentence to tell about an event in the passage.

In paragraph 11 of "The Precious Jewel," the author uses the word **anticipating** to show that the merchant _____

agrees
chooses
expects

to sell the jewel, and that he feels _____ about the idea of selling it.

hesitant
pleased
worried

7. Part A

In paragraphs 5–10 of “The Precious Jewel,” what is the **main** difference between the man and the merchant?

- Ⓐ The merchant worries about the happiness of others, and the man does not.
- Ⓑ The merchant remembers a dream, and the man does not remember.
- Ⓒ The merchant wants to make a trade, and the man is not willing.
- Ⓓ The merchant cares about possessions, and the man does not.

Part B

Which detail from the story **best** supports the answer to Part A?

- Ⓐ ““I too met a man . . . but not a man such as yourself.”” (paragraph 7)
- Ⓑ ““I traded with him for a rare and precious jewel.”” (paragraph 7)
- Ⓒ ““Oh you must mean THIS. . . .”” (paragraph 8)
- Ⓓ ““But here, if you wish to have it, take it, it is yours. . . .”” (paragraph 10)

- 8.** Circle the correct phrase in each box to complete the sentences about "The Precious Jewel."

The merchant's dream leads him
to _____.

try to trade for the jewel with the man
decide to take a trip the next morning
sit under a tree and wait for the man

This action causes a series of events in the story that develop
the theme that _____.

greed is harmful to oneself and others
wisdom is more valuable than money
honesty is its own reward

Read the passage from "A Tale of Three Brothers." Then answer questions 9 through 11.

from "A Tale of Three Brothers"

by Gary Marvin Davison



- 1 One day three brothers went on a trip to the district capital. Along the way, they stopped to rest beneath a tree. All of a sudden, seemingly out of nowhere, there appeared three jugs. When the brothers looked inside the jugs, they found all three full of silver and gold. All three brothers were of course elated. The older and younger brother felt that their good fortune was reward for their kind ways and hardworking natures. The middle brother thought that if so much silver and gold was wonderful, more of such treasure would be even better. After discussing matters awhile, the three brothers decided to leave the three jugs hidden in a pile of straw near the tree. They would retrieve their treasure on the way back home from the district capital.

- 2 The brothers traveled on together to the district capital. But the middle brother could think only of retrieving that treasure of silver and gold. He began to feign¹ deep discomfort, screaming that his stomach hurt. He complained to his brothers, "Oh, I'm just not up to this trip anymore. I've never had such a stomachache! I'll be all right after I have a chance to rest quietly at home. Just go on ahead, and I'll go back home."
- 3 This middle brother then made haste² back to the tree and searched in the straw for the three jugs. He found the jugs—but did he have a surprise coming! The silver and gold that had previously filled the three jugs had become something entirely different. The fine shine of the precious metals now had the murky appearance of very foul, smelly water. Disgusted and now really feeling that stomachache that he had faked before, the middle brother trudged home in great discontent³.
- 4 But when his brothers returned to the tree on their way back from the district capital, they found the three jugs where they had left them, still full of silver and gold. These two brothers each took one jug in hand and helped each other carry the remaining jug. Once home, they said, they would divide the treasure according to a sensible plan: Because each jug held the same amount of silver and gold, each brother would take one jug.
- 5 Upon the return of his brothers, the middle brother lay on his bed, still feigning illness. When he saw that the jugs his brothers carried somehow now held silver and gold once again, his heart filled anew with greed. What was this awful trick that the three jugs had played on him? Then his heart did a flip when he heard his elder brother's words:
- 6 "Here, my brother, is your jug full of silver and gold. Younger brother and I certainly hope that you are feeling better. We know that wealth is nothing compared to health, but when you're feeling well again, we know that you will enjoy this fortune that the three of us found together."
- 7 His kind and honest brothers had returned to give him his one-third share of the treasure. The middle brother's heart emptied its greed as guilt poured in. But that guilt led to a new outlook on life. From that day forward, the middle brother changed his greedy ways.

From "A Tale of Three Brothers" republished with permission of ABC-CLIO from TALES FROM THE TAIWANESE retold by Gary Marvin Davison, © 2004 by Libraries Unlimited; permission conveyed through Copyright Clearance Center, Inc.

¹feign—pretend

²made haste—hurried

³discontent—unhappiness

9. Part A

In paragraph 3 of the passage from “A Tale of Three Brothers,” what does the “foul, smelly water” represent?

- ☐ Ⓐ anger
- ☐ Ⓑ failure
- ☐ Ⓒ greed
- ☐ Ⓓ illness

Part B

Which detail from the passage provides evidence to support the answer to Part A?

- ☐ Ⓐ “. . . could think only of retrieving that treasure of silver and gold.” (paragraph 2)
- ☐ Ⓑ “. . . screaming that his stomach hurt.” (paragraph 2)
- ☐ Ⓒ “. . . but did he have a surprise coming!” (paragraph 3)
- ☐ Ⓓ “. . . the middle brother trudged home in great discontent.” (paragraph 3)

10. Part A

How does the illustration **best** contribute to the meaning of the passage from “A Tale of Three Brothers”?

- Ⓐ by showing how the middle brother reacts to the jugs of water
- Ⓑ by showing where the middle brother finds the jugs of water
- Ⓒ by showing the clothing the middle brother is wearing
- Ⓓ by showing the size and age of the middle brother

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “All three brothers were of course elated.” (paragraph 1)
- Ⓑ ““I’ll be all right after I have a chance to rest quietly at home.”” (paragraph 2)
- Ⓒ “. . . now really feeling that stomachache that he had faked before . . .” (paragraph 3)
- Ⓓ “. . . his heart did a flip when he heard his elder brother’s words. . . .” (paragraph 5)

11. Part A

Which set of sentences provides the **best** summary of the passage from “A Tale of Three Brothers”?

- Ⓐ After three brothers find jugs full of silver and gold, one brother tries to steal the jugs but finds they are full of smelly water. Later, he learns a lesson when his brothers bring the treasure to share with him.
- Ⓑ When three brothers are walking to the district capital, they find three jugs full of silver and gold. The middle brother pretends to have a stomachache and decides to go back home.
- Ⓒ While three brothers are at the district capital, one pretends to get sick because he wants to get home early. His brothers bring him a jug full of silver and gold as a gift.
- Ⓓ Three brothers are walking when they find something interesting. One brother lies and does not get what he wants, but the other brothers get what they want.

Part B

Which detail from the passage provides the **best** conclusion to the summary in Part A?

- Ⓐ “They would retrieve their treasure on the way back home from the district capital.” (paragraph 1)
- Ⓑ “But when his brothers returned to the tree on their way back from the district capital, they found the three jugs where they had left them, still full of silver and gold.” (paragraph 4)
- Ⓒ “When he saw that the jugs his brothers carried somehow now held silver and gold once again, his heart filled anew with greed.” (paragraph 5)
- Ⓓ “From that day forward, the middle brother changed his greedy ways.” (paragraph 7)

Refer to the passages “The Precious Jewel” and from “A Tale of Three Brothers.” Then answer question 12.

12. Part A

How is a shared theme developed in **both** “The Precious Jewel” and the passage from “A Tale of Three Brothers”?

- (A) The actions of characters show that good people treat others with understanding.
- (B) The actions of characters show that generosity is more important than wealth.
- (C) An event suggests that strangers can soon become friends.
- (D) An event suggests that hard work leads to success.

Part B

Which **two** details support the answer to Part A? Select **one** detail from **each** story.

- (A) “. . . traded for the jewel securing terms that would assure him a handsome profit.” (paragraph 4, “The Precious Jewel”)
- (B) “He came to the golden cottonwood tree, and there he found the man sitting. . . .” (paragraph 12, “The Precious Jewel”)
- (C) ““. . . what I wish for is to learn from you what allowed you to give it away to me so freely.” (paragraph 15, “The Precious Jewel”)
- (D) “. . . felt that their good fortune was reward for their kind ways and hardworking natures.” (paragraph 1, from “A Tale of Three Brothers”)
- (E) “. . . each took one jug in hand and helped each other carry the remaining jug.” (paragraph 4, from “A Tale of Three Brothers”)
- (F) ““Here, my brother, is your jug full of silver and gold.” (paragraph 6, from “A Tale of Three Brothers”)

This is the end of Item Set 1.

Today you will read a passage from *Gravity Buster: Journal #2 of a Cardboard Genius*. Pay close attention as you read so that you can answer questions and write a narrative based on the passage.

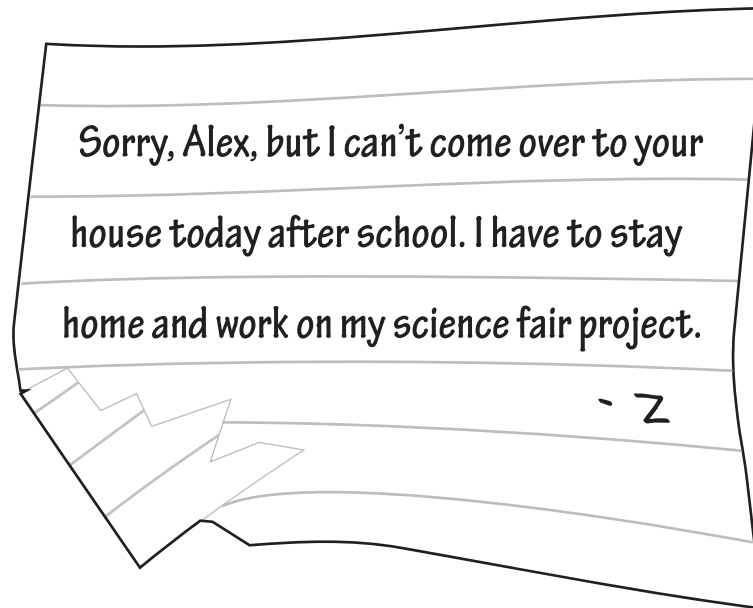
Read the passage from *Gravity Buster: Journal #2 of a Cardboard Genius*. Then answer questions 1 through 5.

from Gravity Buster: Journal #2 of a Cardboard Genius

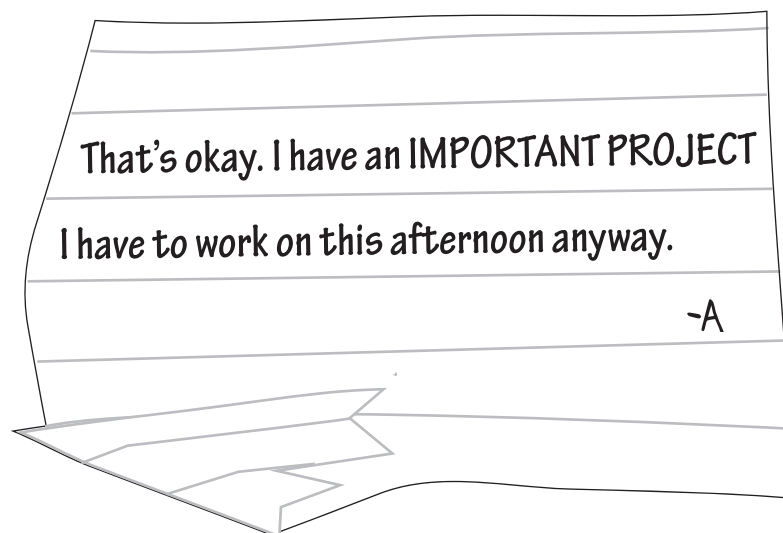
by Frank Asch

- 1 Right now I'm in study hall. The kid at the desk beside me is drawing motorcycles on the dust jacket¹ of his math book. The kid behind me is memorizing a vocabulary list and tapping his foot on the leg of my chair. (So annoying!) And I'm writing with a leaky pen in a notebook I bought at Cheap-Mart for less than a dollar. I know what I'm doing doesn't look very important, but you can take my word for it: this journal is destined to become part of the most monumental manuscript in the history of mankind! Someday when it's in a museum behind bulletproof glass, even the wealthiest billionaire in the world won't be able to afford the period at the end of this sentence.
- 2 Zoe Breen, the girl who sits in front of me, just dropped a crumpled scrap of notebook paper near my left foot. After checking to make sure Mr. Howard, the study hall teacher, isn't looking in my direction, I quickly bend down and pick it up:

¹dust jacket—a removable cover that protects a book from damage



- 3 My note back to Zoe is written on a tiny slip of paper that I slide into an empty ballpoint pen and ease onto the floor so it rolls near her desk.



- 4 Last year Zoe won first place in the statewide Science Fair with her study of the drinking habits of guinea pigs. This year she's working with gray squirrels. She's going to offer them three different kinds of peanut butter: one salty, one plain and one sweet, and see which they like best and how it affects their health.
- 5 That's the kind of science Zoe likes. I'm more into astrophysics and space travel.

6 In my first notebook, *Star Jumper: Journal of a Cardboard Genius*, I described how I designed and built the world's first intergalactic spaceship. Unfortunately, I also had to give a blow-by-blow account of how that amazing spacecraft was destroyed in a senseless pillow fight with my little brother, Jonathan. That's the bad news. The good news is that in the past two weeks I've been working on a new and improved Star Jumper. And it's almost finished!

From GRAVITY BUSTER: JOURNAL #2 OF A CARDBOARD GENIUS by Frank Asch, Kids Can Press. Copyright © 2007 by Frank Asch. All rights reserved.

1. Part A

How does Alex's point of view affect how science is described?

- Ⓐ by showing how science allows people to make discoveries together
- Ⓑ by making science seem like the most detailed subject in school
- Ⓒ by showing the fun and creative side of studying science
- Ⓓ by making science seem like a good way to earn a living

Part B

Which detail **best** supports the answer to Part A?

- Ⓐ Alex exclaims that his improved spaceship is almost complete.
- Ⓑ Alex describes an experiment about squirrels' eating habits.
- Ⓒ Alex explains how he passes notes to Zoe during study hall.
- Ⓓ Alex provides details about Zoe's winning project.

2. Based on the information in the passage, circle the correct phrase in each box to show how Alex and Zoe are the same and how they are different.

Alex and Zoe are alike when it comes to

_____ .

how much they enjoy drawing in their journals

how cleverly they disguise their notes

how creative their projects are

how they feel about school

They are different when it comes to _____ .

the plans they have after school

the time spent on their projects

the science fairs they attended

the type of science they enjoy

3. Part A

Based on the information in the passage, what is the difference between the events recorded in Alex's first journal and his second?

- Ⓐ The first journal contained information about the destruction of the spacecraft.
- Ⓑ The first journal focused mainly on drawings of the spacecraft.
- Ⓒ The first journal explained how the spacecraft would operate.
- Ⓓ The first journal included fewer details about the spacecraft.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "... writing with a leaky pen in a notebook I bought at Cheap-Mart for less than a dollar." (paragraph 1)
- Ⓑ "... destined to become part of the most monumental manuscript in the history . . ." (paragraph 1)
- Ⓒ "... how I designed and built the world's first intergalactic spaceship." (paragraph 6)
- Ⓓ "... a blow-by-blow account of how that amazing spacecraft was destroyed . . ." (paragraph 6)

4. Write the letter for **one** statement that expresses a theme of the passage in the box labeled Theme. Then write the numbers for **two** details that support the theme in the box labeled Supporting Details.

Possible Themes

- A. A setback can lead to a greater achievement.
- B. Working with animals gets the best results.

Details

1. A pillow fight causes the destruction of the first intergalactic spaceship.
2. A study of guinea pig drinking habits wins first place in the statewide Science Fair.
3. A study of squirrels' eating habits can lead to a better understanding of their health.
4. A Star Jumper with a new design is nearly complete.

Theme

Supporting Details

-
- This image shows a full page of blank handwriting practice paper. It features approximately 20 evenly spaced, horizontal blue lines across the entire page. The background is white, providing a clear contrast for the blue lines. There are no margins, text, or other markings present.

A large rectangular box with a blue border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across the width of the box, leaving a small margin on the left and right sides.

