



NEVADA INSTRUCTIONAL MATERIALS

FOR THE
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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Grade 5

TEACHER EDITION



Scoring Support Materials

Grade 5
Language and Reading

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Introduction

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed “Teacher Tips” to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.



Item Level Data

Item Number	NVACS*	SBAC** Target	DOK	Answers
1	L.5.1c; L.5.2a	-----	2	-----
2	L.5.2c; L.5.3a	-----	2	-----
3	L.5.2d; L.5.3a	-----	2	-----
4	L.5.3a; L.4.3b	-----	2	-----
5	L.5.1d	-----	1	B
6	L.5.2e	-----	1	A
7	L.3.1.f	-----	1	D
8	L.4.1.g	-----	1	D
9	L.5.1e	-----	1	C
10	L.5.2b	-----	1	A
11	L.5.1e	-----	1	A
12	L.3.1.f	-----	1	B
13	L.5.1b	-----	1	D
14	L.5.3a	-----	1	A
15	L.5.2a	-----	1	B
16	L.5.1d	-----	1	C
17	RL.5.1	1	2	B, C
18	RL.5.4	7	2	-----
19	RL.5.3	4	2	C
20	RL.5.2	5	3	C
21	-----	6	2	-----

*Nevada Academic Content Standards

**Smarter Balanced Assessment Consortium

(Continued on the next page)

Item Level Data (continued)

Item Number	NVACS*	SBAC** Target	DOK	Answers
22	RL.5.2	2	2	-----
23	RL.5.6	5	3	-----
24	RL.5.1	1	2	-----
25	RL.5.7	6	2	-----
26	RL.5.4	7	2	B
27	RL.5.2	4	3	D
28	RL.5.6	5	3	B, D
29	RL.5.5	6	2	-----
30	RL.5.3	4	3	-----
31	L.5.4a	10	2	A
32	RL.5.2	9	2	-----
33	RI.5.1	11	2	B
34	RI.5.1	8	2	-----
35	RI.5.7	11	3	B, C
36	RI.5.3	8	2	-----
37	RI.5.6	12	3	-----
38	-----	14	3	-----
39	RI.5.8	11	2	D
40	L.5.4a	10	2	C
41	RL.5.1	8	2	-----
42	RL.5.2	9	1	A, B

*Nevada Academic Content Standards

**Smarter Balanced Assessment Consortium

(Continued on the next page)

Item Level Data (continued)

Item Number	NVACS*	SBAC** Target	DOK	Answers
43	RI.5.7	13, 9	2	-----
44	RI.5.3	8	2	C
45	RL.5.2	8, 9	2	-----
46	L.5.4b	10	2	B
47	RI.5.1	11, 9	2	-----
48	RI.5.3	8, 12	2	B
49	-----	12	3	B, D
50	RI.5.7	9, 8	2	-----
51	RI.5.9	11, 9	4	-----

*Nevada Academic Content Standards

**Smarter Balanced Assessment Consortium

Detailed objectives for Content Standards and Depth of Knowledge (DOK) descriptions can be found on the Nevada Department of Education web site.



Scoring Guides and Student Response Examples by Score Point

Grade 5
Language and Reading

**Nevada Instructional Materials Phase III
Grade 5 Language
“Stand Alone”**

1

Read the sentences below.

I stay at home yesterday because it was raining. If it is sunny tomorrow, I will go to the park the pool or the zoo.

On the lines below, rewrite the sentences to correct any errors.

Scoring Notes:

Answers may include, but are not limited to:

I stayed at home yesterday because it was raining. If it is sunny tomorrow, I will go to the park, the pool, or the zoo.

**Nevada Instructional Materials Phase III
Grade 5 Language
“Stand Alone”**

2

Read the sentences below.

Mother says that we can go to a movie, but she says we have to finish our homework first before we go to a movie. We should do our homework soon shouldn't we?

On the lines below, revise the sentences to better describe the events and to correct any punctuation errors.

Scoring Notes:

Answers may include, but are not limited to:

Mother says that we can go to a movie when we finish our homework. We should do our homework soon, shouldn't we?

Mother says that we can go to a movie, but first we have to finish our homework. We should do our homework soon, shouldn't we?

**Nevada Instructional Materials Phase III
Grade 5 Language
“Stand Alone”**

3

Read the sentences below.

I am reading a new book. The book is called The Secret Cave, and it is a new adventure book.

On the lines below, combine the sentences and correct any errors.

Scoring Notes:

Answers may include, but are not limited to:

I am reading a new adventure book called The Secret Cave.

The new adventure book that I am reading is called The Secret Cave.

**Nevada Instructional Materials Phase III
Grade 5 Language
“Stand Alone”**

4

Read the sentences below.

I opened my closet to get my jacket. My cat jumped out of my closet when I opened it. I was so surprised.

On the lines below, combine and revise the sentences to better describe the events and to better express the writer’s feelings.

Scoring Notes:

Answers may include, but are not limited to:

When I opened my closet to get my jacket, my cat jumped out! I was so surprised!

I opened my closet to get my jacket, and my cat jumped out! I was so surprised.

Nevada Instructional Materials Phase III
Grade 5 Language
“Otto Rohwedder”

5

Which version of sentence 5 is correct?

- A He first works as a jeweler, and even owns three jewelry stores.
- B He first worked as a jeweler, and even owned three jewelry stores.
- C He was first working as a jeweler, and even was owning three jewelry stores.
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: This is an inappropriate shift in verb tense.

Rationale B: Correct: “owned” is the correct past tense.

Rationale C: Incorrect: This is an inappropriate shift in verb tense.

Rationale D: Incorrect: “owns” is present tense and does not agree with the context.

Nevada Instructional Materials Phase III
Grade 5 Language
“Otto Rohwedder”

6 Which is the correct way to spell the underlined word in sentence 8?

- A successful
- B succesfull
- C sucessful
- D Leave as is.

Scoring Notes:

Rationale A: Correct answer.

Rationale B: Incorrect: The student doubles the “l” instead of doubling the second “s.”

Rationale C: Incorrect: The student correctly doubles the second “s” but removes a “c.”

Rationale D: Incorrect: The student does not recognize that the second “s” should be doubled.

Nevada Instructional Materials Phase III
Grade 5 Language
“Otto Rohwedder”

7 Which sentence from the passage contains a grammatical error?

- A sentence 1
- B sentence 6
- C sentence 10
- D sentence 12

Scoring Notes:

Rationale A: Incorrect: The sentence does not contain an error.

Rationale B: Incorrect: The sentence does not contain an error.

Rationale C: Incorrect: The sentence does not contain an error.

Rationale D: Correct: “Them” does not agree with “bakers” in this context.

Nevada Instructional Materials Phase III
Grade 5 Language
“Otto Rohwedder”

8

Which word in sentence 18 is used incorrectly?

- A soon
- B their
- C were
- D then

Scoring Notes:

Rationale A: Incorrect: In the sentence, “soon” is used correctly.

Rationale B: Incorrect: In the sentence, “their” is used correctly.

Rationale C: Incorrect: In the sentence, “were” is used correctly.

Rationale D: Correct: This is a frequently confused word. The word should be “than.”

Nevada Instructional Materials Phase III
Grade 5 Language
“Otto Rohwedder”

9

Which is the **best** version of sentence 19?

- A** Otto Rohwedder’s invention changed the bread business, also making life a little easier.
- B** Otto Rohwedder’s invention not only changed the bread business, and also made life a little easier.
- C** Otto Rohwedder’s invention not only changed the bread business, but also made life a little easier.
- D** Leave as is.

Scoring Notes:

Rationale A: Incorrect: The sentence is a run-on because it does not contain any correlative conjunctions.

