

## Overview of Item Samplers

Item samplers are one type of student resource provided to help students and educators prepare for test administration. While standardized tests are familiar to almost all students, each assessment has its own layout and ways students interact with it. The item samplers should be used to familiarize students and educators with how the content is assessed by providing examples of the format and item types students could encounter on the MCA.

## Other Resources

While this Teacher Guide provides detailed information about the item samplers, the student tutorial is the resource that should be used to familiarize students and educators with the general functionality of the online test, including navigation, tools, and examples of all item types.

For further information about the student tutorial and using student resources, refer to the *Purposes of Student Resources* on the [Item Samplers page](#) of PearsonAccess Next (PearsonAccess Next > Preparing for Testing > Item Samplers). Please contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us) for any questions about the MCA or resources for testing.

## Contents of this Teacher Guide

The Teacher Guides provide supplementary information for the items in the online item samplers, including:

- A detailed answer key for all items in the online item sampler, including: correct answer, item type (multiple choice or technology enhanced), skill domain (benchmark classification based on the academic standards), benchmark, and cognitive complexity (indicated as Depth of Knowledge or DOK) from the test specifications.\*
- Passage characteristics, including: substrand, Lexile, and word count.
- Item images that show correct answers followed by: benchmarks to which the sample items align (based on test specifications), DOK, and detailed rationales for correct and incorrect answer options.

For detailed information on benchmarks and cognitive complexity levels, see the [test specifications](#) on the MDE website (Districts, Schools and Educators > Statewide Testing > Test Specifications).

\*The answer key for paper item samplers (12-point, 18-point, 24-point, and braille test books) is included on the last page of this Teacher Guide. Some items on the paper item samplers appear in the online item sampler and the answer key includes information on where corresponding item information can be found in this guide.

## Student Responses

Upon completion of the online item samplers, a report is displayed, which provides student responses for some item types. This report can be printed for use in conjunction with the information in this Teacher's Guide on how the student responded to those items. The overall score on the report is **not** a predictor of performance on the MCA; it is simply a total of correct responses. Note: student responses for multiple-choice and multiple-response items will display the student's response followed by an underscore and additional text (e.g., A\_A). Please ignore the information after the underscore.

**MCA-III Item Sampler Online Answer Key  
Grade 5 Reading**

**Section 1  
11 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	B	MC	Craft and Structure	5.1.6.6	II
2	N/A	TE	Key Ideas and Details	5.1.3.3	II
3	C	MC	Key Ideas and Details	5.1.2.2	III
4	A	MC	Craft and Structure	5.1.6.6	II
5	C	MC	Craft and Structure	5.1.4.4	II
6	A	MC	Craft and Structure	5.1.4.4	II
7	N/A	TE	Key Ideas and Details	5.1.3.3	III
8	D	MC	Key Ideas and Details	5.1.3.3	II
9	B	MC	Key Ideas and Details	5.1.3.3	II
10	N/A	TE	Key Ideas and Details	5.1.1.1	I
11	N/A	TE	Key Ideas and Details	5.1.3.3	II

**Section 2  
11 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	N/A	TE	Key Ideas and Details	5.2.2.2	III
2	D	MC	Craft and Structure	5.2.4.4	II
3	N/A	TE	Key Ideas and Details	5.2.1.1	II
4	A	MC	Key Ideas and Details	5.2.1.1	II
5	N/A	TE	Key Ideas and Details	5.2.1.1	III
6	N/A	TE	Integration of Knowledge and Ideas	5.2.8.8	III
7	C	MC	Key Ideas and Details	5.2.1.1	I
8	D	MC	Craft and Structure	5.2.6.6	III
9	N/A	TE	Key Ideas and Details	5.2.2.2	II
10	B	MC	Craft and Structure	5.2.6.6	II
11	N/A	TE	Key Ideas and Details	5.2.3.3	II

**Section 3  
12 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	A	MC	Key Ideas and Details	5.1.3.3	II
2	D	MC	Craft and Structure	5.1.5.5	III
3	C	MC	Key Ideas and Details	5.1.3.3	II
4	C	MC	Craft and Structure	5.1.5.5	II
5	D	MC	Key Ideas and Details	5.1.3.3	II
6	C	MC	Key Ideas and Details	5.1.2.2	II
7	B	MC	Key Ideas and Details	5.1.3.3	II

8	A	MC	Key Ideas and Details	5.1.2.2	II
9	A	MC	Key Ideas and Details	5.1.1.1	II
10	B	MC	Key Ideas and Details	5.1.3.3	II
11	D	MC	Key Ideas and Details	5.1.2.2	III
12	N/A	TE	Craft and Structure	5.1.5.5	II

**Section 4**  
**18 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	B	MC	Key Ideas and Details	5.1.3.3	II
2	C	MC	Key Ideas and Details	5.1.3.3	II
3	N/A	TE	Craft and Structure	5.1.4.4	III
4	B	MC	Craft and Structure	5.1.4.4	III
5	A	MC	Key Ideas and Details	5.1.3.3	II
6	N/A	TE	Key Ideas and Details	5.1.3.3	II
7	C	MC	Key Ideas and Details	5.1.1.1	I
8	A	MC	Key Ideas and Details	5.1.1.1	I
9	B	MC	Key Ideas and Details	5.1.3.3	II
10	C	MC	Key Ideas and Details	5.1.3.3	III
11	D	MC	Key Ideas and Details	5.1.1.1	II
12	N/A	TE	Key Ideas and Details	5.1.3.3	III
13	D	MC	Key Ideas and Details	5.1.1.1	II
14	N/A	TE	Craft and Structure	5.1.4.4	II
15	N/A	TE	Craft and Structure	5.1.6.6	III
16	N/A	TE	Key Ideas and Details	5.1.2.2	III
17	A	MC	Key Ideas and Details	5.1.3.3	III
18	N/A	TE	Key Ideas and Details	5.1.2.2	III

**Passage Characteristics**

Section	Title	Type	Lexile	Word Count
1	Pemba Sherpa	L	540	891
2	The Cedar: A Many Splendored Tree	I	680	679
3	In the Ebony Room	L	N/A	207
4	Bread to Make/Dumplings	L/L	830/890	1190

## Section 1: Pemba Sherpa

### Question 1

Which phrase describes the main purpose of paragraphs 1 and 2?

- A. To give details about the place where the story happens
- B. To provide background information for the story
- C. To tell when the events in the story happen
- D. To reveal the causes of the events in the story

*Benchmark: 5.1.6.6*

Describe how a narrator's or speaker's point-of-view influences how events are described.

*DOK: II*

*Answer: B*

Rationale A	Although paragraph 2 states the narrator is from Khumjung, Nepal, paragraphs 1-2 fail to provide specific details about the setting. Rather than to establish a vivid setting, the purpose of paragraphs 1 and 2 is to provide necessary background information for a story that marks a shift in cultural norms.
Rationale B	Correct: Paragraphs 1-2 provide the context for the story by providing background information about the characters' culture. These paragraphs explain their culture is "world famous for their work as porters and guides" (paragraph 1) and explains "girls were not allowed to train for this work" (paragraph 2).
Rationale C	Although the narrator introduces the story by saying the story is about "the day that would change our lives forever" (paragraph 2), the text contains no specific details about the date or year the story occurs.
Rationale D	Although context in paragraphs 1-2 creates suspense and establishes that a shift in cultural norms will be the story's resolution, Yang Ki's motives for following her brother up the trail are not made clear. The cultural norm, namely that "girls were not allowed to train" (paragraph 2) as porters, does not cause the events but rather changes as a result of them.

## Question 2

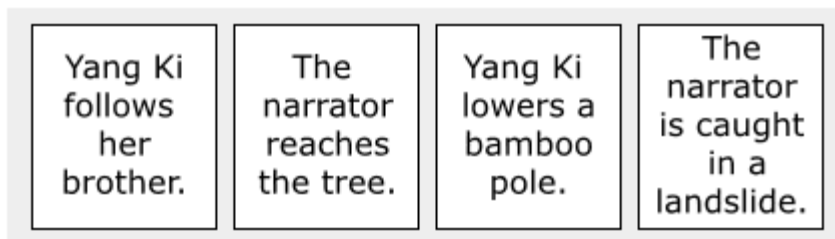
Complete this diagram to show the structure of the plot.

Drag the four events into the appropriate boxes.

### Plot Diagram for "Pemba Sherpa"



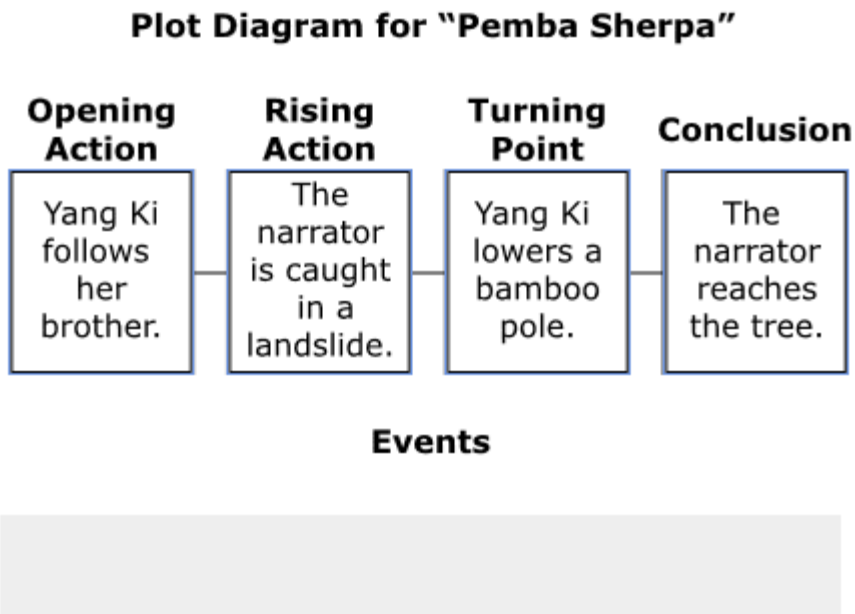
### Events



## Question 2 Correct Answers

Complete this diagram to show the structure of the plot.

Drag the four events into the appropriate boxes.



*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers match each event with the appropriate plot point.

### Correct Responses

#### Opening Action

**Yang Ki follows her brother:** In paragraph 4, the narrator hears a sound behind him and thinks "It is probably Yang Ki following me. I wait for her to catch up." Yang Ki's deliberate actions—tailing after her brother and disregarding his orders, despite the fact

that, as a female, she is prohibited from becoming a Sherpa—lay the groundwork for the conflict in the story.

### **Rising Action**

**The narrator is caught in a landslide:** In an attempt to force his sister to return home, the narrator runs along the steep and treacherous trail until he realizes in paragraph 15 that he is out of control. “I am running too fast. I cannot stop. My feet hit the loose rocks. I am caught in the landslide. I fall headlong toward the edge of the canyon.” The narrator’s life hangs in the balance as he clings to a tree root on the side of the canyon. These events push the narrative arc upward to the climax.

### **Turning Point**

**Yang Ki lowers a bamboo pole:** This life-or-death situation is the highest point of the story. In paragraph 23, the narrator recounts, “I look up at Yang Ki. Our eyes meet. We both know that my life is in her hands. Is she strong enough to hold her end of the pole while I pull myself up?” The entire story culminates around Yang Ki’s ability to save her brother from falling into the canyon.

### **Conclusion**

**The narrator reaches the tree:** The story wraps up quickly once the narrator reaches the tree and his survival is assured. In paragraph 28, he and his sister let go of the pole together and watch it disappear into the canyon. The story ends with paragraph 29: “The tale of my sister’s bravery quickly spreads through our village, and then throughout the land. After that, I never doubted that Yang Ki would become a guide.” This conclusion ties the story together, and assures readers that the initial conflict—*could Yang Ki become a Sherpa?*—has been resolved.

### **Incorrect Responses**

There are no extra responses. Readers who switch events may have not made associations based on the most specific text evidence.

### Question 3

Which sentence states an important theme of the story?

- A. Brothers should be nice to their sisters.
- B. Nature is more powerful than humans.
- C. Humans are capable of extraordinary actions.
- D. Family members should spend time together.

*Benchmark: 5.1.2.2*

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

*DOK: III*

*Answer: C*

Rationale A	Although Yang Ki saves her brother after he has been unkind to her, the brother does not indicate remorse for shouting at his sister in paragraphs 5 and 7 and trying to scare her in paragraph 10. The focus of the story is not on the brother and sister's relationship, but rather on the sister overcoming great physical and cultural challenges.
Rationale B	The landslide plays an important role in the story because it serves as a powerful catalyst. However, the children overcome the challenge created by the landslide to show they, particularly the sister, can overcome physical and cultural obstacles.
Rationale C	Correct: As indicated in paragraph 2, this story relates the events of "the day that would change our lives forever" when a young girl exhibits exceptional bravery that allows her brother to have faith that she "would become a guide" (paragraph 29) despite the fact that her culture has not previously allowed girls "to train for this work" (paragraph 2). Yang Ki's bravery demonstrates humans are capable of extraordinary actions.
Rationale D	Although the story relates how one sibling helps another, it does not focus on family members needing to spend time together. When Yang Ki first appears in paragraph 4, the narrator is not interested in



	<p>spending time with her. He wants her to go home so he will not need to watch over her. By the end of the story, the narrator is amazed by her bravery and states, "I never doubted that Yang Ki would become a guide." He expresses pride in his sister but does not express a desire to spend more time with her.</p>
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#### Question 4

Which sentence gives information about Yang Ki's brother that would be missing if the story had been told from her point of view?

- A. "I am so angry that I think of throwing a stone at her."  
(paragraph 9)
- B. "I shrug my shoulders and start running again."  
(paragraph 13)
- C. "I fall headlong toward the edge of the canyon."  
(paragraph 15)
- D. "I wrap my arm around the trunk and pull myself to safety."  
(paragraph 28)

*Benchmark: 5.1.6.6*

Describe how a narrator's or speaker's point-of-view influences how events are described.

*DOK: II*

*Answer: A*

Rationale A	Correct: This sentence from paragraph 9 provides information about the narrator's thoughts and feelings that Yang Ki would not have known and, therefore, would not have been able to include in her account of the events.
Rationale B	This sentence from paragraph 13 describes the actions of the narrator; however, it describes physical actions Yang Ki would have been able to observe and report.
Rationale C	Although this sentence from paragraph 15 gives information about the personal experience of the narrator, it records events Yang Ki would have been able to observe.
Rationale D	Although this sentence from paragraph 28 explains the narrator's action in the first person, the actions are observed by Yang Ki, so she would have been able to include them in her account of the events.

## Question 5

Read this sentence from paragraph 27.

Her thin arms are like steel bands holding the pole in place.