This image shows a single page of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

A large rectangular box with a blue border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across the width of the box.

Today you will read a passage from *Angus MacMouse Brings Down the House* and a passage from *The Wonderful Wizard of Oz*. Then you will answer questions about the texts.

Read the passage from *Angus MacMouse Brings Down the House*. Then answer questions 6 through 8.

from Angus MacMouse Brings Down the House

by Linda Phillips Teitel

- 1 Rosemary had a small, cheerful room, with a narrow bed and a small window that looked out over the street below. Tucked in one corner of the room was a lovely Victorian dollhouse.
- 2 When she brought Angus home late that night, she set him down in the neatly furnished parlor¹. Without wasting any time he ran upstairs and downstairs, carefully sniffing everything as he inspected each charming little room. He decided immediately that this was by far the most wonderful house he had ever seen.
- 3 “I hope you’ll be comfortable in my dollhouse. I’m twelve now, so I hardly play with it anymore—but it’s much too pretty to put up in the attic,” said Rosemary as she plumped the tiny pillows on the little bed. She smiled at Angus. “It’s the perfect size for you. Now make yourself at home, and I’ll go find you some food.”
- 4 Food! Angus was starving. But he was exhausted too. He climbed up the stairs to the bedroom and curled up on the soft canopy bed. He thought he would just rest there while he waited for Rosemary to return. Maybe she would bring him some cake, or some biscuits, or . . .
- 5 Angus drifted off into a deep, peaceful sleep.

¹parlor—a sitting room in a house

- 6 Something amazing and wonderful was happening. Minnie McGraw was singing and Angus was conducting the orchestra. He stood on the podium next to the important-looking man. They were both wearing black tuxedos², and Angus had a little white stick that he waved around with great authority. When he pointed at the violinists, they played more furiously. When he slowed down, all the musicians slowed down too. Angus was making the music, and it sounded magnificent. The important-looking man lifted him up and the audience burst into wild applause. Angus bowed again and again as the audience cheered.
- 7 But something was not quite right. Why was Minnie still singing?
- 8 Angus opened his eyes and realized, to his great disappointment, that he had been dreaming. The roar was not applause at all; it was a garbage truck lumbering down the street. And the singing . . . where was the singing coming from?
- 9 . . . He recognized the melody of the aria³ that Minnie McGraw had sung the night before. The voice was similar to Minnie's, but more sweet and sunny, like a summer morning.
- 10 *How beautiful*, he thought as he yawned and stretched. *It must be a radio.*

From *ANGUS MACMOUSE BRINGS DOWN THE HOUSE* by Linda Phillips Teitel, Bloomsbury Books for Young Readers.
Copyright © 2010 by Linda Phillips Teitel.

²tuxedos—a man's suit worn on formal occasions

³aria—an elaborate melody sung by one person and accompanied by musical instruments

6. Part A

What is the meaning of **authority** as it is used in paragraph 6 of the passage from *Angus MacMouse Brings Down the House*?

- Ⓐ command
- Ⓑ courage
- Ⓒ feeling
- Ⓓ success

Part B

Which detail supports the answer to Part A?

- Ⓐ The audience cheers when the man lifts Angus into the air.
- Ⓑ The musicians obey when Angus points at them.
- Ⓒ Angus enjoys making music.
- Ⓓ Angus wears fine clothes.

7. Create a summary of paragraphs 1–5 of the passage from *Angus MacMouse Brings Down the House* by writing the letters of the **four most** important events in the table in the correct order. Not all events will be used.

A. Rosemary tells Angus he is welcome to use her dollhouse.

B. Rosemary leaves to find food for Angus.

C. Rosemary tells Angus she is twelve years old.

D. Angus hopes for cake.

E. Rosemary brings Angus home.

F. Angus quickly falls asleep.

First	_____
Next	_____
Then	_____
Last	_____

8. Part A

How does Angus's point of view affect the description of events in the passage from *Angus MacMouse Brings Down the House*?

- Ⓐ by making readers aware of Angus' feelings about Minnie McGraw
- Ⓑ by letting readers know how Angus feels about performing
- Ⓒ by showing readers Rosemary's thoughts about Angus
- Ⓓ by helping readers understand why Angus is so tired

Part B

Which detail supports the answer to Part A?

- Ⓐ "... as she plumped the tiny pillows on the little bed." (paragraph 3)
- Ⓑ "... climbed up the stairs to the bedroom . . ." (paragraph 4)
- Ⓒ "... realized, to his great disappointment, that he had been dreaming." (paragraph 8)
- Ⓓ "... more sweet and sunny, like a summer morning." (paragraph 9)

Read the passage from *The Wonderful Wizard of Oz*. Then answer questions 9 and 10.

from *The Wonderful Wizard of Oz*

by L. Frank Baum

- 1 In spite of the swaying of the house and the wailing of the wind, Dorothy soon closed her eyes and fell fast asleep.
- 2 She was awakened by a shock, so sudden and severe that if Dorothy had not been lying on the soft bed she might have been hurt. As it was, the jar made her catch her breath and wonder what had happened; and Toto put his cold little nose into her face and whined dismally. Dorothy sat up and noticed that the house was not moving; nor was it dark, for the bright sunshine came in at the window, flooding the little room. She sprang from her bed and with Toto at her heels ran and opened the door.
- 3 The little girl gave a cry of amazement and looked about her, her eyes growing bigger and bigger at the wonderful sights she saw.
- 4 The cyclone had set the house down very gently—for a cyclone—in the midst of a country of marvelous beauty. There were lovely patches of greensward¹ all about, with stately² trees bearing rich and luscious fruits. Banks of gorgeous flowers were on every hand, and birds with rare and brilliant plumage sang and fluttered in the trees and bushes. A little way off was a small brook, rushing and sparkling along between green banks, and murmuring³ in a voice very grateful to a little girl who had lived so long on the dry, gray prairies.
- 5 While she stood looking eagerly at the strange and beautiful sights, she noticed coming toward her a group of . . . people. . . . They were not as big as the grown folk she had always been used to; but neither were they very small. In fact, they seemed about as tall as Dorothy, who was a well-grown child for her age, although they were, so far as looks go, many years older.

¹greensward—green grass

²stately—large in size

³murmuring—speaking softly and continuously

- 6 Three were men and one a woman, and all were oddly dressed. They wore round hats that rose to a small point a foot above their heads, with little bells around the brims that tinkled sweetly as they moved. The hats of the men were blue; the little woman's hat was white, and she wore a white gown that hung in pleats from her shoulders. Over it were sprinkled little stars that glistened in the sun like diamonds. The men were dressed in blue, of the same shade as their hats, and wore well-polished boots with a deep roll of blue at the tops. The men, Dorothy thought, were about as old as Uncle Henry, for two of them had beards. But the little woman was doubtless much older. Her face was covered with wrinkles, her hair was nearly white, and she walked rather stiffly.
- 7 When these people drew near the house where Dorothy was standing in the doorway, they paused and whispered among themselves, as if afraid to come farther. But the little old woman walked up to Dorothy [and] made a low bow.

From THE WONDERFUL WIZARD OF OZ by L. Frank Baum—Public Domain

9. Part A

What does the author of the passage from *The Wonderful Wizard of Oz* mean in paragraph 6 by his use of the simile **little stars that glistened in the sun like diamonds**?

- ☐ Ⓐ The stars are expensive like diamonds.
- ☐ Ⓑ The stars are distant like diamonds.
- ☐ Ⓒ The stars are shiny like diamonds.
- ☐ Ⓓ The stars are rare like diamonds.

Part B

Based on the author's descriptions, which detail in paragraph 4 could be described as glistening **in the sun like diamonds**?

- ☐ Ⓐ "... a small brook . . ."
- ☐ Ⓑ "... rushing and sparkling along . . ."
- ☐ Ⓒ "... a voice very grateful . . ."
- ☐ Ⓓ "... dry, gray prairies."

10. Part A

How does the event in paragraphs 1–2 compare to the event in paragraphs 5–6 of the passage from *The Wonderful Wizard of Oz*?

- Ⓐ The first event is full of uncertainty, but the second event brings certainty.
- Ⓑ The first event is frightening, but the second event is delightful.
- Ⓒ Both events present dangerous situations for Dorothy.
- Ⓓ Both events lead to Dorothy's loneliness.

Part B

Which **two** details **best** support the answer to Part A?

- Ⓐ "... and Toto put his cold little nose into her face and whined dismally." (paragraph 2)
- Ⓑ "... nor was it dark . . ." (paragraph 2)
- Ⓒ "... flooding the little room." (paragraph 2)
- Ⓓ "... not as big as the grown folk she had always been used to . . ." (paragraph 5)
- Ⓔ "... with little bells around the brims that tinkled sweetly as they moved." (paragraph 6)
- Ⓕ "... she walked rather stiffly." (paragraph 6)

Refer to the passages from *Angus MacMouse Brings Down the House* and from *The Wonderful Wizard of Oz*. Then answer question 11.

11. Part A

Which statement correctly explains how both the passage from *Angus MacMouse Brings Down the House* and the passage from *The Wonderful Wizard of Oz* treat a similar theme?

- (A) The passage from *Angus MacMouse Brings Down the House* features a character who finds enjoyment in a dream, while the passage from *The Wonderful Wizard of Oz* features a character waking up with curiosity or wonder.
- (B) The passage from *Angus MacMouse Brings Down the House* features a character who has a difficult problem, while the passage from *The Wonderful Wizard of Oz* features a character who has an easily solved problem.
- (C) Both passages point out how people long for companionship.
- (D) Both passages highlight how people dislike change.

Part B

Which paragraphs are most important to the development of the theme? Select **one** paragraph from **each** passage.

- (A) paragraph 3 of the passage from *Angus MacMouse Brings Down the House*
- (B) paragraph 4 of the passage from *Angus MacMouse Brings Down the House*
- (C) paragraph 6 of the passage from *Angus MacMouse Brings Down the House*
- (D) paragraph 2 of the passage from *The Wonderful Wizard of Oz*
- (E) paragraph 4 of the passage from *The Wonderful Wizard of Oz*
- (F) paragraph 7 of the passage from *The Wonderful Wizard of Oz*

Refer to the passages from *Angus MacMouse Brings Down the House* and *The Wonderful Wizard of Oz*. Then answer question 12.

- 12.** Write an **X** in each row of the table to indicate which passage expresses each theme. Mark only **one** box per row.

Theme	Passage from <i>Angus MacMouse Brings Down the House</i>	Passage from <i>The Wonderful Wizard of Oz</i>
People sometimes must rely on the help of friends.		
People sometimes escape dangerous situations unharmed.		
People are most content when doing something they like.		
People can find unfamiliar surroundings beautiful to look at.		

This is the end of Item Set 2.

Today you will research whales. You will read passages from three sources, “Bowhead Whales with Talent!” as well as *Humpback Whales* and “The Social Lives of Whales.” As you review these passages, you will gather information about whales so you can write a response.

Read the passage from “Bowhead Whales with Talent!” Then answer questions 1 through 4.

from “Bowhead Whales with Talent!”

by Laura Lane

- 1 In the dark, icy waters of Fram Strait, between Greenland and Norway’s Svalbard islands, the bowhead whales are singing. They shriek like cats. They trumpet. They make low *woo woo* noises.
- 2 “It doesn’t sound like anything you would attribute to a whale,” says Dr. Kate Stafford, an oceanographer at the University of Washington. Scientists say bowhead whales sing with two voices because they can make both high-pitched and low-pitched sounds at the same time.
- 3 Of the world’s four bowhead-whale populations, the group that lives near Spitsbergen (one of the Svalbard islands) is the smallest and is critically endangered. To find some of those whales, Dr. Stafford and her co-workers used underwater microphones, called hydrophones, to record whale sounds in Fram Strait for a full year. They used the recordings both to count the number of singing bowheads and to study their songs.

Lost Whales . . . Found!

- 4 They discovered a chorus of bowhead songs taking place in Fram Strait during the winter and spring. “We know there are a minimum of 66 singers. Considering the current population estimate is unknown but thought to be ‘in the tens’ (fewer than 100), this is important,” Dr. Stafford says. “Also, the diversity of songs sung in a single winter is greater than has ever been reported for a whale species.”
- 5 Scientists think the loud, continuous singing of complex songs means the whales are gathering in those cold waters.

- 6 The discovery is a step toward saving the endangered Spitsbergen bowheads. This group was thought to be extinct until rare sightings began to increase in the 1980s. Until now, scientists knew almost nothing about where these whales spent the winters. The songs have revealed an important winter habitat. Fram Strait may even be a mating ground.

Cold-Water Whale

- 7 With a layer of insulating fat, or blubber, up to 11 inches thick under its skin, the bowhead is the only baleen whale that can live in the Arctic all year round. It stays under the ice during the winters, using its huge head to break breathing holes through eight-inch-thick ice whenever necessary. It spends the summers swimming through areas of broken and melting ice.
- 8 Like the humpback and other baleen whales, the bowhead has no teeth. Instead, its mouth has a filter made of hard material called baleen. The whale swims along with its mouth open, catching large numbers of tiny crustaceans along with some fish. Then it swallows its catch.
- 9 People once used the whale's blubber and baleen to make many products, from lamp oil to buggy whips. As early as the 17th century, whalers hunted several types of whales, especially bowheads, bringing them to near extinction.
- 10 Beginning in 1946, nations began working together to protect whales from commercial fishing. In some areas, the Inuit and other native peoples are still permitted to hunt a limited number of bowheads.

Singing in the Dark

- 11 When Dr. Stafford and her team recorded the whales, they expected them to make simple grunts and moans. The researchers were amazed by the complex songs, much like birds' melodies. Under the ice of western Fram Strait, the bowheads sang daily, often hourly, from November to April.
- 12 Dr. Stafford says the whales have different call types for different purposes. For example, they make simple sounds called "upsweeps" and listen for the echoes to help them navigate through dark, icy waters.

- 13 The almost nonstop singing of complex songs likely comes from male bowheads, just as most birdsongs and frog calls are made mainly by males. "It's a big mystery as to how it plays out in mating," says Dr. Stafford. "It may be males showing off to one another, or it may be a display to attract females."

From "Bowhead Whales with Talent!" by Laura Lane from HIGHLIGHTS FOR CHILDREN, November 2016. Copyright © 2016, Highlights for Children, Inc. All rights reserved.

1. Part A

What does the word **estimate** mean as it is used in paragraph 4 of the passage from “Bowhead Whales with Talent!”?

- ☐ Ⓐ description
- ☐ Ⓑ guess
- ☐ Ⓒ measurement
- ☐ Ⓓ total

Part B

Which phrase from paragraph 4 **best** supports the answer to Part A?

- ☐ Ⓐ “. . . a minimum . . .”
- ☐ Ⓑ “. . . thought to be . . .”
- ☐ Ⓒ “. . . is important . . .”
- ☐ Ⓓ “. . . ever been reported . . .”

2. Part A

Which pair of sentences represents main ideas of the passage from "Bowhead Whales with Talent!"?

- (A) The bowhead whale is the only baleen whale that can survive in the Arctic throughout the year.
Bowhead whales eat tiny crustaceans along with some fish.
- (B) The Inuit are still allowed to hunt a limited number of bowhead whales.
Bowhead whales can make both high-pitched and low-pitched sounds at the same time.
- (C) People use parts of the bowhead whale to create a variety of products.
Bowhead whales sing complex songs throughout the day.
- (D) Bowhead whales produce different sounds for many reasons.
Bowhead whales that live near Spitsbergen are an endangered group.

Part B

Which **two** details from the passage **best** support the answer to Part A?

