



# NEVADA INSTRUCTIONAL MATERIALS

FOR THE  
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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# Grade 6

TEACHER EDITION



# Scoring Support Materials

**Grade 6**  
**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.6.2a; L.5.1.d	-----	2	-----
2	L.6.3a; L.6.1.b	-----	2	-----
3	L.6.2a; L.6.3.b	-----	2	-----
4	L.6.3b; L.4.3.a	-----	2	-----
5	L.6.2a	-----	2	D
6	L.6.3b	-----	2	A
7	L.5.1b	-----	2	B
8	L.6.1c	-----	2	B
9	L.6.1d	-----	2	A
10	L.6.1c	-----	2	D
11	L.6.3b	-----	2	A
12	L.6.2a	-----	1	C
13	L.6.1d	-----	1	C
14	L.6.3a	-----	2	B
15	L.6.2b	-----	1	B
16	L.6.1c	-----	2	D
17	RL.6.5	5	3	-----
18	RL.6.3	1	2	A, B
19	RL.6.4	3	2	B
20	RL.6.3	4	2	-----
21	RL.6.4	7	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.6.1	4	2	-----
23	RL.6.2	5	3	D
24	RL.6.6	5	3	-----
25	RL.6.3	6	3	A, B
26	RL.6.3	4	2	-----
27	RL.6.3	4	2	B
28	L.6.4a	3	2	B
29	RL.6.3	1	2	-----
30	L.6.5a	7	2	-----
31	RL.6.2	4	3	-----
32	RL.6.3	6	3	-----
33	L.6.5a	7	2	D
34	RL.6.4	7	2	-----
35	L.6.5b	3	2	-----
36	RL.6.3	4	3	A, B
37	RL.6.4	7	3	-----
38	RL.6.6	5, 4	3	-----
39	RL.6.9	5, 2	4	B
40	RL.6.6	5	3	-----
41	RL.6.9	5	4	-----
42	RI.6.8	11	2	C, D

\*Nevada Academic Content Standards

\*\*Smarter Balanced Assessment Consortium

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### Item Level Data (continued)

Item Number	NVACS*	SBAC** Target	DOK	Answers
43	RI.6.4	10	2	A
44	RI.6.3	9	2	B
45	RI.6.2	8	2	-----
46	RI.6.2	11	2	-----
47	RI.6.4	14	2	-----
48	RI.6.2	9	2	-----
49	RI.6.6	11	3	-----
50	RI.6.6	9	2	D
51	RI.6.4	14	2	-----
52	L.6.4a	10	2	A
53	RI.6.7	13	2	B, C
54	RI.6.2	9	2	-----
55	RI.6.1	8, 9	2	-----
56	RI.6.2	9, 11	2	-----
57	RI.6.6	12	3	-----

\*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 6**  
**Language and Reading**

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Stand Alone”**

**1**

Read the sentence below.

**In 1778, Captain James Cook a British citizen landed on Kauai and becomes the first European explorer to visit Hawaii.**

On the lines below, rewrite the sentence to correct any errors in grammar, mechanics, or style.

**Scoring Notes:**

Answers may include, but are not limited to:

In 1778, Captain James Cook<sub>2</sub> a British citizen<sub>2</sub> landed on Kauai and became the first European explorer to visit Hawaii.

In 1778, British citizen Captain James Cook landed on Kauai and became the first European explorer to visit Hawaii.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Stand Alone”**

**2**

Read the sentences below.

**The students were proud. The students had completed the project. The students had done it all by themself.**

On the lines below, rewrite the sentences to correct any errors in grammar, mechanics, or style.

**Scoring Notes:**

Answers may include, but are not limited to:

The students were proud because they had completed the project all by themselves.

The students were proud. They had completed the project and had done it all by themselves.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Stand Alone”**

**3**

Read the sentences below.

**One of the official languages of Papua New Guinea is a very crazy language called Tok Pisin. It is a mix of several languages including English, German, Portuguese, and Malay and is only spoken in Papua New Guinea.**

On the lines below, rewrite the sentences to correct any errors in grammar, mechanics, or style.

**Scoring Notes:**

Answers may include, but are not limited to:

One of the official languages of Papua New Guinea is a very unusual language called Tok Pisin. It is a mix of several languages—English, German, Portuguese, and Malay—and is only spoken in Papua New Guinea.

One of the official languages of Papua New Guinea is a very interesting language called Tok Pisin. It is a mix of several languages, including English, German, Portuguese, and Malay, and is only spoken in Papua New Guinea.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Stand Alone”**

**4**

Read the sentences below.

**The Hughes Aircraft Company built one of the way coolest planes ever made, the Hercules H-4, also called the “Spruce Goose.” Although it cost lots of money to be made, it was used only once.**

On the lines below, rewrite the sentences to correct any errors in grammar, mechanics, or style.

**Scoring Notes:**

Answers may include, but are not limited to:

The Hughes Aircraft Company built one of the most amazing planes ever made, the Hercules H-4, also called the “Spruce Goose.” Although it cost a great deal of money to build, it was used only once.

The Hughes Aircraft Company built one of the most spectacular planes ever made, the Hercules H-4, also called the “Spruce Goose.” Although it cost an incredible amount of money, it was used only once.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Mary Anderson”**

**5** Which is the correct way to punctuate sentence 7?

- A** The device had a lever inside the car controlled by the driver, that caused an arm with a rubber blade to move across the windshield and back again, clearing away the rain, leaves, and snow.
- B** The device had a lever inside the car—controlled by the driver—that caused an arm, with a rubber blade, to move across the windshield, and back again, clearing away the rain, leaves and snow.
- C** The device had a lever inside the car—controlled by the driver, that caused an arm with a rubber blade to move across the windshield, and back again, clearing away the rain, leaves, and snow.
- D** Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: The sentence has commas placed inappropriately in the sentence and does not correctly set off a nonrestrictive element.

**Rationale B:** Incorrect: The sentence has commas placed inappropriately in the sentence.

**Rationale C:** Incorrect: The sentence has commas placed inappropriately in the sentence and does not correctly set off a nonrestrictive element.

**Rationale D:** Correct: Dashes are correctly used to offset the nonrestrictive element, and commas are correctly used to set off a dependent clause and items in a list.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Mary Anderson”**

**6**

Which is the **best** revision of sentence 8?

- A** The next step for Mary was to get a patent so no one could steal her idea and make money from it.
- B** The next step was for Mary to get a patent. With a patent, nobody could steal Mary’s idea and make some money.
- C** The next step for her was to get a patent to stop people who wanted to from stealing her idea and making money off of it.
- D** The next step for Mary was to get a patent so if anybody stole the idea, the person who stole the idea couldn’t make any money from it.

**Scoring Notes:**

**Rationale A:** Correct: The sentence eliminates redundancy and wordiness.

**Rationale B:** Incorrect: The sentences should be combined for better reading.

**Rationale C:** Incorrect: The sentence construction is awkward and uses a phrase (“off of it”) that is not appropriate in academic writing.

**Rationale D:** Incorrect: The sentence contains an unnecessary redundancy.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Mary Anderson”**

**7**

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

- A sentence 1
- B sentence 3
- C sentence 5
- D sentence 9

**Scoring Notes:**

**Rationale A:** Incorrect: There are no errors in grammar, usage, or mechanics in the sentence.

**Rationale B:** Correct: “Of got” is incorrect verb construction.

**Rationale C:** Incorrect: There are no errors in grammar, usage, or mechanics in the sentence.

**Rationale D:** Incorrect: There are no errors in grammar, usage, or mechanics in the sentence.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Mary Anderson”**

**8**

Which is the **best** way to write the underlined part of sentence 13?

- A but it didn't think anyone needed them.
- B but it didn't think anyone needed windshield wipers.
- C but he or she didn't think anyone needed windshield wipers.
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: The phrase contains the potentially unclear pronoun “them.”

**Rationale B:** Correct: “It” agrees with “company.”

**Rationale C:** Incorrect: The phrase “he or she” does not agree with “company.”

**Rationale D:** Incorrect: “He” does not agree with “company.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Mary Anderson”**

**9**

Which is the **best** way to write the underlined part of sentence 14?

- A they realized they could really use windshield wipers.
- B the people realized they could really use them.
- C they realized they could really use it.
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Correct: “Windshield wipers” clarifies what is being referred to.

**Rationale B:** Incorrect: The revision does not correct the vague pronoun “them.”

**Rationale C:** Incorrect: The revision does not clarify what is being referred to.

**Rationale D:** Incorrect: The antecedent of the pronoun “them” is unclear.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Mary Anderson”**

**10**

Which sentence uses a pronoun incorrectly?

- A sentence 10
- B sentence 12
- C sentence 16
- D sentence 17

**Scoring Notes:**

**Rationale A:** Incorrect: Pronouns are used correctly in the sentence.

**Rationale B:** Incorrect: Pronouns are used correctly in the sentence.

**Rationale C:** Incorrect: Pronouns are used correctly in the sentence.

**Rationale D:** Correct: “Their” does not agree with “anyone.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Mary Anderson”**  
**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.