The author uses the phrase “like steel bands” most likely to

- A. reveal Yang Ki’s calmness.
- B. describe Yang Ki’s appearance.
- C. emphasize Yang Ki’s strength.
- D. explain Yang Ki’s position.

*Benchmark: 5.1.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

*DOK: II*

*Answer: C*

Rationale A	Because Yang Ki appears so calm throughout the rescue (paragraphs 19-28), some readers may interpret the phrase to refer to her composure, but the narrator clearly explains it is her arms that are like steel.
Rationale B	Some readers may interpret the phrase as providing a physical image, but the author explains Yang Ki’s arms are as strong as steel when “holding the pole in place.”
Rationale C	Correct: In paragraph 27, the narrator compares Yang Ki’s arms to steel to emphasize her strength and endurance when holding her brother’s entire weight by the bamboo pole.
Rationale D	Some readers may interpret the phrase as explaining how Yang Ki is physically positioned. However, the story does not describe her stance. Instead, the phrase is used to describe the unwavering strength in her arms as she holds the pole for her brother (paragraph 27).

## Question 6

Read this sentence from paragraph 13.

If Yang Ki loses sight of me, she may become discouraged and turn back.

Which phrase means the same as discouraged?

- A. To give up hope
- B. To fill with fear
- C. To feel exhausted
- D. To lose direction

*Benchmark: 5.1.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

*DOK: II*

*Answer: A*

Rationale A	Correct: Discouraged means to give up hope or become disheartened. The narrator's desire for his sister to abandon her cause is shown when he yells at her to go back home in paragraphs 5 and 7 and his attempt to frighten her in paragraphs 10-11.
Rationale B	This may be attractive to readers who think losing sight of her brother might scare Yang Ki. However, before he tries to outpace her, the narrator tries unsuccessfully to scare her with talk of the Yeti. In paragraph 12, he states, "Yang Ki shows no fear. I am not surprised." The narrator already knows his sister is a spirited girl and will not easily frighten.
Rationale C	Because the previous sentence in the paragraph states the narrator is going to "hurry even faster than before," some readers may conclude he is trying to make Yang Ki exhausted. However, given the context of the sentence, it is unlikely Yang Ki will become exhausted simply because she "loses sight" of the narrator.
Rationale D	Some readers may decide Yang Ki will lose direction if she "loses sight" of her brother in paragraph 13. However, they are running along a trail as indicated in paragraphs 3-4, so it is unlikely she would become lost.

### Question 7

Complete this diagram to show the correct chronological order of how the narrator feels during the adventure.

Drag the words that apply into the appropriate boxes.

#### Chronological Order of How the Narrator Feels



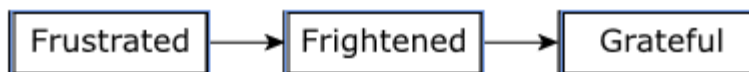
Excited	Grateful	Frustrated
Vain	Frightened	

### Question 7 Correct Answers

Complete this diagram to show the correct chronological order of how the narrator feels during the adventure.

Drag the words that apply into the appropriate boxes.

#### Chronological Order of How the Narrator Feels



Excited	Vain	
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*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the narrator's feelings into the correct order as shown.

### **Correct Responses**

**1<sup>st</sup> Frustrated:** After the narrator takes the reader back in time, the story begins with the narrator realizing Yang Ki has secretly followed him on his journey. The narrator's frustration is evident to readers in paragraph 5, when he shouts "Go back! You cannot come with me!" When his sister refuses to go home, he yells at her again in paragraph 7, telling her "It is too far for me to take you home!" When she continues to defy him, readers can see that his frustration, along with his conflict, is growing, and in paragraph 9 he says, "I am so angry that I think of throwing a stone at her. But she is my little sister, and I cannot do that." Because his anger is not swaying her, he decides to switch tactics and scare her into submission: "The Yeti will get you," he tells her in paragraph 10. When she is still undaunted and the narrator has exhausted his options, his last option in paragraph 13 is to "start running again. I hurry even faster than before. If Yang Ki loses sight of me, she may become discouraged and turn back." Through the narrator's thoughts, actions, and words throughout the beginning of the story, readers can surmise the narrator's primary feeling is one of frustration.

**2<sup>nd</sup> Frightened:** The story's climax revolves around the narrator's precarious situation and his sister's attempt to save him. In paragraph 18, as the narrator dangles by a tree root above the canyon, he recounts: "My heart drums in my chest. I am afraid to shout. My voice may start a new landslide and take me with it. I am afraid to look down." He goes on in paragraph 19 to say, "I close my eyes to hold back the tears." From these text examples, the reader can surmise the narrator's emotional state has moved from one of frustration to fear.

**3<sup>rd</sup> Grateful:** Paragraph 28 describes the final moments of the rescue, and the narrator recalls, "I wrap my arm around the trunk and pull myself to safety. We let go of the pole. We watch silently as it slithers away and disappears down the canyon." This quiet ending to the harrowing ordeal is in stark contrast to the turbulence and anger that preceded the narrator's fall, and gratitude and relief are evident as the pole—not the narrator—fall away into the canyon. In paragraph 2, which is set in the present time, the narrator foreshadows that the ensuing events are about "the day that would change our lives forever...." The reader can infer that the permanent "change" that has occurred in the narrator is his new-found gratitude for his sister, and his belief in her strength and determination.

## **Incorrect Responses**

**Excited:** Readers may be attracted to this option if they take “Excited” to mean aroused by intense emotions, which, given the dramatic events throughout the story, would be plausible. However, the narrator’s agitation with Yang Ki at the beginning of the story is more accurately captured by the feeling, “Frustrated;” likewise, his emotional state as he hangs onto the cliff wall in the middle of the story is best described as “Frightened.” Even after his sister saves him from falling into the canyon, the narrator’s recollection of the event conveys quiet gratitude and relief; therefore, “Grateful” is the most appropriate response for the final answer.

**Vain:** Readers may be attracted to this option if they read paragraph 2, where the narrator “dreamed of becoming the best porter and guide in all of Nepal,” as a sign that the narrator is exceptionally skillful or talented; however, the text does not indicate that his mountaineering abilities are particularly noteworthy. Readers also may be attracted to this option if they view the narrator’s disdain toward his sister as a sign of vanity. However, the narrator’s arrogance toward his sister does not stem from any exaggerated beliefs about his own abilities, but merely because he has bought into the cultural idea that Yang Ki cannot, and should not, become a Sherpa because of her gender.

## Question 8

Which statement logically predicts Yang Ki's next actions following her brother's rescue?

- A. She will leave Nepal.
- B. She will visit the Himalayas.
- C. She will go to school.
- D. She will train as a porter.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: D*

Rationale A	Based on the first two sentences of paragraph 1 that state the narrator's "ancestors came from Tibet," some readers may assume the Sherpa only work in Tibet. However, paragraph 2 explains the children want to be the best "guide in all of Nepal."
Rationale B	This option may appeal to some readers because paragraph 1 indicates Sherpas "lead the climbers and trekkers who try to reach the snowcapped peaks of the Himalayas." However, Yang Ki is still a child—younger than her brother who is still in school—and is unable to go to Jorsale with him yet; the text provides no logical support to believe Yang Ki would next go to the Himalayas.
Rationale C	Because the narrator explains he has to be "back up to school before classes start" in paragraph 3, some readers may think Yang Ki does not attend school; however, this assumption lacks textual evidence.
Rationale D	Correct: The last sentence of paragraph 29 indicates Yang Ki most likely is able to train to be a porter when the narrator says, "After that, I never doubted that Yang Ki would become a guide."



## Question 9

In paragraph 10, the narrator mentions the Yeti to Yang Ki to

- A. warn Yang Ki because he is worried about her.
- B. urge Yang Ki to go home by frightening her.
- C. distract Yang Ki by telling her an unusual story.
- D. surprise Yang Ki by showing her the footprints.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: B*

Rationale A	The narrator mentions the Yeti's "footprints have been seen not far from here" in paragraph 11, but he is more concerned about having to take his sister home (paragraph 7) than being worried the Yeti will make an appearance.
Rationale B	Correct: The narrator clearly states in paragraph 10 that he mentions the Yeti because he is "hoping to scare her" and make her go home.
Rationale C	Some readers may think the narrator is trying to distract his sister because he brings up what readers may assume is an unusual story about a "legendary snowman" (paragraph 11) while the narrator and his sister are walking along the steep trail in the mountains. However, she appears to be familiar with the legendary snowman and would not be distracted by the story.
Rationale D	Some readers may find this option attractive because the narrator mentions in paragraph 11 that the Yeti's footprints "have been seen not far from here." However, the narrator makes no mention of actually seeing the Yeti's footprints himself or showing them to his sister.

## Question 10

This story reveals information about the traditional work of a porter.

Select the words that correctly complete the sentence.

When the narrator was young, porters were , and they guided  up the Himalayan mountains.

## Question 10 Correct Answers

This story reveals information about the traditional work of a porter.

Select the words that correctly complete the sentence.

When the narrator was young, porters were , and they guided  up the Himalayan mountains.

### Benchmark: 5.1.1.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: x*

*Rationale:*

For a full credit response, readers select the word in each dropdown that correctly completes the sentence.

### Correct Responses

#### 1<sup>st</sup> inline choice

**male:** In paragraph 2, the narrator reveals that porters were male: “Like every other schoolchild in Khumjung, I dreamed of becoming the best porter and guide in all of

Nepal. My younger sister Yang Ki wanted to be a porter, too. But, at that time, girls were not allowed to train for this work.”

## 2<sup>nd</sup> inline choice

**climbers:** In paragraph 1, the narrator reveals that climbers were guided by the porters: “We lead the climbers and trekkers who try to reach the snowcapped peaks of the Himalayas.”

## Incorrect Responses

### 1<sup>st</sup> inline choice

**children:** Paragraph 2 introduces the two main characters as children. However, the children were not porters. They “dreamed of becoming” and “wanted to be” porters, implying neither could do the work of a porter until they grew up.

**fearful:** In the story’s main narrative, the narrator becomes fearful when he is caught in the landslide. That information, coupled with the idea that his wish is to become a porter when he grows up, may lead some readers to think porters were fearful. However, the text does not offer evidence that porters were fearful. In fact, Yang Ki’s “bravery” is ultimately the reason the narrator comes to believe “that Yang Ki would become a guide” (paragraph 29), implying bravery is a common characteristic of porters.

**dreamers:** Some readers might be drawn to this option because of the narrator’s use of the words “dreamed” and “porter” in close proximity in paragraph 2: “I dreamed of becoming the best porter and guide in all of Nepal.” However, the narrator is referring only to himself in this sentence. The porters had no need for such a dream.

### 2<sup>nd</sup> inline choice

**Sherpas:** Some readers might think Sherpas and porters are different. In paragraph 1, readers discover Sherpas are Himalayan people. However, paragraph 1 also reveals Sherpas are the guides, not the guided: “Sherpas are world famous for their work as porters and guides.”

**Yetis:** In paragraph 11, the narrator mentions the legendary snowman known as “[t]he Yeti,” whose “footprints have been seen not far from here.” Regardless whether the Yeti is real or imaginary, the text offers no indication he was/is ever guided by the porters.

**relatives:** Some readers might be drawn to this option because the narrator mentions his “ancestors” in paragraph 1. However, his Tibetan ancestors are the guides, not the guided: “I am a Sherpa. My ancestors came from Tibet. Sherpas are world famous for their work as porters and guides.”

## Question 11

The narrator and his sister, Yang Ki, demonstrate many qualities in the story.

Select the correct box to match each quality with the character of either the narrator or Yang Ki. Select only one quality per character.

Quality	Narrator	Yang Ki
Proud	<input checked="" type="radio"/>	<input type="radio"/>
Stubborn	<input type="radio"/>	<input checked="" type="radio"/>
Impatient	<input checked="" type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input checked="" type="radio"/>

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the character who demonstrates each quality listed in the first column.

### Correct Responses

#### Proud

**Narrator:** Paragraphs 1-2 imply the narrator is proud of his ancestors and their profession. He brags that “Sherpas are world famous for their work” and he “dreamed of becoming the best porter and guide in all of Nepal.”

#### Stubborn

**Yang Ki:** Yang Ki demonstrates stubbornness in repeatedly refusing to obey her brother. In paragraph 6, she “does not move” after being told by her brother to “Go

Back!” In paragraph 8, after being told again to “Go back!” she “shakes her head and says, ‘No!’” Showing “no fear” in paragraph 12, she still will not leave after her brother threatens, “The Yeti will get you.”

### **Impatient**

**Narrator:** When Yang Ki refuses to do what her brother tells her to do, he becomes impatient and angry (paragraphs 5, 7, 9, and 10). He shouts at her and even thinks of “throwing a stone at her” (paragraph 9). Finally, his impatience gets the better of him, and he decides to “start running again,” hurrying “even faster than before” (paragraph 13).

### **Courageous**

**Yang Ki:** Yang Ki is unflappable when her brother insists she go home and when he tries to scare her with the thought of the Yeti coming to get her (paragraphs 5-12). The act of rescuing her brother from falling into the canyon certainly proves Yang Ki’s courageousness (paragraphs 20-28). These paragraphs offer vivid descriptions of how she risks great danger to save her brother. She “takes one step down the bank where the landslide began. Then another step. Then another” (paragraph 22). She “does not waver . . . she does not let the pole slip in her hands. . . . She does not waver” (paragraphs 25, 27). In the end, a grateful brother proudly embraces his sister’s “bravery” (paragraph 29).

### **Incorrect Responses**

#### **Proud**

**Yang Ki:** Some readers might choose this option because Yang Ki wants to be a porter. However, her motivation is never specifically addressed in the text.

#### **Stubborn**

**Narrator:** In paragraphs 5, 7, and 10, the narrator tries wholeheartedly to make his sister return home. Some readers might interpret his actions as stubbornness. However, his belief that Yang Ki is not capable of making the rushed, arduous journey to collect wood is his primary motivation for trying to send her home.

#### **Impatient**

**Yang Ki:** Because Yang Ki follows her brother down the trail, some readers might interpret her action as showing an impatient desire to do what boys are allowed to do. However, her repeated refusal to go back at her brother’s insistence demonstrates that she is patient and determined.

## **Courageous**

**Narrator:** The narrator shows determination to survive his fall, but in paragraph 18, he admits to being afraid. He states, "My heart drums in my chest. I am afraid to shout. My voice may start a new landslide and take me with it. I am afraid to look down. I stay perfectly still and wait for my heartbeat to slow down."