- (A) "'It doesn't sound like anything you would attribute to a whale,' says Dr. Kate Stafford. . . ." (paragraph 2)
- (B) "'We know there are a minimum of 66 singers.'" (paragraph 4)
- (C) "Scientists think the loud, continuous singing of complex songs means the whales are gathering . . ." (paragraph 5)
- (D) "This group was thought to be extinct until rare sightings began to increase in the 1980s." (paragraph 6)
- (E) "It stays under the ice during the winters, using its huge head to break breathing holes through eight-inch-thick ice . . ." (paragraph 7)
- (F) "Dr. Stafford says the whales have different call types for different purposes." (paragraph 12)

3. Based on the passage from “Bowhead Whales with Talent!,” write an **X** in each row of the table to select which details describe how bowhead whales are similar to other baleen whales and which details describe how bowhead whales are different than other baleen whales. Write only one **X** in each row.

Details from the Passage	Similar	Different
“. . . sing with two voices . . .” (paragraph 2)		
“‘. . . the diversity of songs sung in a single winter is greater . . .’” (paragraph 4)		
“. . . can live in the Arctic all year round.” (paragraph 7)		
“. . . has no teeth.” (paragraph 8)		
“. . . catching large numbers of tiny crustaceans . . .” (paragraph 8)		
“. . . bringing them to near extinction.” (paragraph 9)		

4. Circle the correct phrase in each box to complete a summary of the passage from "Bowhead Whales with Talent!"

Dr. Kate Stafford and her co-workers used underwater microphones in Fram Strait for one year to

_____.

determine why many bowhead whales sing without stopping
determine whether bowhead whales make different sounds
record the sounds made by bowhead whales
study the mating calls of bowhead whales

Now that scientists know

_____.

the meaning of the songs sung by bowhead whales
how the bowhead whales survive in the cold water
why there are so few bowhead whales
where bowhead whales like to gather

they can begin to protect this endangered species.

Read the passage from *Humpback Whales*. Then answer questions 5 and 6.

from *Humpback Whales*

by Anna Claybourne

Can Whales Talk?

- 1 Humpbacks seem to communicate with each other by making grunting and whistling sounds. These sounds are mostly made by mothers and calves calling to each other, but members of a pod also communicate with each other. Humpbacks also make whooping noises when they are bubble-net feeding¹, perhaps to scare the fish. This is not the same as the “singing” that male humpbacks are known for.

Breaching and Slapping

- 2 Humpbacks are very good at breaching. This is when they leap out of the water and then crash back down. They also slap the water surface with their flippers. This could be a way of communicating, or it could help the whales clean parasites, such as lice, off their skin. Or maybe they do it just for fun.

Whalesong

- 3 Humpbacks are known for their singing, or “whalesong.” They sing a detailed pattern of sounds, usually lasting 8 to 15 minutes, and repeat it again and again. Humpback singing includes wailing, squeaking, barking, moaning, and rumbling noises. People often describe it as haunting and beautiful—but it probably doesn’t sound that way to the humpbacks!
- 4 It is almost always male humpbacks that sing during the mating season. So it seems to have something to do with courtship, but scientists do not know exactly what. It could be to impress females or to scare off other males. Or it could just be a way to call lots of whales together to mate.

¹ bubble-net feeding—a hunting and feeding behavior in which groups of whales blow bubbles to confuse and trap their prey

Changing Tunes

- 5 All whales in the same area sing a similar song. In another area, the song will be different. Sometimes one humpback introduces a new section or sound. Before long, other males hear the new song and copy it, and the new version quickly spreads to all the whales nearby. So, as with human music, whales create, learn, and pass on their songs.

How Intelligent Are Humpback Whales?

- 6 Intelligence is a hard thing to measure, especially in animals. However, whales and dolphins do seem to be very intelligent animals, along with chimps, orangutans, elephants, and crows. Humpback whales, like other whales, have been seen doing some very clever things.

Complicated Brains

- 7 Compared to their body size, humpback brains are smaller than those of humans, chimps, or dolphins. But scientists have found that their brains show another sign of intelligence: they have a complex structure, or shape. The cortex, or outer part, of the humpback brain is deeply folded and made up of several layers, in a similar way to a human brain.
- 8 Scientists have found cells called spindle cells in humpbacks' and other whales' brains. They are thought to be used in language and understanding emotions. The only other animals known to have them are apes and elephants.

Learning

- 9 Learning is a sign of intelligence. Like humans, humpbacks learn a lot as they grow up, instead of behaving mainly according to instinct from birth. Adult humpbacks also learn things from each other, such as new songs and new methods of hunting.
- 10 Bubble-net hunting can even be seen as an example of using tools, another sign of high intelligence. And scientists think humpbacks' constantly changing songs show that they have culture, with shared social activities and creations.

From HUMPBACK WHALES by Anna Claybourne. Copyright © 2013 Heinemann Library, an imprint of Capstone Global Library, LLC. All rights reserved.

5. Part A

What does the phrase **according to instinct** mean as it is used in paragraph 9 of the passage from *Humpback Whales*?

- ☐ Ⓐ a behavior that is learned
- ☐ Ⓑ a behavior that is shared
- ☐ Ⓒ a natural behavior
- ☐ Ⓓ a clever behavior

Part B

Which detail from paragraph 9 provides the **best** clue for the meaning of the phrase **according to instinct**?

- ☐ Ⓐ “. . . sign of intelligence . . .”
- ☐ Ⓑ “. . . as they grow up . . .”
- ☐ Ⓒ “. . . from birth . . .”
- ☐ Ⓓ “. . . from each other . . .”

6. Part A

In the passage from *Humpback Whales*, how does the author support the claim that humpback whales are intelligent creatures?

- Ⓐ by comparing the behaviors of humpback whales with the behaviors of dolphins
- Ⓑ by highlighting the different patterns in the songs of humpback whales
- Ⓒ by describing human encounters with humpback whales
- Ⓓ by describing how humpback whales learn new songs

Part B

Which **two** details from the passage **best** support the answer to Part A?

- Ⓐ Humpback mothers and calves make sounds to each other. (paragraph 1)
- Ⓑ The singing of humpback whales is described as beautiful. (paragraph 3)
- Ⓒ Male humpbacks frequently sing to attract mates. (paragraph 4)
- Ⓓ Humpback whales in the same area have similar songs. (paragraph 5)
- Ⓔ Like humans, humpback whales create, learn, and pass on their songs. (paragraph 5)
- Ⓕ Humpback whales learn new songs and new methods of hunting from each other. (paragraph 9)

Refer to the passages from “Bowhead Whales with Talent!” and from *Humpback Whales*. Then answer question 7.

7. Complete the chart in order to compare the text structure used in the passage from “Bowhead Whales with Talent!” to the text structure of the passage from *Humpback Whales*. Write **one** letter for the structure of the passage from “Bowhead Whales with Talent!” and **one** letter for the structure of the passage from *Humpback Whales*. Then write **two** numbers that support each response.

Structure

- A. uses details to show how scientists make new discoveries about whales
- B. uses compare/contrast to show how dolphins and whales are similar
- C. uses chronological order to explain why whales are being protected
- D. uses problem/solution to explain why whale behavior has changed
- E. uses examples to demonstrate how intelligent whales are

from "Bowhead Whales with Talent!"

- 1. Recordings help researchers "count the number of singing bowheads and to study their songs." (paragraph 3)
- 2. Finding the whales in Fram Strait is "a step toward saving the endangered Spitsbergen bowheads." (paragraph 6)
- 3. People who live in the area "are still permitted to hunt a limited number of bowheads." (paragraph 10)

from *Humpback Whales*

- 4. Humpback whales enjoy slapping "the water surface with their flippers." (paragraph 2)
- 5. Humpback whales are able to "create, learn, and pass on their songs." (paragraph 5)
- 6. Humpback whales have smaller brains than "humans, chimps, or dolphins." (paragraph 7)

Passage	Structure	Support
from "Bowhead Whales with Talent!"	_____	_____
from <i>Humpback Whales</i>	_____	_____

Read the passage from “The Social Lives of Whales.” Then answer question 8.

from “The Social Lives of Whales”

by Eric Wagner

- 1 At Shark Bay off of the west coast of Australia, a team of scientists from Australia and Europe has been studying a population of bottlenose dolphins for more than 30 years. A few years back, the researchers noticed that some dolphins wrapped their beaks with basket sponges before they went hunting for nutritious fish near the seafloor. This “sponging,” as the scientists called it, allowed the animals to forage among sharp rocks and corals, without risking injury. Those sponges protected the dolphins’ beaks as they roused fish from their hideouts.
- 2 This is the only known case of tool use in whales.¹
- 3 Not all bottlenose dolphins in Shark Bay use sponges this way. But those that do tend to be related to each other. A genetic analysis, published in 2005 in *Proceedings of the National Academy of Sciences*, traced the practice back almost 180 years to a single female ancestor. But more important than their being related is how dolphins pick up the skill: They are taught. Females appear to act as instructors, teaching the skill to their daughters—and occasionally to their sons.
- 4 Another group of biologists, led by Janet Mann from Georgetown University, in Washington, D.C., confirmed the importance of teaching. To do it, they borrowed a technique used to study social networks in people. Sponging dolphins are more likely to form groups with other sponging dolphins than they are to hang out with non-spongers. In 2012, the team published its finding in *Nature Communications*.
- 5 Sponging, Mann and her co-authors now conclude, is very much like a human subculture. They liken² it to skateboarders who prefer to hang out with other skateboarders.

¹whales—Bottlenose dolphins are scientifically classified as whales.

²liken—compare

Watching a new trick take hold

- 6 Even baleen whales, long thought to be relatively solitary, will teach each other new skills, scientists are finding.
- 7 Humpbacks, a type of baleen whales, often engage in a practice known as “bubble-netting.” The animals swim below schools of fish and then blow clouds of bubbles. These bubbles panic the fish, which prompts them to cluster into a tight ball. The whales then swim right through the ball with their mouths open, gulping fish-filled water.
- 8 In 1980, whale watchers saw a single humpback off of the East Coast of the United States do a modified version of this behavior. Before it blew bubbles, the animal slapped the water with its tail. That slapping behavior is known as *lobtailing*. For the next eight years, observers watched as more and more humpbacks picked up the practice. By 1989, nearly half of the population lobtailed the water before starting to bubble-net a dinner.
- 9 A group led by Luke Rendell, a biologist at the University of St. Andrews in Scotland, wondered why the whales were changing their bubble-netting behavior. So the scientists investigated. And they soon found that the whales were not eating herring, as they had before. The abundance of these tiny fish had fallen off. So the whales turned to dining on another small fish: the sand lance. But the bubbles didn’t panic the sand lance as easily as they had the herring. When a humpback smacked the water with its tail, however, the sand lance bunched tightly as the herring had. That slap was needed to make the bubble-netting technique work on the sand lance.
- 10 Still, what made this new lobtailing trick spread so rapidly through the Eastern humpbacks? Did the whale’s sex matter, as with the spongers? Did a calf learn lobtailing from its mother? No. The best predictor of whether a humpback would lobtail before bubble-netting was if it had watched another humpback do it.
- 11 “The animals were simply learning from individuals they had spent a lot of time with,” explains Rendell. It was the first time anyone had documented a spread of such a behavior through an animal’s social network, he notes. His team described its findings in a paper in *Science* in 2013.

From "The Social Lives of Whales" by Eric Wagner from SCIENCE NEWS FOR STUDENTS, March 13, 2015. Copyright © 2015 by Society for Science and the Public.

8. Part A

What is the meaning of the phrase **traced the practice** as it is used in paragraph 3 of the passage from “The Social Lives of Whales”?

- Ⓐ to show how dolphins protect themselves
- Ⓑ to describe where dolphins hunt for food
- Ⓒ to illustrate the sharing of skills
- Ⓓ to look for clues in the past

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . wrapped their beaks . . .” (paragraph 1)
- Ⓑ “. . . near the seafloor.” (paragraph 1)
- Ⓒ “. . . almost 180 years . . .” (paragraph 3)
- Ⓓ “. . . act as instructors . . .” (paragraph 3)

Refer to the passage from *Humpback Whales* and the passage from “The Social Lives of Whales.” Then answer question 9.

9. Complete the chart by writing the letter of an idea shared by the passage from *Humpback Whales* and the passage from “The Social Lives of Whales” in the appropriate box. Then write the numbers for the details that support the shared ideas in the appropriate boxes.

Ideas	
A.	Whales use music to calm each other.
B.	Whales use their bodies for a variety of reasons.
C.	Whales appear to have a shared social culture.

Evidence from <i>Humpback Whales</i>	
1.	Whales breach by jumping out of the water and splashing down again.
2.	Scientists think that whales may understand language and emotions.
3.	The brains of humpbacks are smaller than human brains.

Evidence from “The Social Lives of Whales”

4. Sponging dolphins are likely to spend time with other sponging dolphins.
5. Humpbacks learn a new way to get food by watching other humpbacks.
6. Scientists believe that the food supply for whales has changed.

Shared Ideas	Evidence from <i>Humpback Whales</i>	Evidence from “The Social Lives of Whales”
Whales are intelligent creatures.	_____	_____
_____	Whales create and share new songs.	_____

Refer to the passages from “Bowhead Whales with Talent!” as well as *Humpback Whales* and “The Social Lives of Whales.” Then answer question 10.

- 10.** You have read three passages about whales. Write an essay explaining what scientists have learned about whale behavior and communication. Use details from all **three** passages to support your response.

[illegible]

A large rectangular box with a blue border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across the width of the box.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

A large rectangular box with a blue border, containing 25 horizontal blue lines for writing. The lines are evenly spaced and extend across most of the width of the box.

This is the end of Item Set 3.



Colorado Measures of Academic Success



Grade 5

English Language Arts/Literacy

Answer Key with Scoring Rubrics, Sample Responses & Annotations

Practice Resource for Students

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

What is a theme of the passage?

- ☐ A. People should share in the work of a community.
- ☐ B. People should look for the best in all situations.
- ☐ C. People should learn to control their feelings.
- ☒ D. People should be cautious in new situations.

Part B

Which detail **best** supports the answer to Part A?

- ☐ A. the way Ramo shows excitement when he sees the ship
- ☐ B. the way the narrator scolds Ramo about digging roots
- ☐ C. the way the women gather at the shore
- ☒ D. the way the narrator and the men hide

Item Information		
Passage	Island of the Blue Dolphins	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
P Value	0.403	

Item Set 1 – Question 2 (Selected Response)

Part A

What is the main way paragraph 7 contributes to the passage?

- ☒ A. by describing the actions of the villagers
- ☐ B. by describing how the cove is protected
- ☐ C. by describing the movement of the ship
- ☐ D. by describing how the narrator feels

Part B

Which detail from paragraph 7 **best** supports the answer to Part A?

- ☐ A. “. . . the Aleut ship had sailed around the wide kelp bed . . .”
- ☐ B. “. . . between the two rocks that guard Coral Cove.”
- ☐ C. “Word of its coming had already reached the village . . .”
- ☒ D. “Our men sped along the trail . . .”

Item Information		
Passage	Island of the Blue Dolphins	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.c.ii	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
P Value	0.407	

Item Set 1 – Question 3 (Selected Response)

Part A

Which statement represents a difference between the narrator and Ramo?

- ☐ A. The narrator worries more about the ship than Ramo does but pretends she is not interested.
- ☐ B. Ramo is nervous about the ship's arrival, while the narrator is more interested in food.
- ☒ C. The narrator is as excited about the ship as Ramo is but prefers to hide her emotions.
- ☐ D. Ramo is anxious about the ship's arrival, while the narrator has no desire to see it.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. “And it is I who will eat them . . .” (paragraph 2)
- ☐ B. “. . . bigger than all of our canoes . . .” (paragraph 4)
- ☐ C. “. . . he tossed the root in the air and was gone . . .” (paragraph 5)
- ☒ D. “I kept on gathering roots, but my hands trembled . . .” (paragraph 6)

Item Information		
Passage	Island of the Blue Dolphins	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standards (CAS)	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact).
Evidence Outcome		
P Value	0.314	

Item Set 1 – Question 4 (TEI Inline Choice)

Select the correct choice from each drop-down menu to compare the events in the passage from *Island of the Blue Dolphins*.