**Mary Anderson**

In 1903, a woman named Mary Anderson went to New York City on a trip. She was riding a streetcar on a rainy winter’s day when she noticed that the driver of the streetcar had a lot of trouble seeing out the window because of the rain. The driver had to open the window and stick his head out to see the road, and his head must *have gotten* very wet in the rain. So Mary started thinking about the problem and came up with an idea. What if there were a device that drivers could control from the inside of the car to wipe away the rain, so that they could see the road?

Mary then made plans for such a device. The device had a lever inside the car—controlled by the driver—that caused an arm with a rubber blade to move across the windshield and back again, clearing away the rain, leaves, and snow.

The next step for Mary was to get a patent *so no one could steal her idea and make money from it*. Apparently, there were other devices like Mary’s, but Mary’s worked and the other ones didn’t. Unfortunately for Mary, no one wanted her invention. For one thing, not a lot of people could drive a car back then. And because her idea was brand new, people laughed at it because they thought the wiper would make it difficult to see the road. Nevertheless, she tried to sell the idea to a company in Canada, but *it* didn’t think anyone needed windshield wipers.

Mary’s idea was forgotten about, but as people drove more and more, they realized they could really use *windshield wipers*. By the 1950s, all cars came with windshield wipers.

Mary died in 1953, so she lived long enough to see her invention everywhere. Anyone who drives a car *owes thanks* to Mary Anderson.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Pitcairn”**

**11**

Which is the **best** way to revise sentence 3?

- A** To get there from the U.S., you have to fly about nine hours from Los Angeles to Tahiti, and then another four hours from Tahiti to the Gambiers in French Polynesia.
- B** To get there from the U.S., everyone flies about nine hours from Los Angeles to Tahiti, and then they fly another four hours from Tahiti to the Gambiers in French Polynesia.
- C** To get there from the U.S., people fly about nine hours from Los Angeles to Tahiti, and then they have got to fly another four hours from Tahiti to the Gambiers in French Polynesia.
- D** To get there from the U.S., you have got to fly about nine hours from Los Angeles to Tahiti, and then everyone has to fly another four hours from Tahiti to the Gambiers in French Polynesia.

**Scoring Notes:**

**Rationale A:** Correct answer.

**Rationale B:** Incorrect: The revision is awkwardly constructed.

**Rationale C:** Incorrect: The revision uses informal or spoken grammar.

**Rationale D:** Incorrect: The revision uses informal or spoken grammar and contains shifts in pronouns.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Pitcairn”**

**12**

Which is the **best** revision of sentence 7?

- A** However in 1790, nine mutineers from the H.M.S. *Bounty* led by Fletcher Christian landed there, with six Polynesian men, and twelve Tahitian women.
- B** However, in 1790 nine mutineers, from the H.M.S. *Bounty*, led by Fletcher Christian, landed there, with six Polynesian men and twelve Tahitian women.
- C** However, in 1790, nine mutineers from the H.M.S. *Bounty*, led by Fletcher Christian, landed there with six Polynesian men and twelve Tahitian women.
- D** Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: The sentence contains multiple errors in comma usage, including in setting off the parenthetical elements.

**Rationale B:** Incorrect: The sentence contains multiple errors in comma usage, including in setting off the parenthetical elements.

**Rationale C:** Correct: The sentence correctly sets off the parenthetical elements with commas.

**Rationale D:** Incorrect: The sentence contains multiple errors in comma usage, including in setting off the parenthetical elements.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Pitcairn”**

**13** Which underlined word in sentence 9 should be replaced?

- A one
- B was
- C they
- D have

**Scoring Notes:**

**Rationale A:** Incorrect: “one” is used appropriately in the sentence.

**Rationale B:** Incorrect: “was” is used appropriately in the sentence.

**Rationale C:** Correct: “they” is an ambiguous pronoun.

**Rationale D:** Incorrect: “have” is used appropriately in the sentence.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Pitcairn”**

**14** Which is the **best** way to revise sentences 13 through 15?

- A Pitcairn became a British colony and its population grew. Almost 200 people were there in 1856.
- B Pitcairn then became a British colony. Its population grew steadily and, by 1856, almost 200 people lived there.
- C Pitcairn became a British colony and its population grew steadily so there were almost 200 people there in 1856.
- D Pitcairn then became a British colony, and in 1856, because Pitcairn’s population grew, almost 200 people were living in Pitcairn.

**Scoring Notes:**

**Rationale A:** Incorrect: The relationship between the sentences is vague and the sentences are awkwardly constructed.

**Rationale B:** Correct: The sentences are appropriately constructed and their meanings are clear.

**Rationale C:** Incorrect: The sentence does not clearly establish sequence or timeline.

**Rationale D:** Incorrect: The sentence is redundant and confusing in its construction.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Pitcairn”**

**15** What is the correct spelling of the underlined word in sentence 17?

- A eventualey
- B eventually
- C eventuely
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: The word is spelled incorrectly.

**Rationale B:** Correct answer.

**Rationale C:** Incorrect: The word is spelled incorrectly.

**Rationale D:** Incorrect: The word is spelled incorrectly.

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Pitcairn”**

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

- A sentence 1
- B sentence 5
- C sentence 12
- D sentence 19

**Scoring Notes:**

**Rationale A:** Incorrect: There are no errors in grammar, usage, or mechanics in the sentence.

**Rationale B:** Incorrect: There are no errors in grammar, usage, or mechanics in the sentence.

**Rationale C:** Incorrect: There are no errors in grammar, usage, or mechanics in the sentence.

**Rationale D:** Correct: “Their” does not agree with “someone.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Language**  
**“Pitcairn”**  
**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.

**Pitcairn**

Pitcairn Island is one of the most remote inhabited places on Earth. It lies in the Pacific Ocean, between New Zealand and Peru. *To get there from the U.S., you have to fly about nine hours from Los Angeles to Tahiti, and then another four hours from Tahiti to the Gambiers in French Polynesia.* After that, you take a 330-mile sea voyage because there is no place for a plane to land on Pitcairn. That’s one reason why only 47 people live there now.

No one knows for sure who first lived on Pitcairn. However, in 1790, nine mutineers, from the H.M.S. *Bounty*, led by Fletcher Christian, landed there *(no comma)* with six Polynesian men and twelve Tahitian women. The mutineers had been looking for a place to hide because the British Navy was looking for them. The mutineers noticed that no one was living on the island, and Christian thought that *the residents* must have moved away or died. Then Christian and his crew burned and sank their ship. That way, the British couldn’t find them.

The British did land on the island later, but by then all but one mutineer had died. *Pitcairn then became a British colony. Its population grew steadily and, by 1856, almost 200 people lived there.* That was too many people for a small island, so they all moved almost 3,500 miles to Norfolk Island, which was seven times as large as Pitcairn. Most of the people stayed on Norfolk, but *eventually*, some of them moved back to Pitcairn.

Even though Pitcairn is so remote, the people have many indispensable items—like TVs, DVD players, and toasters. The island also has wi-fi, so *people* can check their email and surf the Internet. Pitcairn may be far away, but its people can still stay informed about what is happening in the rest of the world.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**17**

Explain how Anjali’s description of learning to use a knife is important to the passage. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>3</b>	Response is a <b>complete</b> explanation of how Anjali’s description of learning to use a knife is important to the passage. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> explanation of how Anjali’s description of learning to use a knife is important to the passage. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> explanation of how Anjali’s description of learning to use a knife is important to the passage. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses should reflect an understanding that Anjali’s description of learning how to use a knife shows the strong relationship that Anjali and her grandmother have.

- Anjali smiles when she remembers her grandmother’s arms embracing her.
- The description reveals how Deema has instructed and encouraged Anjali in learning how to cook.
- It also shows the progress Anjali has made as a cook because she is now able to chop “almost as fast as Deema.”
- Anjali has fond memories of being taught by Deema, and the description sets up the next scene, where Anjali seeks Deema’s approval by serving her a dish she created on her own.

Instructional Materials Question 17

Anjali's description of learning how to use a knife is important to the passage because it explains the relationship she has with her sister (Deema). Anjali explained how she loves the time Deema taught her how to use a knife. Anjali said she loved how Deema would teach her by hugging her and holding the knife with her and helping her chop. Without Deema's help, Anjali wouldn't be as good with a knife as she is now. That's also an important part of Anjali's career. These are some reasons why Anjali's description of learning how to use a knife is important.

Score Point: 3

This is an example of a lower 3. It focuses on what the description of learning to use a knife says about Anjali's relationship with Deema and includes several details from the passage as support. It also connects the significance of the episode—and the relationship with Deema—to Anjali's future as a chef. The misunderstanding about Deema being her sister rather than her grandmother was common. This was only explained in the purpose-setting statement that precedes the passage and is not, therefore, considered to be an error. While more support would have strengthened this response, it is considered complete.