Rationale B: Incorrect: The correlative conjunction is “but also,” not “and also.”

Rationale C: Correct: The sentence correctly uses a complete correlative conjunction.

Rationale D: Incorrect: The correlative conjunction in the sentence is incomplete.

Nevada Instructional Materials Phase III
Grade 5 Language
“Otto Rohwedder”

10 Which is the correct way to punctuate the underlined part of sentence 15?

- A Finally, the problem was solved when Rohwedder improved the machine
- B Finally the problem, was solved when Rohwedder improved the machine
- C Finally the problem was solved, when Rohwedder improved the machine
- D Leave as is.

Scoring Notes:

Rationale A: Correct: The introductory element (“finally”) is set off with a comma.

Rationale B: Incorrect: The comma is incorrectly placed after “problem.”

Rationale C: Incorrect: The comma is incorrectly placed after “solved.”

Rationale D: Incorrect: There is no comma after “finally.”

Nevada Instructional Materials Phase III
Grade 5 Language
“Otto Rohwedder”
Passage Key for Option B

The italicized portions of the text below reflect one way that students could edit the passage; other solutions are possible. Review students’ work to ensure that they have corrected or improved all parts necessary and have not introduced new errors.

Otto Rohwedder

Imagine making a dozen sandwiches and having to slice the bread all by yourself. Slicing that much bread is a lot of work! A man named Otto Rohwedder thought so, too, and he decided to do something about it.

Rohwedder was born in Iowa in 1880. He first worked as a jeweler, and even *owned* three jewelry stores. But Rohwedder was also interested in machines, and he had a great new idea. In 1916, he sold his jewelry stores so that he could work on his idea—the first bread-slicing machine.

However, it was not easy for Rohwedder to make his invention *successful*. In 1917, there was a fire in the factory that was going to build his bread-slicing machine. His original drawings and plans for the machine were completely destroyed. It took years for Rohwedder to recover from the loss, but his machine was finally built.

Rohwedder also had to convince bakers to use the invention in *their* shops. He showed the machine to some bakers, but they thought the sliced bread would dry out too quickly. Rohwedder tried to use pins to hold together the sliced loaves of bread. *Finally*, the problem was solved when Rohwedder improved the machine so that it would also wrap up the sliced loaves.

On July 7, 1928, a bakery in Missouri sold the first loaf of sliced bread. Other bakeries also started using Rohwedder’s slicing machine. Bakers soon noticed that their customers were buying more sliced bread *than* unsliced bread.

Otto Rohwedder’s invention not only changed the bread business, but also made life a little easier. Next time you make a sandwich, you can thank the “father of sliced bread” for his help.

Nevada Instructional Materials Phase III
Grade 5 Language
“Cicadas”

11 Which is the correct way to write the underlined part of sentence 3?

- A for either 13 or 17 years
- B for either 13 and 17 years
- C for neither 13 nor 17 years
- D Leave as is.

Scoring Notes:

Rationale A: Correct: The correct correlative conjunctions are “either”/“or.”

Rationale B: Incorrect: The second word in the correlative conjunction pair is “or,” not “and.”

Rationale C: Incorrect: While “neither”/“nor” is a correlative conjunction pair, it does not make sense in the context of the sentence.

Rationale D: Incorrect: “Nor” does not correlate with “either.”

Nevada Instructional Materials Phase III
Grade 5 Language
“Cicadas”

12 Which word correctly replaces the underlined word in sentence 8?

- A were
- B are
- C was
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: While subject and verb agree in number, this replacement creates an inappropriate shift in tense.

Rationale B: Correct: “are” agrees with “types.”

Rationale C: Incorrect: The verb does not agree with the subject in number and the verb tense is inappropriate.

Rationale D: Incorrect: The tense and person of the verb are correct, but the verb does not agree with the subject in number.

Nevada Instructional Materials Phase III
Grade 5 Language
“Cicadas”

13

What is the correct way to write the underlined part of sentence 14?

- A the cicadas in a brood has grown
- B the cicadas in a brood had grown
- C the cicadas in a brood having grown
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: The verb does not agree with the subject in number.

Rationale B: Incorrect: The past perfect aspect is formed correctly, but the present perfect aspect should be used instead.

Rationale C: Incorrect: The use of the participle is not appropriate in this context.

Rationale D: Correct: “Have grown” is the correct present perfect.

Nevada Instructional Materials Phase III
Grade 5 Language
“Cicadas”

14

Which is the **best** way to combine sentences 17 and 18?

- A Cicadas are extremely noisy, but they are not dangerous.
- B Cicadas are extremely noisy, while they are not dangerous.
- C Cicadas are extremely noisy because they are not dangerous.
- D Cicadas are extremely noisy and they also are not dangerous.

Scoring Notes:

Rationale A: Correct: “But” is the correct conjunction to contrast “noisy” and “dangerous.”

Rationale B: Incorrect: Though “while” is a conjunction that can indicate contrast, it does not fit the meaning of the sentence.

Rationale C: Incorrect: Though the resulting sentence is grammatically correct, it now shows an inappropriate cause-effect relationship.

Rationale D: Incorrect: The sentences are combined in a way that is stylistically inelegant and does not contrast the two ideas.

Nevada Instructional Materials Phase III
Grade 5 Language
“Cicadas”

15

Which is the correct way to punctuate the underlined part of sentence 22?

- A in trees bushes, or other plants.
- B in trees, bushes, or other plants.
- C in trees, bushes, or, other plants.
- D Leave as is.

Scoring Notes:

Rationale A: Incorrect: An additional comma is needed after “trees.”

Rationale B: Correct: Commas are correctly placed to separate items in the list.

Rationale C: Incorrect: There should not be a comma after “or.”

Rationale D: Incorrect: The items in the list are not separated by commas.

Nevada Instructional Materials Phase III
Grade 5 Language
“Cicadas”

16

Which sentence contains an error in grammar, usage, or mechanics?

- A sentence 2
- B sentence 5
- C sentence 11
- D sentence 25

Scoring Notes:

Rationale A: Incorrect: This sentence does not contain an error in grammar, usage, or mechanics.

Rationale B: Incorrect: This sentence does not contain an error in grammar, usage, or mechanics.

Rationale C: Correct: “Happened” is in the incorrect past tense.

Rationale D: Incorrect: This sentence does not contain an error in grammar, usage, or mechanics.

Nevada Instructional Materials Phase III
Grade 5 Language
“Cicadas”
Passage Key for Option B

The italicized portions of the text below reflect one way that students could edit the passage; other solutions are possible. Review students’ work to ensure that they have corrected or improved all parts necessary and have not introduced new errors.

Cicadas

Cicadas are very unusual insects. Even if you live in an area that has cicadas, you may not notice them for years. This is because some kinds of cicadas sleep underground for either 13 *or* 17 years at a time. These kinds of cicadas are called periodical cicadas. But when it is time for the periodical cicadas to come out, they are hard to ignore.

Periodical cicadas live in the eastern part of North America. The 17-year cicadas live mostly in the north, and the 13-year cicadas live mostly in the south. However, both types of periodical cicadas *are* found in some areas.

Cicadas spend most of their lives underground, buried in two to 24 inches of soil. When a group of cicadas is fully grown, all the insects in the group move up to just an inch below the surface of the soil. This *happens* in the spring, when the temperature of the soil is just right. Then, the cicadas come out of the ground.

All of the cicadas in a group, or brood, grow and mature at the same time. So when the cicadas in a brood have grown, millions of them come out at the same time. Sometimes a group of 13-year cicadas and a group of 17-year cicadas will come out in the same year. When this happens, there are cicadas everywhere.