At the beginning of the passage, Ramo and the narrator are participating in an activity that is .

The event the author describes in paragraph 7 brings to the people, while the event the narrator witnesses in the final paragraph is .

Item Information		
Passage	Island of the Blue Dolphins	
Answer	See Image	
Colorado Academic Standards (CAS)	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact).
Evidence Outcome		
P Value	0.313	

Item Set 1 – Question 5 (Constructed Response)

Think about how this passage would be different if it were told from Ramo's point of view. Write a story from Ramo's point of view that describes what he is doing and thinking as the ship comes closer to the island.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 37 for additional item information.

Item Set 1 – Question 6 (TEI Inline Choice)

Use the drop-down menus to correctly complete the sentence to tell about an event in the passage.

In paragraph 11 of "The Precious Jewel," the author uses the word **anticipating** to show that the merchant to sell the jewel, and that he feels about the idea of selling it.

Item Information		
Passage	The Precious Jewel	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.j	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition).
P Value	0.556	

Item Set 1 – Question 7 (Selected Response)

Part A

In paragraphs 5–10 of “The Precious Jewel,” what is the **main** difference between the man and the merchant?

- ☐ A. The merchant worries about the happiness of others, and the man does not.
- ☐ B. The merchant remembers a dream, and the man does not remember.
- ☐ C. The merchant wants to make a trade, and the man is not willing.
- ☒ D. The merchant cares about possessions, and the man does not.

Part B

Which detail from the story **best** supports the answer to Part A?

- ☐ A. “I too met a man . . . but not a man such as yourself.” (paragraph 7)
- ☐ B. “I traded with him for a rare and precious jewel.” (paragraph 7)
- ☐ C. “Oh you must mean THIS. . . .” (paragraph 8)
- ☒ D. “But here, if you wish to have it, take it, it is yours. . . .” (paragraph 10)

Item Information		
Passage	The Precious Jewel	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact).
P Value	0.406	

Item Set 1 – Question 8 (TEI Inline Choice)

Use the drop-down menus to complete the sentences about “The Precious Jewel.”

The merchant’s dream leads him to .

This action causes a series of events in the story that develop the theme that .

Item Information		
Passage	The Precious Jewel	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
P Value	0.632	

Item Set 1 – Question 9 (Selected Response)

Part A

In paragraph 3 of the passage from “A Tale of Three Brothers,” what does the “foul, smelly water” represent?

- ☐ A. anger
- ☐ B. failure
- ☒ C. greed
- ☐ D. illness

Part B

Which detail from the passage provides evidence to support the answer to Part A?

- ☒ A. “. . . could think only of retrieving that treasure of silver and gold.” (paragraph 2)
- ☐ B. “. . . screaming that his stomach hurt.” (paragraph 2)
- ☐ C. “. . . but did he have a surprise coming!” (paragraph 3)
- ☐ D. “. . . the middle brother trudged home in great discontent.” (paragraph 3)

Item Information		
Passage	A Tale of Three Brothers	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.i.i	Interpret figurative language, including similes and metaphors, in context.
P Value	0.521	

Item Set 1 – Question 10 (Selected Response)

Part A

How does the illustration **best** contribute to the meaning of the passage from “A Tale of Three Brothers”?

- ☒ A. by showing how the middle brother reacts to the jugs of water
- ☐ B. by showing where the middle brother finds the jugs of water
- ☐ C. by showing the clothing the middle brother is wearing
- ☐ D. by showing the size and age of the middle brother

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. “All three brothers were of course elated.” (paragraph 1)
- ☐ B. “I’ll be all right after I have a chance to rest quietly at home.” (paragraph 2)
- ☒ C. “. . . now really feeling that stomachache that he had faked before . . .” (paragraph 3)
- ☐ D. “. . . his heart did a flip when he heard his elder brother’s words. . . .” (paragraph 5)

Item Information		
Passage	A Tale of Three Brothers	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standards (CAS)	5.2.1.d.i	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Evidence Outcome		
P Value	0.698	

Item Set 1 – Question 11 (Selected Response)

Part A

Which set of sentences provides the **best** summary of the passage from “A Tale of Three Brothers”?

- ☒ A. After three brothers find jugs full of silver and gold, one brother tries to steal the jugs but finds they are full of smelly water. Later, he learns a lesson when his brothers bring the treasure to share with him.
- ☐ B. When three brothers are walking to the district capital, they find three jugs full of silver and gold. The middle brother pretends to have a stomachache and decides to go back home.
- ☐ C. While three brothers are at the district capital, one pretends to get sick because he wants to get home early. His brothers bring him a jug full of silver and gold as a gift.
- ☐ D. Three brothers are walking when they find something interesting. One brother lies and does not get what he wants, but the other brothers get what they want.

Part B

Which detail from the passage provides the **best** conclusion to the summary in Part A?

- ☐ A. “They would retrieve their treasure on the way back home from the district capital.” (paragraph 1)
- ☐ B. “But when his brothers returned to the tree on their way back from the district capital, they found the three jugs where they had left them, still full of silver and gold.” (paragraph 4)
- ☐ C. “When he saw that the jugs his brothers carried somehow now held silver and gold once again, his heart filled anew with greed.” (paragraph 5)
- ☒ D. “From that day forward, the middle brother changed his greedy ways.” (paragraph 7)

Item Information		
Passage	A Tale of Three Brothers	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
P Value	0.54	

Item Set 1 – Question 12 (Selected Response)

Part A

How is a shared theme developed in **both** “The Precious Jewel” and the passage from “A Tale of Three Brothers”?

- ☐ A. The actions of characters show that good people treat others with understanding.
- ☒ B. The actions of characters show that generosity is more important than wealth.
- ☐ C. An event suggests that strangers can soon become friends.
- ☐ D. An event suggests that hard work leads to success.

Part B

Which **two** details support the answer to Part A? Select **one** detail from **each** story.

- ☐ A. “. . . traded for the jewel securing terms that would assure him a handsome profit.” (paragraph 4, “The Precious Jewel”)
- ☐ B. “He came to the golden cottonwood tree, and there he found the man sitting. . . .” (paragraph 12, “The Precious Jewel”)
- ☒ C. “. . . what I wish for is to learn from you what allowed you to give it away to me so freely.” (paragraph 15, “The Precious Jewel”)
- ☐ D. “. . . felt that their good fortune was reward for their kind ways and hardworking natures.” (paragraph 1, from “A Tale of Three Brothers”)
- ☐ E. “. . . each took one jug in hand and helped each other carry the remaining jug.” (paragraph 4, from “A Tale of Three Brothers”)
- ☒ F. “Here, my brother, is your jug full of silver and gold.” (paragraph 6, from “A Tale of Three Brothers”)

Item Information		
Passages	The Precious Jewel and A Tale of Three Brothers	
Part A Answer	B	
Part B Answer	C, F	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics.
P Value	0.429	

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

How does Alex’s point of view affect how science is described?

- ☐ A. by showing how science allows people to make discoveries together
- ☐ B. by making science seem like the most detailed subject in school
- ☒ C. by showing the fun and creative side of studying science
- ☐ D. by making science seem like a good way to earn a living

Part B

Which detail best supports the answer to Part A?

- ☒ A. Alex exclaims that his improved spaceship is almost complete.
- ☐ B. Alex describes an experiment about squirrels’ eating habits.
- ☐ C. Alex explains how he passes notes to Zoe during study hall.
- ☐ D. Alex provides details about Zoe’s winning project.

Item Information		
Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Part A Answer	C	
Part B Answer	A	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.c.iii	Describe how a narrator’s or speaker’s point of view influences how events are described.
P Value	0.463	

Item Set 2 – Question 2 (TEI Inline Choice)

Based on the information in the passage, use the drop-down menus to show how Alex and Zoe are the same and how they are different.

Alex and Zoe are alike when it comes to

how creative their projects are

 . They are different when it comes to

the type of science they enjoy

 .

Item Information		
Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact).
P Value	0.761	

Item Set 2 – Question 3 (Selected Response)

Part A

Based on the information in the passage, what is the difference between the events recorded in Alex's first journal and his second?

- ☒ A. The first journal contained information about the destruction of the spacecraft.
- ☐ B. The first journal focused mainly on drawings of the spacecraft.
- ☐ C. The first journal explained how the spacecraft would operate.
- ☐ D. The first journal included fewer details about the spacecraft.

Part B

Which detail from the passage best supports the answer to Part A?

- ☐ A. "... writing with a leaky pen in a notebook I bought at Cheap-Mart for less than a dollar." (paragraph 1)
- ☐ B. "... destined to become part of the most monumental manuscript in the history" (paragraph 1)
- ☐ C. "... how I designed and built the world's first intergalactic spaceship." (paragraph 6)
- ☒ D. "... a blow-by-blow account of how that amazing spacecraft was destroyed" (paragraph 6)

Item Information		
Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standards (CAS)	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact).
Evidence Outcome		
P Value	0.451	

Item Set 2 – Question 4 (TEI Drag and Drop)

Drag and drop one statement that expresses a theme of the passage into the box labeled Theme. Then drag and drop two details that support the theme into the box labeled Supporting Details.

Possible Themes

Working with animals gets the best results.

Details

A study of guinea pig drinking habits wins first place in the statewide Science Fair.

A study of squirrels' eating habits can lead to a better understanding of their health.

Theme

A setback can lead to a greater achievement.

Supporting Details

A pillow fight causes the destruction of the first intergalactic spaceship.

A Star Jumper with a new design is nearly complete.

Item Information

Passage	Gravity Buster: Journal #2 of a Cardboard Genius	
Answer	See Image	
Colorado Academic Standards (CAS)	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Evidence Outcome		
P Value	0.526	

Item Set 2 – Question 5 (Constructed Response)

Retell the story from Zoe's point of view and reveal her thoughts about Alex's intergalactic spaceship project. Be sure to use details from the passage to support your story.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 37 for additional item information.

Item Set 2 – Question 6 (Selected Response)

Part A

What is the meaning of **authority** as it is used in paragraph 6 of the passage from *Angus MacMouse Brings Down the House*?

- ☒ A. command
- ☐ B. courage
- ☐ C. feeling
- ☐ D. success

Part B

Which detail supports the answer to Part A?

- ☐ A. The audience cheers when the man lifts Angus into the air.
- ☒ B. The musicians obey when Angus points at them.
- ☐ C. Angus enjoys making music.
- ☐ D. Angus wears fine clothes.

Item Information		
Passage	Angus MacMouse Brings Down the House	
Part A Answer	A	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.c.i	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
P Value	0.506	

Item Set 2 – Question 7 (TEI Drag and Drop)

Create a summary of paragraphs 1–5 of the passage from *Angus MacMouse Brings Down the House* by moving the four most important events into the table in the correct order. Not all events will be used.

Rosemary tells Angus she is twelve years old.

Angus hopes for cake.

First	Rosemary brings Angus home.
Next	Rosemary tells Angus he is welcome to use her dollhouse.
Then	Rosemary leaves to find food for Angus.
Last	Angus quickly falls asleep.

Item Information		
Passage	Angus MacMouse Brings Down the House	
Answer	See Image	
Colorado Academic Standards (CAS)	5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Evidence Outcome		
P Value	0.5	

Item Set 2 – Question 8 (Selected Response)

Part A

How does Angus's point of view affect the description of events in the passage from *Angus MacMouse Brings Down the House*?

- ☐ A. by making readers aware of Angus' feelings about Minnie McGraw
- ☒ B. by letting readers know how Angus feels about performing
- ☐ C. by showing readers Rosemary's thoughts about Angus
- ☐ D. by helping readers understand why Angus is so tired

Part B

Which detail supports the answer to Part A?

- ☐ A. "... as she plumped the tiny pillows on the little bed." (paragraph 3)
- ☐ B. "... climbed up the stairs to the bedroom ..." (paragraph 4)
- ☒ C. "... realized, to his great disappointment, that he had been dreaming." (paragraph 8)
- ☐ D. "... more sweet and sunny, like a summer morning." (paragraph 9)

Item Information		
Passage	Angus MacMouse Brings Down	
Part A Answer	B	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.c.iii	Describe how a narrator's or speaker's point of view influences how events are described.
P Value	0.427	

Item Set 2 – Question 9 (Selected Response)

Part A

What does the author of the passage from *The Wonderful Wizard of Oz* mean in paragraph 6 by his use of the simile **little stars that glistened in the sun like diamonds**?

- ☐ A. The stars are expensive like diamonds.
- ☐ B. The stars are distant like diamonds.
- ☒ C. The stars are shiny like diamonds.
- ☐ D. The stars are rare like diamonds.

Part B

Based on the author's descriptions, which detail in paragraph 4 could be described as glistening in the sun like diamonds?

- ☐ A. "... a small brook ..."
- ☒ B. "... rushing and sparkling along ..."
- ☐ C. "... a voice very grateful ..."
- ☐ D. "... dry, gray prairies."

Item Information		
Passage	The Wonderful Wizard of Oz	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.i.i	Interpret figurative language, including similes and metaphors, in context.
P Value	0.788	

Item Set 2 – Question 10 (Selected Response, Multiple Select)

Part A

How does the event in paragraphs 1–2 compare to the event in paragraphs 5–6 of the passage from *The Wonderful Wizard of Oz*?

- ☐ A. The first event is full of uncertainty, but the second event brings certainty.
- ☒ B. The first event is frightening, but the second event is delightful.
- ☐ C. Both events present dangerous situations for Dorothy.
- ☐ D. Both events lead to Dorothy's loneliness.

Part B

Which two details best support the answer to Part A?

- ☒ A. "... and Toto put his cold little nose into her face and whined dismally." (paragraph 2)
- ☐ B. "... nor was it dark ..." (paragraph 2)
- ☐ C. "... flooding the little room." (paragraph 2)
- ☐ D. "... not as big as the grown folk she had always been used to ..." (paragraph 5)
- ☒ E. "... with little bells around the brims that tinkled sweetly as they moved." (paragraph 6)
- ☐ F. "... she walked rather stiffly." (paragraph 6)

Item Information		
Passage	The Wonderful Wizard of Oz	
Part A Answer	B	
Part B Answer	A, E	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact).
P Value	0.403	

Item Set 2 – Question 11 (Selected Response, Multiple Select)

Part A

Which statement correctly explains how both the passage from *Angus MacMouse Brings Down the House* and the passage from *The Wonderful Wizard of Oz* treat a similar theme?

- ☒ A. The passage from *Angus MacMouse Brings Down the House* features a character who finds enjoyment in a dream, while the passage from *The Wonderful Wizard of Oz* features a character waking up with curiosity or wonder.
- ☐ B. The passage from *Angus MacMouse Brings Down the House* features a character who has a difficult problem, while the passage from *The Wonderful Wizard of Oz* features a character who has an easily solved problem.
- ☐ C. Both passages point out how people long for companionship.
- ☐ D. Both passages highlight how people dislike change.

Part B

Which paragraphs are most important to the development of the theme?
Select one paragraph from each passage.

- ☐ A. paragraph 3 of the passage from *Angus MacMouse Brings Down the House*
- ☐ B. paragraph 4 of the passage from *Angus MacMouse Brings Down the House*
- ☒ C. paragraph 6 of the passage from *Angus MacMouse Brings Down the House*
- ☐ D. paragraph 2 of the passage from *The Wonderful Wizard of Oz*
- ☒ E. paragraph 4 of the passage from *The Wonderful Wizard of Oz*
- ☐ F. paragraph 7 of the passage from *The Wonderful Wizard of Oz*

Item Information		
Passages	Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz	
Part A Answer	A	
Part B Answer	C, E	
Colorado Academic Standards (CAS)	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics.
Evidence Outcome		
P Value	0.459	

Item Set 2 – Question 12 (TEI Multiple Select)

Select the button to indicate which passage expresses each theme. Choose only one button per row.