## Instructional Materials Question 17

In the story "Stir It Up" by Ramin Ganeshiroo it talks about a young girl named Anjali and her sister Deema and her father running a very important restaurant business. What had grabbed my attention the most in the story is where it had talked about her sister Deema teaching her how to use the knife at the age of 8. It was a very important piece of the passage because, it had talked about how her sister had helped her and she rapped her arms around her helping Anjali. I think that, that's where Anjali started really getting in to the kitchen business.

It had also showed how Anjali had been working at the business ever since then. So she had a early start, then as Anjali was chopping it she probably felt like she was going back and watching that memorie happen. The reason why is because now she had said "I was moving as fast as Deema". From after that point I think that's when she was inspired to make her invention. That's why that piece of the passage was important.

### Score Point: 2

Though much of the first paragraph is irrelevant, the rest of the response is focused on the idea that the description is significant because it shows when Anjali's interest in cooking really started and how much she has changed since then. It includes limited details from the passage as support.

Instructional Materials Question 17

Anjali's description of learning how to use a knife is important to the passage because it shows how much focus Anjali is putting on this meal. In paragraph 11-12 she describes how Deema uses the knife by saying "deema is holding the knife thumb security on handle." In paragraph 12 Anjali explains how she chops steadily to insure safety. Also Anjali's description of how to use a knife shares the past and continues the story. This is why Anjali's description is so important.

Score Point: 2

This response focuses on a less significant aspect of the description, but it is still relevant and supported by details from the passage. The observation that the description "shares the past and continues the story" is insightful; further development of this idea would strengthen the response.

Instructional Materials Question 17

Anjali's description of learning to use a knife is important because it shows how he is interested about his "hobby"/cooking career. "I smile as I remember being unfolded in her arms...." this quote shows that he remembers how to do things to help his career, he is hoping to have.

Score Point: 1

The response correctly observes that the description shows that Anjali enjoys cooking. It is a minimal response.

Instructional Materials Question 17

Learning how to use a knife is a pretty big deal for the passage. Because learning how to chop-chop food gave Anjali one step closer achieving her dream. Another reason it's important to the passage is that now she can just hurry up with the dish and give it to the customer that is waiting. It also brings memories to her.

Score Point: 1

The response reflects an understanding of how the description is related to Anjali's passion for cooking and that it brings memories to her. It is a minimal response.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**18**

What does Anjali’s creation with the baked bread reveal about her? Select **two** answers.

- A Anjali enjoys trying new ways of doing things.
- B Anjali has much experience working in a kitchen.
- C Anjali likes surprising customers at the restaurant.
- D Anjali would rather prepare sweet food than spicy food.

**Scoring Notes:**

**Rationale A:** Correct: Anjali’s idea with the baked bread suggests that she likes to experiment in the kitchen.

**Rationale B:** Correct: For Anjali to create a new dish, she must have experience working in a kitchen, and the description of her work provides evidence of her culinary experience.

**Rationale C:** Incorrect: Although many people come into the restaurant, Anjali serves her creation to her grandmother, not to any of the customers, so there is no evidence that she likes to surprise them.

**Rationale D:** Incorrect: Although Anjali has made something sweet from the baked bread, there is no evidence to suggest that she would rather prepare sweet food than spicy food.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**19**

Which word in paragraph 22 helps the reader to know the meaning of the word culinary?

- A work
- B cooking
- C hobby
- D dream

**Scoring Notes:**

**Rationale A:** Incorrect: There is not a relationship between the two words that reveals the meaning of “culinary.”

**Rationale B:** Correct: The sentence following the sentence “culinary” is a restatement, as indicated by “I guess you could say that.” The corresponding word to “culinary” is “cooking.”

**Rationale C:** Incorrect: There is not a relationship between the two words that reveals the meaning of “culinary.”

**Rationale D:** Incorrect: There is not a relationship between the two words that reveals the meaning of “culinary.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**20** Explain how Anjali responds when people say that cooking is her “hobby.” Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot). The response includes inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot). The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot) and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

Anjali does not think that “hobby” is the right word to use to describe how she feels about cooking. In fact, she says it is “lame.” Anjali feels that “food is my soul’s work,” and she has big dreams of hosting her own cooking show on TV. “Hobby” just does not capture her passion for Caribbean cooking or how seriously she takes it.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**21**

In the passage, the author uses language to appeal to the five senses: sight, smell, sound, touch, and taste. Underline or highlight a sentence or phrase from the passage that appeals to **each** one of the five senses. Be sure to label each sentence you select with the appropriate sense.

**Scoring Notes:**

Responses may include, but are not limited to:

sight:

“ . . . oil-splattered apron . . . ”

“The balls of dough bubble in the oil, and I pull them out as they turn light golden brown.”

“Deema is holding a knife, thumb securely on its handle—chop-chopping so fast, in a blur.”

smell:

“The air is thick with the smell of the different curries simmering on the stove.”

“These spices are Deema’s perfume. Her clothing and hair and even her skin are always rich with the sweet aroma.”

“ . . . the smell of her curry perfume mixes with my own curry and shampoo.”

sound:

“My stomach is grateful for the water, but it calls to me with a sharp *grrruurrrahhhh*.”

“The water in my belly sloshes and mixes with the *grrruurrrahhhh* . . . ”

touch:

“My throat is like sandpaper . . . ”

“The push of cold coming from the fridge . . . ”

“ . . . hard muscle from years of work within soft skin . . . ”

taste:

“ . . . salted spiced codfish . . . ”

“ . . . wipes her hand, picking up my creation with two fingers so it doesn’t get oniony.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**22**

Read the list of quotations from the passage. In the table below, write the number for the quotation or quotations that **most** clearly reveal each trait. If a quotation does not apply, write that number in the “Does Not Apply” column.

Anjali’s Father	Deema	Anjali	Does Not Apply
business-minded	highly skilled	very ambitious	

1. “Hurry, Anjali! Customers not wanting to wait!”
2. “*Pholouries* ready!’ I yell.”
3. “Deema is holding a knife, thumb securely on its handle— chop-chopping so fast, in a blur.”
4. “The knives and our hands move like twins, working fast to turn the onion into a mound of tiny white spicy pieces.”
5. “Deema nods. ‘Okay, but easy does it.’”
6. “I untie my oil-splattered apron, grab a new one from the cubby near the register, and put it on.”
7. “I want to have my own show about Caribbean food.”
8. “But for now my only show is *showing up* for my family in this beehive of a shop.”

**Scoring Notes:**

<b>Anjali's Father</b>	<b>Deema</b>	<b>Anjali</b>	<b>Does Not Apply</b>
business-minded	highly skilled	very ambitious	
1	3, 4	7	2, 5, 6, 8

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**23**

Which theme is **best** reflected by Anjali’s actions in the passage?

- A Kind words create confidence and respect.
- B Food tastes better when it is made with love.
- C People must make sacrifices to help their families.
- D People need to work hard to achieve their dreams.

**Scoring Notes:**

**Rationale A:** Incorrect: Although Deema compliments Anjali on her cooking, Anjali’s actions do not reflect this as a theme of the passage.

**Rationale B:** Incorrect: Although it appears that the food Anjali prepares tastes good, her actions do not reflect the notion that love is a necessary ingredient.

**Rationale C:** Incorrect: Although the work is hard, Anjali clearly enjoys it, so her actions do not reflect the idea that she is making a sacrifice.

**Rationale D:** Correct: Anjali hopes that her hard work in the kitchen will help her achieve her dream of becoming a professional chef.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“An Excerpt from *Stir It Up!*”**

**24** Explain how the author develops Anjali’s point of view in the passage. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material). The response includes inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material). The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material) and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

The author develops the point of view by using first-person narration. This allows the reader to experience the action through Anjali’s eyes. She describes the sights and sounds of the kitchen and how she jumps back “when oil splashes and burns me with its hot droplets.” She tells how her “heart pounds” as she races around the kitchen with Deema and expresses her dream: “My dream is to be the youngest Food Network chef by the time I’m fifteen. That means I have two years to make it happen.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**25**

How does the first meeting between the narrator and Mr. Furlong affect the plot of the passage? Select **two** answers.

- A** It creates a change in the attitude of the narrator.
- B** It develops a connection between the two main characters.
- C** It reveals details about the setting where the action occurs.
- D** It introduces the central problem that the narrator must solve.

**Scoring Notes:**

**Rationale A:** Correct: Before meeting with Mr. Furlong, the narrator is not excited about the interview. However, the narrator enjoys talking to Mr. Furlong and is excited to visit him again.

**Rationale B:** Correct: The two characters connect after the narrator learns that Mr. Furlong designed Rosedale Park.

**Rationale C:** Incorrect: Although the two characters discuss a park in their first meeting, this is not the place where the action occurs.