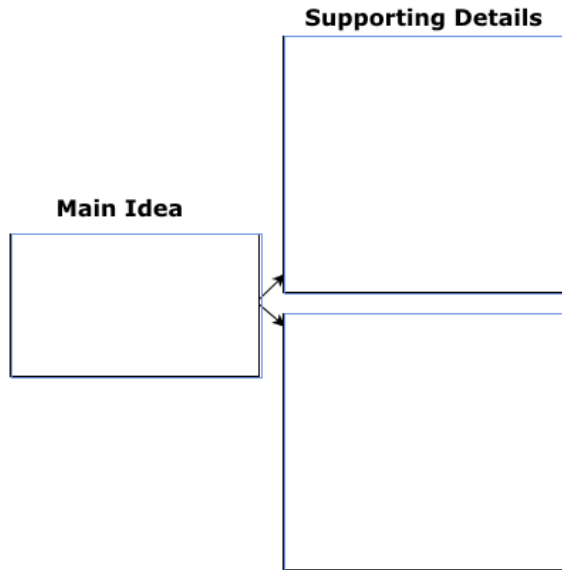
## Section 2: The Cedar: A Many Splendored Tree

### Question 1

What is this article mainly about?

Drag the main idea of this article into the box labeled "Main Idea."

Then, drag two details for support into the boxes labeled "Supporting Details."



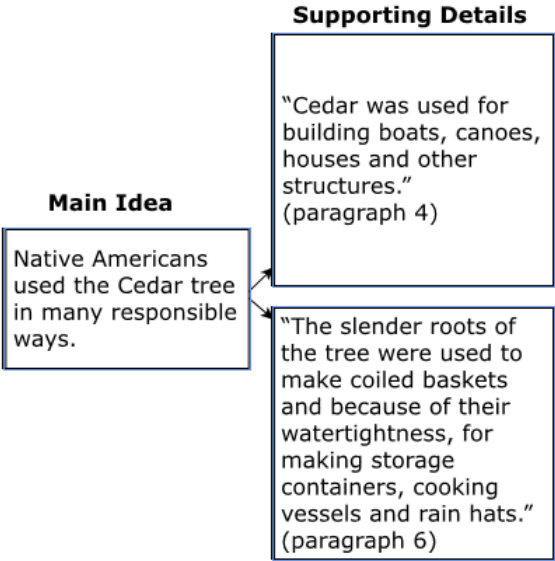
Main Idea	Supporting Details
Native Americans used the Cedar tree in many responsible ways.	"Cedar was used for building boats, canoes, houses and other structures." (paragraph 4)
Some Native Americans believed in preserving the natural resources of Earth.	"The artistry of the baskets was greatly valued." (paragraph 5)
Native Americans valued the Cedar tree for its beauty and long life.	"The slender roots of the tree were used to make coiled baskets and because of their watertightness, for making storage containers, cooking vessels and rain hats." (paragraph 6)

# Question 1 Correct Answers

What is this article mainly about?

Drag the main idea of this article into the box labeled "Main Idea."

Then, drag two details for support into the boxes labeled "Supporting Details."



Main Idea	Supporting Details
Native Americans used the Cedar tree in many responsible ways.	"Cedar was used for building boats, canoes, houses and other structures." (paragraph 4)
Some Native Americans believed in preserving the natural resources of Earth.	"The artistry of the baskets was greatly valued." (paragraph 5)
Native Americans valued the Cedar tree for its beauty and long life.	"The slender roots of the tree were used to make coiled baskets and because of their watertightness, for making storage containers, cooking vessels and rain hats." (paragraph 6)

(Options under "Supporting Details" may appear in either order.)



*Benchmark: 5.2.2.2*

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the main idea and supporting details into the appropriate boxes.

### **Correct Responses**

#### **Main Idea**

**Native Americans used the Cedar tree in many responsible ways:** The main idea of the passage is that Native Americans carefully and thoughtfully used the Cedar tree and its many components. Evidence of this sustainable approach in using the Cedar is given immediately in the opening statement: “Did you know that many Native American nations practiced ecological preservation?” In paragraph 3, readers learn more about the Native Americans’ respect for the Cedar tree: “Before cutting the tree or pulling its bark, they prayed to the Cedar Spirit, thanking it for being a good provider and expressing their gratitude.” After prayers of thanks were offered, “They utilized all parts of the tree” (paragraph 3). The author details many responsible uses of the tree throughout the article, from boats to blankets to cooking vessels to medicine (paragraphs 4-7). The main idea is again presented in the concluding statement: “The Native Americans’ respect for nature is a good example for present generations to emulate and learn what ‘Green Living’ really means.”

#### **Supporting Details**

**“Cedar was used for building boats, canoes, houses and other structures”:** This detail from paragraph 4 supports the main idea by demonstrating responsible use of the tree for building many crucial necessities for the Native Americans of the Pacific Northwest Coast. Boats and canoes were needed for essential transportation (hunting, traveling, trade, etc.), and houses and other structures were essential for shelter and communal life.

**“The slender roots of the tree were used to make coiled baskets and because of their watertightness, for making storage containers, cooking vessels and rain hats”:** This detail from paragraph 6 supports the main idea by demonstrating the Native Americans’ responsible use of various components of the tree, including the roots. An

intrinsic quality of the roots (watertightness) was incorporated into the design and use of the products made from them, such as storage containers, cooking vessels, and rain hats.

## **Incorrect Responses**

### **Main Idea**

#### **Some Native Americans believed in preserving the natural resources of Earth:**

Although this statement is true according to information in the passage (e.g., “They respected the planet,” paragraph 1), this statement is not the main idea of the passage. The author’s primary focus is the thoughtful and thorough use of the generous Cedar tree in the hands of the Native Americans of the Pacific Northwest Coast.

**Native Americans valued the Cedar tree for its beauty and long life:** Although the passage states Native Americans valued the Cedar tree (e.g., by referring to the tree as “the *‘long-life-maker’*” and their belief “in its power and spirit,” paragraph 1), this Native American belief is not the main idea of the passage. Although the beauty and longevity of the Cedar tree is discussed in the passage, this idea is secondary to the author’s primary focus of highlighting the many careful ways the Cedar tree was utilized in Native American daily life.

### **Supporting Details**

**“The artistry of the baskets was greatly valued”:** Although this statement from paragraph 5 provides an example of one product made from the Cedar tree, it is not support for the main idea of the passage. This detail speaks to the beautiful craftsmanship by the Native Americans of the Pacific Northwest Coast; it does not indicate the larger perspective of the main idea. The baskets were mentioned earlier in the paragraph as one product among a lengthy list of useful products. The main thrust of the paragraph is the discussion of the many useful products made from the Cedar.

## Question 2

Read this sentence from paragraph 7.

Because of its life sustaining nature, the Native Americans revered the tree.

Which word means the same as revered?

- A. Replanted
- B. Avoided
- C. Shared
- D. Cherished

*Benchmark: 5.2.4.4*

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-5 topic or subject area.

*DOK: II*

*Answer: D*

Rationale A	Some readers may select this option if they think Native Americans would replant a tree that was so vital to their livelihood. However, paragraph 7 gives no indication the Native Americans planted more Cedar trees.
Rationale B	Some readers may select this option if they continue to focus on the details in paragraph 6 that pertain to the usefulness of the “smaller branches that hang down from the main branches” and the “slender roots of the tree.” Paragraph 7 opens with a discussion of “the tree,” but then quickly narrows to the usefulness of the bark and leaves. Readers might continue to focus on the usefulness of the smaller features of the tree as they continue to read paragraph 7, and this line of thinking might lead some to consider the idea that trying to use the entire tree must be avoided: only smaller features of the tree prove helpful. However, as paragraph 7 continues, the message is clear, as it is throughout the

	article, that all of the helpful parts of the tree equal the whole of the Cedar tree, and for that reason, the tree has been cherished by Native Americans.
Rationale C	This option may appeal to some readers because the Native Americans likely shared items they were able to make from the Cedar tree. However, context in the article does not indicate that <u>revered</u> means shared, but instead valued for all that the Cedar offered.
Rationale D	Correct: The Native Americans cherished the Cedar tree because of the many ways they were able to use it. The Cedar tree was a part of their everyday life (as is shown in paragraphs 4-6) and a part of their spiritual life (paragraph 7). Its existence was a vital part of their existence. They cherished the tree “Because of its life sustaining nature” (paragraph 7).

### Question 3

Which three objects did Native Americans make from Cedar bark?

Select the three words that apply.

- Towels
- Baby cradles
- Boxes
- Healing pads
- Canoes
- Anchor lines

*Benchmark: 5.2.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three correct objects.

#### **Correct Responses**

**Towels:** Paragraph 5 of the article describes the absorptive properties of Cedar bark and states, “It was used for making towels, baby diapers and blankets.”

**Baby cradles:** Paragraph 5 relates how “The bark was peeled during the summer, when full of sap, needing no modification.” In this state, it was used for many things, including baby cradles.

**Healing pads:** Paragraph 7 describes how the Cedar bark was “used for healing purposes: as a tourniquet to stop bleeding, as a bandage and as a healing pad.”

## **Incorrect Responses**

**Boxes:** Although the article discusses how four-cornered boxes were made from the Cedar tree, these boxes were made from the Cedar's wood, not the bark (paragraph 4).

**Canoes:** Canoes were made from the Cedar tree; however, they were made from the Cedar's wood, not the bark (paragraph 4).

**Anchor lines:** Anchor lines were made from the smaller branches of the Cedar tree, not the bark (paragraph 6).

## Question 4

Based on paragraph 6, readers can conclude that the anchor lines for canoes

- A. needed to be strong to secure the canoes.
- B. were the smallest parts of the canoes.
- C. needed to be waterproof.
- D. were hard to use.

*Benchmark: 5.2.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: A*

Rationale A	Correct: The sentence before anchor lines are mentioned in paragraph 6 states, “The smaller branches that hang down from the main branches were sought after for their strength.”
Rationale B	This option may appeal to some readers because the branches noted in paragraph 6 are “smaller.” This may suggest they are the smallest part of the canoe. However, the text does not support this assumption.
Rationale C	Some readers may be attracted to this option because the slender roots were used “for their watertightness” (paragraph 6). However, according to the article, the quality of being watertight was beneficial for storage containers, cooking vessels, and rain hats; this trait was not mentioned with regard to the anchor lines.
Rationale D	Some readers may think ropes made out of branches might be unwieldy or challenging to use. However, the text does not mention the difficulty of using the ropes for anchor lines.

## Question 5

Which two quotations from the article reflect the author's opinion?

Select the two quotations that reflect the author's opinion.

"The Cedar is a magnificent tree"

"The Red Cedar's wood is soft but firm and straight grained"

"The Cedar canoes were esteemed for their superb workmanship and were a valuable trade item"

"It was used as a trade item and given as a gift to high ranking women during the Potlatch ceremonies"

"The Native Americans' respect for nature is a good example for present generations to emulate and learn what 'Green Living' really means"

*Benchmark: 5.2.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: III*

*Answer: x*



*Rationale:*

For a full credit response, readers select two quotations from the article that reflect the author's opinion.

**Correct Responses**

**“The Cedar is a magnificent tree”**: By using the subjective word “magnificent” to describe the Cedar in the first sentence in paragraph 2, the author is expressing a personal belief that the tree is beautiful and/or impressive. The attributes and qualities of the Cedar tree discussed in this paragraph and in the entire article may be perceived differently by readers. This statement is an opinion.

**“The Native Americans’ respect for nature is a good example for present generations to emulate and learn what ‘Green Living’ really means”**: The last statement of the article expresses the author's opinion that respect for nature is “good.” Revering and sustaining the natural world is not equally important to all people. The statement reflects one person's opinion, and the degree of truth behind the idea reflected in that opinion cannot be measured.

**Incorrect Responses**

**“The Red Cedar's wood is soft but firm and straight grained”**: The adjectives “soft,” “firm,” and “straight” may impress some readers as subjective terms, thereby making the statement an opinion. However, the softness and firmness of Red Cedar wood, and the straightness of its grain, are scientific characteristics, and comparisons can be made with wood from other trees. Such qualities of the Red Cedar's wood are verifiable.

**“The Cedar canoes were esteemed for their superb workmanship and were a valuable trade item”**: Readers may think the author's use of the words “esteemed,” “superb,” and “valuable” express the author's opinion. However, the remainder of the statement and its matter-of-fact tone illustrate the author is drawing on historical evidence about trading among Native Americans. In addition, historical research can verify the workmanship of the Cedar canoes made them a prized trade item.

**“It was used as a trade item and given as a gift to high ranking women during the Potlatch ceremonies”**: Readers may think the author's use of the term “high ranking” in this statement from paragraph 5 is subjective. In paragraph 1, the author reports Native Americans of the Pacific Northwest Coast called the Cedar tree the “*rich-woman-maker*.” By the time they read the statement in question, readers should recognize the author has facts to back up claims of the women's social position.

## Question 6

Which statements are supported by evidence in the article?

Select the three statements that apply.

- Native Americans respected the Cedar tree for its various functions.
- People currently admire the Cedar tree for its beauty.
- The bark of the Cedar tree is known for its healing benefits.
- Native Americans valued every part of the Cedar tree.
- People currently use the Cedar tree for many cures.

*Benchmark: 5.2.8.8*

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three correct statements.

### **Correct Responses**

**Native Americans respected the Cedar tree for its various functions:** This option is supported in paragraph 3, which states, “Before cutting the tree or pulling its bark, they prayed to the Cedar Spirit, thanking it for being a good provider and expressing their gratitude. They believed that showing respect resulted in continued good supply. They utilized all parts of the tree.” Paragraph 7 also states, “Because of its life sustaining nature, the Native Americans revered the tree.”

**The bark of the Cedar tree is known for its healing benefits:** Extensive evidence for the option is given in paragraph 7, which states, “The bark was also used for healing purposes: as a tourniquet to stop bleeding, as a bandage and as a healing pad. Yellow Cedar was used for many cures. Its bark was burned and the ash mixed with catfish oil

and smeared over a sick person as a cure. Chewed leaves were used to cure pains and aches. It was also used in sweat baths as a cleanser.”

**Native Americans valued every part of the Cedar tree:** This idea is stressed throughout the article. In paragraph 3, the article states Native Americans “believed that showing respect resulted in continued good supply. They utilized all parts of the tree.” The article thoroughly illustrates the Cedar’s vast array of uses: for building boats, canoes, houses; for clothing and household goods; for use in rituals; and for medicinal purposes. The article notes in paragraph 7, “Because of its life sustaining nature, the Native Americans revered the tree.”

### **Incorrect Responses**

**People currently admire the Cedar tree for its beauty:** Readers may be attracted to this answer because of the article’s reverent depiction of the Cedar as “a magnificent tree,” followed by the description of the tree’s “Long, slender, curved twigs bearing lace work of fern-like foliage” (paragraph 2). Readers may also be drawn to the article’s admiration for the tree’s many uses as a sign of its physical beauty. However, the article’s focus is solely on the multiple functions of the tree, and no evidence indicates the tree was admired for its beauty, either in the past or in the present.