Theme	Passage from <i>Angus MacMouse Brings Down the House</i>	Passage from <i>The Wonderful Wizard of Oz</i>
People sometimes must rely on the help of friends.	<input checked="" type="radio"/>	<input type="radio"/>
People sometimes escape dangerous situations unharmed.	<input type="radio"/>	<input checked="" type="radio"/>
People are most content when doing something they like.	<input checked="" type="radio"/>	<input type="radio"/>
People can find unfamiliar surroundings beautiful to look at.	<input type="radio"/>	<input checked="" type="radio"/>

Item Information		
Passages	Angus MacMouse Brings Down the House and The Wonderful Wizard of Oz	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics.
P Value	0.767	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

What does the word **estimate** mean as it is used in paragraph 4 of the passage from “Bowhead Whales with Talent!”?

☐

 A. description

☒

 B. guess

☐

 C. measurement

☐

 D. total

Part B

Which phrase from paragraph 4 **best** supports the answer to Part A?

☐

 A. “... a minimum ...”

☒

 B. “... thought to be ...”

☐

 C. “... is important ...”

☐

 D. “... ever been reported ...”

Item Information		
Passage	Bowhead Whales with Talent	
Part A Answer	B	
Part B Answer	B	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.3.d.i	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
P Value	0.626	

Item Set 3 – Question 2 (Selected Response, Multiple Select)

Part A

Which pair of sentences represents main ideas of the passage from "Bowhead Whales with Talent"?

- ☐ A. The bowhead whale is the only baleen whale that can survive in the Arctic throughout the year.
Bowhead whales eat tiny crustaceans along with some fish.
- ☐ B. The Inuit are still allowed to hunt a limited number of bowhead whales.
Bowhead whales can make both high-pitched and low-pitched sounds at the same time.
- ☐ C. People use parts of the bowhead whale to create a variety of products.
Bowhead whales sing complex songs throughout the day.
- ☒ D. Bowhead whales produce different sounds for many reasons.
Bowhead whales that live near Spitsbergen are an endangered group.

Part B

Which two details from the passage best support the answer to Part A?

- ☐ A. "It doesn't sound like anything you would attribute to a whale," says Dr. Kate Stafford. . . ." (paragraph 2)
- ☐ B. "We know there are a minimum of 66 singers." (paragraph 4)
- ☐ C. "Scientists think the loud, continuous singing of complex songs means the whales are gathering . . ." (paragraph 5)
- ☒ D. "This group was thought to be extinct until rare sightings began to increase in the 1980s." (paragraph 6)
- ☐ E. "It stays under the ice during the winters, using its huge head to break breathing holes through eight-inch-thick ice . . ." (paragraph 7)
- ☒ F. "Dr. Stafford says the whales have different call types for different purposes." (paragraph 12)

Item Information		
Passage	Bowhead Whales with Talent	
Part A Answer	D	
Part B Answer	D, F	
Colorado Academic Standards (CAS)	5.2.2.a.ii	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Evidence Outcome		
P Value	0.393	

Item Set 3 – Question 3 (TEI Multiple Select)

Based on the passage from “Bowhead Whales with Talent!,” use the table to select which details describe how bowhead whales are similar to other baleen whales and which details describe how bowhead whales are different than other baleen whales.

Details from the Passage	Similar	Different
“... sing with two voices...” (paragraph 2)	<input type="radio"/>	<input checked="" type="radio"/>
“... the diversity of songs sung in a single winter is greater...” (paragraph 4)	<input type="radio"/>	<input checked="" type="radio"/>
“... can live in the Arctic all year round.” (paragraph 7)	<input type="radio"/>	<input checked="" type="radio"/>
“... has no teeth.” (paragraph 8)	<input checked="" type="radio"/>	<input type="radio"/>
“... catching large numbers of tiny crustaceans...” (paragraph 8)	<input checked="" type="radio"/>	<input type="radio"/>
“... bringing them to near extinction.” (paragraph 9)	<input checked="" type="radio"/>	<input type="radio"/>

Item Information		
Passage	Bowhead Whales with Talent	
Part A Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
P Value	0.652	

Item Set 3 – Question 4 (TEI Inline Choice)

Use the drop-down menus to complete a summary of the passage from “Bowhead Whales with Talent!”

Dr. Kate Stafford and her co-workers used underwater microphones in Fram Strait for one year to
 .

Now that scientists know ,
they can begin to protect this endangered species.

Item Information		
Passage	Bowhead Whales with Talent	
Answer	See Image	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.a.ii	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
P Value	0.476	

Item Set 3 – Question 5 (Selected Response)

Part A

What does the phrase *according to instinct* mean as it is used in paragraph 9 of the passage from *Humpback Whales*?

- ☐ A. a behavior that is learned
- ☐ B. a behavior that is shared
- ☒ C. a natural behavior
- ☐ D. a clever behavior

Part B

Which detail from paragraph 9 provides the **best** clue for the meaning of the phrase *according to instinct*?

- ☐ A. "... sign of intelligence ..."
- ☐ B. "... as they grow up ..."
- ☒ C. "... from birth ..."
- ☐ D. "... from each other ..."

Item Information		
Passage	Humpback Whales	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.b.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.
P Value	0.525	

Item Set 3 – Question 6 (Selected Response, Multiple Select)

Part A

In the passage from *Humpback Whales*, how does the author support the claim that humpback whales are intelligent creatures?

- ☐ A. by comparing the behaviors of humpback whales with the behaviors of dolphins
- ☐ B. by highlighting the different patterns in the songs of humpback whales
- ☐ C. by describing human encounters with humpback whales
- ☒ D. by describing how humpback whales learn new songs

Part B

Which **two** details from the passage **best** support the answer to Part A?

- ☐ A. Humpback mothers and calves make sounds to each other. (paragraph 1)
- ☐ B. The singing of humpback whales is described as beautiful. (paragraph 3)
- ☐ C. Male humpbacks frequently sing to attract mates. (paragraph 4)
- ☐ D. Humpback whales in the same area have similar songs. (paragraph 5)
- ☒ E. Like humans, humpback whales create, learn, and pass on their songs. (paragraph 5)
- ☒ F. Humpback whales learn new songs and new methods of hunting from each other. (paragraph 9)

Item Information		
Passage	Humpback Whales	
Part A Answer	D	
Part B Answer	E, F	
Colorado Academic Standards (CAS) Evidence Outcome	5.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
P Value	0.36	

Item Set 3 – Question 7 (TEI Drag and Drop)

Complete the chart in order to compare the text structure used in the passage from “Bowhead Whales with Talent!” to the text structure of the passage from *Humpback Whales*.

Structure	from “Bowhead Whales with Talent!”	from Humpback Whales
uses compare/contrast to show how dolphins and whales are similar	Finding the whales in Fram Strait is “a step toward saving the endangered Spitsbergen bowheads.” (paragraph 6)	Humpback whales enjoy slapping “the water surface with their flippers.” (paragraph 2)
uses chronological order to explain why whales are being protected	People who live in the area “are still permitted to hunt a limited number of bowheads.” (paragraph 10)	Humpback whales have smaller brains than “humans, chimps, or dolphins.” (paragraph 7)
uses problem/solution to explain why whale behavior has changed		

Passage	Structure	Support
from “Bowhead Whales with Talent!”	uses details to show how scientists make new discoveries about whales	Recordings help researchers “count the number of singing bowheads and to study their songs.” (paragraph 3)
from <i>Humpback Whales</i>	uses examples to demonstrate how intelligent whales are	Humpback whales are able to “create, learn, and pass on their songs.” (paragraph 5)

Item Information		
Passages	Bowhead Whales with Talent and Humpback Whales	
Answer	See Image	
Colorado Academic Standards (CAS)	5.2.2.b.ii	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Evidence Outcome		
P Value	0.5	

Item Set 3 – Question 8 (Selected Response)

Part A

What is the meaning of the phrase **traced the practice** as it is used in paragraph 3 of the passage from “The Social Lives of Whales”?

- ☐ A. to show how dolphins protect themselves
- ☐ B. to describe where dolphins hunt for food
- ☐ C. to illustrate the sharing of skills
- ☒ D. to look for clues in the past

Part B

Which detail from the passage best supports the answer to Part A?

- ☐ A. “. . . wrapped their beaks . . .” (paragraph 1)
- ☐ B. “. . . near the seafloor.” (paragraph 1)
- ☒ C. “. . . almost 180 years . . .” (paragraph 3)
- ☐ D. “. . . act as instructors . . .” (paragraph 3)

Item Information		
Passage	The Social Lives of Whales	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standards (CAS)	5.2.3.d.i	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Evidence Outcome		
P Value	0.494	

Item Set 3 – Question 9 (TEI Drag and Drop)

Complete the chart by dragging an idea shared by the passage from *Humpback Whales* and the passage from “The Social Lives of Whales” into the appropriate box. Then drag details that support the shared ideas into the appropriate boxes.

Ideas		
Whales use music to calm each other.		
Whales use their bodies for a variety of reasons.		

Evidence from <i>Humpback Whales</i>
Whales breach by jumping out of the water and splashing down again.
The brains of humpbacks are smaller than human brains.

Evidence from “The Social Lives of Whales”
Scientists believe that the food supply for whales has changed.

Shared Ideas	Evidence from <i>Humpback Whales</i>	Evidence from “The Social Lives of Whales”
Whales are intelligent creatures.	Scientists think that whales may understand language and emotions.	Humpbacks learn a new way to get food by watching other humpbacks.
Whales appear to have a shared social culture.	Whales create and share new songs.	Sponging dolphins are likely to spend time with other sponging dolphins.

Item Information		
Passages	Humpback Whales and The Social Lives of Whales	
Answer	See Image	
Colorado Academic Standards (CAS)	5.2.2.c.iii	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Evidence Outcome		
P Value	0.494	

Item Set 3 – Question 10 (Constructed Response)

You have read three passages about whales. Write an essay explaining what scientists have learned about whale behavior and communication. Use details from all three passages to support your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 37 for additional item information.

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis. is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

Item Set 1 – Question 5 (Constructed Response)

Think about how this passage would be different if it were told from Ramo's point of view. Write a story from Ramo's point of view that describes what he is doing and thinking as the ship comes closer to the island.

Item Information	
Passage	Island of the Blue Dolphins
Answer	See Sample Responses & Annotations
Colorado Academic Standards (CAS)	Narrative Writing
Evidence Outcome	

Anchor Paper 1 – Score Point 3

Sample Student Response:	<p>I stood, watching the calm foaming sky blue sea, bouncing every so often onto one foot then the other eagerly. I danced on the grassy dirt, almost tripping over my own exited feet. As i watched the Huge Canoe sail closer i felt like exploding, it was so cool. well my sister said it was a ship, but she had never seen one either, so it was a Huge canoe. I jumped in a little circle and looked at my sister, Feeling a bit disappointed in her decision to work instead of watch the Canoe or even go see it up close.</p> <p>``While you gaze at the sea,`` My sister mumbled, sounding annoyed, ``I dig roots, and it is I who will eat them and you who will not.``</p> <p>I picked up a root, examining it for a second, it was a short stubby root, with little hair like things sicking out of it. The root was coered in a good half inch of dit and gunck. I didnt like work, i would rather have fun, or go see the Canoe, Play with my friends, instead my sister drags me out here to pick up roots, <i>Boring</i>. I was about to drop the dirt covered root into the basket and help my sister out a bit so she would seem a bit more happy, when something out of the corner of my eye caught my attention. A Huge red Canoe, the size of all the Canoes in the village put together. I opened my mouth, about to yell, but it was like i couldnt breath, no words escaped. I closed my mouth, swallowing my excitement, though it seemed to come back up.</p> <p>``A Canoe!`` I shouted not able to contain myself any longer, ``A Great one, bigger than all of our canoes together. and red!`` i gaped, pointing at the huge red floating mass. My sister looked over at me and rolled her eyes, looking not the slight most amused.</p> <p>The very next breath after saying that i chucked the root into the air, it spun and twirled scattering bits of earth and root around. I heard it fall somewhere far behind me now. I came Crashing through the bushes, snapping twigs, breaking branches. I needed to see this boat thing now, it was way too cool to miss out on seeing. I shouted, hoping for my sister to follow but she stayed where she was collecting roots on her hands and knees. She looked at me and smiled a bit before turning back to work. I shouted again, stopping in place, i jumped up and down. She didnt respond so, With a huff, I bolted off once more.</p>
Annotation for Sample Student Response:	<p>This response skillfully changes the point of view and demonstrates skill in various elements of narrative writing.</p> <p>For example, there is an effective and correct change in the following scene to reflect how Ramo would have seen it. (<i>“I shouted, hoping for my sister to follow but she stayed where she was collecting</i></p>

	<p>roots on her hands and knees. She looked at me and smiled a bit before turning back to work. I shouted again, stopping in place, i jumped up and down. She didnt respond so, With a huff, I bolted off once more.”)</p> <p>There is evidence of character development (<i>The root was covered in a good half inch of dirt and gunck. I didn’t like work, I would rather have fun, or go see the Canoe, Play with my friends, instead my sister drags me out here to pick up roots, Boring.</i>)</p> <p>Also, vivid description of a scene (<i>I stood, watching the calm foaming sky blue sea, bouncing every so often onto one foot then the other eagerly. I danced on the grassy dirt, almost tripping over my own exited feet. As i watched the Huge Canoe sail closer i felt like exploding, it was so cool.</i>)</p> <p>Overall, this response demonstrates effective writing that is consistently appropriate to the task.</p>
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Anchor Paper 2 – Score Point 3

Sample Student Response:	<p>I excitedly hopped onto one foot, then the other, for I was distracted by a big canoe that was slowly drifting towards the village of Ghalas-at. "A canoe!" I impatiently exclaimed. "This canoe is greater than all of our's! And it is red, too!"</p> <p>"Ramo!" My sister angrily called. "While I dig roots, you stare the ocean. And I will eat these roots, as you will not." I sighed and pulled a root from the earth. But, just as I was about to deposit the root into the basket, I threw it over my head and ran towards the big ship to get a better look at it, crashing through the field that led to the beach. By the time I had finished my journey through the brush, the massive canoe had reached the wide kelp bed that surrounds our island. It had also sailed between the two boulders that guard our village. The news of the ships' coming had spread quickly, as a nervous murmur had settled over the land. Many men and women had gathered and were waiting for the ship to arrive. I looked up and saw my sister hiding among the toyon bushes, an anxious look on her face. "I am so much braver than she is." I thought. "Otherwise, why would I be standing so close to the men?"</p> <p>"Stay back, Ramo," A voice called from behind me. It was my father. He grabbed my shoulders and pulled me into the sea of villagers. "Their could be danger on this ship." He strode past me and joined the other men standing at the tide. "Hey!" I yelled back to him. "It's not a ship! It's a big ca-" Just as I was about to finish, a small boat left the great canoe. Six men started rowing toward Coral Cove. Their long oars slapping the water as they got closer with every row.</p>
Annotation for Sample Student Response:	<p>This response is skillful in changing the narrative to the perspective of Ramo and implementing elements of narrative writing.</p> <p>There is effective use of dialogue, (<i>"Their could be danger on this ship." He strode past me and joined the other men standing at the tide. "Hey!" I yelled back to him. "It's not a ship! It's a big ca-"</i>).</p> <p>An additional scene is effectively created and described (<i>"Stay back, Ramo," A voice called from behind me. It was my father. He grabbed my shoulders and pulled me into the sea of villagers.</i>).</p> <p>Character development is found Ramo’s reflection (<i>"I am so much braver than she is." I thought. "Otherwise, why would I be standing so close to the men?"</i>).</p> <p>The use of descriptive phrases and sentences develops the scenes and helps in the progression of the narrative (<i>for I was distracted by a big canoe that was slowly drifting towards the village of Ghalas-at ...a The news of the ships' coming had spread quickly, as a nervous murmur had settled over the land.</i>).</p> <p>Overall, there is coherence to this story and is an example of effective use of narrative elements to retell this story.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>A far away boat loomed in the distance out on the sea. It looked like a dot because it was so far away. My sister dug roots to feed the people of the island, I watched the tranquil waves crash along the shore, Coral Cove gleaming in the sunlight. A faint dot bobbed in the distance, growing ever so slowly.</p> <p>"While you gaze at the sea," my sister said, "I dig roots. And it is I who will eat them and you who will not."</p> <p>I was surprised at her words and didn't want to starve, I slowly picked up a dry root and raised it to toss in the basket. When I saw the dot out of the corner of my eye. It was not a dot no more, but a massive canoe!</p> <p>"A canoe!" I cried. "A great big one, bigger than all of our canoes together. And red!"</p> <p>I threw the root in the air not caring the slightest if I got it in the basket or not. I rushed towards the large red canoe shouting hoping to alarm the people of Ghalas-at to come down to the shore too. My sister watched with a disgusted look as I sprinted towards the ocean she went back to pulling roots for the villagers.</p> <p>As I neared the boat I saw the men of my village rush to the edge of Coral Cove seeing the canoe as well, spears in their hands and awed looks on their faces. I rushed towards them as they marched to the edge of the sea. The canoe getting ever so closer. I looked up at the village at the top of the cliff and saw my sister crouching in the toyon bushes, anxious and confused looks painting her face. I waved, she either didn't notice, or ignored me, too focused on the massive canoe. A small boat left the large canoe with six men rowing it towards our island. The canoe had halted as the small canoe paddled towards our island.</p>
Annotation for Sample Student Response:	<p>This response successfully changes point of view and skillfully implements elements of narrative writing as evidenced by the clear understanding of the original text and how to change the perspective a scene (<i>I looked up at the village at the top of the cliff and saw my sister crouching in the toyon bushes, anxious and confused looks painting her face. I waved, she either didn't notice, or ignored me, too focused on the massive canoe.</i>)</p> <p>Various elements of narrative writing are used. There is effective description to establish a scene (<i>A far away boat loomed in the distance out on the sea. It looked like a dot because it was so far away. My sister dug roots to feed the people of the island, I watched the tranquil waves crash along the shore, Coral Cove gleaming in the sunlight. A faint dot bobbed in the distance, growing ever so slowly.</i>).</p> <p>Also, some clear character development of both Ramo and the sister (<i>I was surprised at her words and didn't want to starve, I slowly picked up a dry root and raised it to toss in the basket... My sister watched with a disgusted look as I sprinted towards the ocean she went back to pulling roots for the villagers</i>).</p> <p>The sequence is logical and results in a coherent story in which there is clear evidence of skillful command of narrative writing.</p>