**Rationale D:** Incorrect: The main problem of the passage is introduced after the first meeting, when the narrator discovers that Mr. Furlong’s garden is not neat and trim.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**26**

Read the sentence below from the passage.

**I guess I’ll just have to pretend I like it.**

Explain what this sentence reveals about the narrator. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot). The response includes inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot). The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot) and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses should reflect an understanding that the sentence shows the narrator does not like the appearance of Mr. Furlong’s garden. However, he is thoughtful and kind and doesn’t want to hurt Mr. Furlong’s feelings. It would be rude to say that the garden is messy, and it might make Mr. Furlong feel bad.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**27**

Why does Mr. Furlong’s garden look different than Rosedale Park?

- A Mr. Furlong realized he was unable to control nature.
- B Mr. Furlong wanted to celebrate nature in its true form.
- C Mr. Furlong became interested in growing different plants.
- D Mr. Furlong came to fully regret his old ideas about plants.

**Scoring Notes:**

**Rationale A:** Incorrect: Although Mr. Furlong does mention that his garden was once neatly trimmed, the passage does not suggest that he struggled unsuccessfully to control nature.

**Rationale B:** Correct: Mr. Furlong states that trimmed and clipped bushes do not reflect nature. He wanted to see nature in its “messy and uneven” state.

**Rationale C:** Incorrect: Although Mr. Furlong mentions that he used to hate dandelions and now they grow in his backyard, this is not why he decided to let his garden grow naturally.

**Rationale D:** Incorrect: Mr. Furlong admits that “there is still a small part of me that wants to pick up some pruning shears and have at it,” so he has not completely rejected his former ideas and practices.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**28** Based on paragraph 27, what does the word ingenious mean?

- A slow
- B clever
- C beautiful
- D organized

**Scoring Notes:**

**Rationale A:** Incorrect: Although the dandelion seeds travel by wind, which allows them to travel, the context does not suggest that this necessarily happens at a particular speed.

**Rationale B:** Correct: The word “brilliant” following the sentence with the target term is the best clue to its meaning.

**Rationale C:** Incorrect: Although Mr. Furlong does talk about how blown dandelion seeds look like snow in summer, which is beautiful, the context suggests something that is unusually clever.

**Rationale D:** Incorrect: Although Mr. Furlong talks about the arrangement of the dandelion seeds having order, this does not suggest that “ingenious” means “organized.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**29** Underline or highlight **two** sentences in the passage that show how the narrator feels at first about interviewing Mr. Furlong.

**Scoring Notes:**

Responses should include two of the following:

“Dad told me his name, but I can’t remember it.”

“It’s something strange.”

“He’s really old.”

“I doubt there will be anything good to video.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**30**

The author uses colorful and descriptive language in the passage. Select words and phrases from the boxes and use them to complete the table. Not all words and phrases will be used.

Literary Device
personification
exaggeration
comparison
repetition

Meaning of Sentence
The garden is growing freely.
The garden is a pleasant place.
The garden is hard to find.
The garden is carefully maintained.

Sentence from Passage	Literary Device	Meaning of Sentence
“And the hedges look like they were trimmed using a protractor.”		
“The grass, bushes, and trees were so overgrown that I half expected to see an orangutan swinging from the branches.”		

**Scoring Notes:**

Sentence from Passage	Literary Device	Meaning of Sentence
“And the hedges look like they were trimmed using a protractor.”	comparison and/or exaggeration	The garden is carefully maintained.
“The grass, bushes, and trees were so overgrown that I half expected to see an orangutan swinging from the branches.”	exaggeration	The garden is growing freely.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**31**

Explain an important lesson that the narrator learns in the passage. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot). The response includes inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot). The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot) and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

The narrator learns that sometimes you need to understand a person before you can understand his/her behavior. After failing to remember Mr. Furlong’s name, except that “it’s something strange,” the narrator then learns that Mr. Furlong designed a park that the narrator loves. Later, the two have a good conversation about nature.

OR

The narrator learns that beauty can be found where you least expect it. Beauty is not always neat and organized. Mr. Furlong used to hate dandelions but now “stands in awe of them” because of their beauty. The narrator then states that “Your garden isn’t what I expected, but it is filled with beauty.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“The Garden of Ethelbert Furlong”**

**32** Explain how the author’s use of two different text structures in the passage helps readers better understand the characters. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>3</b>	Response is a <b>complete</b> explanation of how the author’s use of two different text structures in the passage helps readers better understand the characters. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> explanation of how the author’s use of two different text structures in the passage helps readers better understand the characters. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> explanation of how the author’s use of two different text structures in the passage helps readers better understand the characters. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses should reflect an understanding that the diary format allows readers to understand the narrator’s thoughts and feelings, while the interview focuses on Mr. Furlong’s opinions.

- By the author’s using two different structures, readers are able to better understand the two characters.
- If only a diary format had been used, readers would not have as good an understanding of Mr. Furlong because they would only get to know him through the narrator’s eyes.
- On the other hand, if only an interview had been presented, readers would not know how the narrator really felt about interviewing Mr. Furlong or the narrator’s impressions of Mr. Furlong’s garden.

### Instructional Materials Question 32

The author's use of different text structures help readers understand the characters better through their thoughts and dialogue. The protagonist's diary helped us establish how he feels about Ethelbert Furlong and demonstrates the transition of his thoughts. At first, he is very impressed and amazed at what Mr. Furlong had done, designing the beautiful Rosedale Park. Then, he is shocked and embarrassed for the mess of a garden Mr. Furlong has in his backyard. In part II and III, it shows the sudden change of admiration. In part II, it says, "I'm going back for my second interview tomorrow. Mr. Furlong said that he would show me his own backyard garden. I'll bet it's amazing." Then, it says in part III, "The grass, bushes, and trees were so overgrown that I half expected to see an orangutan swinging down the branches. I actually felt embarrassed for Mr. Furlong, so I decided to leave before he got home." The diary clearly showed the main character's thoughts, and how he felt about Mr. Furlong.

Then, in the interview between the protagonist and Mr. Furlong, you can understand more about both characters, especially Mr. Furlong, through the dialogue. Mr. Furlong explained the state of his garden, saying, "Nature is wild and messy and uneven." So I decided to let it grow." The interview reveals how Mr. Furlong appreciates nature and how the protagonist finally understands.

Score Point: 3

This is a complete response to the task. It includes sufficient detail from the passage as support, but also includes the student's own analyses (e.g., "The interview reveals how Mr. Furlong appreciates nature and how the protagonist finally understands").

### Instructional Materials Question 32

The first text structure is a diary. This helps us better understand the narrator because she expresses her feelings. She tells how she really feels. She also expresses how her opinion changes throughout the story. In the beginning she just thinks Mr. Furlong's garden is a mess, but after she hears his explanation of things she understands and thinks it's beautiful. It also tells a little about her assignment and her internal battle of what to do.

The second text structure is an interview. In the interview it's the narrator asking Mr. Furlong about his garden. This helps us better understand Mr. Furlong's feelings towards his garden. It also tells how he used to be and how he is now. He used to be organized and wanted everything to be trimmed and cut and now he wants it to just be nature.

Both text structures help us better understand the characters by telling us their feelings. They both tell how they really feel about the garden. The diary more so helps us understand the narrator and the newsletter Mr. Furlong.

#### Score Point: 3

The response reflects an understanding that the diary portion reveals the narrator's ideas, internal battle, and changes, while the interview reveals the thoughts of Mr. Furlong; they are complementary. It includes many details from the passage as support.

Instructional Materials Question 32

The author's use of two different text structures helps the readers better understand the characters because it lets us see what one thinks about the other. For example, paragraph 13-14 she says "I guess I'll just have to pretend I like it." She would of never told the man that. That's how the diaries help the reader understand the character. Another thing, was in the play written type writing, it let us see how Mr. Ethelbert Furlong felt about his garden. He says why it's all crazy! (paragraph 23-24) That he once liked everything in order but now he doesn't mind. He lets everything just grow and grow. That's how the two different types of writing help the reader better understand the character.

Score Point: 2

The response reflects an overall understanding that the two structures help the readers better understand the characters, though the observation that it helps show "what one thinks about the other" is not true of Mr. Furlong. The response is supported by limited details from the passage.

Instructional Materials Question 32

It helps the reader understand the characters more explaining each of the characters purposes in the story. The diary site explains the student while the written interview explains Mr. Furlong more clearly than the diary. In the diary it says "The assignment to interview a member of our community is due next week. I finally chose my subject. He lives three houses down from me, Dad told me his name, but I cant remember it, It's something strange. Dad said he was a gardener or something. He's really old". This <sup>1st</sup> paragraph pulls Mr. Furlong into the story and it gives us a little background information about him. The written interview opens up more information about Mr. Furlong's personality and background.