**People currently use the Cedar tree for many cures:** Readers may be influenced by the author’s opinion, given immediately after discussing the Cedar’s curative properties, that “The Native Americans’ respect for nature is a good example for present generations to emulate and learn what ‘Green Living’ really means” (paragraph 7). They may also be attracted to this idea because the Cedar tree is still in existence, and “grows extensively from the Baranof Island in Alaska to coastal Northern California” (paragraph 3). However, although the author may find the Native Americans’ respect for nature as a model for modern behavior, this is a general statement of belief without supporting details. And despite the Cedar’s continued existence, the article focuses only on historical uses of the Cedar, and contains no discussion regarding current use of the Cedar for its pharmaceutical properties.

## Question 7

Which part of the tree did Native Americans use to make cooking vessels?

- A. The bark
- B. The branches
- C. The slender roots
- D. The steamed wood

*Benchmark: 5.2.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: C*

Rationale A	Some readers may select bark because in paragraph 5 the article mentions it was used by women to make baskets, rope, braiding, hats, ponchos, blankets, and cradles. However, cooking vessels are not mentioned as objects made from bark.
Rationale B	In paragraph 6, the author mentions using branches to make rope for “fishing, sealing and as anchor lines.” However, the author does not state branches were used for cooking vessels.
Rationale C	Correct: Paragraph 6 states, “The slender roots of the tree were used to make coiled baskets and because of their watertightness, for making storage containers, cooking vessels and rain hats.”
Rationale D	Some readers may be attracted to this option because paragraph 4 describes how steam-bent wood was used to make boxes, which may seem similar to cooking vessels; however, no text evidence supports this answer.

## Question 8

The author organized paragraphs 4–7 by

- A. identifying the differences among the various parts of the Cedar tree.
- B. explaining why objects made from the Cedar tree were beautiful and highly valued.
- C. contrasting the ways Native American men and women used the Cedar tree.
- D. explaining how Native Americans made objects from different parts of the Cedar tree.

**Benchmark:** 5.2.6.6

Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point-of-view they represent.

**DOK:** III

**Answer:** D

Rationale A	This option may appeal to some readers because paragraph 5 mentions bark and paragraph 6 mentions branches; however, the purpose of these paragraphs is to explain how Native Americans made various objects from each part of the tree, not to contrast the different parts of the Cedar.
Rationale B	This option may appeal to readers because of information in paragraph 4 (e.g., Cedar canoes were “a valuable trade item”) and paragraph 7 (e.g., “rituals incorporated parts of the tree”); however, the main purpose of these paragraphs is to support the idea that Native Americans “utilized all parts of the tree” (paragraph 3).
Rationale C	Some readers may select this option because paragraph 5 begins with “Traditionally, wood-working was done by men, but creating objects from the inner bark was usually done by women.” However, no text evidence suggests the work with the smaller branches (paragraph 6) or the outer bark (paragraph 7) was divided along gender lines.
Rationale D	Correct: Paragraph 4 describes uses for the Cedar’s trunk, paragraph 5 describes uses for inner bark and shredded bark, paragraph 6 mentions smaller branches and slender roots, and paragraph 7 refers to the bark of Yellow Cedar and leaves.

## Question 9

Read this sentence from paragraph 1.

Did you know that many Native American nations practiced ecological preservation?

Which two quotations from the article support this claim?

Select the two appropriate quotations.

- “They utilized all parts of the tree.”
- “Its natural oil makes it long lasting.”
- “They steam-bent the wood (a technique unique to them), creating beautiful four-cornered boxes.”
- “They respected the planet and knew secrets of biodiversity and myriad usages of plants and animals.”

*Benchmark: 5.2.2.2*

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two appropriate quotations.

### **Correct Responses**

**“They utilized all parts of the tree”:** A significant component of ecological preservation is the reduction of unnecessary waste. The article goes into great detail explaining how Native Americans used each part of the Cedar tree, beginning with the wood in paragraph 4, the bark in paragraph 5, the smaller branches and roots in

paragraph 6, and finally the bark in paragraph 7. No part of the Cedar tree was left to waste.

**“They respected the planet and knew secrets of biodiversity and myriad usages of plants and animals”**: This option defines what the author means by “ecological preservation,” as practiced by the Native Americans. Their reverence for the earth is shown in paragraph 3, which states, “Before cutting the tree or pulling its bark, they prayed to the Cedar Spirit, thanking it for being a good provider and expressing their gratitude.” The Native American understanding of the environment and the natural resources surrounding them is evident throughout the article, as the author details the multiple ways the entire Cedar tree was used, from the smallest branches to the slender roots.

### **Incorrect Responses**

**“Its natural oil makes it long lasting”**: Readers may falsely equate the “natural” and “long lasting” elements of this option with the modern “Green Living” the author mentions in paragraph 7. However, this option describes a physical property of the Cedar tree, and does not directly relate to any Native American ecological preservation practices, nor does it relate to the reverence with which the Native Americans viewed nature as a whole.

**“They steam-bent the wood (a technique unique to them), creating beautiful four-cornered boxes”**: This may be attractive to readers who equate this example of how the Cedar tree was used with evidence that the Native Americans “practiced ecological preservation” (paragraph 1). However, taken on its own, this option does not reveal a system of ecological preservation beliefs and practices that would make it a correct response.

## Question 10

Read this sentence from paragraph 4.

For example, a seal-catching canoe was worth 15 blankets and was a symbol of great wealth.

The main purpose of this sentence is to

- A. inform readers why Native Americans believed the Cedar had power.
- B. emphasize how valuable a Cedar canoe was to Native Americans.
- C. inform readers how much the making of a Cedar canoe cost Native Americans.
- D. describe how Native Americans used the Cedar in many ways.

*Benchmark: 5.2.6.6*

Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point-of-view they represent.

*DOK: II*

*Answer: B*

Rationale A	This option may appeal to some readers because paragraph 1 indicates the Cedar was considered by Native Americans to have “power and spirit.” However, the sentence does not reveal any powerful or spiritual aspects of the Cedar, but rather shows the value of a canoe made from the Cedar.
Rationale B	Correct: The previous sentence states, “The Cedar canoes were esteemed for their superb workmanship and were a valuable trade item.”
Rationale C	Some readers may select this option because the sentence in paragraph 4 gives a specific trade value for one canoe (15 blankets); however, it does not address the cost of <i>making</i> one of the canoes.
Rationale D	Some readers may choose this option because this sentence provides another example of how the Cedar was useful. In this case, valuable



	<p>seal-catching canoes could be made from the Cedar tree. Although this option presents the general idea that the Cedar was useful for Native Americans, the scope is too large. The sentence from paragraph 4 provides only one example of the value of a single item made from the Cedar tree.</p>
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## Question 11

Which two characteristics does the Cedar tree have that enabled Native Americans to use it in so many ways?

Select the two phrases from the article that apply.

- “an age of 500 years”  
(paragraph 2)
- “fluffy fiber of the shredded bark”  
(paragraph 5)
- “tapering to a spiked tip”  
(paragraph 2)
- “slender roots”  
(paragraph 6)
- “ash mixed with catfish oil”  
(paragraph 7)

*Benchmark: 5.2.3.3*

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two correct characteristics.

### **Correct Responses**

**“fluffy fiber of the shredded bark”:** Support for this option can be found in paragraph 5, which notes the fluffy bark fiber was “soft and absorbent.” Because of these qualities, “It was used for making towels, baby diapers and blankets.”

**“slender roots”**: Paragraph 6 discusses the multiple uses of the Cedar tree’s slender roots, including their use in making coiled baskets. Because the roots were watertight, they were also valuable for “making storage containers, cooking vessels and rain hats.” The paragraph also notes the roots “were also used for sewing and lashing equipment.”

### **Incorrect Responses**

**“an age of 500 years”**: Readers may be attracted to this option because the Cedar tree’s longevity is considered part of its magnificence in paragraph 2. However, the tree’s extensive life span is a biological fact, and not an inherent characteristic that made it such a vital and versatile resource for Native Americans.

**“tapering to a spiked tip”**: Readers may be attracted to this option because the article discusses how Native Americans used the entire Cedar tree, which would ostensibly include the tip. However, this statement is part of an overall physical description of the tree in paragraph 2, and does not reflect on the characteristics which allowed Native Americans to use the Cedar tree in multiple ways.

**“ash mixed with catfish oil”**: In this option, the ash and catfish oil mixture is not an inherent characteristic of the tree, but merely a product which uses the curative properties of the Cedar’s bark.

## Section 3: In the Ebony Room

### Question 1

Who is the main speaker in the poem?

- A. A child
- B. The rain
- C. A teacher
- D. The wind

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: A*

Rationale A	Correct: There are several hints about the speaker's identity. The speaker uses first person throughout, and in lines 1-2 establishes a student persona ("In my classroom / We study by sunlight"). If the speaker were an adult (teacher, parent) or nonhuman (rain, weather), then saying "we study" would not make sense.
Rationale B	Readers might be drawn to this option because the rain speaks in lines 37-41; however, while the rain is a character in the poem, the poem itself is narrated in the first person by a student, as indicated in lines 1-2 ("In my classroom / We study by sunlight") and throughout the poem.
Rationale C	Some readers may choose this option because teachers are mentioned throughout the poem. The speaker, however, says in line 2, "We study by sunlight" and in line 7 refers to the "pages of our books." A teacher would not be studying or sharing books with others.
Rationale D	The wind whistles in lines 3 and 26, and in lines 5-8, the wind causes the trees to bow, leaves to flutter, and pages of books to flip by themselves; however, they are observations made by a child (the speaker) in the ebony classroom.

## Question 2

How does the poet organize the descriptions in lines 1–12?

- A. He lists many of the objects found in a classroom.
- B. He shows a windy day and then compares it to a rainy day.
- C. He explains how the students behave in the classroom.
- D. He begins with a sunny day and then shows changing weather.

*Benchmark: 5.1.5.5*

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

*DOK: III*

*Answer: D*

Rationale A	Readers may be drawn to this option because lines 7-8 say the pages of books are “flipping by themselves,” and lines 10-12 mention the classroom windows being pulled shut; however, these are the only objects in the classroom mentioned by the poet. Instead of listing classroom items, lines 1-12 are used to describe the natural harbingers of an approaching storm (“trees bow,” “Leaves flutter”).
Rationale B	Although the wind is mentioned in lines 1-12, it is as a precursor to rain, a signal of the coming storm. No textual evidence supports that the author is comparing windy days to rainy days.
Rationale C	Students’ behaviors are mentioned in line 14 (“Grinning students whisper”), line 19 (“On wooden desks students rest their heads”), and line 28 (“Pupils wake up and sing”); however, lines 1-12 describe the weather.
Rationale D	Correct: The poet sets up a contrast between the sunny normalcy of lines 1-2 (“We study by sunlight”) and the gathering storm in lines 3-4 (“But when the wind whistles, / And the clouds hurry in front of the sun”). In addition, lines 5-6 (“The trees bow. / Leaves flutter”) and line 9 (“the clouds are full of rain”) describe the changing weather.

### Question 3

Why do the teachers most likely stop teaching class in lines 15–17?

- A. The teachers hear the students whispering.
- B. The heavy rain makes it difficult to hear the teachers.
- C. The darkened room makes it difficult to teach.
- D. The teachers want the students to rest.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: C*

Rationale A	Line 18 states, “The whispering fades” and “students rest their heads” (line 19) on their desks. Some readers may think the teachers have stopped teaching class in order to stop the whispering. However, the students are whispering and resting their heads because their classroom has become an “ebony dark room” (line 13), making it difficult to continue with “Arithmetic, reading, and writing” (line 17).
Rationale B	Some readers may choose this option because lines 24-27 stress the loudness of the storm and how it awakens students and gives them cause to ask the rain for a reprieve (lines 29-33). However, this action occurs after the teachers stop teaching class and the students stop their work; it is not the cause of the teachers and students taking a break from school work.
Rationale C	Correct: In lines 1-2 the speaker states that on normal days “We study by sunlight” and then establishes a contrast with this stormy day in lines 3-12. The title “In the Ebony Room” and line 13 emphasize the darkness of the room. The speaker never states directly that the reason the teachers stop teaching on this day is the inability to see. However, readers can infer that difficulty seeing is the most likely reason the teachers stop class and students take a break from school work.
Rationale D	Although the teachers do not begrudge the students their rest (and in fact join them in line 20), they do not express a desire for the students to rest at school. The teachers stop teaching class because the classroom has become too dark to resume normal classroom activities.

## Question 4

The poet uses repetition in lines 19–20 most likely to

- A. establish a mysterious change in the weather.
- B. emphasize the power of the storm.
- C. create a peaceful mood in the classroom.
- D. contrast the sound of whispering and rain.

*Benchmark: 5.1.5.5*

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

*DOK: II*

*Answer: C*

Rationale A	Some readers may be attracted to this option because the weather quickly changes from sunny to windy and rain in stanzas 1-2. In addition, the weather causes the classroom to change to an “ebony dark room” (line 13), which may cause some readers to be attracted to the phrase “mysterious change” in the option. However, lines 19-20 establish a peaceful, steady rhythm, immediately followed by lines 21-23 which read, “For in the ebony room / The rain sings / A lullaby to students and teachers.”
Rationale B	Some readers may be drawn to this option because lines 19-20 may lead them to think the students and teachers are resting their heads as a way to protect themselves from the storm. However, lines 14-17 suggest the students are not afraid of the storm. Rather, “Grinning students whisper / How wonderful it is / Not to have to do their / Arithmetic, reading, and writing.” The poet is not emphasizing the power of the storm.
Rationale C	Correct: Lines 19-20 repeat the key phrases about teachers and students putting their heads down to rest (“On wooden desks...rest their heads.”). This repetition creates a peaceful mood.
Rationale D	Some readers may be attracted to this option because in stanza 2, the “Grinning students whisper” (line 14), “The whispering fades” (line 18), and then “The rain sings / A lullaby to students and teachers” (lines 22-23). However, lines 19-20 illustrate how the rain creates a peaceful mood, not a contrast between student whispering and the rain.

## Question 5

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How do the children most likely feel in lines 29–33?