Cicadas are extremely noisy, but they are not dangerous. To attract females, the male cicadas make loud noises by rubbing together two thin tissues, or membranes, near the bottom of their abdomen. These sounds are loud enough to keep people awake at night, especially when millions of cicadas are all making music together!

The adult cicadas only live above the ground for a few weeks. During this time, the female cicadas lay their eggs *in trees, bushes, or other plants*. After they have mated, the adult cicadas die. The eggs hatch after six to ten weeks, and the young “nymph” cicadas fall to the ground and burrow under the earth. Then, for many more years, the new cicadas wait their turn to come out and sing.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Sixth Day”

17

Which sentences from the passage reveal how Andy feels when he first sees the sea lions? Select **two** answers.

- A “. . . this was the area where we were supposed to have the best chance of seeing the humpbacks.”
- B “The last thing I expected was action right under my nose.”
- C “‘Wow!’ I said, under my breath.”
- D “The animal looked me over for a second, snorted, then slipped back underwater.”

Scoring Notes:

Rationale A: Incorrect: This provides factual information, but reveals nothing about how Andy feels when he actually sees the sea lions.

Rationale B: Correct: Andy says that he was not expecting anything to happen under his nose. This suggests that the sudden appearance of the sea lion was a complete surprise to him.

Rationale C: Correct: The interjection suggests that Andy is awed by the appearance of the sea lions.

Rationale D: Incorrect: This sentence describes the animal’s behavior, but reveals little about how Andy feels.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Sixth Day”

18

Read the sentences from the passage.

This time *five* of the critters were bobbing up and down and snorting. Their large eyes were dark and mischievous. A furry water polo team with attitude, that’s how they struck me.

Based on the information in the passage, explain why the author uses the underlined phrase to describe the sea lions. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context. The response includes inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context. The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
0	A response gets no credit if it provides no evidence of the ability to identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding that the first part of the phrase emphasizes that the animals are playful and athletic. However, mentioning that the sea lions have “attitude” suggests that the animals can also be fierce and aggressive.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Sixth Day”

19

Why do Monica and Andy react to the sea lions in different ways?

- A** Monica wants Andy to look for humpback whales.
- B** Monica is less interested in sea lions than Andy is.
- C** Monica knows more about ocean animals than Andy does.
- D** Monica is worried that Andy might frighten the ocean animals.

Scoring Notes:

Rationale A: Incorrect: Although Monica reminds Andy that they are there to see whales, this does not mean that Monica thinks Andy should only be interested in whales.

Rationale B: Incorrect: Although Monica may be less interested in sea lions than whales, as trip leader Monica is knowledgeable about sea lion behavior and sea lions in general.

Rationale C: Correct: Monica identifies the species of the sea lions, explains the real nature of their behavior, and also knows that the sea lions tipped over a kayak before. Andy is unaware of all of this information.

Rationale D: Incorrect: Although Monica is concerned, she is concerned about Andy’s safety, not the safety of the sea lions.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Sixth Day”

20

What is the **most** important mistake that Andy makes?

- A He calls out to the sea lions.
- B He forgets the purpose of the trip.
- C He thinks the sea lions are playing with him.
- D He paddles out in front of the other kayaks.

Scoring Notes:

Rationale A: Incorrect: He does do this, but it is not the most important mistake he makes. It is not definite from the passage that it was part of what provoked the sea lions.

Rationale B: Incorrect: He may be momentarily distracted, but there’s no evidence that he’s truly forgotten the purpose of the trip.

Rationale C: Correct: He mistakes their challenging of him for playful behavior.

Rationale D: Incorrect: He does do this, but it is not in and of itself an important mistake.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Sixth Day”

21

Underline or highlight a sentence in the passage that marks an important turning point.

Scoring Notes:

Response should include one of the following:

“*Whoosh!* came a fountain of water and an explosion of breath as something huge burst out of the water only a few yards away.”

“I was sure it was gone for good when, suddenly, the sea erupted with fountains and whooshes.”

“‘Andy!’ came a voice from behind, and there was Monica, paddling toward me like there was no tomorrow.”

“‘Stop! Stop!’ she cried, as she reached out and grabbed hold of my kayak.”

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Sixth Day”

22

Circle or highlight the details below that should be included in a summary of the passage. Select **five** details.

Andy paddles ahead of the group.

A group of sea lions pops out of the water in front of Andy.

Andy does not know what kind of animal the sea lions are.

Andy calls to the sea lions and they swim quickly toward him.

Monica paddles toward Andy and warns him about his actions.

Monica is a ski racer in winter.

The sea lions weigh almost two thousand pounds.

A whale bursts out of the water and everyone cheers.

Scoring Notes:

Responses should include the following details:

Andy paddles ahead of the group.

A group of sea lions pops out of the water in front of Andy.

Andy calls to the sea lions and they swim quickly toward him.

Monica paddles toward Andy and warns him about his actions.

A whale bursts out of the water and everyone cheers.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Sixth Day”

23

Analyze how telling the passage from Andy’s point of view affects how the events are described. Use details from the passage to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete analysis of how telling the passage from Andy’s point of view affects how the events are described. Response is supported with details from the passage.
2	Response is a limited analysis of how telling the passage from Andy’s point of view affects how the events are described. Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal analysis of how telling the passage from Andy’s point of view affects how the events are described. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

Andy’s point of view allows his thoughts and feelings to be revealed and allows the reader to be closer to the action; the first person point of view is often more engaging. If told from an outside point of view, the passage wouldn’t feel as personal and might not include Andy’s thoughts and feelings. However, the passage might then include more information about Monica, like descriptions of her past experiences, why she is concerned about Andy’s safety, and what she thinks about Andy. Her thoughts might make readers think differently about Andy.

Instructional Materials Question 23

Score Point Representation

None of the pilot test responses submitted received a score of 3. The item is aligned to the SBAC target that correlates with CCSS RL-6: Describe how a narrator’s or speaker’s point of view influences how events are described. While many students reflected an understanding that the first-person point of view gives a reader insight into a character’s thoughts, few demonstrated any depth of understanding about how this affects how the events are described.

Point of view—whether in the literary sense or with respect to one’s perspective—is a significant concept at every grade level in the CCSS. It is important for students to understand which meaning of “point of view” is being used in a given situation. It is equally important for them to be able to move beyond merely identifying point of view to understanding its effects and analyzing how and why it is created. By the time students reach grades 11–12, they must go a step further to understand the subtleties of satire, sarcasm, irony, and understatement—all rooted in point of view.

Instructional Materials Question 23

It affected how the events were described because you can know what he is thinking. For example, "My eyes were locked on the horizon. The last thing I expected was action right under my nose." This quote lets the reader know that Andy wasn't expecting any sea lions. Another example is, "hoping they would repeat the stunt so I could get another close look at them." If this was from another person's point of view you wouldn't get to know all the details that Andy knew.

Score Point: 2

The response reflects an understanding that the first-person point of view allows the reader access to Andy's thoughts, and provides a specific example. It is a limited response to the task.

Instructional Materials Question 23

By telling the story from Andy's point of view it makes the reader more attracted to the story. In the story it seems that Andy was in awe of the sea lions and if you were to change the story as to say Monica was telling the story she would be painting the picture in our head that the sea lions were bad violent creatures, and more like monsters. The author, Will Hobbs was smart to choose Andy for the description of the sea lion.

Score Point: 2

The response touches on the idea that the first-person point of view can be engaging. It presents an extreme interpretation of what Monica would say about sea lions, but does reflect an understanding that the reader would have a different perspective if the point of view were changed. More development would strengthen this response.

Instructional Materials Question 23

From Andy's point of view the events sound cool, like nothing bad was going to happen. It sounded as if the seals wanted to play. It also sounded as if they were dancing.