Score Point: 2

This is an example of a low 2. It reflects an understanding that the reader learns about the narrator from the diary and Mr. Furlong from the written interview and that the diary provides some exposition. The response would be strengthened by additional support from the passage or a deeper explanation of how the two parts are complementary.

Instructional Materials Question 32

I think that the author uses two different text structures in the passage helps readers better understand the characters. By having the Boy have his expectations for Mr. Furlong and in the expectations he had, he had his different expectations because the boy expected the garden to like the Rosedale park and he ended up finding Mr. Ethibelt Furlongs garden was a mess. So Mr. Ethibelt Furlong must have suspected that the boy did not feel comfortable, and he explain to him why does my look like this, is because he has be a landscaper architec for year and he wanted change it up because it's not real nature. So they both soon figured out that everything isn't what it really seems to be.

Score Point: 1

The response reflects an understanding that the two structures help the reader understand the characters. Much of the response is irrelevant retelling of the events. The observation that “they both soon figured out that everything isn’t what it really seems to be” is not supported by the passage; only the narrator discovers this.

Instructional Materials Question 32

The first text structure is how the gardener is and what he does, but the second structure is what he has to say. The reader can infer that the gardener is now a nature lover, not like before he wanted everything to be perfect.

Score Point: 1

This is a minimal but accurate response to the task.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**33**

Read the lines below from “Grandfather.”

**Our minds are outside of us,  
dancing around us.**

What does the figurative language used in the lines suggest that the speaker and Grandfather are doing?

- A** feeling confused
- B** listening to music
- C** talking to each other
- D** enjoying the moment

**Scoring Notes:**

**Rationale A:** Incorrect: Though the sensation of your mind being outside of you can be confusing, this is not what is meant by these lines.

**Rationale B:** Incorrect: Though the lines do mention dancing, the characters are not actually listening to music.

**Rationale C:** Incorrect: Though when you talk the thoughts that are inside of you are then shared outside, this is not what the lines mean.

**Rationale D:** Correct: The lines suggest that the speaker and Grandfather are not dwelling on thoughts, but are reveling in the drive.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**34**

Read the lines below from “Grandfather.”

**his pride  
and his courage are still lit  
like a candle,  
still today.**

Explain what the lines show about Grandfather. Write your response on the lines below.

**Scoring Guide:**

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

**Scoring Notes:**

Responses should reflect an understanding that the lines show that even though Grandfather is getting older, he is still a strong, admirable man. The words “are still lit/like a candle,” show that his courage and pride are still burning.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**35** Underline or highlight the sentence in “My Korean Name” that most helps the reader determine the meaning of the word *halabogee*.

**Scoring Notes:**

Responses should indicate the following:

““He’s your grandfather,” she scolded.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**36**

One major event in “My Korean Name” is when the narrator watches his grandfather draw with a brush. Which sentences **best** explain why this event is important to the plot of the passage? Select **two** answers.

- A** It helps the narrator learn something new about his grandfather.
- B** It changes the relationship between the narrator and his grandfather.
- C** It suggests that the narrator will pursue the same craft as his grandfather.
- D** It describes a favorite activity shared by the narrator and his grandfather.

**Scoring Notes:**

**Rationale A:** Correct: The narrator knew that the grandfather liked to practice calligraphy, but did not know his grandfather was an artist.

**Rationale B:** Correct: The narrator shows more appreciation for his grandfather after the painting because it makes him feel proud of his grandfather.

**Rationale C:** Incorrect: The narrator has discovered a connection with his grandfather, but there is no suggestion that he will also learn calligraphy.

**Rationale D:** Incorrect: Though the narrator is interested in what his grandfather is doing with the paint and brushes, the passage does not suggest that drawing is the narrator’s favorite activity.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**37**

Read the sentence below from “My Korean Name.”

**I held up my Korean name to the light, the paper so thin it glowed.**

Explain what the author’s word choice in the sentence shows about the narrator. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>3</b>	Response is a <b>complete</b> explanation of what the author’s word choice in the sentence shows about the narrator. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> explanation of what the author’s word choice in the sentence shows about the narrator. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> explanation of what the author’s word choice in the sentence shows about the narrator. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

- The word “my” suggests that the narrator has a sense of ownership of his name and cultural identity, brought about by this experience with his grandfather.
- The words “light” and “glowed” suggest feelings of warmth, peace, or comfort. They reinforce the idea that the narrator has a newfound appreciation of his heritage and his family, and that it brings him satisfaction.
- The word “glowed” also suggests pride that the narrator feels for his grandfather and for his heritage.

## Instructional Materials Question 37

### Score Point Representation

None of the pilot test responses submitted received a score of 3. Many students simply explained what the narrator was literally doing, rather than focusing on what the word choice shows about the narrator.

Understanding why authors choose words for effect is an important skill and part of being a lifelong reader. It is relevant to both literary and informational texts. The skill is utilized in increasingly complex ways as one moves up the grades in the CCSS; by high school, students are expected to analyze the cumulative impact of specific word choices on meaning and tone. Students who do not grasp the fundamentals of this skill early on will struggle with the more complex tasks when they are older.

Instructional Materials Question 37

I believe that the wording in the sentence "I held my Korean name to the light, the paper so thin it glowed." was chosen because him holding up a gift from his grandfather in the light that it glowed in his eyes, and the paper was thin, so I could also look at the logical way and say the light went through the paper, but that has no meaning at all. He's grateful his grandfather made him a gift. He's happy that his grandfather made him something from his past. And to think if he didn't bring his grandfather that tea, this may have never happened.

X

Score Point: 2

The response reflects an understanding that the word choice indicates the narrator is holding something special, "a gift," and that it "glowed in his eyes." The response connects this to the idea of gratitude. A more specific focus on key words or an examination of other aspects of the passage (sense of ownership of name/cultural identity; feelings of warmth, peace, or comfort, etc.) would strengthen the response.

### Instructional Materials Question 37

I believe that the author's word choice shows how the narrator thought the paper was special. He used words such as, "the paper so thin it glowed," to show how the girl wanted to see it better and the light made it look beautiful. The girl was always looking at it while her mother explained. While she was staring at it, the author stated that she held it carefully. The author mentioned that the paper was thin and that she held it carefully shows how she didn't want it ruined. After the girl received the drawing, she felt better about her grandfather staying with them. The author's choice of words help to support that statement.

Score Point: 2

The response shows that the word choice connotes something special and beautiful and that it changed how the narrator felt about the grandfather. It is a limited response.

Instructional Materials Question 37

It shows that he wanted to intensify it when he used it glowed. He made her name seem special. Everybody likes her middle name so it needs to be intensified. It means "wise one". That would be pretty special to have that name. To say it glowed just makes it seem like it is glorious or really good.

Score Point: 1

The response reflects an understanding that saying something "glowed" makes it seem "glorious or really good." Additional development would strengthen this response.

Instructional Materials Question 37

it shows that he admired his name.  
The paper was so thin and  
when he put his name in the light  
it was so thin he liked it and  
it looked beautiful it glowed and  
shimmered and he also remembered  
what his name meant it meant "wise one"  
i think that made him feel special.

Score Point: 1

This is an example of a minimal response. It reflects an accurate understanding that the word choice makes the paper seem beautiful and makes the narrator feel special, but more support is necessary to receive a higher score.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**38**

How does the narrator of “My Korean Name” change from the beginning of the passage to the end of the passage? Select details from the box and use them to fill in the graphic organizer.

says he does not want to take the tea to his grandfather  
watches what his grandfather is doing  
thankful  
nervous  
says the painting looks neat  
surprised  
tells his grandfather he does not understand him  
uncomfortable

How the narrator feels:

How the narrator feels:

**Beginning of the passage**



**End of the passage**

How the narrator acts:

How the narrator acts:

**Scoring Notes:**

How the narrator feels:  
uncomfortable  
nervous

How the narrator feels:  
thankful  
surprised

**Beginning of the passage**



**End of the passage**

How the narrator acts:  
says he does not want to take the  
tea to his grandfather  
tells his grandfather he does not  
understand him

How the narrator acts:  
watches what his grandfather is doing  
says the painting looks neat

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**39**

Which sentence **best** explains how the grandfathers in the poem and the passage are similar?

- A They like to create works of art.
- B They used to live a different way.
- C They enjoy traveling to new places.
- D They are the leaders of their families.

**Scoring Notes:**

**Rationale A:** Incorrect: Though the grandfather in “My Korean Name” is an artist, no mention is made in “Grandfather” of the grandfather creating art.

**Rationale B:** Correct: The grandfather in “My Korean Name” is from Korea and had different customs than his grandchild, the narrator. In “Grandfather” the speaker mentions that the grandfather used to ride a horse instead of driving a car, which suggests a different type of life.

**Rationale C:** Incorrect: Though the grandfather in “My Korean Name” travels from Korea to the narrator’s home and the characters in “Grandfather” are traveling in a car, there is no indication that either grandfather really enjoys traveling.