- A. Excited about the rain
- B. Content to go home
- C. Eager to fall asleep
- D. Tired of the rain

**Benchmark:** 5.1.3.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**DOK:** II

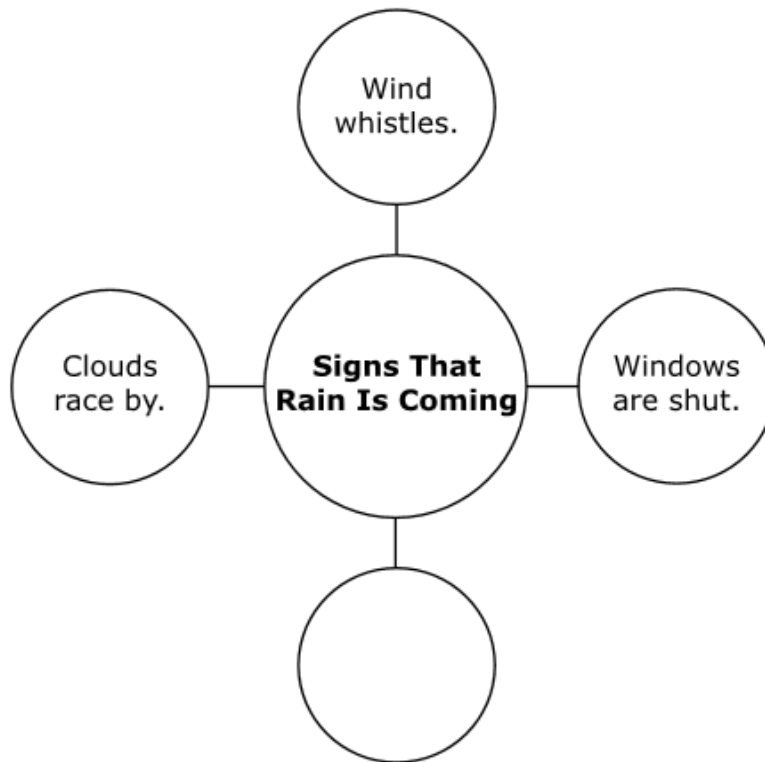
**Answer:** D

Rationale A	Although in line 15 the students are excited by the rain (“How wonderful it is”), by lines 29-31 they wish it would stop because, “We cannot play on green grass. / We cannot go home to our parents.”
Rationale B	Although the students are unable to continue their school lessons, this does not mean they are able to leave school and go home. The students are tired of the rain, in part, because they are stuck in the classroom, which is expressed in lines 30-31: “We cannot play on green grass. / We cannot go home to our parents.”
Rationale C	Although the children were happy to take a rest earlier in the poem (lines 15-19), at this point they are frustrated, as is evident in their plea, “Stop, rain, stop” in line 29.
Rationale D	Correct: The children have grown weary of the rain by this point and have asked it to stop. They sing in lines 29 and 32: “Stop, rain, stop.”



## Question 6

Study the diagram.



According to lines 1–12, which sentence belongs in the empty circle?

- A. Children run.
- B. Teachers whisper.
- C. Leaves shake.
- D. Classrooms empty.

*Benchmark: 5.1.2.2*

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

*DOK: II*

*Answer: C*

Rationale A	Some readers may choose this option because it is plausible that children would run inside from the rain or run around to play in the rain. The speaker shows the students are excited in lines 13-17. However, the speaker never shows the students running in from or out into the rain.
Rationale B	At various moments in the poem, a hushed and sleepy atmosphere is evident. However, students whisper in lines 13-23 as the rain begins. Teachers' actions are not described in lines 1-12.
Rationale C	Correct: Line 6 mentions that "Leaves flutter" as part of the list of signs that a storm is gathering.
Rationale D	The classroom windows are shut in preparation for rain in lines 1-12, and lines 13-23 follow with an air of excitement. However, the classroom is full of students waiting out the rain.

## Question 7

The effect of the children singing to the rain is that the rain

- A. stops.
- B. ignores the request.
- C. sleeps.
- D. laughs at the request.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: B*

Rationale A	Although the children beseech the rain to stop, it presses on determinedly. The repetition of their request “Stop, rain, stop” (lines 29 and 32) may make this option attractive to readers. However, the rain does not actually stop.
Rationale B	Correct: The children address the rain directly in lines 29-33, and the rain, in return, gives them a reply and answers some of their points by telling them the green grass they cannot play on stays green because of the rain and that “Children can wait. / My music will not” (lines 40-41).
Rationale C	Even though the students and teachers fall asleep, they do so because the rain never abates. The rain, once started, remains active for the duration of the poem.
Rationale D	Although lines 13-23 show excitement and pleasure (“Grinning students whisper,” line 14) on the part of the children, readers do not hear the rain laughing.

## Question 8

Which sentence is the best summary of lines 13–23?

- A. Students and teachers enjoy a rest.
- B. Students and teachers are tired at the end of the day.
- C. Teachers remind students to speak quietly.
- D. Students refuse to do their reading and writing.

*Benchmark: 5.1.2.2*

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

*DOK: II*

*Answer: A*

Rationale A	Correct: The teachers and students both rest their heads, and the speaker stresses how “wonderful it is” to have a break from school work (lines 15-17).
Rationale B	Although this may be assumed to be true in general, this is not the best summary of lines 13-23, which center on the initial excitement of the storm, followed by a peaceful resting time.
Rationale C	Although it may be a hushed and sleepy atmosphere (“The whispering fades,” line 18), text evidence does not show the teachers requesting quiet.
Rationale D	Lines 15-17 mention that students think it is “wonderful” they do not have to do their school work, but this is the result of the darkened room and inclement weather, not the students’ refusal to work.

## Question 9

Which conclusion can readers make about the conversation in lines 29–41?

- A. The rain has an important job to do.
- B. The teachers want the rain to stop.
- C. The rain will return to the school every day.
- D. The parents are worried that the rain will continue.

*Benchmark: 5.1.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: A*

Rationale A	Correct: In lines 37-38, the rain lists the various jobs it has to do: “I have a rain forest to fill / And grass to keep green!” The children’s desires are dismissed without malice but as simply lower in priority than filling the forest or keeping the grass green.
Rationale B	The children ask for the rain to stop in lines 29 and 32; however, the speaker does not mention the teachers’ desires.
Rationale C	Some readers may choose this option if they believe that when the rain says “I will rain till I’m through” (line 39) that the rain somehow intends to return every day. However, the context of the poem indicates the rain appears when it has a job to do but does not stay permanently.
Rationale D	Line 31 shows the children expressing concern about getting home to their parents, but textual evidence does not support that the parents are concerned.

## Question 10

How does the speaker most likely feel in lines 42–43 of the poem?

- A. The speaker is eager to play outdoors in the rain.
- B. The speaker has accepted that the rain will continue.
- C. The speaker is curious about what the rain has done.
- D. The speaker has stopped listening to the sound of the rain.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: B*

Rationale A	Although the speaker and the other students are excited about the rain in stanza 2, they are excited because “How wonderful it is / Not to have to do their / Arithmetic, reading, and writing” (lines 15-17). However, the students are stuck in the classroom, unable to play outside in the rain (“We cannot play on green grass,” line 30). By lines 42-43, the speaker has reluctantly accepted the idea that the rain will not stop.
Rationale B	Correct: The speaker is resigned at this point in the poem. The speaker has moved through excitement about the rain (stanza 2) to frustration that it will not stop (stanza 3) to eventual resignation the rain will continue (end of stanza 4).
Rationale C	Although the rain has done quite a bit by this time (stopped children from playing in stanza 3 and watered the forest and grass in stanza 4), no textual evidence supports that the speaker is particularly curious about the nature of the rain’s work. Rather, the rain simply asserts it has to do these tasks.
Rationale D	Some readers may choose this option because the sound of the rain and its effects are mentioned several times. First the rain is soothing (line 23, “A lullaby to students and teachers”), then it is disruptive (lines 24-27), and finally it returns to a lullaby (line 43). By this stage in the poem, the children are not just weary of their studies as they were in stanza 2, they are weary of the rain itself. Yet they “nod and doze / To the rain’s lullaby” (lines 42-43), indicating that the children have not stopped listening to the rain.

## Question 11

Which line from the poem gives the best hint about the main topic?

- A. Line 2
- B. Line 5
- C. Line 6
- D. Line 9

*Benchmark: 5.1.2.2*

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

*DOK: III*

*Answer: D*

Rationale A	Although line 2 shows the students on a normal day with sunlight, it is in contrast to the rest of the poem which is about a rainy day. Lines 1-2 establish the background of normalcy (“In my classroom / We study by sunlight”) as a backdrop for a day of constant rain.
Rationale B	Although line 5 shows a prelude to the rain (“The trees bow”) and some readers may be drawn to it for this reason, the poem focuses on what happens once the rain actually starts.
Rationale C	Although some readers may find line 6 (“Leaves flutter”) rich in imagery and highly resonant with the following lines, this is a harbinger of the rain to come and thus not the main focus of the poem.
Rationale D	Correct: Line 9 explicitly mentions “clouds” that are “full of rain” and this is the central topic of the rest of the poem. In lines 13-23, the poet establishes the classroom scene as a direct result of the rain, while the rest of the poem contains a dialogue between the children and the rain itself.

## Question 12

In the poem, a rainstorm has many effects on a classroom of students.

Drag the effects of the rainstorm into the order in which the poet presents them, with the first event at the top.

The wind picks up and the rain begins.

The students lay their heads on their desks.

The students become impatient with inactivity.

The students plead with the rain to cease.

The students surrender to endless rain.

*Benchmark: 5.1.5.5*

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers stack the effects of the rainstorm in the correct order in which the poet presents them.

### Correct Responses

**1<sup>st</sup> The wind picks up and the rain begins:** In the first stanza, “the wind whistles” (line 3), indicating the wind is picking up and being heard by the students in the classroom. The effects of the wind and rain begin to be experienced by the students as the poem opens: “The trees bow” (line 5), “Leaves flutter” (line 6), and book pages “Begin flipping by themselves” (line 7). References to the rain beginning first appear in line 9: “the clouds are full of rain.” Lines 10-12 reveal “the wooden windows . . . Are pulled shut.”



**2<sup>nd</sup> The students lay their heads on their desks:** Once the storm has become a full-blown reality, “On wooden desks students rest their heads” (stanza 2, line 19).

**3<sup>rd</sup> The students become impatient with inactivity:** Although in the second stanza the students are “[g]rinning” (line 14) and think it “wonderful” (line 15) to be allowed to rest rather than do their homework, by the middle of the third stanza, they show signs of discontent as the storm strengthens and they “wake up and sing: / ‘Stop, rain, stop’” (lines 28-29).

**4<sup>th</sup> The students plead with the rain to cease:** By the close of the third stanza, students complain of not being able to play or to go home. They implore the rain to “Come back another day” (line 33).

**5<sup>th</sup> The students surrender to endless rain:** The fourth stanza describes students’ realization that the rain has “a mind of its own” (line 34). They hear the rain tell them they must wait because it has duties to complete (lines 36-40). Since the rain’s music will not wait (line 41), the students are forced to succumb to the effects of the rainstorm. The poem concludes as the students “nod and doze / To the rain’s lullaby” (lines 42-43).

### **Incorrect Responses**

Any other order presented is incorrect because it will not reflect the order in which the effects of the rainstorm are presented in the poem.

## Section 4: Bread to Make / Dumplings

### Question 1

Based on the story “Bread to Make,” the narrator at times turns her attention to the outdoors because she

- A. enjoys the sight of snow.
- B. hopes to see her father return home.
- C. prefers to be somewhere other than school.
- D. likes to watch her grandmother from a distance.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: B*

Rationale A	Paragraph 10 contains a vivid description of the newly fallen snow, and readers may be attracted to this option because of the narrator’s experience night sledding with her grandmother. However, the story takes place over several seasons—summer, fall, and winter—and the narrator turns her attention outside during all of them, not just during the winter when it has snowed.
Rationale B	Correct: From gazing out the classroom windows toward the road (paragraph 1) to sitting on the porch (paragraph 16), the world beyond the grandmother’s farm is associated in the narrator’s mind with her absent father. While sitting on the porch, the narrator “thought about [her] father and the note he left” (paragraph 16).
Rationale C	Some readers may choose this option because the narrator implies school is not of much interest to her in paragraph 1: “School began and I went.” However, the narrator states her incentive to attend school is “because the window of my classroom faced the road, the road that would bring my father back to me.”
Rationale D	This option may appeal to readers who note that in paragraph 17, the

	<p>narrator says, "Through the window I could see my grandmother." However, she is outside at that time not to get a particular vantage point from which to regard her grandmother, but because she is once again thinking about her absent father.</p>
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## Question 2

In what time frame do the events in “Bread to Make” happen?

- A. Weeks
- B. Days
- C. Months
- D. Years

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: C*

Rationale A	Although most of the events recounted by the narrator take place from fall to winter, it is more than weeks that elapse from the time of the start of school (paragraph 1) and the thunderstorm (paragraphs 3-6) to the night of sledding (paragraphs 8-13).
Rationale B	Although the story captures several events that occur at specific moments in time, taken overall, months rather than days go by, from summer (paragraph 1) to winter (paragraphs 8-16).
Rationale C	Correct: The story begins with the statement, “Summer slid into autumn” (paragraph 1) and continues through a snowy Saturday in winter (paragraph 10)—months having gone by, but not a full calendar year.
Rationale D	Although three seasons are captured in this story—summer (paragraph 1), autumn (paragraphs 2-6), and winter (paragraphs 8-16)—all events fit within the context of those months rather than over years.

### Question 3

Which quotations from the story use personification?

Select the three appropriate quotations.

- “thunder that rumbled and roared as if it would crush us with its mighty voice”  
(paragraph 2)
- “dark came early now, and the cold”  
(paragraph 7)
- “Alive with curiosity, I followed her through the door”  
(paragraph 10)
- “inches of snow silently gift-wrapped the world in icy beauty”  
(paragraph 10)
- “Moonlight pushed its way through the clouds”  
(paragraph 10)

*Benchmark: 5.1.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three appropriate quotations.

#### **Correct Responses**

**“thunder that rumbled and roared as if it would crush us with its mighty voice”:** In this option, the thunder is embodied with a “mighty voice” that might “crush us,” which is the author’s way of portraying the storm’s clamorous noise. Readers should recognize that these are human attributes given to a nonhuman force of nature.

**“inches of snow silently gift-wrapped the world in icy beauty”**: The snowfall covering the earth is portrayed as gift-wrapping the world. The snow, in this instance, is carrying out a human activity.

**“Moonlight pushed its way through the clouds”**: To illustrate how the moonlight can be seen from behind the cloud cover, the author uses the image of moonlight physically pushing through the clouds. Readers should be able to interpret the moonlight’s actions as personification.

### **Incorrect Responses**

**“dark came early now, and the cold”**: Readers may incorrectly choose this if they interpret “dark came early” in a physical, embodied manner. However, this phrase is used in a matter-of-fact way; it is not meant figuratively, but in the literal sense that fall’s transition into winter involves fewer hours of sunlight during the day.