Score Point: 1

The response reflects a general understanding that Andy enjoyed the experience and was not concerned about safety. There is no explicit link to how point of view affects how the events are described. This is a minimal response.

Instructional Materials Question 23

When being told by Andy's point of view in the story makes the reader feel what is going on better than the story being told by another person. In the story Andy said, "My eyes were locked on the horizon." If someone else told the reader that they would think that it is someone else's point of view not Andy's. That is how Andy's point of view affects the story.

Score Point: 1

The response reflects a general understanding that the first-person point of view "makes the reader feel what is going on better." The explanation, however, is confusing.

Nevada Instructional Materials Phase III
Grade 5 Reading
“An Except from *Shanghai Messenger*”

24

Underline or highlight **two** lines in “The Letter” that show that Xiao Mei is surprised by Uncle’s invitation to visit China.

Scoring Notes:

Responses should include the following:

I stop swirling.

“Just me?”

Nevada Instructional Materials Phase III
Grade 5 Reading
“An Except from *Shanghai Messenger*”

25

Explain how the drawing of Xiao Mei helps the reader understand the poem “Yes or No.” Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze, interpret, or connect information within a text. The response includes inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze, interpret, or connect information within a text. The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
0	A response gets no credit if it provides no evidence of the ability to relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze, interpret, or connect information within a text and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding that the drawing illustrates the part of the poem when Xiao Mei sees herself in the rice water and wonders how she will look to people in China.

- In the drawing, it looks like Xiao Mei is thinking hard about whether or not she should go to China. She may also be feeling worried or pensive.
- This drawing helps the reader to understand how Xiao Mei is feeling in this portion of the poem.

Nevada Instructional Materials Phase III
Grade 5 Reading
“An Except from *Shanghai Messenger*”

26

Read the lines below from “Family Tree.”

**“And this one here
is the baby,
still small
when I leave China.”
Nai Nai’s eyes
are far away.**

What does the figurative language in the lines suggest about Nai Nai?

- A She is struggling to see clearly.
- B She is deep in thought about the past.
- C She wants her granddaughter to go on a journey.
- D She wishes her granddaughter knew more about the family.

Scoring Notes:

Rationale A: Incorrect: This is a literal misreading of the figurative language in the lines.

Rationale B: Correct: Nai Nai’s “eyes are far away” because she has been reminiscing about the family she left behind in China and has become absorbed in her stories.

Rationale C: Incorrect: Though Nai Nai does want the granddaughter to go to China, the figurative language describes Nai Nai’s longing for her old life in China.

Rationale D: Incorrect: Nai Nai is telling the granddaughter about the family, but the figurative language helps to describe Nai Nai’s feelings about the family members she left behind.

Nevada Instructional Materials Phase III
Grade 5 Reading
“An Excerpt from *Shanghai Messenger*”

27

Which sentence **best** states the theme of “Family Tree”?

- A Taking care of others is rewarding.
- B Working together brings a family closer.
- C New experiences help children to grow.
- D Family relationships are a powerful force.

Scoring Notes:

Rationale A: Incorrect: Though the poem mentions caring, this is not its theme.

Rationale B: Incorrect: Though there is reference to helping during the war, which is related to working together, this is a minor element.

Rationale C: Incorrect: There is implied personal growth, but not in this poem.

Rationale D: Correct: In the poem, Nai Nai tells Xiao Mei about the family history, which encourages Xiao Mei to travel to China to see where her family comes from.

Nevada Instructional Materials Phase III
Grade 5 Reading
“An Except from *Shanghai Messenger*”

28

What does the reader know because of the point of view of the poems? Select **two** answers.

- A what Xiao Mei looks like
- B the fears that Xiao Mei has
- C what other people think about Xiao Mei
- D the details about things that Xiao Mei sees

Scoring Notes:

Rationale A: Incorrect: Though Xiao Mei’s physical appearance is described in a poem, including this information does not necessarily depend on using Xiao Mei’s point of view.

Rationale B: Correct: The poems include the fears that Xiao Mei has, even though Xiao Mei does not share her fears aloud. If the poems were written from another point of view, they would likely not include this information.

Rationale C: Incorrect: The first-person point of view does not allow this insight.

Rationale D: Correct: The poems describe in detail the things that Xiao Mei sees. If the poems were written from another point of view, they probably would not focus on what Xiao Mei sees.

Nevada Instructional Materials Phase III
Grade 5 Reading
“An Except from *Shanghai Messenger*”

29

Complete the table by putting a check mark in the correct cells to show in which poem or poems:

- The main problem is introduced
- The main character expresses concern
- The main problem is resolved

Some poems will have more than one check mark.

Poem	Introduces the main problem	Main character expresses concern	Main problem is resolved
“The Letter”			
“Yes or No”			
“Family Tree”			
“Shanghai Messenger”			

Scoring Notes:

Poem	Introduces the main problem	Main character expresses concern	Main problem is resolved
“The Letter”	✓	✓	
“Yes or No”		✓	
“Family Tree”			✓
“Shanghai Messenger”		✓	✓

Nevada Instructional Materials Phase III
Grade 5 Reading
“An Except from *Shanghai Messenger*”

30

Compare and contrast how Xiao Mei and Nai Nai feel about Xiao Mei traveling to China. Use details from the poems to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete comparison of how Xiao Mei and Nai Nai feel about Xiao Mei traveling to China. Response is supported with details from the passage.
2	Response is a limited comparison of how Xiao Mei and Nai Nai feel about Xiao Mei traveling to China. Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal comparison of how Xiao Mei and Nai Nai feel about Xiao Mei traveling to China. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses will vary, but should reflect an understanding of the following:

Xiao Mei is unsure and nervous about the trip.

- She has never been to China and is worried about fitting in, communicating, and getting lost.
- She is also anxious about traveling alone, and wishes Nai Nai could come with her.

Nai Nai is excited for Xiao Mei to travel to China.

- Nai Nai used to live in China and is familiar with the culture and her family there.
- She wants Xiao Mei to travel to China and to tell her everything she sees.
- Nai Nai wants Xiao Mei to experience the trip so she can report everything back to Nai Nai.

Instructional Materials Question 30

Xiao Mei and Grandmother Nai Nai have different feelings about Xiao Mei traveling to China. Nai Nai is happy and Nai Xiao Mei is scared.

Grandmother Nai Nai is happy about letting Xiao Mei travel to China. If Nai Nai did not want Xiao Mei to travel to China, she would have bought a ticket for herself. Nai Nai only had enough money for one ticket, and she spent it to send Xiao Mei to China. Nai Nai created a family tree to show Xiao Mei all the wonderful things about her family. I assume most of them are in China. I think she did this to get Xiao Mei to go to China.

Xiao Mei is scared about going to China. "What if the plane is late and nobody comes to meet me at the gate? What if I am all alone in China?" This holds Xiao Mei back from going. "Who can watch Max and cook dinner when Ma-Ma and Ba-Ba are at work?" Xiao Mei is worried about home.

Xiao Mei and Nai Nai have different feelings about Xiao Mei going to China. Nai Nai is happy and Xiao Mei is scared. This is the problem in the poem.

Score Point: 3

The response offers a complete comparison of the two characters' feelings with many carefully selected details from the passage.

Instructional Materials Question 30

Xiao Mei is questionable if she should go to China or not. Nai Nai lets fate happen and simply tells Xiao Mei "you think Xiao Mei, you decide". Xiao Mei wonders if she should go. She questions herself, "who will watch Max"? Nai Nai says she is a big girl, and Max will have his turn. Nai Nai thinks about all of her family there in China and tells Xiao Mei, she then decides to go. Xiao Mei is worried. "Will they ask why my grandma didn't teach me chinese"? "Will people stare at my eyes with green flecks"? She thinks. She feels in her pocket something and pulls out a letter from Nai Nai "Dear, Xiao Mei, thank you for going to China, you are my messenger. Look everything remember". It says.