**Rationale D:** Incorrect: While traditionally some grandfathers might be the leaders in their families, there is little indication of that in these texts.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**40** Explain how the points of view used in “Grandfather” and “My Korean Name” affect how the information in the texts is shared with the reader. Write your response on the lines below.

**Scoring Guide:**

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

**Scoring Notes:**

Responses should reflect an understanding that both passages use a first-person point of view where the grandchild is the speaker. This lets readers see what the two grandchildren think of their grandfathers. It helps readers understand the relationship between the characters in each passage from the grandchild’s point of view.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Grandfather/My Korean Name”**

**41** Explain a theme that is developed in both “Grandfather” and “My Korean Name.” Use details from the poem and the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>3</b>	Response is a <b>complete</b> explanation of a theme that is developed in both “Grandfather” and “My Korean Name.” Response is supported with details from the passages.
<b>2</b>	Response is a <b>limited</b> explanation of a theme that is developed in both “Grandfather” and “My Korean Name.” Response is supported with limited details (number or quality) from the passage(s).
<b>1</b>	Response is a <b>minimal</b> explanation of a theme that is developed in both “Grandfather” and “My Korean Name.” Response is supported with few or no details from the passage(s).
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

Culture and heritage should be passed through generations.

- In “My Korean Name” the grandfather shares the art of *hanja* with his grandson.
- This teaches the grandson more about Korea and his grandfather, and helps the two characters feel closer.
- In “Grandfather” the speaker and the grandfather share a ride in the car.
- The grandfather used to ride a horse like he now drives a car. Sharing this experience makes the two characters closer.

Other possible themes include “youths should respect their elders,” “youths can learn from their elders,” etc. Variations are acceptable as long as they are supported by information from the poem and the passage.

Instructional Materials Question 41

The theme I see in the poem and passage is of a boy and his grandfather bonding, or the boys are understanding their grandfathers' past. The reason I know this is because in the poem, it states how the boy can see "Back when the gray on his hair was black and the canyons on his face were gone," while in the passage the boy doesn't understand why his grandfather painted his painting until he found out that his grandfather was a famous Korean artist and how "All the people in his town wanted him to draw their names." The fact of his grandfather being a famous artist that drew "hanja", which the boy didn't know what it was before, told the boy a lot about his grandfather's past. And that is why I believe that's the theme.

Score Point: 3

This is an example of a weaker 3. It accurately identifies a theme (bonding with grandfathers and understanding their past) and provides a piece of evidence from both the poem and the passage that support this. While more support would strengthen this response, the student has reflected complete understanding of both the texts and the task.

### Instructional Materials Question 41

The theme that is developed in both of the passages is that family can be weird, but family is important. I say this because at the end of the Korean Grandfather story his grandfather may seem weird when really all he is doing is trying to make a point and say something that the kid can understand. It's almost like that in Native American grandfather, except in this story the two people don't say anything, but you can feel the mood to make you understand. Also, in Native American grandfather, it shows that the grandfather knows his road will end soon by saying, "... He looks ahead, the road grows narrow, soon he will meet the end of it." So to me that means he is probably going to die soon, but by saying, "His pride and courage are still lit." It means he is trying to enjoy life and do what's right. In Korean Grandfather, it's almost the same because in the passage he says, "He coughed a lot." To me that means his road is ending soon and since he doesn't speak English he talks to the boy with drawings.

#### Score Point: 2

The student identifies a theme that is relevant to one of the texts but not the other ("family can be weird, but family is important") and supports it with details from the passage and the poem. It also vaguely discusses the common topic of approaching the end of life. The response would have been stronger had it focused on a single, common, significant theme.

Instructional Materials Question 41

In both "Grandfather" and "My Korean Name," the theme is what I would call, "Foreign Grandfathers." They both show pieces of how they grew up, their beliefs, and even clothing styles. It tells people how different people can be. Won chul was shown how his grandfather was raised and what Koreans did. After Won chul received the paper from his grandfather, his mother told him more about his grandfather. "My mother later told me that this was a *hanja*, a special Korean way of writing using the Chinese alphabet. This was the *hanja* version of my Korean name. She said, 'Your grandfather was once a famous artist. All the people in his town wanted him to draw their names.'" The writer of "Grandfather" was shown many things about his grandfather's Native-American culture.

Score Point: 2

The response identifies a commonality between the passage and the poem but then only develops ideas related to the passage and not the poem. This is very typical of responses receiving a 2.

Instructional Materials Question 41

The theme in this passage and poem is like, an old grandfather who is teaching these kids some of their life traits. That they have learned in their lifetime also, its like classical and original because this happens so often but this time it unique! Also about the theme that was developed, they both have grandfather in them and the Grandfather's in both stories ~~is~~ is acting like bumpers guiding the kids in their lives.

Score Point: 1

The response identifies a common theme, but does not support it with details from the texts.

Instructional Materials Question 41

The theme for my Korean name was his his grandpa could teach him a little Korean by first starting with his name then little by little he would be speaking Korean to. The theme for grandfather is how his grandfather could teach him how to be wiser and that sometimes you don't have to be young to be wise. Another thing about my Korean name is that even though he couldn't understand his grandpa he barely understood this name in Korea was Wandu also his grampa could help him learn the Chinese alphabet and draw how his grampa drew his name on the rice paper

Score Point: 1

The response focuses on the passage only but does identify an appropriate theme. It is a minimal response.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**42**

What evidence does the author use to show that the original mount makers of the *Camptosaurus* skeleton knew less about fossils and dinosaurs than people know today? Select **two** answers.

- A Cracks appeared in the bones of the skeleton.
- B The ribs of the skeleton were broken in places.
- C Holes were drilled through the bones of the skeleton.
- D The skeleton was constructed with its tail low to the ground.

**Scoring Notes:**

**Rationale A:** Incorrect: The cracks in the skeleton resulted from the vibrations caused by feet pounding on the museum floor.

**Rationale B:** Incorrect: This damage occurred because of visitors’ actions.

**Rationale C:** Correct: Today specialists use brackets so that they do not damage the bones with holes for screws.

**Rationale D:** Correct: Today specialists understand that dinosaurs did not hold their bodies with the tail dragging on the ground.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**43**

Read the sentence below from the passage.

**Pete Kroehler is the museum’s  
specialist in preparing dinosaur fossils.**

Based on the meaning of the word  
“special,” what is a specialist?

- A** an expert
- B** a specimen
- C** an alternative
- D** a tourist

**Scoring Notes:**

**Rationale A:** Correct: The base word “special” suggests a level that is distinguished from other levels, and from there a student could reasonably infer the word “expert.”

**Rationale B:** Incorrect: This may be a miscue because “specimen” and “specialist” share the same initial letters.

**Rationale C:** Incorrect: This is a misinterpretation of information from the text; the model is being built as an alternative for the skeleton, but this is not the meaning of the word “specialist.”

**Rationale D:** Incorrect: This may be a miscue because “tourist” and “specialist” share the same suffix. Also, many tourists visit the museum.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**44**

Why did museum workers remove the *Camptosaurus* skeleton from the exhibit at the Smithsonian Institution?

- A to repair damage to the skeleton
- B to replace the skeleton with a model
- C to create a baby version of the skeleton
- D to change how the skeleton was standing

**Scoring Notes:**

**Rationale A:** Incorrect: The skeleton was damaged, but specialists removed it to preserve it from further damage, so they planned to replace it with a model.

**Rationale B:** Correct: The skeleton was removed so that it could be replaced with a model.

**Rationale C:** Incorrect: Making a baby version is in the future plans, but this is not why the dinosaur was removed.

**Rationale D:** Incorrect: The skeleton was posed incorrectly, but this is not the reason the skeleton was removed from the exhibit.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**45** Explain why it was necessary to write numbers or letters on the molds of the bones. Write your response on the lines below.

**Scoring Guide:**

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

**Scoring Notes:**

Responses should reflect a general understanding that the assembling of the molds was complicated.

- There were 200 molds.
- Each mold was of a specific bone.
- “Nobody wanted anklebones in a wrist or tailbones in the wrong order!”
- If the bones hadn’t been labeled properly, it would have been easy to mix them up or put them back together in a wrong way.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**46**

Read the statement below.

**The goal of the Smithsonian team was to make the plaster dinosaur as true to life as possible.**

Underline or highlight **three** sentences from the passage that support this statement.

**Scoring Notes:**

Responses should include three of the following:

“In a laboratory downstairs, Mr. Kroehler and his volunteers created a blue silicone mold for every bone.”

“He didn’t try to “fix” the right hipbone, which was misshapen.”

“Dr. Matt Carrano, the curator (or “keeper”) of dinosaurs, helped decide on the dinosaur’s pose.”

“The tail would be held high.”

“A new steel framework was welded to fit a walking posture.”