**“Alive with curiosity, I followed her through the door”**: Readers may mistakenly be drawn to this option if they confuse the descriptive language—that the narrator was “Alive with curiosity”—as personification. However, since this is a statement describing the narrator, and not a nonhuman entity, personification is not applicable.

## Question 4

Read this sentence from paragraph 5.

I sat at her feet, and light and fleeting as the touch of a butterfly, my hand touched her knee.

The narrator compares her hand to a butterfly to show that

- A. she is not afraid.
- B. her touch is gentle.
- C. she is sitting near her grandmother.
- D. her grandmother cannot feel her touch.

*Benchmark: 5.1.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

*DOK: III*

*Answer: B*

Rationale A	Some readers may select this option because the narrator shows she is not afraid when she lightly touches her grandmother in paragraph 5 and then points out the dancing trees in paragraph 6. However, her comparison to the butterfly does not reflect her own feelings but how she touches her grandmother.
Rationale B	Correct: The touch of a butterfly is “light and fleeting” just as the touch of her hand on her grandmother’s knee. She is showing that her touch is gentle, meant not to further upset her grandmother.
Rationale C	This option may appeal to readers who notice the first part of the sentence, which states, “I sat at her feet.” However, this part of the sentence is not a part of the simile where the narrator compares her touch to a butterfly.
Rationale D	Some readers may choose this option if they focus on the word “fleeting” and think the touch is not long enough for the grandmother to notice. However, the “fleeting” nature of the butterfly in this simile adds to understanding the nature of the narrator’s touch, not its length.

## Question 5

Read this sentence from paragraph 6.

'Grandmother, have you ever seen the way trees seem to dance in a storm?' I began.

The narrator asks Grandmother this question most likely to

- A. help her grandmother view storms in a different way.
- B. learn about storms over farmland.
- C. describe the landscape of the farm.
- D. avoid loneliness by talking with her grandmother.

**Benchmark: 5.1.3.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**DOK: II**

**Answer: A**

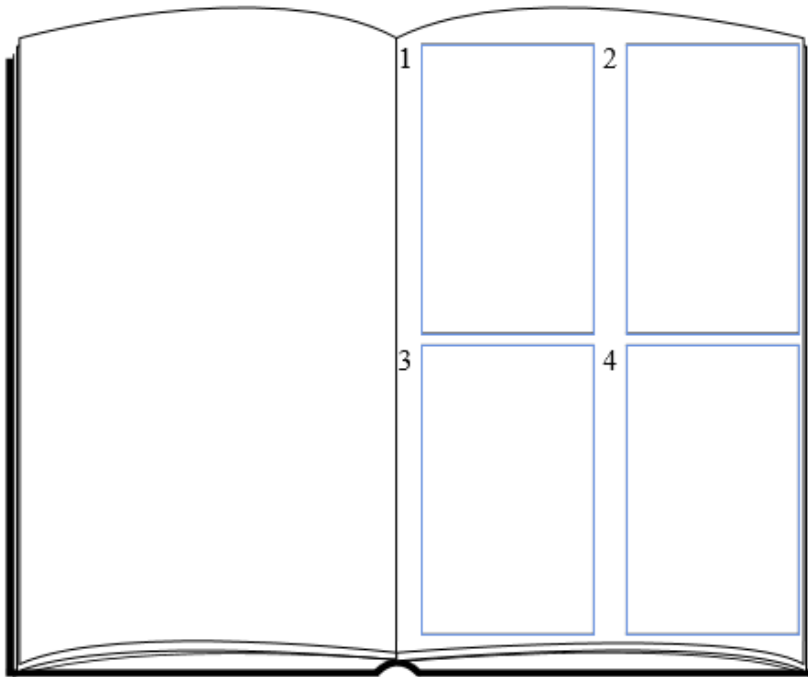
Rationale A	Correct: In the context in which the narrator poses this question in paragraph 6, she is clearly trying to ease her grandmother's fear of thunderstorms, and, indeed, her grandmother relaxes a bit as the narrator continues talking.
Rationale B	This option may appeal to readers who regard it as suggesting the narrator has never noticed the trees seeming to dance before; however, paragraphs 2-3 imply these storms are common in September. The narrator would have seen the movement of the trees during these storms before.
Rationale C	This option may attract some readers because the trees are part of the landscape of the farm. However, since the grandmother lives on the farm, she is already familiar with its landscape. The narrator specifically refers to the way the trees look during a storm and is not trying to describe the general landscape.
Rationale D	This option may appeal to readers who focus on the narrator's longing for her father and the loneliness that she feels in his absence. However, the narrator raises this question out of concern for her grandmother rather than because of her own emotional state.



## Question 6

Select pictures for the narrator's photo album. Show events in the order in which the narrator and her grandmother experience them in the story "Bread to Make."

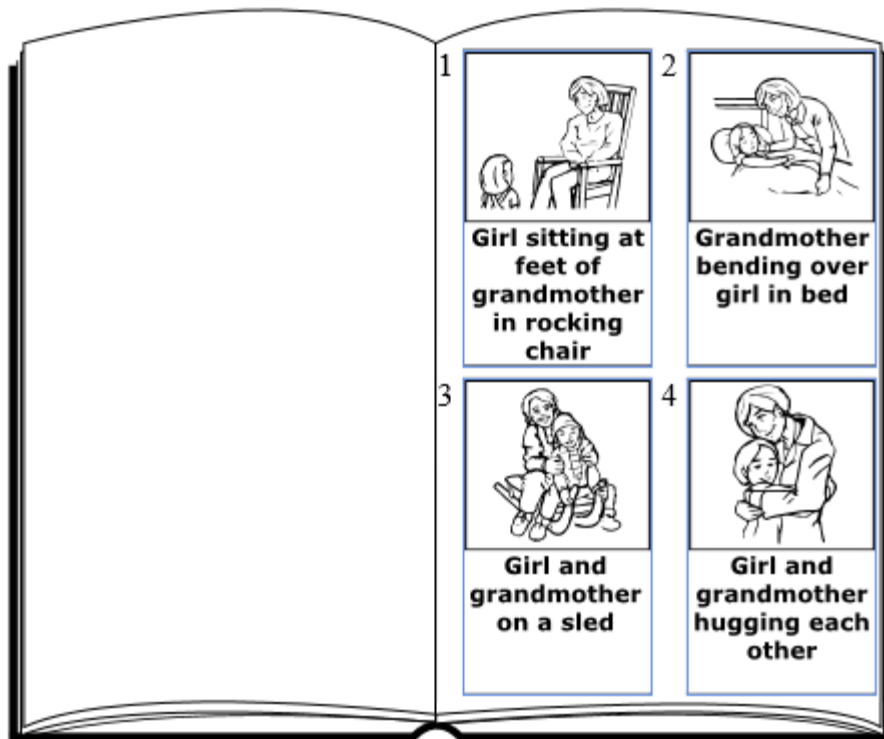
Drag the pictures to the appropriate locations on the page.



### Question 6 Correct Answers

Select pictures for the narrator's photo album. Show events in the order in which the narrator and her grandmother experience them in the story "Bread to Make."

Drag the pictures to the appropriate locations on the page.



*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the events of the story into the correct order as shown.

**Correct Responses**

**1<sup>st</sup> Girl sitting at feet of grandmother in rocking chair:** In paragraph 3, the reader sees the grandmother in her rocking chair where “She sat, one white-knuckled hand gripping the wooden arm of the old rocker.” As a storm rages outside, the narrator lays an afghan across her grandmother’s lap, and then says in paragraph 5, “I sat at her feet.”

**2<sup>nd</sup> Grandmother bending over girl in bed:** In paragraph 8, the narrator recounts, “I was sleeping, dreaming deeply, when Grandmother’s hand shook me awake.”

**3<sup>rd</sup> Girl and grandmother on a sled:** Paragraph 12 describes the narrator and her grandmother out in the middle of the night sledding on the new-fallen snow: “‘I could never wait until morning,’ she said as I sat down on the sled. Grandmother gave us a running push and scrambled on behind.”

**4<sup>th</sup> Girl and grandmother hugging each other:** Paragraph 14 describes the events that occur after the narrator and her grandmother return from sledding. The narrator relates, “Before I went up the stairs, I wrapped my arms around my grandmother. We leaned together shyly.”

**Incorrect Responses**

Any other order presented is incorrect because it will not reflect the order in which events happened.

## Question 7

In paragraph 20, the narrator’s mother gives her a “proud smile” because the narrator

- A. looks like her aunt.
- B. has told a joke in Chinese.
- C. repeats a term in Chinese.
- D. has made dumplings for her aunt.

*Benchmark: 5.1.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: C*

Rationale A	Some readers may choose this option because in paragraph 22 the narrator says, “My Aunt Shirley could have been the twin of my mother.” However, in paragraph 21, the narrator makes clear she does not have features common to her mother and aunt.
Rationale B	Some readers may choose this option if they think the narrator has said something funny when she says in paragraph 20, “I’m pretty sure I sound more donkey than Chinese.” However, the narrator is not describing something that is funny; she is describing how funny she sounds as she attempts to speak Mandarin.
Rationale C	Correct: The narrator’s mother is proud of her daughter’s attempts to say “Aunt” in Chinese and smiles with encouragement and pride when she repeats the term “once, twice, three times.”
Rationale D	Although the narrator and her mother have prepared dumplings, this activity is not described until paragraph 21.

## Question 8

Read this sentence from paragraph 22.

My Aunt Shirley could have been the twin of my mother.

This sentence means that Aunt Shirley and the narrator's mother

- A. look alike.
- B. are acting the same.
- C. are close in age.
- D. stand side by side.

*Benchmark: 5.1.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: A*

Rationale A	Correct: From the physical description of each that follows, the narrator makes clear that her mother and aunt—who are sisters—look identical, with the same features, haircut, and stature.
Rationale B	The description of both women with “faces glowing identical with happiness” (paragraph 22) may lead some readers to select this option; however, the narrator provides details of their physical similarities rather than details of their identical actions.
Rationale C	This option may appeal to readers who know that twins are the exact same age; however, the narrator is using the term to describe their physical similarities—not their ages, which are not revealed in the passage.
Rationale D	Since both women are described as “standing together” in paragraph 22, this option may appeal to some readers; however, the narrator provides more specific details to make clear that the sisters look identical as well.

## Question 9

Based on her actions during dinner, the narrator's aunt most likely

- A. is embarrassed by her poor English.
- B. is happy to see her niece again.
- C. thinks her niece looks like her sister.
- D. wants to make her own Chinese dumplings.

**Benchmark:** 5.1.3.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**DOK:** II

**Answer:** B

Rationale A	Some readers may select this response because the aunt speaks in broken English in paragraph 23. However, nothing in the text suggests she is embarrassed by her English.
Rationale B	Correct: Aunt Shirley's delight over her niece's dumplings and her unabashed display of affection as she kisses her cheeks in paragraph 23 clearly suggest that the aunt is elated to see her niece, the narrator.
Rationale C	This option may appeal to readers who note the aunt and the narrator's mother look much alike (paragraph 22); however, details in paragraph 21 make clear the narrator looks little like either of them.
Rationale D	Although the narrator's aunt clearly appreciates her effort to make the <i>jiao zi</i> (dumplings) in paragraph 23, nothing in the text indicates the aunt wants to cook her own dumplings.

## Question 10

Read this sentence from paragraph 24.

A wave of sadness passes over me, that I can't understand Chinese, that I've never earnestly tried to connect with my mother's culture, that I haven't seen this woman for so long; I know so little.

This sentence most clearly expresses that the narrator

- A. feels unsure about her background.
- B. dreads her aunt's departure.
- C. regrets her lack of interest in her background.
- D. detects her aunt's sorrow.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: III*

*Answer: C*

Rationale A	Some readers may choose this option if they think the narrator is feeling unsure about her own background because she has “never earnestly tried to connect with my mother’s culture.” The “wave of sadness,” however, does not come from feeling unsure but rather from a realization she has been missing an important part of who she is.
Rationale B	This option may appeal to readers who assume the aunt’s visit will be short-lived; however, the narrator’s inability to communicate with her aunt, rather than the lack of frequent contact, is at the heart of the narrator’s feelings of sadness.
Rationale C	Correct: The narrator’s emotion is compared figuratively to a wave to suggest that it steadily rises until it overwhelms her. She genuinely regrets the fact that she has not made efforts to embrace her Chinese culture. This idea is reinforced later in the paragraph when she says, “Suddenly, I wanted, <i>needed</i> to be able to share my culture for

	generations.”
Rationale D	Some readers may select this option because they interpret the aunt’s silence (a description of which precedes this sentence) as an expression of sorrow; however, the narrator’s own feeling of sadness—not her aunt’s—is what consumes her.



## Question 11

Which is the most likely reason that family members prepare a specific menu for the aunt?

- A. A person from another country may hesitate to eat American foods.
- B. The narrator's mother wants to display her cooking skills.
- C. A Chinese dinner always consists of at least six courses.
- D. The narrator's parents want her aunt to feel at home.

*Benchmark: 5.1.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: D*

Rationale A	The selection of Chinese dishes may suggest to some readers the family is concerned the aunt, as a person from another country, might be hesitant about eating unfamiliar food; however, the story provides no evidence of how any family members feel about American food since the dinner consists totally of Chinese food.
Rationale B	Although the mother is nervous as she fiddles “with her cooking apron” in paragraph 21, nothing in the story suggests the mother is trying to display her cooking skills.
Rationale C	Although abundance conveys an air of celebration appropriate to the aunt’s visit, nothing in the story suggests the number of dishes is intended to fulfill her expectations or that “six or seven courses” (paragraph 23) is customary at the Chinese table.
Rationale D	Correct: The abundance and variety of food detailed in paragraph 23 show the narrator’s family’s efforts (if not entirely successful) to create a traditional meal that will make Aunt Shirley feel at home.

## Question 12

Based on details in the story “Dumplings,” which three statements explain why the narrator feels uncertain about her cultural identity?

Select the three statements that apply.

- She does not look Chinese.
- She has never been to China.
- She is only one-quarter Chinese.
- She cannot cook Chinese food well.
- She cannot say many Chinese words.
- She is nervous when meeting her aunt from China.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three correct statements.

### **Correct Responses**

**She does not look Chinese:** As the narrator observes herself in a mirror in paragraph 21, she notes, “My hair is light brown, and my eyes are hazel. Try as I might, I can’t see a speck of Chinese blood in my features, except for my almond-shaped eyes.”

**She cannot cook Chinese food well:** In paragraph 23, the narrator expresses embarrassment over her “mutilated dumplings.” When her aunt asks if she’s made them herself, the narrator tells her, “The bad ones,” indicating that the intact ones were made by her mother, who can prepare Chinese food properly.