Score Point: 3

This is an example of a weaker 3. The idea that Nai Nai "lets fate happen" is somewhat inaccurate. Some of the details (the letter from Nai Nai) could be more tightly connected to the task. In the balance, however, the student reflects complete understanding of the passage and of the two characters' differing reactions.

Instructional Materials Question 30

In the poems I read Xiao mei felt worried about going to china by her self. She was not used to going on a trip by herself. she usually had Max or Na; Na; with her on the plane Na; Na; felt that this would be a good opportunity for Xiao Mei to go and visit her Uncle Hg; Tao by herself this year because she is now 7 years of age. They both thought it would be a good opportunity but Xiao mei was a little scared because she usually went with someone.

Score Point: 2

The response correctly indicates that Xiao Mei was worried and why, though the idea that she usually had someone else with her on a plane is not supported by the text. The idea that they both thought it would be a good opportunity is a nice piece of original analysis. This is a solid 2.

Instructional Materials Question 30

How Xiao Mei and Nai Nai feel about
Xiao Mei traveling to China is not too good
because Xiao Mei worried about Max. Xiao
Mei says who's going to cook dinner for
Max when mama and papa are at work.
Xiao Mei's uncle says Xiao come to
are home. AS Xiao still worries about Max
She also has to make a decision to
go or not.

Nai Nai feel that Xiao should come to
China. Xiao thinks she will be alone in China.
Then Nai Nai draws a family tree Xiao draws
square's for uncles, aunts, wives, husbands, babies.

Xiao says I will go without thinking
So comparing it sounds as Xiao feels
good about going as Nai Nai.

Score Point: 2

The response correctly identifies one of Xiao Mei's concerns (Max) but omits the other, more significant ones. It states that Nai Nai feels that Xiao Mei should go to China, but does not go beyond that to explain her reasoning. This is a limited response.

Instructional Materials Question 30

Nai Nai wants xiao mei to travel to
china and encourages her to see family.
Xiao mei is nervous about going to
china. She does not know if she
wants to and she is worried.

Score Point: 1

The response indicates a basic understanding of the difference between the two characters' feelings, but support is only minimal.

Instructional Materials Question 30

Xiao Mei feels scared about going to China because she thinks she will get lost in China.

Nai Nai was ~~very~~ happy and thankful that Xiao Mei went to China. Her feelings changed ~~after~~ Xiao Mei got Nai Nai's letter.

Score Point: 1

The response reflects an understanding that Xiao Mei was scared and one reason why this was true. After that, the response is somewhat confused.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Lewis and Clark Reach the Pacific”

31

What does the phrase pressed on mean in paragraph 8?

- A continued
- B debated
- C cooperated
- D despaired

Scoring Notes:

Rationale A: Correct: The rest of the sentence and the paragraphs that follow provide support that confirms that they continued on.

Rationale B: Incorrect: This would be a reasonable action at that point, but it’s not supported by sentence-level context.

Rationale C: Incorrect: The word suggests a kind of “moving forward,” but there is no evidence to suggest that cooperation was required of them.

Rationale D: Incorrect: They may have wanted to do so, but the second part of the sentence suggests that the meaning of the word is something positive, not negative.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Lewis and Clark Reach the Pacific”

32

Identify **two** reasons that Jefferson asked Lewis to explore the land west of the Mississippi River. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to summarize central ideas, key events, procedures, or topics and subtopics. The response includes specific inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to summarize central ideas, key events, procedures, or topics and subtopics. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
0	A response gets no credit if it provides no evidence of the ability to summarize central ideas, key events, procedures, or topics and subtopics and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

Jefferson was interested in the West:

- “Jefferson was fascinated by the fabled West . . .”
- “He owned more books about the area than anyone else in the world.”

Jefferson wanted to increase the power and wealth of the United States:

- He “hoped that the Corps would find a direct water route to the Pacific, a ‘Northwest Passage.’”
- “Control of the fur trade meant great wealth for the United States—and dominance over its rival, England.”

Jefferson wanted to expand the United States:

- He had a “dream of a nation stretching from sea to sea.”
- He had already made the Louisiana Purchase, and the Corps of Discovery explored the lands in the Louisiana Territory.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Lewis and Clark Reach the Pacific”

33

Which sentence from the passage **best** supports the idea that Lewis and Clark agreed to the journey because they wanted to serve their country?

- A “They had been in the wilderness for a year and a half, facing one challenge after another—heavy rains, frigid air, and ‘Musquetoos’ by the trillions.”
- B “But the explorers pressed on, knowing that they were helping to realize President Thomas Jefferson’s dream of a nation stretching from sea to sea.”
- C “Clark estimated that the Corps had traveled 4,162 miles since setting off from the Missouri River in May 1804.”
- D “The U.S. got all of that territory at a bargain price: about 3 cents an acre.”

Scoring Notes:

Rationale A: Incorrect: While this sentence demonstrates the explorers’ perseverance, it does not connect this to serving their country.

Rationale B: Correct: The sentence suggests that Lewis and Clark were not just explorers, but patriots.

Rationale C: Incorrect: While it is testament to their dedication, the sentence doesn’t reveal their motivations.

Rationale D: Incorrect: While the sentence will be attractive because it mentions the United States and refers to territory the expedition explored, this sentence does not show the motivations of the explorers.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Lewis and Clark Reach the Pacific”

34

Lewis and Clark traveled by boat for part of the expedition. Underline or highlight **two** sentences in the passage that show the dangers of traveling by boat.

Scoring Notes:

Responses should include two of the following:

Paragraph 1:

“They battled the mighty currents of the Missouri River, the water ‘excessively rapid, & Banks falling in.’”

Paragraph 6:

“As they traveled along the final stretch of the Columbia, their canoes were rocked by roiling waters and heavy winds.”

“At one point, huge logs—some almost 200 feet long—bobbed in the river, almost crushing their canoes.”

Paragraph 7:

“‘All wet and colde . . . and Canoes at the mercy of the waves.’”

Nevada Instructional Materials Phase III
Grade 5 Reading
“Lewis and Clark Reach the Pacific”

35

Based on information in the map and the passage, why did Lewis and Clark choose the route that they followed? Select **two** reasons.

- A The route led directly to the Pacific Ocean.
- B The route allowed travel mainly along rivers.
- C The route stayed within areas claimed by the United States.
- D The route went through areas known to have the best weather conditions.

Scoring Notes:

Rationale A: Incorrect: A more direct route would have taken the explorers due west through New Spain, instead of taking them north and then west.

Rationale B: Correct: The Corps of Discovery route followed rivers, which had numerous advantages over crossing by land; it also offered a direct water route to the ocean.

Rationale C: Correct: The Corps of Discovery route kept the explorers in lands claimed by the United States.

Rationale D: Incorrect: While this would be one reason to choose a given route, the text supports the idea that weather conditions were dismal.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Lewis and Clark Reach the Pacific”

36

The details in the list below describe different areas of North America in Lewis and Clark’s time. Some details describe the area west of the Mississippi River, and some details describe the area east of the Mississippi River.

Based on the information in the passage and the map, sort the details into the correct column in the table. One detail will be used twice, and one will not be used.