““We wanted it to look lifelike, according to new ideas of how dinosaurs moved,” Mr. Kroehler said as he wired plaster toes onto a foot.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**47** Read the sentence below from the passage.

*Camptosaurus* was cracking up, but it was no joke!

Explain the double meaning of the sentence. Write your response on the lines below.

**Scoring Guide:**

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

**Scoring Notes:**

Responses should reflect an understanding that “cracking up” is used to mean “laughing” in everyday language, but the words also mean that something is breaking.

- The damage to the skeleton was serious because it was severe.
- The damage to the skeleton had to be taken seriously because the skeleton was an important specimen.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**48**

Below is a list of steps that the team of workers at the Smithsonian Institution followed when building the *Camptosaurus* exhibit. Select the **five** most important steps to put in a summary of the process.

**Steps**

Take apart the original skeleton and number each bone.

Make a silicone mold for each bone.

Remove the tail from the dinosaur.

Deliver the bones to the “collections area.”

Pour plaster of Paris into the molds.

Let the plaster harden.

Remove the casts from the molds.

Label each cast.

Wire the plaster casts onto a steel framework.

Apply two coats of brown paint.

**Scoring Notes:**

Take apart the original skeleton and number each bone.

Make a silicone mold for each bone.

Pour plaster of Paris into the molds.

Remove the casts from the molds.

Wire the plaster casts onto a steel framework.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Building a Dinosaur Double”**

**49** Describe the author’s attitude toward the construction of the new *Camptosaurus* exhibit, and explain how the author makes her attitude known. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>3</b>	Response is a <b>complete</b> description of the author’s attitude toward the construction of the new <i>Camptosaurus</i> exhibit and explanation of how the author makes her attitude known. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> description of the author’s attitude toward the construction of the new <i>Camptosaurus</i> exhibit and/or explanation of how the author makes her attitude known. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> description of the author’s attitude toward the construction of the new <i>Camptosaurus</i> exhibit and/or explanation of how the author makes her attitude known. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses should indicate an understanding that the author’s general attitude is admiring/impressed.

- The author uses positive language to describe people and things in the passage: “excited,” “affectionate,” “run like the Jurassic wind,” etc.
- The author includes a detailed description of the process used to construct the model.
- The author suggests that it is a big accomplishment to have finished the model in only three years.
- The author gives a quotation from Mr. Kroehler to show how carefully he handled the bones.
- The author gives a quotation from Mr. Kroehler to show he was dedicated to building a model that would be close to a real-life dinosaur.
- The author uses an exclamation point at the end of the last sentence to show excitement about the future addition to the exhibit.

### Instructional Materials Question 49

The authors attitude towards the new exhibit sounds joyful. I chose this word because during the building she made jokes and had a little fun. One example is in paragraph six she talks about it's time to make a double, this shows she's trying to have a little fun instead of saying "there making a plastic dinosaur." In paragraph 16 she asked a rhetorical question about "how a 17ft dinosaur gets into an elevator." This shows she informs us and has a little fun. In paragraphs 18 and 19 she had to add that there was still space in the museum so they added a baby dinosaur. You can tell she is joyful because all the fun she has telling a boring story about a plastic dinosaur. One final reason she is joyful is the first sentence says, "The dinosaur is cracking up but it's no joke!" She's obviously telling a joke about the dinosaur is cracking and breaking. These are my reasons why I think the authors mood in this section is joyful.

Score Point: 3

The word "joyful" is somewhat imprecise, but the response includes complete and relevant support for the idea.

### Instructional Materials Question 49

The Comptosaurus exhibit must have been very important to go through all that trouble to duplicate it. The author obviously is on the brighter side of this situation. She makes it very known to us by using exclamation points or uses words that brighten things. The sign that really truly made me notice that the author really liked this situation is on the very last paragraph of the passage. She states "what do you know? The museum also has a baby Comptosaurus, waiting behind the scenes for its own dinosaur double!" Why this stood out to me is because she shows a lot of things that shows she, the author, is very positive about this. Because the author uses an exclamation point to show she is excited and is strong about this topic. Also that she can't wait and is eager. She also just seems very positive in her tone because as I was reading I could tell that she wasn't going against it so she must be for it. My last reason is in the very beginning she gives a lot of facts which shows she is very passionate about this topic. All in all, just the way the author worded things and used certain things shows the reader that she is positive.

Score Point: 3

This is an example of a lower 3. It reflects an understanding that the author's use of punctuation and a great many facts show her enthusiasm. It is supported with details from the passage.

### Instructional Materials Question 49

The author's attitude was expressed in a positive and excited way. She writes in a fashion that instills these attitudes in the reader and changes how the reader interprets the story. Without the author's attitude, the story would seem more like a lecture. She doesn't use sarcasm often, but when she does, it isn't in a way that is harsh towards the main idea. An example of this is at the end of paragraph 2; "affectionate fans broke some ribs." The author also uses exclamation points to show excitement. In the context, she uses exclamation points to demonstrate a ready to go or excited attitude, as shown in the fourth paragraph under "A new dinosaur poses."

The author's choice in tone helps readers continue reading the passage. In conclusion, the author shows her attitude in the story, which also shows her opinion and changes others opinions.

Score Point: 2

The response reflects an understanding that the author is excited about the exhibit and gives two examples of how the reader knows this. It is a limited response.

### Instructional Materials Question 49

The author's attitude toward the construction of the new Camptosaurus exhibit is interested, excited. She makes that known when she talks about how the dinosaur had a mis happen on the hipbone. She talks about how they made more than 200 molds and labeled each one. She seems well informed which means she must have been really interested to find out all of that. The author even knows how Dr. Matt Carrano chose the pose of the dinosaur and how they got the 17 feet long dinosaur into the exhibit. She also knows it took 3 years to finish and that the Camptosaurus died 150 million years ago. The author at the end tells the reader that there will be a baby camtosaurus as well. She wrote that excitedly using exclamation points, "The museum also has a baby camtosaurus, waiting behind the scene for its own dinosaur double!" that is how you can tell that the author's attitude towards construction of the camtosaurus is exciting to her.

Score Point: 2

The response focuses on how the many details that the author provides suggest she is well-informed and interested. It then provides some of these many details. More carefully chosen support would strengthen this response.

Instructional Materials Question 49

The author gives more of an information based article with little humor. Most of the passage was about how they make replicas and molds and sometimes she will make a funny remark.

"How does a 17ft long dino take the elevator upstairs? Why, it takes off its tail of course!"

This is an example of a humorous remark the author made. After that, it went back to normal information.

Score Point: 1

The response gives an example of the "little humor" that the author employs. It is a minimal response.

Instructional Materials Question 49

The new Camptosaurus exhibit is important to the author. The author is proud of the new Camptosaurus display.

"He began the job of an exact copy".

After the construction of the new Camptosaurus they suggested to make a baby Camptosaurus.

The creators must have been pleased with their work for them to want to make another one." The museum also has a baby Camptosaurus, waiting behind the scenes for its own dinosaur double!"

The author enjoyed the experience of building a new model for the exhibit.

Even though it took them 3 years to built they are willing to build another one, and are happy about it.

Score Point: 1

The response indicates that the exhibit is important to the author and that she is proud of it, which is somewhat imprecise. The rest of the ideas in the response are not well-connected to either assertion. The response may reflect a misunderstanding that the author was involved in developing the exhibit.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**50**

What is the **main** purpose of the passage?

- A** to persuade readers to be more interested in sports
- B** to teach readers how to improve their individual performances
- C** to convince readers to learn how science affects their daily lives
- D** to inform readers about the ways nature affects sports performances

**Scoring Notes:**

**Rationale A:** Incorrect: Although the passage may be of interest to readers who might otherwise not be interested in sports, this is not the purpose of the passage.

**Rationale B:** Incorrect: Although the passage includes information about how nature can affect individual athletic performances, the author’s purpose is not to instruct athletes on how to improve their own performances.

**Rationale C:** Incorrect: Although the passage is about one specific way that nature affects some people’s lives—specifically, athletes—the author’s purpose is not to convince readers to learn how science affects their daily lives.

**Rationale D:** Correct: The author’s purpose is to provide information about how nature affects sports performances.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**51**

Read the sentence below from the passage.

**[One year] 212 homers were slammed in Denver, and only 142 were hammered at Pro Player Stadium in Miami.**

Explain why the author uses the words slammed and hammered instead of the word “hit.” Write your response on the lines below.

**Scoring Guide:**

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

**Scoring Notes:**

Responses should reflect an understanding that the words emphasize that the players are hitting the ball very hard. If the author used the word “hit,” it wouldn’t describe how strongly the ball was struck. The words slammed and hammered help the reader imagine the impact the bat makes with the ball.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**52**

In paragraph 4, what does the word effective mean?

- A working as intended
- B challenging to perform
- C following a straight path
- D traveling at a fast speed

**Scoring Notes:**

**Rationale A:** Correct: The passage explains that curveballs do not curve as much at higher altitudes, and thus are not as effective.