Anchor Paper 4 – Score Point 2

Sample Student Response:	<p>As I was digging through the plants and getting the roots I thought I saw something in the distance. As it got closer I could say that it was a huge canoe coming straight for our island. It was bigger then all of our canoes combined and could fit way more people on it. I have never seen one so big before. I dropped all of my roots and started running towards it. I was surprised to me my sister standing still and collecting more roots. Once I reached the wide kelp I had realized that there was six men coming to us on an oar boat.</p> <p>Once the men had reached shore they said that they come in peace and didn't come looking for a fight. They said that while they were traveling something had broke on there boat and that they come here to fix it. All of the villagers in my town looked nervous as they were fixing the boat. Once they were done they left right away and never came here again. I wondered were my sister was and I looked up only to find her hiding in a bush staring down at the village. I went back up to her and we finished pulling our roots. All of our people have settled back down and the village had become peaceful again. Since then i have never seen a ship come near here again. My sister had told me that was not a canoe but it was a giant ship. After awhile everybody had forgot about it and didn't seem to care about it anymore</p>
Annotation for Sample Student Response:	<p>This response successfully changes the narrative to be told from Ramo's point of view. It is appropriate for scenes that are not in the original passage as long as they could realistically be part of the original story. In this case, the student narrative includes what happened when the men came onto the island, which was something that could realistically happen in the original story. The sequence of events moves logically from action to action, but does not develop or describe them (<i>They said that while they were traveling something had broke on there boat and that they come here to fix it. All of the villagers in my town looked nervous as they were fixing the boat. Once they were done they left right away and never came here again.</i>). This retell is coherent, but does not incorporate many of the elements of narrative writing beyond establishing the situation and sequencing events. It is an example of writing that is generally appropriate to the task.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>I stood there in the forest picking roots. My brother talking but I didn't care I was focused on something in the distance. I didn't know what it was? Head cocked to the side wondering what was in the distance. Was it a ship, canoe or just a big rock.</p> <p>As it got closer, I knew it wasn't a rock because they don't move. It was a canoe a big one and red. Yelled and told the villagers and than ran to the shore. We waited for a while. Men got out of the boat and on to a smaller one.</p> <p>They then they started paddling. I didn't know at first what they were friends or foes. As they got closer I make out some of the faces. But I still none of us could identify who they we're, where they were from, or what they where doing. Almost half of the village was there.</p> <p>Most of the men were holding spears, bows, and few held axes. I said to the man next to me what was happening he said, "I don't know but I'm pretty scared."</p> <p>I started looking for my brother. I couldn't find him so I gave up. He was probably at the village or exploring somewhere.</p>
Annotation for Sample Student Response:	<p>This response successfully retells the story from the point of view of Ramo. Most of the response is not lifted from the passage and implements various elements of narrative writing. New dialogue is included, (<i>"I don't know but I'm pretty scared."</i>). There is effective description to establish a scene (<i>As they got closer I make out some of the faces. But I still none of us could identify who they we're, where they were from, or what they where doing... Most of the men were holding spears, bows, and few held axes</i>).</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>I was on my left foot then I hoped to my right foot, watching a ship sail to our island. My brother said in a low voice "You stare at the sea while I dig the roots, and I shall be the one who gets to eat them." I did not want to be the one who eat's the left overs. So, I picked up a root and was about to put it in the basket when I saw a canoe? No, this could not be a canoe this was like 10 times the size of our canoe's.</p> <p>"Look it is a canoe!" I shouted on the top of my lungs. The citizens of our village heard me and were running to the shore of our island.</p> <p>I was going to beat them to the shore I had to! I wanted to be the first one who got to shake hands with the people who were coming. I almost forgot the rules of our village we were to stay hidden and not be seen. So, if they were intruders we could kick them off our island. I went to my tree where I was assigned to hide if there was going to be a attack. I could see my brother from here in his hiding spot. I turned around to see a boat with 6 men with long oars 100 meters from our islands shore...</p>
Annotation for Sample Student Response:	<p>This response successfully changes the point of view in the response and implements some narrative elements to retell the story. There is added description, "said in a low voice,"), new dialogue ("<i>Look it is a canoe!</i>" <i>I shouted on the top of my lungs.</i>), and development of character and logical sequence of events (<i>I was going to beat them to the shore I had to! I wanted to be the first one who got to shake hands with the people who were coming. I almost forgot the rules of our village we were to stay hidden and not be seen.</i>). Overall this response is mostly coherent and mostly effective in telling the story from Ramo's point of view.</p>

Anchor Paper 7 – Score Point 1

Sample Student Response:	<p style="text-align: center;"><u>Ramo's point of view</u></p> <p>Ramo had never seen a ship but his sister had heard of it. He was curious and so was his sister but she didn't let it out because she knew her village needed the roots that they were digging. So he decided to take a closer look at the "canoe" so he ran to the shore and so did a bunch of other people and some of the people came armed just in case the people who were in the "canoe" came to fight. Ramo didn't know what was happening so he stood and waited to see what would happen next. He couldn't wait to see what happened. Also he didn't know his sister was also watching at the edge of the cilff but she was still picking up the roots. He was thinking of how big the "canoe" was. They both watched as the the people on the ship were getting on a small boat and start rowing/paddling thier way to the island.</p>
Annotation for Sample Student Response:	<p>The response retells the story in third person. Most of the retell is told as if the narrator is telling Ramo's perspective, although in some cases it switches to the sister's perspective (<i>but she didn't let it out because she knew her village needed the roots that they were digging</i>). There is sufficient story retold; however, there is only limited use of narrative elements beyond providing a sequence of events. Overall, this is limited in appropriateness to the task.</p>

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>I was standing watching a great, big canoe enclose toward our island.</p> <p>"While you gaze at the sea,"my sister exclaimed, "I dig roots. And it is I who will eat them you who will not."</p> <p>I continued to pick roots with her. I looked up again to see the enormous canoe. It was getting closer!</p> <p>"A canoe!" I preached to my sister."A great one, bigger than all of our canoes together. And red!"</p> <p>As quick as a cheetah I raced in the direction the large canoe was coming in from. It was the largest thing I had ever seen. The canoe soured as high as the birds and clouds. I thought my sister would follow, but she did not. The canoe sailed around the wide kelp that enclosed our island. It continued through the two rocks that guard Coral Cove.</p>
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	After, many villagers came to join me and look at the magnificent red canoe. They gathered at the edge to watch the on coming canoe. Then a much smaller canoe left, with six men aboard it each with a long oar.
Annotation for Sample Student Response:	This response successfully changes the point of view by correctly changing references to Ramos to “I” and references to the original narrator to “my sister.” Much of the response is lifted from the original passage, but there are some new narrative elements are added by the student to indicate some of Ramo’s perspective (<i>I continued to pick roots with her. I looked up again to see the enormous canoe. It was getting closer! ... As quick as a cheetah I raced in the direction the large canoe was coming in from. It was the largest thing I had ever seen.</i>). There is sufficient evidence of the change of perspective to be considered minimally appropriate to the task.

Anchor Paper 9 – Score Point 1

Sample Student Response:	I was gathering roots when I saw what looked like a big canoe. I was standing on one foot, and then the other watching the big canoe come closer and closer. "A canoe!" I cried. "A great one, bigger than all of our canoes together. And red!" I suddenly threw my roots up in the air and I was gone! I was crashing through the brush, shouting as I ran. I kept watching and watching! It was incredible! But that's when I realized that the people on the ship were not coming to us to be friendly.
Annotation for Sample Student Response:	This response successfully changes the pronouns to “I” to indicate a change in point of view. While brief, the account given covers the span of the original text. This is an example of a response that shares enough of the story to be considered a minimal retell.

Anchor Paper 10 – Score Point 0

Sample Student Response:	I was standing on one foot then another watching ships coming in and out. Then I saw a canoe a big one bigger than all of ours and it was red but it wasn't that exciting. Then I kept digging for roots.
Annotation for Sample Student Response:	This response provides too minimal of an account to be considered a retell of the original text. While there is a correct change in point of view, it retells only the opening scene. This is too undeveloped to be appropriate to the task.

Anchor Paper 11 – Score Point 0

Sample Student Response:	<p>I was standing on one foot and then the other, watching the ship coming, which I didn't know the ship was coming because i've never seen one. " I dig roots. And it is I who will eat them and you who will not." I picked up a root and was about to drop it in the basket. suddenly, my mouth opened wide and closed it again. "A canoe!" I cried. " A great one, bigger than all of our canoes together. And red!"</p> <p>A canoe or a ship, it didn't matter. In my very next breath I tossed the root in the air and was gone crashing through the brush, shouting as I went. I kept gathering roots but my hands trembled as I dug in the earth, for i was more exited than my brother. I knew that it was a ship on the sea and not a big canoe. and that a ship could mean many things. I wanted to drop the stick and run too, but I went on digging roots because they were needed in the village. by the time I filled up the basket, the Aleut ship had sailed across the wide kelp bed that encloses our island and between the two rocks that guard coral cove. our men and women were gathering there things at the edge of our mesa.</p> <p>I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliff's there I crouched on my hand and knees. below me lay the cove. halve the men from our village stood at the waters edge. the rest were concealed among the rocks at the foot of the trail, ready to attack the intruders should they prove unfriendly.</p>
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	As I crouched there in the toyon bushes trying not to fall over the cliff, trying to keep myself hidden and yet to see and hear what went on below me. six men with long oars were rowing.
Annotation for Sample Student Response:	This response begins to retell the story with a change in point of view, noted by the “I”, used in the first paragraph. However, starting with the second sentence in the second paragraph, the response becomes a direct copy from the passage, reverting back to the original narrator. This shift is confusing and is inappropriate to the task. The amount of writing that was told in Ramo’s point of view is not sufficient to be a retell of the story.

Anchor Paper 12 – Score Point 0

Sample Student Response:	The passage " <i>Island of the Blue Dolphins</i> " would be different if it was told from Ramo's point of view because it would be from what he says and doing. Ramo would probably talk more about what he was doing, and how the ship looked like. He would talk about how he felt for seeing a ship for the first time. He'll explain what he would have done to see one for the first time, or if he would just watch it and inspect it. Ramo might talk about how scary it was to kind of be on the edge of the cliff.
Annotation for Sample Student Response:	This response is not a retell of the story, but rather an essay about what would be different if told in Ramo’s point of view. Since there is no narrative writing to be evaluated, this response is inappropriate to the task.

Item Set 2 – Question 5 (Constructed Response)

Retell the story from Zoe's point of view and reveal her thoughts about Alex's intergalactic spaceship project. Be sure to use details from the passage to support your story.

Item Information	
Passage	Gravity Buster: Journal #2 of a Cardboard Genius
Answer	See Sample Responses & Annotations
Colorado Academic Standards (CAS)	Narrative Writing
Evidence Outcome	

Anchor Paper 1 – Score Point 3

Sample Student Response:	<p>I was at school in study hall and I passed a note to one of my closes friends, Alex. The note said, "Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project." Alex wrote me back but in a cool way. He put the note in a empty ball point pen and his note read, "That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway."</p> <p>Alex and I have different opinions about what topic we want to experiment on because he likes space and astrophysics and I like to experiment on animals and see how there health changes and what happens if they eat or do something differently. Alex is currently working on a new and improved star jumper because... I'm not supposed to tell but... he was having a pillow fight with his brother named Jonathan and his old space craft got destroyed. Oh no, I spilled the beans!</p> <p>I personally think that Alex's experiment is going to win because of the creative thinking he does, and the work that he puts into his project. I am really excited to see Alex win the science fair and him be so happy because he'll finally win and be proud of what he did and what he made. It was probably a struggle to build and do this as Alex's experiment because he made a first intergalactic spaceship with a journal called the Journal of a Cardboard Genius that describes how he designed and built the world's first intergalactic spaceship!</p> <p>I was really excited to go to Alex's house today after school but I had to work on my experiment about gray squirrels and peanut butter mixed with different things in it. One peanut butter is going to be salty, the second peanut butter is going to be plain, and the third peanut butter is going to sweet. I am going to see which one they like the best and how it effects there health.</p> <p>I love that Alex is getting back up and making a new Star Jumper and writing a journal of a Cardboard Genius. Alex has failed many times and things haven't gone the right way but he never gives up and always tries again. I hope either one of us wins the science fair.</p>
Annotation for Sample Student Response:	<p>This response effectively presents the story from Zoe's point of view. The writer uses narrative elements to skillfully change the perspective of the original scene.</p> <p>Maintaining Zoe's point of view, the writer's description of the characters add to the effectiveness of the response. (<i>Alex and I have different opinions about what topic we want to experiment on because he likes space and astrophysics and I like to experiment on animals and see how there health changes and what happens if they eat or do something differently</i>). In addition, the writer also reveals what Zoe thinks about Alex's intergalactic spaceship project (<i>I personally think that Alex's experiment is going to win because of the creative thinking he does, and the work that he puts into his project</i>).</p>