- where most Americans lived
- most land belonged to other nations
- was mostly wilderness
- was well mapped
- contained the Northwest Passage

Area West of the Mississippi River	Area East of the Mississippi River

Scoring Notes:

Area West of the Mississippi River	Area East of the Mississippi River
most land belonged to other nations	where most Americans lived
was mostly wilderness	was well mapped

Nevada Instructional Materials Phase III
Grade 5 Reading
“Lewis and Clark Reach the Pacific”

37 Analyze why the author includes the quotations from Clark’s journal in the passage. Use details from the passage to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete analysis of why the author includes the quotations from Clark’s journal in the passage. Response is supported with details from the passage.
2	Response is a limited analysis of why the author includes the quotations from Clark’s journal in the passage. Response is supported with limited details (number or quality) from the passage.
1	Response is a minimal analysis of why the author includes the quotations from Clark’s journal in the passage. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

The author of the passage includes the quotations from William Clark’s journal because they provide a first-person view of the explorers’ experiences. The quotations help the reader see the expedition and the new lands through the eyes of the explorers.

The quotations show how the explorers felt about their journey:

- “Great joy in camp.”
- “We are in view of the Ocian, this great Pacific Octean which we [have] been so long anxious to See. . . .”
- “Men appear much Satisfied with their trip . . .”

The quotations show the explorers’ surprise at what they saw:

- “beholding with estonishment the high waves dashing against the rocks.”

The quotations show the dangers the explorers faced:

- “. . . Banks falling in.”
- “All wet and colde . . . and Canoes at the mercy of the waves.”

Instructional Materials Question 37

The author included quotations from Clark's journal in the passage because he wanted to add voice and to show evidence from the person who went through the journey.

In fact if the author did not put quotation from Clark's journal in this story it would have been just like any history article, and bore the living day lights out of you. The voices in Clark's journal it shows you how hard it was and how excited they were to see the Pacific. "Great joy in camp, we are in view of the ocean, this great Pacific ocean which we [have] been so long anxious to see..." If the author did not put any of the quotes from Clark's journal how could we have know if they were happy to go to the Pacific, but he did because he knew it would attract reader and make his story more exact and interesting. **STOP**

Score Point: 3

The response focuses on the idea that the quotations provide voice and first-hand evidence. It is a complete and insightful response to the task.

Instructional Materials Question 37

I think that the author of this passage included quotations so that the reader had a different view of the journey. The quotations show how Lewis and Clark felt, what they saw, and the situations they were in. They got more information about the journey from the quotations. The readers could almost feel as if they are traveling with Lewis and Clark because of what the quotations said, for example "It would be distressing to see our situation" Clark wrote "All wet and colde... and canoes at mercey of the waves". From this quote you can also get a idea that the writer did not spell some words correctly like "cold", the writer wrote "colde", you can now understand that people in those days didnt write we do today.

STOP

Score Point: 3 The response includes solid evidence that the quotations provide a different view of the journey, including that the readers "almost feel as if they are traveling with Lewis and Clark. . . ." It is a complete response.

Instructional Materials Question 37

In the passage the author used quotations from Clark's journal because it supported the text. Then the reader would know it was true. For example if I say bigfoot is real I need something to support it. In the article Lewis and Clark Reach the Pacific it said, "The group was actually 20 miles—and several rain-soaked days—from the Pacific." Then it said something about them being wet. It said, "All wet and cold... and canoes at the mercy of the waves." What Clark wrote in his journal supported the author's writing. The author had supporting sentences to make the passage better.

Score Point: 2

The response reflects an understanding that the quotations provide support and gives a specific example, but omits any mention of them showing how the explorers felt or providing a unique, compelling perspective.

Instructional Materials Question 37

I believe that the author use quotations in the passage was to make it more appealing, using the persons reactions makes it more interesting as you read. Using someones quote tells so much more than what you can write. A quote can tell how a person is feeling or thinking. Sentence number 4 says: "Great joy in camp. We are in view of the Ocean this great Pacific Ocean which we [we] [have] been so anxious to see." This concludes that this person is excited and anxious. The author also uses this quote by Ken Burns: "We were well on our way to becoming the most powerful nation on Earth." This tells a lot about what Lewis and Clark were doing at the time.

Score Point: 2

The response reflects an understanding that quotations make the passage more interesting. It is a solid 2.

Instructional Materials Question 37

I think the Author use quotations from Clark's Journal to make the writing more realistic for the readers. With more quotations from Clark's Journal along the way it make the story more interesting like when the author would put in Clark said "All wet and cold and Laves at the mercy of waves," The author added a lot of detail from Clark's Journal, most of the action was about Clark's Journal and how they had ups and downs on their journey through America and how they survived. Jefferson wrote about where he was and how America was his new home.

Score Point: 1

While much of this response is irrelevant, it does reflect an understanding that quotations make the passage more "realistic" and interesting.

Instructional Materials Question 37

The Author puts the quotes because
This way we can see How the Journey
was through his eyes. Also to show us
How they talked and wrote back then, and
How things were different things were ~~compared~~
"to now." It would be distressing to see
our situation, all wet and cold. This helps
us see the trip through our eyes. "Mus du toes,"
as then, but today is different same as too
"ocean".

Score Point: 1

This is a minimal response to the task. It touches on the idea that the quotations let the reader see the event from Clark's perspective. The observation that people spoke and wrote differently back then is irrelevant to the task.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Harvesting the Wind”

38

Explain how the descriptive language in paragraph 2 helps the reader understand the topic of the passage. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context. The response includes specific inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
0	A response gets no credit if it provides no evidence of the ability to identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context, and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

The descriptive language helps the reader to imagine the sights and sounds of a wind farm. The reader can imagine the spinning of the huge propellers and the height of the turbines, and can hear the “steady swooshing noise” that the turbines make.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Harvesting the Wind”

39

In paragraph 5, why does the author list the ways that wind energy has been used in the past?

- A to show that wind energy is always available
- B to show that wind energy is easy to collect
- C to show that wind energy is helpful to farmers
- D to show that wind energy is a serious enterprise

Scoring Notes:

Rationale A: Incorrect: The examples from the past do show that wind energy has been used for a long time, but the author does not use the examples to show the sustainability of wind energy.

Rationale B: Incorrect: The examples from the past do suggest that wind power can be collected with simple devices, but this is not the point that the author is making.

Rationale C: Incorrect: The passage does describe a wind turbine that is owned by a farmer, but the examples from the past do not explicitly mention farming.

Rationale D: Correct: The author draws on examples from the past to show that wind energy has been useful before and to suggest that it can be useful to people now.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Harvesting the Wind”

40

Based on paragraph 6, what does the word convert mean?

- A copy
- B carry
- C change
- D carve

Scoring Notes:

Rationale A: Incorrect: The idea of reproducing something may seem similar to the process described, but the sentence-level context suggests a change, rather than a reproduction.

Rationale B: Incorrect: Though the paragraph describes how power from wind turbines is carried to consumers, the passage-level context is clear that a change, rather than a transmission, is what occurs.

Rationale C: Correct: The passage describes how wind is turned into energy; students can use either sentence-, paragraph-, or passage-level context to derive the meaning of the word.

Rationale D: Incorrect: The context suggests that something is changed, not that it is shaped or carved.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Harvesting the Wind”

41

Underline or highlight **one** sentence in the passage that explains why the area near Lake Benton is a good location for wind farms.

Scoring Notes:

Responses should include one of the following:

“Because of the plains all around, this is one of the windiest areas in the nation.” (paragraph 4)

“In Lake Benton, the average wind speed is 15–18 miles per hour (mph).” (paragraph 6)

Nevada Instructional Materials Phase III
Grade 5 Reading
“Harvesting the Wind”

42 According to the passage, what are **two** advantages of wind energy?

- A Wind energy reduces pollution.
- B Wind energy helps to create jobs.
- C Wind energy equipment is cheap to build.
- D Wind energy equipment seldom needs repairs.

Scoring Notes:

Rationale A: Correct: The passage explains that wind farms create less pollution than other sources of energy do.

Rationale B: Correct: The passage states that wind farms create new jobs.