**She cannot say many Chinese words:** The narrator discusses her difficulty with the Chinese language several times in the story. In paragraph 20, she asks her mother how to say the word “aunt,” and comments that “I’m pretty sure I sound more donkey than Chinese. My clumsy American tongue fumbles on the four different tones in Mandarin so I decide it’s safest to stick with Aunt Shirley’s American name.” In paragraph 22, the narrator describes how her aunt and her mother are “talking in rapid and incomprehensible Mandarin.” And in paragraph 24, the narrator thanks her aunt in English after receiving a necklace and money from her. Following this exchange, she notes, “We’re silent, looking at each other, unable to communicate any further. A wave of sadness passes over me, that I can’t understand Chinese.”

### **Incorrect Responses**

**She has never been to China:** Readers may be drawn to this if they infer that her unfamiliarity with her Chinese heritage means she has never been to China; however, the story does not confirm that this statement is true.

**She is only one-quarter Chinese:** Readers may select this option if they are not paying close attention to the narrator’s words. In paragraph 24, the narrator says, “I know now that half of me is Chinese and always will be.” Readers may also select this option if they misread the statement earlier in the same paragraph, where the narrator notes, “I wondered how it would be with my children, who would most likely be a quarter Chinese and would know even less than I do.”

**She is nervous when meeting her aunt from China:** Readers may select this option because in paragraph 22, the narrator says, “I feel nervous as I rush to the front door and yank it open.” However, feeling nervous about meeting her aunt does not suggest the narrator is uncertain about her cultural identity; it simply means she has not seen her aunt in quite some time.

### Question 13

Why does the narrator consider the dumplings she has made “bad ones”?

- A. They have been boiled too long.
- B. They taste bad.
- C. They have been dropped.
- D. They are torn.

*Benchmark: 5.1.1.1*

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: D*

Rationale A	This option may appeal to readers who note the dumplings are boiled; however, nothing suggests overcooking, while the narrator clearly describes her dumplings as “mutilated” and “ripped” (paragraph 23).
Rationale B	Although the narrator describes the dumplings she has made as “mutilated” and “ripped” (paragraph 23), nothing in the story suggests that their malformation has affected their taste—in fact, her aunt seems to enjoy them very much.
Rationale C	Some readers may note the dumplings are dropped (paragraph 21) and therefore select this response; however, this action refers to all the dumplings intentionally going into the pot of water to cook, not mistakenly being dropped onto the floor or some other surface.
Rationale D	Correct: The narrator describes her dumplings as “mutilated” (paragraph 23) and recognizes from her aunt’s selection of the mostly “ripped ones” that she understands the narrator has made those that are misshapen.

## Question 14

Match the Chinese words with the corresponding English meanings.

Drag each English meaning into the appropriate box.

Chinese Words	English Meanings
<i>xie xie</i>	
<i>jiao zi</i>	
<i>Xiao Yi</i>	
<i>bu ke qi</i>	

### English Meanings

Aunt	Thank you
Dumplings	You're welcome

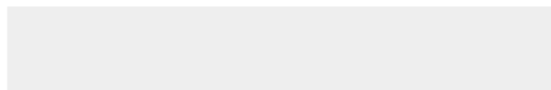
## Question 14 Correct Answers

Match the Chinese words with the corresponding English meanings.

Drag each English meaning into the appropriate box.

Chinese Words	English Meanings
<i>xie xie</i>	Thank you
<i>jiao zi</i>	Dumplings
<i>Xiao Yi</i>	Aunt
<i>bu ke qi</i>	You're welcome

### English Meanings



*Benchmark: 5.1.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers indicate the meaning of words by dragging the meanings into the boxes.

### **Correct Responses**

#### **xie xie**

**Thank you:** After thanking her aunt for the necklace in English, the narrator is overcome by a wave of sadness about how disconnected she is from her Chinese heritage. In paragraph 24, she reveals that “I wanted, *needed* to be able to share my culture for generations. ‘*Xie Xie, Xiao Yi,*’ I say it again, this time translating to horribly accented Mandarin.”

#### **jjiao zi**

**Dumplings:** In paragraph 23, the narrator’s Aunt Shirley asks, “‘You make *jjiao zi*?’ She asks in broken English, pointing at the dumplings.”

#### **Xiao Yi**

**Aunt:** In paragraph 20, the narrator asks, “‘How do I say aunt again?’ My mom says ‘*Xiao Yi,*’ which sounds like ‘Shaw-ee’ to me.”

#### **bu ke qi**

**You’re welcome:** In paragraph 24, after the narrator receives a necklace from her Aunt Shirley, she says, “I hardly know how to express my gratitude, but I say ‘Thank-you, Aunt Shirley’ in English. ‘*Bu ke qi,*’ she replies.”

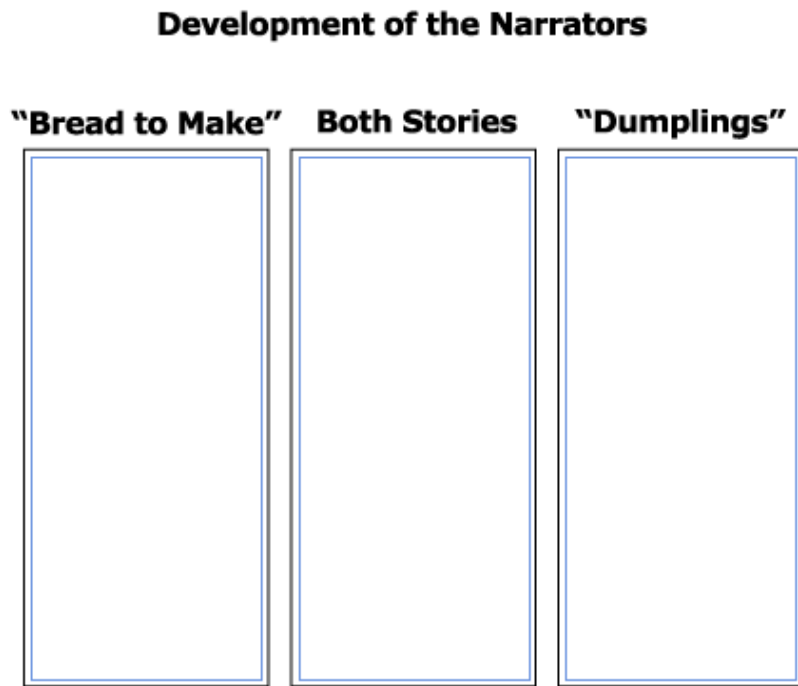
### **Incorrect Responses**

There are no extra responses. Readers who switch meanings may have not made the correct associations based on direct text evidence.

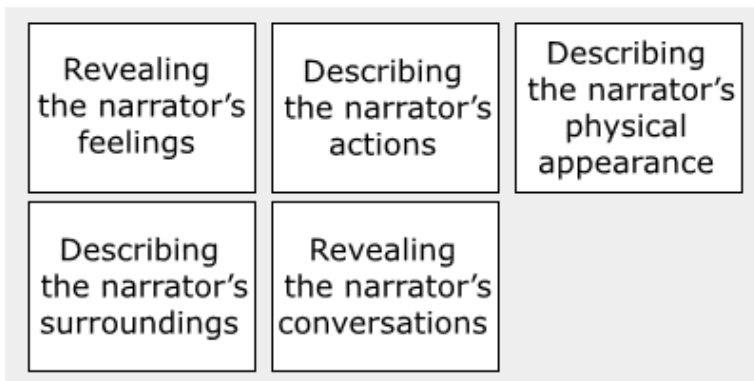
### Question 15

Complete the diagram that compares the way the author develops the narrator of each story.

Drag the ways into the appropriate sections.



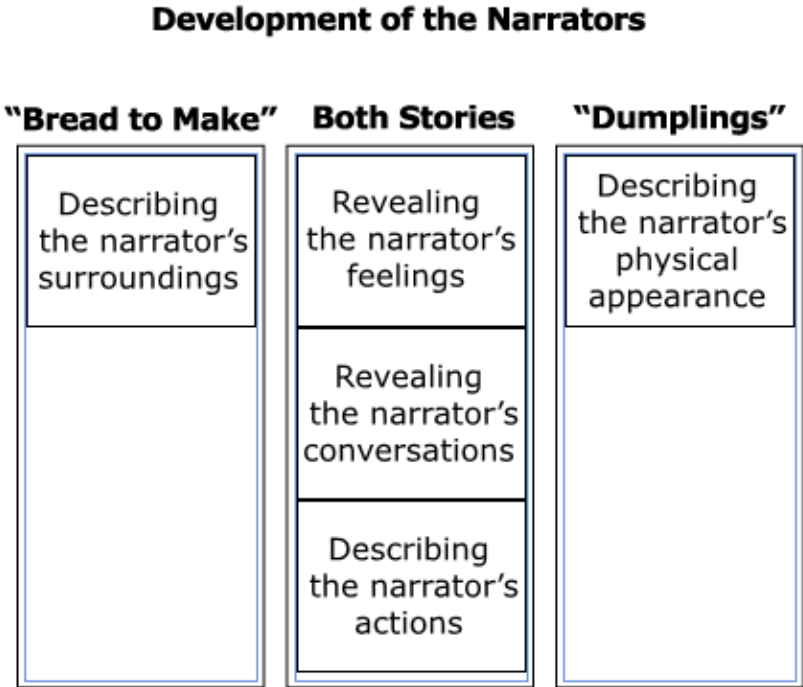
**Ways the Authors Develop the Narrators**



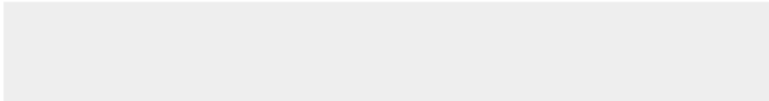
**Question 15 Correct Answers**

Complete the diagram that compares the way the author develops the narrator of each story.

Drag the ways into the appropriate sections.



**Ways the Authors Develop the Narrators**



(Options in "Both Stories" (middle) may appear in any order.)

*Benchmark: 5.1.6.6*

Describe how a narrator's or speaker's point-of-view influences how events are described.

*DOK: III*

*Answer: x*



### *Rationale:*

For a full credit response, readers drag the correct ways into the appropriate sections.

### **Correct Responses**

#### **“Bread to Make”**

**Describing the narrator’s surroundings:** In “Bread to Make,” the narrator gives many visual cues about her environment. In paragraph 2, she recalls the September storms that “swept the farm with flashes of light and with thunder that rumbled and roared.” In paragraph 4, she notes, “An afghan rested in ripples of brown and gold on the back of Grandmother’s sofa.” During the first snowfall in paragraph 9, the narrator notes, “I stumbled behind Grandmother down the stairs. In the warmth from the old wood stove, I put on the layers of clothes she handed to me.”

Although readers may note that the author of “Dumplings” includes the variety of foods they eat, and describes the looks of both the narrator’s mother and aunt, there are no descriptions of the setting.

#### **Both Stories**

**Revealing the narrator’s feelings:** In “Bread to Make”, the narrator’s sorrow at her separation from her father is revealed when she says, “School began and I went, not because it was the law, but because the window of my classroom faced the road, the road that would bring my father back to me” (paragraph 1). Her feelings of joy are evident in paragraph 12 as they sled together in the middle of the night: “Over and over we soared, the notes of our laughter a duet dancing behind us in the night air.” Her feelings of tenderness and love for her grandmother are conveyed in paragraphs 14-15, when she says, “I wrapped my arms around my grandmother. We leaned together shyly. ‘Thank you,’ I whispered.”

In “Dumplings,” the narrator is very upfront about her emotions: “I feel nervous as I rush to the front door,” she says in paragraph 22. Later, as they are eating dinner, she notes, “I watch embarrassed as a few of my mutilated dumplings make their way into my aunt’s bowl” (paragraph 23). Finally, after receiving gifts from her aunt, she reveals that “A wave of sadness passes over me” (paragraph 24).

**Revealing the narrator’s conversations:** In paragraph 6 of “Bread to Make,” the narrator asks, “Grandmother, have you ever seen the way trees seem to dance in a storm?” When the narrator’s grandmother wakes her up in the middle of the night to go sledding, her grandmother reveals, “I could never wait until morning” (paragraph 12).

In “Dumplings,” the narrator and her mother converse about how to say “aunt” in Chinese as they prepare dinner in paragraphs 20-21. In paragraph 23, Aunt Shirley tries to connect with the narrator: “‘You make *jiao zi*?’ She asks in broken English, pointing at the dumplings. ‘The bad ones,’ I say.” Finally, in paragraph 24, the author says, “I hardly know how to express my gratitude, but I say ‘Thank-you, Aunt Shirley’ in English. ‘*Bu ke qi*,’ she replies.”

**Describing the narrator’s actions:** In “Bread to Make,” the narrator is seen comforting her grandmother during a storm in paragraph 6, where she notes, “As I talked, Grandmother’s hand eased its death grip a little, and together we watched until the storm was just a whisper.” In paragraph 9, the narrator “stumbled behind Grandmother down the stairs. In the warmth from the old wood stove, I put on the layers of clothes she handed to me.” The narrator and her grandmother go sledding, and afterwards, she says, “we trudged up the hill and home” (paragraph 13).

In “Dumplings,” the narrator recounts a number of her actions. In paragraph 21 she says, “We drop the dumplings, mine included, into a pot of boiling water and wash our hands. I stand in front of the mirror, wondering what my Aunt will think when she first sees me.” Before her aunt arrives, she says, “There’s only time to brush my hair and try to air out the heavy smell of soy sauce.” When the doorbell rings, she notes, “I rush to the front door and yank it open” (paragraph 22).

### “Dumplings”

**Describing the narrator’s physical appearance:** Part of the narrator’s identity crisis in “Dumplings” is her physical appearance. In paragraph 21 of “Dumplings,” the narrator stands in front of a mirror and describes what she sees: “My hair is light brown, and my eyes are hazel. Try as I might, I can’t see a speck of Chinese blood in my features, except for my almond-shaped eyes.”

There is no physical description of the narrator in “Bread to Make.”

### Incorrect Responses

There are no extra responses. Readers who switch ways may misunderstand the difference between them or have failed to make correct associations based on passage evidence.

Question 16

Key words and phrases that represent ideas from each story are listed below.

Drag the words and phrases into the appropriate boxes.

<b>"Bread to Make"</b>	<b>Both</b>	<b>"Dumplings"</b>

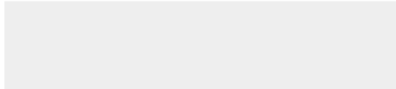
Home	Family
Daily routine	Cultural traditions

**Question 16 Correct Answers**

Key words and phrases that represent ideas from each story are listed below.

Drag the words and phrases into the appropriate boxes.

<b>"Bread to Make"</b>	<b>Both</b>	<b>"Dumplings"</b>
Daily routine	Family	Cultural traditions
	Home	



(Options in "Both" (middle) may appear in either order.)