Anchor Paper 2 – Score Point 3

Sample Student Response:	<p>Right now I'm in study hall. The person to the left me is reading some book. The person person to the right of me is playing with paper figures he made. The person in front of me is asking our study hall teacher, Mr. Howard, a question. My friend Alex who is behind me is ,writing in his journal that's destined to become part of the most monumental manuscript in the history of mankind. Me? I'm preparing for my new science project. It's about gray squirrels and what kinds of peanut butter they like, and how it affects their health as well as their eating habits. I enjoy doing science that involves animals.</p> <p>I was planning on going to Alex's house, but I still have to work on my project. I write him a note explaining what's going on, "sorry, Alex, but I can't come over to your house today. I have to stay at home and work on my science fair project. -Z"</p> <p>I look to see if Mr. Howard is looking, then roll the balled-up paper under my chair, to Alex.I hope he won't be too sad I can't go. I go back to planning my project while I wait for his response.</p> <p>After a while Alex rolls me an empty ballpoint pen. I open it and it reads, "that's okay. I have an IMPORTANT PROJECT I have to work on anyway. -A" I'm glad he's not sad and I think I know what this 'important project' is.</p> <p>A while ago, Alex made an intergalactic spaceship' out of cardboard. I actually really liked it. I could tell he put a lot of time and effort into making the ship. But then, the next week, he told me, "Me and Jonathan had a random, senseless pillow fight, so that's good. The bad news is, the Star Jumper was broken down tremendously." Then two days later he told me he had started on a new one. I have a feeling this one will blow the other one out of the water in the awesomeness factor, and will be done soon</p>
Annotation for Sample Student Response:	<p>This response is skillful in changing the narrative to Zoe's perspective and implementing elements of narrative writing. Student response contains effective use of language (<i>Me? I'm preparing for my new science project. It's about gray squirrels and what kinds of peanut butter they like, and how it affects their health as well as their eating habits. I enjoy doing science that involves animals</i>).</p> <p>The writer also reveals what Zoe thinks about Alex's intergalactic spaceship project (<i>A while ago, Alex made an intergalactic spaceship out of cardboard. I actually really liked it. I could tell he put a lot of time and effort into making the ship</i>). Overall, there is coherence to this story and it is an example of effective use of narrative elements to retell this story from Zoe's point of view.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>Im sitting in study hall and my friend named Alex is sitting right behind me. I turn around quickly and look at his journal. He is writing in his brown notebook. Alex has told me that he thinks that his journal is going to be in a museam one day. I told him there was no way that would happen enless he was a novel writter at the age of 11. I take out a piece of paper from my notebook and write down, "Sorry Alex, but I cant come over to your house today after school. I have to stay home and work on my science fair project. – Z". He slips a empty ball point pen near my desk and I pick it up and pull out the sheet of paper thats in it. "That okay. I have and IMPORTANT PROJECT I have to work on this afternoon any way -A" It said. I thought about what the Important Project was then I realized it was the star jumper he had made last year.</p> <p>I think the starjumper was really cool ... and really funny to. See his brother and him were having a careless pillow fight and then pow his brother smacked the star jumper with the pillow and it knocked over and fell and broke. But he was telling me about the Important Project and he said he had gotten new plans for it and he is building the new and improved Star Jumper! He is so exited for when he is done with it.</p>
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	<p>The science fair is going to be so much fun. Last year I won with the study of the drinking habits of Guinea pigs. This year I will have three gray squirrels and I will be giving one of the salty peanut butter another normal plain peanut butter and the last one sweet peanut butter. After I give them the peanut butter I'm gonna record their health and behavior. I think that the squirrel with the salty peanut butter is going to have some reaction with its stomach and it might start freaking out. I think the one with the normal peanut butter is going to stay the same. I think the squirrel that got the sweet peanut butter is going to get really hyper and start running all over the place because the sugar in the sweet peanut butter might be too much for it to handle. I'm so excited I can't wait I look behind me and see Alex is done writing so I throw a note at him saying, "Good luck on the fair!" in big bold letters.</p> <p>I think that Alex is a pretty nice boy and he is like my best friend (even though I'm a girl) we love to hang out a lot. I hope that my project is going to be pretty easy but probably not. I have to make the squirrels eat the peanut butter if they are even interested and then record the results. Science is my favorite subject. I get it pretty well and I learn new things every day. If we had the choice I would have a science all day party and I would rock it!</p> <p>I wonder what the squirrels will do in my project. Probably won't work the first time I will try it but it will work (I hope). I wonder if study hall will let me work on my project in here let me go ask Mr. Howard. Okay that was a fail. I asked him, Hey can I work on my science... and he just said no right in the middle of my sentence! Sometimes I think study hall is a great use of your time but sometimes I think why do I have to be here. The bell just rang and it's time to go to science see you later diary. Till next time!</p>
Annotation for Sample Student Response:	<p>This response skillfully changes to Zoe's point of view and demonstrates skills in various elements of narrative writing. For example, there is effective use of internal dialogue to show Zoe's perspective (<i>I think that Alex is a pretty nice boy and he is like my best friend (even though I'm a girl)</i>). The writer also reveals Zoe's thoughts about Alex's intergalactic spaceship project (<i>I think the starjumper was really cool...and really funny to. See his brother and him were having a careless pillow fight and then pow...</i>). Overall, this response demonstrates effective writing that is consistently appropriate to the task.</p>

Anchor Paper 4 – Score Point 2

Sample Student Response:	<p>As the time I am writing this I am at school in the study hall. I just dropped a crumpled piece of paper behind me so it was close to my best friend's left foot. Hopefully the teacher won't see. Today I have to work on my science project after school. so I can't go over to his house. His note to me was a tiny slip of paper in an empty ballpoint pen that he rolled onto the floor so it rolled near my desk. The note was barely readable but I could make it out. It said, That's okay, I have an IMPORTANT PROJECT this afternoon anyway. I think it's his star jumper project. He had already finished it but it got destroyed in a crazy pillow fight with his brother Jonathon. But he is recreating it with an even better design now. Hopefully it does not get destroyed again. My project this year is on gray squirrels. I am going to offer them 3 kinds of peanut butter 1 plain 1 sweet one salty and see which they like best and how it affects them. Last year I won in the statewide Science Fair with my study on drinking habits of guinea pigs. But this year I bet Alex's star jumper will win. Even though I like animals. And experiments with them. His spaceship is pretty cool and I am sure that all the judges will like it.</p>
Annotation for Sample Student Response:	<p>This response successfully changes the point of view to that of Zoe, and implements some narrative elements to retell the story. The response is mostly made up of the retell. However, there are new original ideas added to help elevate the response to a SP2 (<i>The note was barely readable but I could make it out.; Hopefully it does not get destroyed again.</i>). The writer also reveals what Zoe thinks about Alex's project (<i>But this year I bet Alex's star jumper will win. Even though I like animals. And experiments with them. His spaceship is pretty cool and I am sure that all the judges will like it.</i>). Overall, this response demonstrates effective writing that is consistently appropriate to the task.</p>

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Right now I'm in study hall. I can't go over to Alex's house today. (So sad) I going to stay home to work on my science fair project, about gray squirrels. There is this kid behind Alex and he keeps taping his foot on Alex's chair and its so annoying. Alex is writing in his journal like usual. He thinks that he is going to de world famous and stuff like that. It's crazy important to him.</p> <p>I going to pass a note to Alex saying: Sorry, Alex, but I can't come over to your house today after school. I have to stay home and work on my science fair project. -Z</p> <p>I think it will do the trick! I crumble it up check if our study hall teacher Mr. Howard isn't looking and secretly throw it to his feet. I wonder what he will say. Next to me there is Alex's ball point pen. I open it up and inside there is a note saying:</p> <p>That's okay. I have an IMPORTANT PROJECT I have to work on this afternoon anyway. -A</p> <p>I bet that Alex has to work on his Star Jumper. The Star Jumpers a spaceship. I'm not really into that sort of stuff, I'm more into animals. I won first place in the statewide Science Fair, but I don't like to brag. I'm so excited to work on my project later cause it's almost finished!</p>
Annotation for Sample Student Response:	<p>This response successfully changes the point of view to that of Zoe, and implements some narrative elements to retell the story. There is some internal dialogue that helps to retell the story from Zoe's perspective (<i>Right now I'm in study hall. I can't go over to Alex's house today. (So sad) I going to stay home to work on my science fair project, about gray squirrels</i>). The writer does reveal some of Zoe's thoughts about Alex's intergalactic spaceship project (<i>I bet that Alex has to work on his Star Jumper. The Star Jumpers a spaceship. I'm not really into that sort of stuff, I'm more into animals</i>), but they are not developed enough to elevate this response to a score point 3. Overall this response is mostly coherent and mostly effective in retelling the story from Zoe's point of view.</p>

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>I'm in study hall right now working on a note to Alex, the boy who sits behind me. He wanted me to come over to his house after school today but I have to work on my Science Fair project.</p> <p>I'm doing an expierement with squirrels were I give them three different types of peanut butter and see wich ones they like the best. Also, I see how they affect the health os the squirrels. Last year I won first place with a project about guinea pigs wich is kind of like the project I'm doing this year so I hope this one also wins first place.</p> <p>Apparently Alex is also working on a project after school. He said he's making an intergalacticc spaceship wich sounds pretty neat. I think he really has a great mind for building things. He also has a great imagination for names since he is calling his spaceship the Star Jumper. I think his idea is pretty cool and will play out really well!</p>
Annotation for Sample Student Response:	<p>This response successfully retells the story from Zoe's point of view. There are some narrative elements present in this response, such as describing a scene with Zoe (<i>I'm in study hall right now working on a note to Alex, the boy who sits behind me. He wanted me to come over to his house after school today but I have to work on my Science Fair project</i>), and a logical sequence of events. The writer does reveal some of Zoe's thoughts about Alex's intergalactic spaceship project (<i>He said he's making an intergalactic spaceship wich sounds pretty neat. I think he really has a great mind for building things. He also has a great imagination for names since he is calling his spaceship the Star Jumper. I think his idea is pretty cool and will play out really well!</i>). However, this response would need more development and description overall to elevate it to a score point 3.</p>

Anchor Paper 7 – Score Point 1

Sample Student Response:	<p>Right now I'm writing a note to the boy who sits behind me. Alex.he asked me to come over this afternoon to work on his new and improved "spaceship",(his last one got destroyed in a pillow fight with his brother) but I have to work on my science fair project. it's about how different typs of penutbutter can afect a gray squirrel. last year I won first place in the satewide science fair for the study of drinking habits of guinea pigs.</p>
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Annotation for Sample Student Response:	The response does change the perspective to Zoe’s point of view, but is minimally developed with limited narrative elements of writing. There is a sequence of events, and the writer does reveal some of Zoe’s thoughts about Alex’s intergalactic spaceship project (<i>Alex he asked me to come over this afternoon to work on his new and improved “spaceship”</i>). However, the thoughts are minimal and could be more developed. This is an example of a retelling where the just the pronouns have been changed. Overall, there is not enough development of the plot or characters to elevate this response to a score point 2.
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Anchor Paper 8 – Score Point 1

Sample Student Response:	One day I was sitting at my desk and I was thinking about what I had to do after school.I told alex I was going to come over but, then I remembered my science fair project. So I wrote on a peice of paper I couldn't come over.I was hoping he wouldn't get mad. Then I got a note back saying " That's okay. I have an IMPORTANT PROJECT I have to work on anyway.I was so relieved he wasn't mad.
Annotation for Sample Student Response:	The response does change the perspective to Zoe’s point of view, but is minimally developed with limited narrative elements of writing. This is an example of a retelling where just the pronouns have been changed enough to cover most of the story. The response does retell enough of the span of the original story line to be considered a limited retell. There is no mention of Zoe’s thoughts about Alex’s intergalactic spaceship project.

Anchor Paper 9 – Score Point 1

Sample Student Response:	I am just thinking about animals and I realize that I wont be able to visit alex's house because i need to use my time to work on my science fair project so i write a note to alex saying that icant visit and I put it on her desk leg. she writes back that she to do her's. I have won in first place in the science fair last year.
Annotation for Sample Student Response:	The response does change the perspective to Zoe’s point of view, but is minimally developed with limited narrative elements of writing. The response does cover enough of the span of the original story line to be considered a limited retell. There is no mention of Zoe’s thoughts about Alex’s intergalactic spaceship project.

Anchor Paper 10 – Score Point 0

Sample Student Response:	Zoe throws a note to Alex saying that she can't make it to his house because she has a science fair project to work on. Then, she recieved a not from Alex saying that it was okay that she couldnt make it because he has a project to work on too. I think that Zoe thinks that her project is better than Alex's project because hers involves animals and nature and health and Alex's project only involves space and planets.
Annotation for Sample Student Response:	This response has no narrative elements, and does not retell the story from Zoe’s point of view. The writer merely summarizes the story, and gives their opinion on what Zoe might think of Alex’s intergalactic spaceship project.

Anchor Paper 11 – Score Point 0

Sample Student Response:	Zoe's point of view is that Alex and her had plans that zoe could go to alex house to do something I don't now what it is because it didn't tell but Zoe said that she "could not go to his house because she had to do a science fair project". Alex point of view is that he said "That's okay I have an important project I have to work on it in the afternoon anyway".So he is saying that he had lots of work to do.
Annotation for Sample Student Response:	This response gives a summary of both Zoe and Alex’s points of view. However, it is not written in the form of a narrative, and does not contain any narrative elements.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	So Alex and Zoe are friends and they made a plan to meet at Alex house after school. Then Zoe told Alex that she cant go to her house in a paper than Zoe put the paper under Alex feet. Then Alex saw the the letter and then Alex sayed in the paper that was ok because she got plans after school too so Zoe did not went to Alex house.
Annotation for Sample Student Response:	This response is a summary of the original text. It is not written as a narrative, and does not contain any narrative elements.

Item Set 3 – Question 10 (Constructed Response)

You have read three passages about whales. Write an essay explaining what scientists have learned about whale behavior and communication. Use details from all three passages to support your response.

Item Information		
Passages	Bowhead Whales with Talent, Humpback Whales, and The Social Lives of Whales	
Answer	See Sample Responses & Annotations	
Colorado Academic Standards (CAS)	5.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Evidence Outcome		

Anchor Paper 1 – Score Point 4

Sample Student Response:	<p>In the three passages, "Bowhead Whales with Talent!", <i>Humpback Whales</i>, and "The Social Lives of Whales", all texts mention what scientists have learned about whale behavior and communication. They state examples such as complex communication, hunting methods, and how whales often tend to learn from other whales, as things scientists have learned. The texts in each passages mention this in some place or another, from one sentence, to more than a paragraph. They explain how scientists learned about the behavior and communication of whales, from giving examples of things they used to study, what they studied, and even some of their thoughts on these topics.</p> <p>In "Bowhead Whales with Talent!", the text talks about how scientists learned and what they learned about the Bowhead Whale species. In paragraph two, the text says, "Scientists say bowhead whales sing with two voices because they can make both high-pitched and low-pitched sounds at the same time.," which leads us to paragraph three, that states how they learned this statement. According to the text, "To find some of those whales, Dr. Stafford and her co-workers used underwater microphones, called hydrophones, to record whale sounds in Fram Strait for a full year. They used the recordings to count the number of singing Bowheads and study their songs." With this information, we can infer how scientists have learned about the Bowhead's communication: by using underwater microphones.</p> <p>The next passage, <i>Humpback Whales</i>, text talks about singing and learning of the humpback whales. How did they learn about this behavior? Well, the answer is built up in multiple paragraphs. In paragraph two, the text says, "Humpbacks are very good at breaching. This is when they leap out of the water and then crash back down. They also slap the water surface with their flippers." This part of the passage obviously shows the scientists watch the whales in their natural habitats. In the next paragraph, it talks about "whalesong." From "Bowhead Whales with Talent!", we know the scientists used hydrophones to learn about whale sounds, which is probably what they did here to learn about the humpback whale's singing. In the part named, "How Intelligent Are Humpback Whales" the first sentence says, "Intelligence is a hard thing to measure, especially in animals." Next, it compares whales and dolphin intelligence with other animals' intelligence, like the animals: chimps, orangutans, crows, and elephants. The last sentence says, "Humpback whales, like other whales, have been <u>seen</u> doing some very clever things." The word "seen" proves the statement that watching whales is something they did to study the whale's intelligence and behavior. From this, it talks about how the whales learn from other whales, which wraps up the passage. With the given examples, you can infer that people watched whales to learn about their behavior.</p> <p>The last provided passage, "The Social Lives of Whales", concludes the ways that scientists have learned about whale behavior and communication. The first paragraph talks about how dolphins being studied were noticed rubbing their beaks with basket sponges. This again shows researches and</p>
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	<p>scientists watch whales to record and learn about their behaviors. Later, in paragraph four, the text says, "...they borrowed a technique used to study social networks in humans.," which shows yet another way people learn about whale behavior. The whole paragraph five contributes to the behavior of whales studied by scientists. "Sponging, Mann and her co-authors now conclude, is much like human subculture. They liken it to skateboarders who prefer to hang out with other skateboarders." From this paragraph, it gives yet another example of how scientists study and learn the behavior of whales: Comparing their behavior to human behavior. The rest of the text provides more examples of watching to learn.</p> <p>In conclusion, I strongly believe that scientists learn about whale and dolphin communication in multiple ways. They listen to their songs, and watch them thrive and hunt in the wild. Every text shows at least an example of this, and every text shows a different method. With this information, I can state: scientists learn about whales in many different ways.</p>
Annotation for Sample Student Response:	The student response demonstrates full comprehension of ideas stated by providing an accurate analysis addressing the prompt. All three passages are accurately addressed and there is effective and comprehensive development of the topic of whale behavior and communication that is consistently appropriate to task. For each passage there is both reasoning and relevant text-based evidence explaining what scientists have learned about whale behavior and communication.

Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>Whales are incredibly amazing creatures. Unlike most fish, cephalopods, and crustaceans, they don't just swim around looking for food. Instead, they come up with new hunting techniques, preform beautifully haunting "songs" to communicate, leap out of the water in a fantastic feat of nature, and learn from their peers. In the Fram Strait of Greenland and the Svalbard Islands (belonging to Norway), people started to spot the Spitsbergen bowhead whale, thought to be extinct until around the 1980s. Dr. Katie Stafford spent a full year in the arctic studying these whales. They are still critically endangered, but are making a comeback. "We know there is a minimum of 66 singers." she says. There could possibly be up to 33 more.</p> <p>Now, we go back in time to 180 years ago, to around the year 1840. A female bottlenose dolphin has recently discovered that she can put a basket sponge on her beak to prevent injury while searching for food among the rocks and coral, and is now teaching it to her sons and daughters. Fast-forward back to 2018, and now that dolphin's children have taught it to their children, and their children have taught it to their children, and so on. Scientists appropriately call this behavior "sponging". Six years ago in 2012, Sophie Mann and her colleagues found that dolphins that do sponge tend to group less with non-spongers. They say that it's like how skateboarders prefer to hang out with other skateboarders.</p> <p>It's now been realized that baleen whales also teach and come up with food-finding strategies. Bubble-netting is when a whale blows a bubble into a school of fish. The fish huddle up and the whale chomps them right up. However, a new variation started to emerge. Before blowing the bubble, the whale whacked the water with its tail, a process called lobtailing. People first observed this in 1980. Within less than 10 years, almost half of the whale population lobtails the water. At first, scientists didn't know why whales started lobtailing. Then, Luke Rendell and his colleagues in Scotland found that since the population of herring was driven down because of the whales, they started to eat a fish called the sand lance. But there was a problem The lances weren't as easily frightened by the bubble, so one crafty whale decided that a sudden disturbance in the water might just do the trick. And it did! Other whales witnessed this whale slapping the water and decided to try it for themselves. Now, it's a technique that saved a species.</p> <p>Whales are also very smart. Although their brain is smaller than a human's, or even a chimpanzee's, their brain has a similar shape to ours – folded, with multiple layers. Scientists have found cells called spindle cells in whales' brains. It's commonly believed that they are used to understand language and emotions.</p>
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	Yes, whales are extremely intelligent, innovative, and downright incredible. But what haven't we learned yet? Are there other species that we thought were extinct but are really alive, like the Spitsbergen? Could there possibly be more strategies that we haven't been able to witness yet? Only time will tell.
Annotation for Sample Student Response:	The response demonstrates full comprehension of the ideas stated providing an accurate analysis of whale communication and behavior.. Relevant text-based evidence from all three passages is included in the effective and comprehension development of the topic. The response is effectively organized and cohesive and provides the analysis of the topic that is consistently appropriate to the task.

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p><i>The scientists have studied a lot about whale behavior and communication in the past.</i></p> <p><i>In the text "Bowhead Whales with Talent!" in paragraph two it states that "Scientists say that bowhead whales sing with two voices because they can make both high-pitched and low-pitched sounds at the same time. This is one way they can communicate. In that same text in paragraph five it states that "Scientists think that the loud, continuous singing of complex songs means the whales are gathering in those cold waters. This is communication and behavior because they move and listen to the sounds and communicate.</i></p> <p><i>In the text "from Humpback Whales" it states that in paragraph one it says that Humpbacks seem to communicate with each other by making grunting and whistling sounds. If they didnt do this how would they know if they were in danger. Also in paragraph one it says that Humpbacks also make whooping noises when they are bubble-net feeding, perhaps to scare the fish. This is not the same as the "singing" that male humpbacks are known for. This is how they fish and they wouldnt have any food if they didnt know how to do this.</i></p> <p><i>In the text "The Social Lives of Whales" it states that in paragraph one it says that A few years back, the researchers noticed that some dolphins wrapped their beaks with basket sponges before they went hunting for nutritious fish near the seafloor. If they didnt do this their beaks would be injured. In paragraph three it states that Females appear to act as instructors, teaching the skill to their daughters- and occasionally to their sons. They have very good communicating skills because if they didnt they young ones wouldnt know how to use the sponges.</i></p> <p><i>These whales behavior and communication skills are well studied and well known. The researchers obviously care about them. Whales should not go extinct.</i></p>
Annotation for Sample Student Response:	The student response demonstrates comprehension of ideas stated by providing a mostly accurate analysis of whale communication and behavior. For each passage there is a whale behavior or communication practice identified and some relevant text-based evidence used to provide a mostly effective development of the topic. The response is presented in a mostly effective organization and overall, provides a mostly accurate analysis of the topic.

Anchor Paper 4 – Score Point 3

Sample Student Response:	<p>After reading the passages from, "Bowhead Whales with Talent," "Humpback Whales," and, "The Social Lives of Whales," I found out that some whales do have certain communication and behavior, kind of similar to specific other animals and humans. But the scientists were the first to find this out. They found out that some whales actually sing songs to communicate, some follow other whales behavior to find food, and sometimes, whales can be so intelligent, that when they need to have their beaks protected from the sea, they can actually find good objects and have a protected beak.</p> <p>First of all, scientists have learned that some species of whales can sing songs to communicate. I know this because of the text, "Scientists think the loud, continuous singing of complex songs means the whales are gathering in those cold waters." This text shows me that Bowhead whales can sing to communicate because if the singing means that "the whales are gathering" right there, that does count as communicating.</p> <p>Secondly, scientists have learned that some whales even follow other whale's behavior to find food. This text, "Adult humpbacks also learn things from each other, such as new songs and new methods of hunting," from the "Humpback Whales" passage, shows me that these whales do learn other things from each other, like finding food, just what scientists figured out.</p> <p>The final thing that scientists found out about specific species of whales, is that they are very intelligent. What I found to support that whales are so intelligent, was, "This 'sponging,' as the scientists called it, allowed the animals to forage among sharp rocks and corals, without risking injury. These sponges protected the dolphins' beaks as they roused fish from their hideouts." That supporting evidence showed me that the whales, also known as dolphins, were intelligent enough to find something that protected their beaks, which is really cool.</p> <p>All in all, whales are awesome creatures. Especially with the three things that scientists found out about how they behave and communicate: Bowhead Whales sing songs to communicate or talk to each other, Humpback Whales can follow each others' actions and strategies to find food, and best of all, whales are so intelligent! I mean, what's not to love about a whale?</p>
Annotation for Sample Student Response:	For each passage there is a behavior or communication skill identified, relevant text evidence provided as support, and a statement of analysis of what that evidence shows about the selected topic. Overall, the response is organized and is developed enough to be provide an accurate analysis of the topic.

Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Scientists have learned a lot about whale behavior and communication</p> <p>they have learned that whales have different types of singing, and that whales can learn.</p> <p>Whales are very smart creatures they learn from other whales I know this because in "<i>The Social Lives of Whales</i>" it states, " Even Baleen whales long thought to be solitary will teach each other new skills." I think this means that even the most solitary whales will learn from and teach other whales. I think whales also problem solve and adapt to new situations. I think this because In "<i>The Social Lives of Whales</i>" it states," A few years back the researchers noticed that some dolphins wrapped their beaks with basket sponges before they went hunting for nutritious fish near the seafloor." I think that this means that the dolphins (technically classified as whales) used the sponges as a tool to protect their beaks from rocks when they went hunting. This means that the dolphins were smart enough to use sponges as tools which is very impressive!</p> <p>Whales are renowned for their singing which is told to be haunting and eerie. They sometimes sing for the purpose of underwater navigation. I know this because in " <i>Bonehead Whales with Talent</i>" it states that, "For example they make simple sounds called "'upsweeps'"and listen for the echoes to help them navigate through dark, icy waters." I think that this means that whales use some form of</p>
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	<p>underwater echolocation to navigate. Whales also use their singing for the purpose mating. I know this because in "<i>Humpback whales</i>" it states that, "It is almost always that male humpbacks sing during the mating season" I think this means that the singing during mating season has something to do with mating.</p> <p>In conclusion I have talked about whale singing types and whale learning I hope you now know more about both subjects. The End</p>
Annotation for Sample Student Response:	The student response demonstrates basic comprehension of ideas stated by providing generally accurate analysis of the prompt. For each passage there is a statement identifying a whale behavior, a relevant quote of text-based evidence, and a statement of somewhat accurate analysis of what the evidence shows that basically repeats what the quote stated. Overall there is some organization, and the response is somewhat appropriate to the task.

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>Whales are very unique creatures. They have many different ways of behavior and communication. They also have many reasons.</p> <p>Humpback whales have a very interesting behavior of how they hunt. They use a skill called bubble-net-feeding, which is when the whales blow bubbles to confuse and scare their prey, which are schools of fish. When their food supply died down, the whales went after a different fish, the sand lance, which is not as confused, or scared of the bubbles. Since the Humpback whales are so intelligent, they created a different way. Before they blew the bubbles, the humpbacks smacked the water with it's tail, then the sand lance got into the same bubble netting-technique, just with an added step.</p> <p>Bowhead Whales have a special behavior. They communicate with each other by singing. These noises had some scientists confused. This doesn't sound like any whale noise. The different groups of whales would each have a song, and when one whale figured out a new add on to the song, the other whales would catch on. These songs are mostly made by males, and they could be used as mating songs.</p> <p>Humpback whales also have similar way of communicating. They normally are made by mothers and calves communicating, or the members of the pod. The noises are usually grunting and whistling sounds. However this isn't the same as the males singing.</p> <p>These are some examples of what scientists have learned about whale communicaton and behavior.</p>
Annotation for Sample Student Response:	The response demonstrates basic comprehension of the ideas about whale behavior and communication. For each passage there is a somewhat developed discussion of the topic with references to relevant text-based evidence. Overall the organized shows some organization and is somewhat appropriate to the task.

Anchor Paper 7 – Score Point 2

Sample Student Response:	<p>In the story from "Bowhead whales with talent!" by Laura Lane. Scientist learned that Bowhead whales use music to comunicate. According to the author "Scientists think the loud, continuous singing of complex songs means the whales are gathering in those cold waters." Also scientists knew almost nothing about where whales are when its winter. there songs revealed the important winter habitat. Humpback whales and baleen whales dont have teeth. So they have a material in there mouth called baleen. the whales swim around with there mouth open catching large amounts of little tiny fish then they just swallow them.</p> <p>In th text from " The social lives of whales" by Eric Wagner. Scientists learned</p>
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	<p>that the bottlenose dolphin is a type of whale. According to the author " Humpbacks, a type of baleen whales, often engage in a practice known as "bubble-netting". The animals swim below schools of fish and then blow clouds of bubbles. These bubbles panic the fish, which prompts them to cluster into a tight ball." in 1980, a whale catcher saw a whale a modified version of this behavior.</p> <p>In the text from " Humpback whales" by Anna Claybourne. Scientists learned that humpback whales communicate with each other by making grunting and whistling sounds. According to the text " these sounds are mostly made by mothers and calves calling to each other, but members of a pod also communicate with each other".</p>
Annotation for Sample Student Response:	The response demonstrates generally accurate analysis. For each passage there is some reasoning and relevant text-based details about whale communication and behavior. The response demonstrates some organization, and the overall development of the topic is somewhat appropriate to the task.

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>In the texts I think scientists have learned that humpback wales can talk to each other. I think this because in the text it talks about how wale's can communicate to each other by making sounds ."Humpbacks seem to communicate with each other by making grunting and whistling sounds".I also think scientists have learned that wales and dolphins are relatively because they do some of the same things wale's do."Even baleen walesd long thought to be relatively solitary will teach each other new skills scientists are finding".The last thing i think scientists have learned is that wale's learn different ways to hunt by watching wale's hunting."Adult Humpbacks learn things from each other such ans new songs and new methods of hunting". That is why i think scientists have learned how wale's hunt and how they talk to each other and how they are relative to dolphins.</p>
Annotation for Sample Student Response:	The response provides minimal analysis of the topic of whale communication by stating what each passage teaches about the topic and providing a corresponding quote of text evidence. There is limited organization and development.

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>In "<u>Bowhead Whales with Talent!</u>" scientists learned that bowhead whales make a noise that you wouldn't attribute to a whale. Evidence: ' "It doesn't sound like anything you would attribute to a whale," Says Dr. Kate Stafford' They also learned that there is a minimum of 66 singers (whales) that they recorded. Evidence: ' "We know there are a minimum of 66 singers." '</p> <p>In "<u>Humpback Whales</u>" scientists learned that male humpbacks mainly sing during mating season. They think it seems to have something to do with courtship. Evidence: "It is almost always male humpbacks that sing during the mating season. So it seems to do with courtship"</p> <p>In "<u>The Social Lives of Whales</u>" scientists learned that bottlenose dolphins wrapped their beaks with basket spongers. Evidence: "A few years back, the researchers noticed that some dolphins wrapped their beaks with basket spongers"</p>
Annotation for Sample Student Response:	The response provides a minimally accurate analysis by providing a statement about whale communication and a corresponding quote from each passage. There is not further development of the topic.

Anchor Paper 10 – Score Point 1	
Sample Student Response:	Humpback whales and bow head whales both use different sounds and songs to communicate. Humpback whales use a tail slap method (also known as lobtailing) as well as a bubble netting method to catch food. Bowhead Whales use a bubble netting method to catch fish also. Humpback whales are a type of baleen whale as well as bowhead whales. Bow head whales do not have teeth. Humpback whales do not have teeth. Whales sometimes make up their own songs and those songs get passed on to other whales. Whales some times make up their own actions and that action can be spread to other whales.
Annotation for Sample Student Response:	The response demonstrates limited analysis of the prompt topic. There is a relevant detail about whale communication from each text, but there is no further development of the topic.

Anchor Paper 11 – Score Point 0	
Sample Student Response:	How whales communicate is by singing. Although scientists don't know what type of singing they communicate by. they also think that singing is also behavioral. I thinkg that it's behavioral because they use it to make their something like mating calls, or they could be used to scare off other male whales. that's all I have to say.
Annotation for Sample Student Response:	Response attempts to connect whale behavior and communication, “singing is also behavioral,” however the response is very vague and undeveloped.

Anchor Paper 12 – Score Point 0	
Sample Student Response:	what scientists learned about whales behavior and communication is in story one pg.2 it says,”
Annotation for Sample Student Response:	The student response demonstrates no comprehension of the ideas in the passages. The response merely begins to restate what is asked in the prompt, then fails to complete the task.