**Rationale B:** Incorrect: Although throwing a curveball can be a challenging task, and some outcomes in baseball, such as home runs, are less challenging to achieve at higher altitudes, this is not what “effective” means as it is used in the sentence.

**Rationale C:** Incorrect: Although “effective” is used to describe a type of baseball pitch, and some pitches do follow a straight path, “effective” is used in the sentence to describe a different type of pitch.

**Rationale D:** Incorrect: Although “effective” is used to describe a type of baseball pitch, and some pitches can be less effective if they are not traveling at a fast speed, “effective” is used in the sentence to describe a different type of pitch.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**53**

Which **two** sentences from the passage are supported by the information in the table?

- A “Earth’s atmosphere is less dense and has fewer gas molecules at high altitudes.”
- B “Altitude, wind, air temperature, and even the shape of the planet influence sports to some degree.”
- C “A baseball will not travel as far in cold air because there is more drag inhibiting the ball’s forward motion.”
- D “A hit ball can fly farther on a humid day because there is less air resistance.”

**Scoring Notes:**

**Rationale A:** Incorrect: Although the information in the table is related to the information in the sentence, the sentence only describes the structure of air at higher altitudes and not how air affects the flight of baseballs.

**Rationale B:** Correct: The sentence is well supported by information in the table, which shows the effects altitude and temperature have on the flight of baseballs.

**Rationale C:** Correct: The sentence is well supported by information in the table, which shows that an increase in air temperature leads to increased distance of batted baseballs.

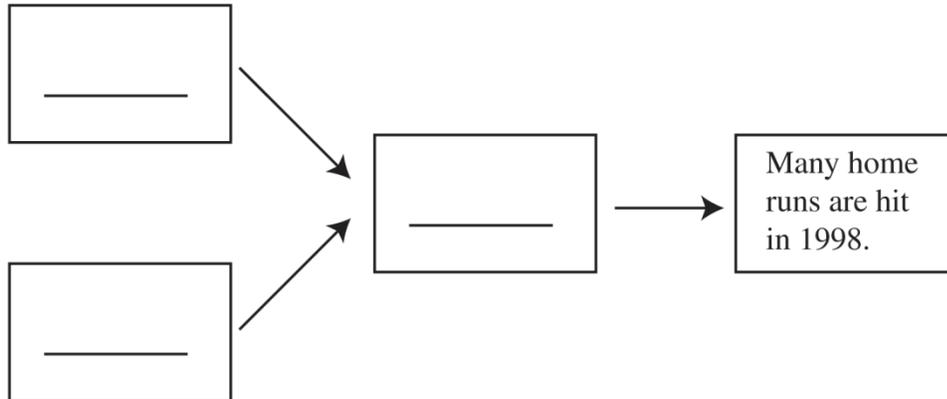
**Rationale D:** Incorrect: Although the passage discusses the effects of humidity, the table does not present information about how humidity affects a hit ball.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**54**

The diagram below shows why an unusual number of home runs were hit in 1998. Select the appropriate details from the box to complete the sequence of causes and effects in the diagram. Not all details will be used.

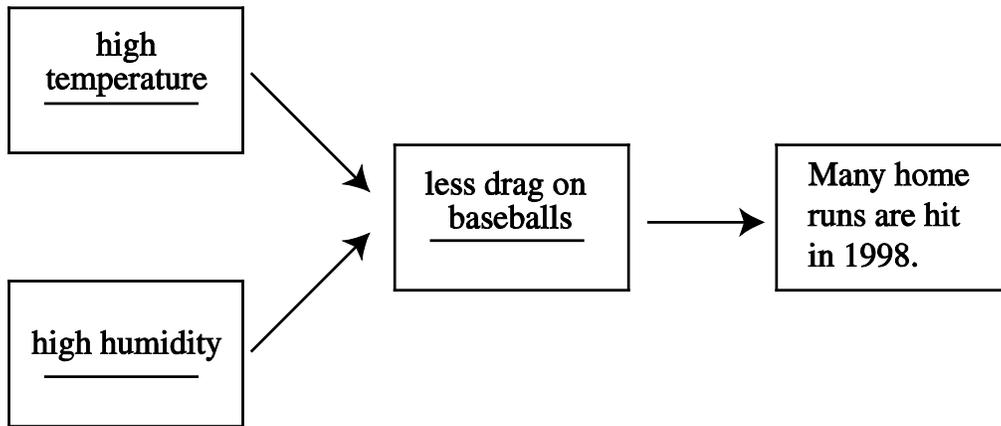
**Causes and Effects of Weather on Batted Balls, 1998**



- |                  |                           |
|------------------|---------------------------|
| high temperature | less drag on baseballs    |
| high altitude    | less gravity on baseballs |
| high humidity    |                           |

Scoring Notes:

**Causes and Effects of Weather on Batted Balls, 1998**



**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**55** Read the statement below.

**Technology can be used to improve sports performances.**

Underline or highlight **two** sentences in the passage that support the statement.

**Scoring Notes:**

Responses should indicate the following:

“Some use sophisticated computer software to increase the performance of their cars.”

“Pit crews use that information to adjust a car’s engine.”

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**56** Based on information in the passage, summarize why athletes should pay attention to the weather. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people or ideas; author’s reasoning and evidence). The response includes specific identifications that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people or ideas; author’s reasoning and evidence). The response includes one or more accurate identifications, but they are vague or otherwise incomplete.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people or ideas; author’s reasoning and evidence) and phrases used in context and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses should reflect an understanding that athletes should pay attention to the weather because it can affect how they perform. For example, drag racers should pay attention to how humid the air is. On days that are more humid, the car engines won’t run as efficiently. But if drivers know about humidity, their crews can make adjustments to the engines. Baseball players should also pay attention to the weather because baseballs travel farther in hot air than in cold air. Knowing this information could help players adjust their game and improve their performance.

**Nevada Instructional Materials Phase III**  
**Grade 6 Reading**  
**“Why Batters Hit More Home Runs in Denver”**

**57**

The author reveals a different attitude when writing about baseball players than when writing about drag racers. Explain the differences in the author’s attitude toward baseball players and drag racers. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>3</b>	Response is a <b>complete</b> explanation of the differences in the author’s attitude when writing about baseball players than when writing about drag racers. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> explanation of the differences in the author’s attitude when writing about baseball players than when writing about drag racers. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> explanation of the differences in the author’s attitude when writing about baseball players than when writing about drag racers. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

- The author seems critical of baseball players because they do not pay much attention to how science can affect their performance, even though these factors can be significant.
- The author quotes a professor of physics at Yale University, who says that “baseball players don’t think much about [science] at all,” but then “they talk about it all the time and worry about it a lot” when they are at one particular ballpark.
- In general, “baseball players seldom take such scientific factors into account.”
- When discussing drag racers, however, the author is more complimentary, titling the section “Smart Drag Racers” and mentioning drag racers use of technology to improve racing performance.
- The author seems impressed with the “sophisticated” equipment that drag racers use, and quotes a racing team member who says that his team will be “noncompetitive” if adjustments are not made based on information about the weather.

## **Instructional Materials Question 57**

### **Score Point Representation**

None of the pilot test responses submitted received a score of 3. Students tended to focus on baseball players being “bad” and drag racers being “good,” without really taking into account the argument that the author is making. Being able to discern an author's argument and how it is supported is an important element of the CCSS.

Instructional Materials Question 57

The author reveals a different attitude when writing about baseball players than when writing about drag racers. Because, about drag racers they talk about the atmosphere's weather, and to the other topic is about baseball players. When talking about baseball players, they talk on how they do not know about the wind or air temperature they play on. When talking about drag races, they talk on how racers have mobile weather stations that collect and decipher data. Pit crews use that type of information to adjust a car's engine.

Score Point: 2

The response reflects a general understanding that baseball players do not attend to the weather/science of their sport and that drag racers do. It includes some relevant supporting detail from the passage.

Instructional Materials Question 57

The difference that the author is that that baseball players don't use science when they play baseball but it will help them a lot. The Drag Racers do use science by there computer software to increase their performance of their cars. The Drag Racer pit crew can adjust the car engine by getting data from the humidity, wind speed, air resistance, and temperature are studied. So these are the difference about baseball and Drag Racers.

Score Point: 2

This is a limited response to the task. It explains the difference that the author highlights but fails to connect this to the author's attitude.

Instructional Materials Question 57

He almost considers base ball players  
stupid because they do not do the science,  
Besides when he change over to drag racers,  
he had more positive things to say. "Base ball  
players don't think much about [science] at  
all".

Score Point: 1

The response reflects minimal understanding of the task and passage.

Instructional Materials Question 57

He talks about baseball player differently cause  
baseball player are not as smart as  
drug racers.

Score Point: 1

This is a minimal response. It is not supported by relevant details.



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