Rationale C: Incorrect: The passage mentions that more wind farms are being built, but does not mention the cost of building wind farms or turbines.

Rationale D: Incorrect: The passage mentions that workers sometimes have to make repairs on wind turbines, but does not mention that these repairs are seldom necessary.

Nevada Instructional Materials Phase III
Grade 5 Reading
“Harvesting the Wind”

43

Label the following parts of the wind turbine in the diagram on page 37.
Write the appropriate word on each line.

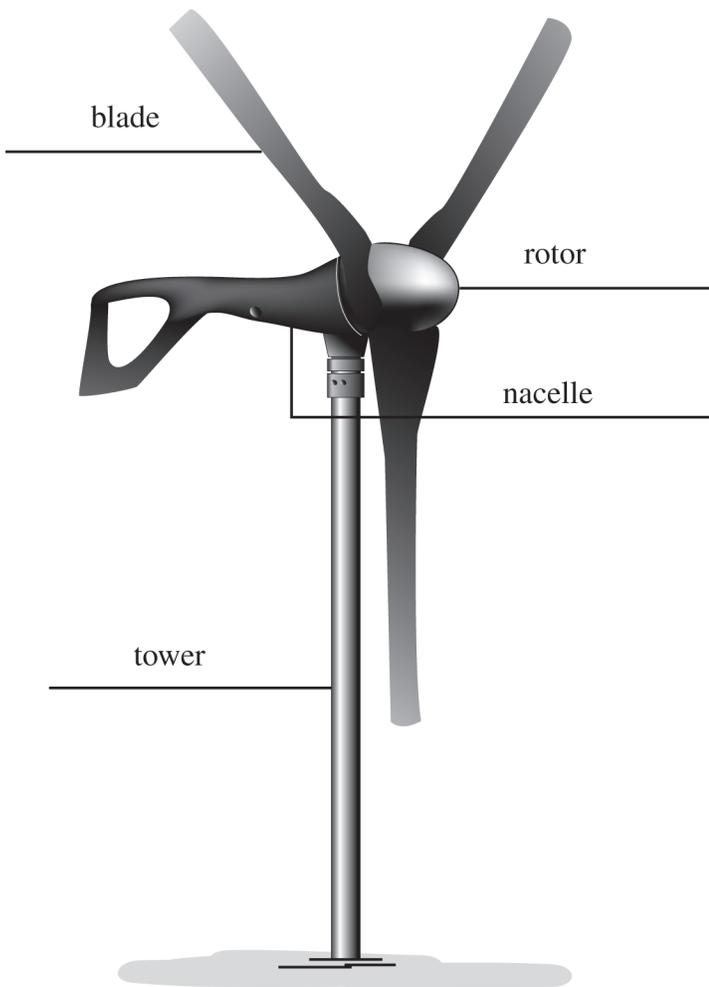
nacelle

rotor

blade

tower

Scoring Notes:



Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

44

Based on “The Money Pit,” why did Dan McGinnis and his friends feel hopeful after finding the “stone marked with strange writing”?

- A They realized that the stone could be important to history.
- B They hoped that the stone revealed details about the treasure.
- C They believed that the stone was a sign of progress in the search.
- D They thought that the stone could be worth a great deal of money.

Scoring Notes:

Rationale A: Incorrect: The stone may have had historical value, but this is not the reason the boys felt hopeful when they found it.

Rationale B: Incorrect: The writing on the stone may or may not have had anything to do with the treasure, and the passage never indicates that the boys tried to decipher the writing.

Rationale C: Correct: The boys felt hopeful because they were certain that the stone indicated they were close to finding what they were seeking.

Rationale D: Incorrect: The boys were searching for treasure, but there is no indication that they believed the stone itself would be valuable.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

45

Based on information in “The Money Pit,” explain why digging at the Money Pit was dangerous for Dan McGinnis and his friends. Write your response on the lines below.

Scoring Guide:

Score	Description
2	Response gives sufficient evidence of the ability to use explicit details and implicit information from texts to support answers or inferences about information presented. The response includes specific inferences that make clear reference to the text.
1	Response gives partial evidence of the ability to use explicit details and implicit information from texts to support answers or inferences about information presented. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
0	A response gets no credit if it provides no evidence of the ability to use explicit details and implicit information from texts to support answers or inferences about information presented and includes no relevant information from the text.
Blank	No response.

Scoring Notes:

Responses may include, but are not limited to:

- The pit was at least 90 feet deep.
- The pit was booby-trapped so that it would flood when people dug down to a certain point.
- Whoever built the Money Pit seemed to want people to stay out of it.
- When a second shaft was dug next to the Money Pit, that shaft also filled with water.
- When the second shaft filled with water, the workers “had to scramble to escape with their lives.”

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

46

Read the sentence below from “An Excerpt from *The Secret Treasure of Oak Island*.”

The discovery was made on a summer afternoon in 1795 by Daniel McGinnis, a teenage farm boy who’d rowed out from the mainland to explore the uninhabited island.

What does the word uninhabited reveal about the island?

- A No roads led to the island.
- B People did not live on the island.
- C The island was at a great distance.
- D The island was home to many animals.

Scoring Notes:

Rationale A: Incorrect: This misunderstanding may result from the student’s knowledge that an island is not connected to other land.

Rationale B: Correct: The student is able to determine the meaning of “uninhabited” by using knowledge that the prefix “un” means “not” and the word “inhabit” means “to live in a place.”

Rationale C: Incorrect: This misunderstanding may result from a misinterpretation of stated information that McGinnis “rowed out from the mainland.”

Rationale D: Incorrect: This may be a miscue from the word “habitat.”

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

47

Read the statement below.

Dan McGinnis, John Smith, and Anthony Vaughan did not give up easily.

In **each** passage, underline or highlight **one** sentence that supports the statement.

Scoring Notes:

Responses should include, from each passage, one of the following sentences:

from “The Money Pit”:

“They just had to dig deeper.” (paragraph 4)

“Day after day the boys returned to the deserted island.” (paragraph 5)

“They resumed digging.” (paragraph 5)

“The boys dug on and off for the next few years without reaching the bottom of the pit.” (paragraph 7)

“In 1804 they joined a company formed solely to find the treasure.” (paragraph 7)

“With better tools, they could now dig deeper.” (paragraph 7)

“But they weren’t ready to give up yet.” (paragraph 11)

“If they couldn’t dig any further into the Money Pit, they reasoned, then they would dig a second pit right next to it.” (paragraph 11)

from “An Excerpt from *The Secret Treasure of Oak Island*”:

“For several weeks the three boys returned to the island and continued to dig.” (paragraph 4)

“They pried the logs out and resumed digging, only to hit an identical wooden platform ten feet later.” (paragraph 4)

“Only years later would McGinnis, Smith, and Vaughan learn how much deeper and more complicated the Money Pit actually was.” (paragraph 5)

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

48

What do both passages suggest was the **first** clue that caused Dan McGinnis to suspect he had made an unusual discovery?

- A a dense cluster of tall trees
- B a sunken patch in bare ground
- C a sturdy platform built of wood
- D a thick layer of loosely packed dirt

Scoring Notes:

Rationale A: Incorrect: Dan McGinnis traveled through a densely forested area, but this did not make him suspect anything unusual.

Rationale B: Correct: Dan McGinnis suspected something unusual when he saw the “depression” in the clearing.

Rationale C: Incorrect: Dan McGinnis discovered the first of the wooden platforms well after he had begun digging.

Rationale D: Incorrect: Dan McGinnis did not know the ground at the Money Pit was loosely packed until after he started digging.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

49 How are the same events described **differently** in the two passages? Select **two** answers.

- A** There are more details about pirates in “The Money Pit.”
- B** There is a greater sense of excitement throughout “The Money Pit.”
- C** There is greater attention to the friendship of the boys in “An Excerpt from *The Secret Treasure of Oak Island*.”
- D** There are more detailed explanations about the discoveries in “An Excerpt from *The Secret Treasure of Oak Island*.”