*Benchmark: 5.1.2.2*

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the correct ideas into the appropriate boxes.

**Correct Responses**

**"Bread to Make"**

**Daily routine:** In paragraph 17 of "Bread to Make," the narrator notes, "It was Saturday, and she was making bread." This narrator's ability to identify the day of the week through her grandmother's actions indicates this was routine behavior. Readers who read closely will recognize multiple references to the orderly passage of time throughout

the story: “Summer slid into autumn. School began and I went,” in paragraph 1. In paragraph 2, “September brought storms that swept the farm,” and in paragraph 7, “October became November.” It is this steady passage of time that brings the narrator one day closer to her reunion with her father.

In contrast, “Dumplings” is the story of one unusual day in the life of the narrator when her aunt visits from China. No references or allusions to daily routine are made in this story.

## **Both**

**Family:** Both “Bread to Make” and “Dumplings” are centered on family connections. In paragraph 18 of “Bread to Make,” the narrator watches her grandmother through a window, and ponders, “I thought about this grandmother who had been there when my father was a boy and who was here for me now, who was present in all the small tasks of the day and in the magic of a moonlit ride.”

In “Dumplings,” the narrator spends an evening with her Aunt Shirley, and feels regret that she has limited understanding of her family and her heritage. In paragraph 24, the narrator reveals, “A wave of sadness passes over me, that I can’t understand Chinese, that I’ve never earnestly tried to connect with my mother’s culture, that I haven’t seen this woman for so long; I know so little.”

**Home:** The idea of home is central to both stories as the place where families can connect and be united together. The setting for “Dumplings” is the narrator’s home, where she and her parents welcome Aunt Shirley for a meal which the narrator helps prepare. In paragraph 22, the narrator relates, “There’s only time to brush my hair and try to air out the heavy smell of soy sauce from the house before the doorbell interrupts me. I feel nervous as I rush to the front door and yank it open.”

In “Bread to Make,” the narrator is living with her grandmother while her father is away for an extended period of time. Throughout this story, the farm house provides constancy for the narrator. After an exuberant night of sledding with her grandmother, the narrator says, “Finally we trudged up the hill and home” (paragraph 13).

## **“Dumplings”**

**Cultural traditions:** The title, “Dumplings,” is a reference to a traditional Chinese delicacy. In this story, the narrator’s awkward attempt to make dumplings parallels her lack of familiarity and disconnection from her Chinese heritage. In paragraph 23, the narrator recalls, “Then comes the dumplings. I watch embarrassed as a few of my mutilated dumplings make their way into my aunt’s bowl.” This experience, along with the rest of the evening with her Aunt Shirley, is a turning point for the narrator, who

realizes in paragraph 24 that “Suddenly, I wanted, *needed* to be able to share my culture for generations.”

In “Bread to Make,” readers may be drawn to the idea that the grandmother’s Saturday ritual of making bread, or even her confession that she sleds in the middle of the night during the first snowfall, represent cultural traditions. While these may be the grandmother’s established routines or actions, they do not reflect a specific cultural background, only her individual preferences.

### **Incorrect Responses**

There are no extra responses. Readers who switch ideas may have not made the correct associations based on the most specific text evidence.

## Question 17

The narrators in both stories are similar because they both

- A. reach an important understanding.
- B. struggle with another character.
- C. reach the end of a journey.
- D. solve a problem.

*Benchmark: 5.1.3.3*

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*DOK: III*

*Answer: A*

Rationale A	Correct: The pivotal moment in each story occurs when the main character—the narrator—comes to self-understanding and a strong sense of connection with the past and those who love her. In “Dumplings,” this understanding comes in paragraph 24 when the narrator decides she needs to embrace her Chinese culture. In “Bread to Make,” the narrator seems to come to terms with the fact that her father is not there for her (paragraph 19), but that her grandmother will be.
Rationale B	In each story, another character (the aunt in “Dumplings,” the grandmother in “Bread to Make”) is instrumental in leading the main character to self-understanding, but the role is supportive rather than adversarial.
Rationale C	Although each narrator reaches an emotional resolution in her respective story, both are still in the midst of transition: in “Bread to Make,” the narrator continues to await the return of her father, and in “Dumplings,” the narrator has just begun her journey to discover her Chinese heritage.
Rationale D	Although each main character faces challenges (trying to connect with her culture of origin and demonstrating her gratitude in “Dumplings,” and dealing with her father’s departure in “Bread to Make”), neither story has a classic problem-solution structure.

## Question 18

Read these stories about families. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

### Selection 1

#### Bread to Make

by Sue Vierung

5 I sat at her feet, and light and fleeting as the touch of a butterfly, my hand touched her knee.

8 I was sleeping, dreaming deeply, when Grandmother's hand shook me awake.

9 I stumbled behind Grandmother down the stairs. In the warmth from the old wood stove, I put on the layers of clothes she handed to me. Once I was dressed to the last button and boot, Grandmother seemed satisfied.

18 I thought about this grandmother who had been there when my father was a boy and who was here for me now, who was present in all the small tasks of the day and in the magic of a moonlit ride.

### Selection 2

#### Dumplings

by Meagan Nolan

21 "She should be here any minute," my mom says nervously while fiddling with her cooking apron. We drop the dumplings, mine included, into a pot of boiling water and wash our hands. I stand in front of the mirror, wondering what my Aunt will think when she first sees me. My hair is light brown, and my eyes are hazel. Try as I might, I can't see a speck of Chinese blood in my features, except for my almond-shaped eyes. I wonder if she is going to recognize me.

22 There's only time to brush my hair and try to air out the heavy smell of soy sauce from the house before the doorbell interrupts me. I feel nervous as I rush to the front door and yank it open. My mom follows close behind, smoothing back her hair while my dad rises to greet our guest. "Ah, Wai Sheng Nu!" The face of the woman at the door breaks into a huge smile and she embraces me. My Aunt Shirley could have been the twin of my mother. They have the same short black haircut, small stature, black-rimmed glasses, and oval face. They're standing together now, talking in rapid and incomprehensible Mandarin, their faces glowing identical with happiness.

Both stories explore the topic of strong family relationships.

Scroll through both passages to select two sentences from each that support the topic of strong family relationships.



23 We rush her to the dinner table, where there are six or seven courses waiting. During dinner, she continually leans over, taking my face in her hands, kissing my cheeks. I don't mind and smile. We eat our way through the white rice, tofu, stir-fried vegetables, noodles, kung pao chicken, and rice congee. Then comes the dumplings. I watch embarrassed as a few of my mutilated dumplings make their way into my aunt's bowl. My mom is talking in Chinese again. Suddenly my aunt is beaming. "You make jiao zi?" She asks in broken English, pointing at the dumplings. "The bad ones," I say. She seems to know what I mean, and lifts one with her chopsticks, placing it in her mouth. She mostly eats the ripped ones, the ones I made. She looks happier with each bite.

24 After dinner, she hands me a red and gold envelope filled with money and a green jade necklace. I hardly know how to express my gratitude, but I say "Thank-you, Aunt Shirley" in English. "Bu ke qi," she replies. We're silent, looking at each other, unable to communicate any further. A wave of sadness passes over me, that I can't understand Chinese, that I've never earnestly tried to connect with my mother's culture, that I haven't seen this woman for so long; I know so little. I wondered how it would be with my children, who would most likely be a quarter Chinese and would know even less than I do. Suddenly, I wanted, needed to be able to share my culture for generations. "Xie Xie, Xiao Yi," I say it again, this time translating to horribly accented Mandarin. Then I embraced my Xiao Yi. For once, I didn't just feel American. I know now that half of me is Chinese and always will be.

(To see entire passage text, refer to the Reading Sampler.)

*Benchmark: 5.1.2.2*

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two sentences from passage 1 and the two sentences from passage 2 that support the topic of strong family relationships.

**Selection 1**

**Correct Responses**

**"I sat at her feet, and light and fleeting as the touch of a butterfly, my hand touched her knee"** (paragraph 5): By sitting at the grandmother's feet during the storm,

the narrator chooses to be in close physical proximity to the grandmother in order to provide comfort. That the grandmother doesn't ask her grandchild to move indicates she, too, is comfortable with the situation. The narrator's light and quick touch on the grandmother's knee demonstrates the loving intimacy of a strong family relationship.

**“I thought about this grandmother who had been there when my father was a boy and who was here for me now, who was present in all the small tasks of the day and in the magic of a moonlit ride”** (paragraph 18): With appreciation, the narrator reflects on how the grandmother was lovingly present for the narrator's father when he was a boy and how she is now lovingly present for her grandchild, the narrator. Appreciation is also being expressed by the narrator for how the grandmother is involved in the small but essential daily tasks that support family life (e.g., bread making). The mention of “a magic moonlit ride” is yet another indication of a strong family relationship shared as the grandmother and grandchild play and enjoy their time together.

### **Incorrect Responses**

**“I was sleeping, dreaming deeply, when Grandmother's hand shook me awake”** (paragraph 8): Although physical contact takes place as the grandmother shakes the grandchild awake, this contact is a practical, everyday action which does not indicate the strength of the family relationship between the two characters. No emotion or reflection is expressed in the action.

**“Once I was dressed to the last button and boot, Grandmother seemed satisfied”** (paragraph 9): Although the grandmother demonstrates good guardianship in making sure the child is appropriately dressed for wintry weather conditions, this action alone does not indicate the strength of the family relationship between the two characters.

### **Selection 2**

#### **Correct Responses**

**“They're standing together now, talking in rapid and incomprehensible Mandarin, their faces glowing identical with happiness”** (paragraph 22): The sisters clearly demonstrate a loving relationship as they stand next to each other, excitedly talking and expressing happiness over seeing each other again. The sisters' strong bond is emphasized in the “rapid and incomprehensible Mandarin” they speak to each other. The sisters are not only excited to see each other, but they may also closely resemble each other, illustrating a physical family bond. They are described as “glowing identical with happiness.”

**“I wondered how it would be with my children, who would most likely be a quarter Chinese and would know even less than I do”** (paragraph 24): Acutely aware of her

lack of familiarity with her own heritage, the narrator regretfully reflects on the possibility that, unless she earnestly tries to connect to her mother's culture, her children will understand their heritage even less than she. This thought prompts her to realize, "Suddenly, I wanted, *needed* to be able to share my culture for generations."

### **Incorrect Responses**

**"Try as I might, I can't see a speck of Chinese blood in my features, except for my almond-shaped eyes. I wonder if she is going to recognize me"** (paragraph 21):

Although the narrator is trying to detect Chinese ethnicity in her physical features, she is not searching for a strong emotional bond with her aunt in this moment. She is matter-of-factly observing she has a physically weak resemblance to the Chinese side of her family, and this observation makes her wonder whether her aunt will know who she is.

**"She mostly eats the ripped ones, the ones I made"** (paragraph 23): Although the narrator's aunt is purposefully eating the oddly-shaped dumplings as a way of supporting her niece, this single gesture of politeness does not offer definitive evidence of a strong family relationship.

**MCA-III Item Sampler Paper Answer Key  
Grade 5 Reading**

**Segment 1  
7 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
1	B	MC	Sec. 1, #1	Craft and Structure	5.1.6.6	II
2	C	MC	Sec. 1, #3	Key Ideas and Details	5.1.2.2	III
3	A	MC	Sec. 1, #4	Craft and Structure	5.1.6.6	II
4	C	MC	Sec. 1, #5	Craft and Structure	5.1.4.4	II
5	A	MC	Sec. 1, #6	Craft and Structure	5.1.4.4	II
6	D	MC	Sec. 1, #8	Key Ideas and Details	5.1.3.3	II
7	B	MC	Sec. 1, #9	Key Ideas and Details	5.1.3.3	II

**Segment 2  
7 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
8	B	MC	N/A	Key Ideas and Details	5.2.2.2	III
9	C	MC	Sec. 2, #7	Key Ideas and Details	5.2.1.1	I
10	D	MC	Sec. 2, #2	Craft and Structure	5.2.4.4	II
11	A	MC	Sec. 2, #4	Key Ideas and Details	5.2.1.1	II
12	C	MC	N/A	Craft and Structure	5.2.6.6	III
13	D	MC	Sec. 2, #8	Craft and Structure	5.2.6.6	III
14	B	MC	Sec. 2, #10	Craft and Structure	5.2.6.6	II

**Segment 3  
11 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
15	A	MC	Sec. 3, #1	Key Ideas and Details	5.1.3.3	II
16	D	MC	Sec. 3, #2	Craft and Structure	5.1.5.5	III
17	C	MC	Sec. 3, #3	Key Ideas and Details	5.1.3.3	II
18	C	MC	Sec. 3, #4	Craft and Structure	5.1.5.5	II
19	D	MC	Sec. 3, #5	Key Ideas and Details	5.1.3.3	II
20	C	MC	Sec. 3, #6	Key Ideas and Details	5.1.2.2	II
21	B	MC	Sec. 3, #7	Key Ideas and Details	5.1.3.3	II
22	A	MC	Sec. 3, #8	Key Ideas and Details	5.1.2.2	II
23	A	MC	Sec. 3, #9	Key Ideas and Details	5.1.1.1	II
24	B	MC	Sec. 3, #10	Key Ideas and Details	5.1.3.3	II
25	D	MC	Sec. 3, #11	Key Ideas and Details	5.1.2.2	III

**Segment 4**  
**11 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
26	B	MC	Sec. 4, #1	Key Ideas and Details	5.1.3.3	II
27	C	MC	Sec. 4, #2	Key Ideas and Details	5.1.3.3	II
28	B	MC	Sec. 4, #4	Craft and Structure	5.1.4.4	III
29	A	MC	Sec. 4, #5	Key Ideas and Details	5.1.3.3	II
30	C	MC	Sec. 4, #7	Key Ideas and Details	5.1.1.1	I
31	A	MC	Sec. 4, #8	Key Ideas and Details	5.1.1.1	I
32	B	MC	Sec. 4, #9	Key Ideas and Details	5.1.3.3	II
33	C	MC	Sec. 4, #10	Key Ideas and Details	5.1.3.3	III
34	D	MC	Sec. 4, #11	Key Ideas and Details	5.1.1.1	II
35	D	MC	Sec. 4, #13	Key Ideas and Details	5.1.1.1	II
36	A	MC	Sec. 4, #17	Key Ideas and Details	5.1.3.3	III

**Passage Characteristics**

Segment	Title	Type	Online Sampler Location	Lexile	Word Count
1	Pemba Sherpa	L	Sec. 1	540	891
2	The Cedar: A Many Splendored Tree	I	Sec. 2	680	679
3	In the Ebony Room	L	Sec. 3	N/A	207
4	Bread to Make/Dumplings	L/L	Sec. 4	830/890	1190