Scoring Notes:

Rationale A: Incorrect: The author of “The Money Pit” does not provide more information about pirates than the author of “The Secret Treasure of Oak Island.”

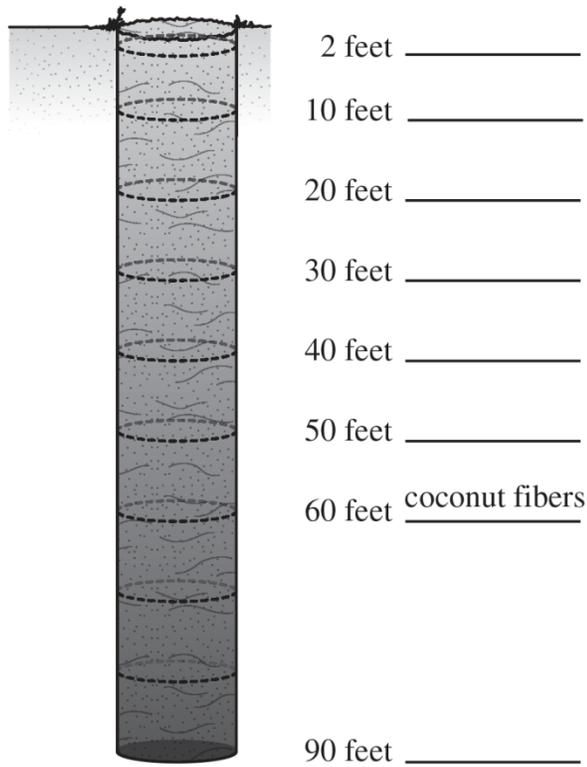
Rationale B: Correct: The author of “The Money Pit” increases excitement in recounting the sequence of events quickly and using dramatic language.

Rationale C: Incorrect: The author of “The Secret Treasure of Oak Island” pays no more attention to the friendship than the other author does.

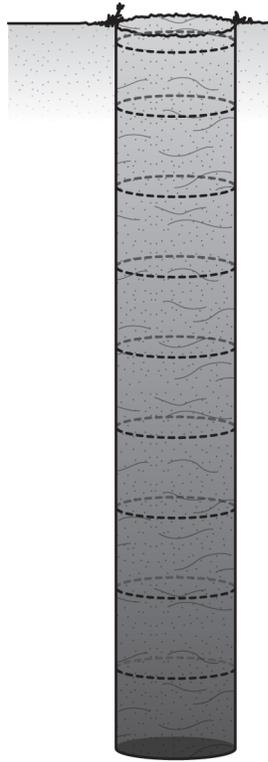
Rationale D: Correct: The author of “The Secret Treasure of Oak Island” more fully explains the significance of what the boys find as they dig.

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

50 Use information from **both** passages to complete the diagram of the Money Pit by identifying what was found at different depths.



Scoring Notes:



- 2 feet flagstones
- 10 feet wooden/oak planks or logs
- 20 feet wooden/oak planks or logs
- 30 feet wooden/oak planks or logs
- 40 feet wooden/oak planks or logs with charcoal
- 50 feet putty (may also indicate plank/logs)
- 60 feet coconut fibers

- 90 feet stone with strange writing

Nevada Instructional Materials Phase III
Grade 5 Reading
“The Money Pit/An Excerpt from *The Secret Treasure of Oak Island*”

51

Read the sentence below from “An Excerpt from *The Secret Treasure of Oak Island*.”

So far they had found nothing more than evidence that someone long before them had gone to a lot of trouble presumably to hide something more than thirty feet underground.

Explain how the boys knew that someone “had gone to a lot of trouble . . . to hide something” at the Money Pit. Use details from **both** passages to support your response. Write your response on the lines below.

Scoring Guide:

Score	Description
3	Response is a complete explanation of how the boys knew that someone “had gone to a lot of trouble . . . to hide something” at the Money Pit. Response is supported with details from both passages.
2	Response is a limited explanation of how the boys knew that someone “had gone to a lot of trouble . . . to hide something” at the Money Pit. Response is supported with limited details (number or quality) from the passage(s).
1	Response is a minimal explanation of how the boys knew that someone “had gone to a lot of trouble . . . to hide something” at the Money Pit. Response is supported with few or no details from the passage(s).
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Responses should reflect an understanding that the pit was very complicated and had been built carefully. Also, the pit contained a trap to make it hard for people to explore the pit.

Supporting details may include, but are not limited to:

- The flagstones must have been brought to the pit from at least two miles away.
- The shape and depth of the shaft showed that it had been dug on purpose.
- There were layers of planks or other materials at every ten feet of depth.
- The layers of planks/logs were carefully placed (“snugly fitted,” “embedded into the clay walls”).
- The pit was more than 90 feet deep.
- At 90 feet, the digging triggered a trap that allowed water to pour into the pit.
- The trap worked so well that it was triggered even by digging a second shaft and tunneling into the Money Pit.

Instructional Materials Question 51

The boys knew someone had been through a lot of trouble to hide it because there were a lot of things blocking it. In The Money Pit every ten feet there were a layer of oak planks. Under every oak plank was even more dirt. In "An Expert from The Secret Treasure of Oak Island," there were logs and stone. In both of the passages there were traps to keep ~~any~~ anyone and everyone out of where the treasure was hidden. No matter how far you dug you would never find the treasure. In both passages it states that they spent years digging.

Score Point: 3

This is an example of a weaker 3. It does reflect an understanding that items were deliberately blocking access to what was in the pit and uses details from both passages. It also mentions the traps and that years of digging were fruitless. More detail would strengthen this response.

Instructional Materials Question 51

The boys knew that someone had gone to a lot of trouble to hide something in the money pit because, when the boys were only a couple feet ^{underground} they dug up a layer of carefully laid flagstones.

In both passages the three boys dug up flagstones in the first ~~2~~ feet underground. It also says in both passages that every 10ft the boys dug up wooden planks and so it went on until the three boys joined a crew to uncover the treasure but still dug wooden planks every 10ft.

Score Point: 2

The response focuses primarily on the flagstones but mentions wooden planks as well. It is a limited response to the task.

Instructional Materials Question 51

The reason they had said that they "had gone through a lot of trouble to hide something," is because in the story it explained that they had dug through most of the ground only to find they added layers and layers of logs to hide something. And they had also set a trap of some sort. In the first passage though it states that they kept digging and digging through layers of planks never finding an answer or treasure. The second passage summarizes it a little more but still having a lot of detail though. But the "treasure of oak island" is just short and explained, so it supports the evidence or sentence "so far they had found more than evidence that someone long before them had gone through a lot of trouble to hide something more than thirty feet underground."

Score Point: 2

This is an example of a weaker 2. It reflects an understanding that there were logs to hide something and "a trap of some sort." It then goes on to make irrelevant comparisons between the two passages.

Instructional Materials Question 51

The boys knew that someone " had gone to a lot of trouble ... to hide something " at the Money pit because someone hid something under thirty feet.

Score Point: 1

This minimal response reflects an understanding only that something was hidden at 30 feet.

Instructional Materials Question 51

How do the three boys know that someone "had gone
thru a lot of trouble to hide something?" because in the
first story and second story the three boys know this
because it was dug so deep so the boys were probly
thinking if this treasure is so deep the person who probly
dug this went thru a lot of trouble ^{4 stories} because at the
end the three boys found out that it was a trap.

Score Point: 1

The response shows the student knew there was a deep hole and a trap; it is a minimal response.



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