No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age or genetics. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; The Americans with Disabilities Act of 1990 and The Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8165.

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INTRODUCTION

This bulletin provides specific information about the Alabama Reading and Mathematics Test + (ARMT +). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT + is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT +. Multiple-choice and open-ended items assess student performance on the ARMT + in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

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DEFINITION OF READING MATERIALS

**Literary/recreational** reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

**Informational/textual** reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

**Functional** reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.
## CONTENT STANDARDS

### Grade 6

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<th>CONTENT STANDARD</th>
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| 1 – Apply strategies, including making complex predictions, interpreting characters’ behaviors, and comparing and contrasting, to comprehend sixth-grade literary/recreational materials. Examples: complex predictions – order of events, potential conflicts  
• Identifying supporting details  
• Using context clues  
• Identifying sequence of events  
• Making generalizations | 17 |
| 2 – Interpret literary elements and devices, including implied main idea, conflict, and personification.  
• Identifying the climax | 14 |
| 3 – Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing and contrasting to comprehend sixth-grade textual/informational and functional materials. Examples: complex predictions – results of actions, expected learning from a chapter or unit  
• Drawing conclusions  
• Making generalizations  
• Using context clues  
• Identifying sequence of events  
• Previewing text features, such as headings, before reading | 15 |
| 4 – Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade textual/functional materials.  
• Details related to main idea | 15 |
| **TOTAL POINTS POSSIBLE** | **61** |
PASSAGES WITH ITEMS

These are the directions given to students.

DIRECTIONS:

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your answer in the answer document.
Interesting Colbert County

There are 67 counties in the state of Alabama. Each county is rich with history and its own unique stories. Colbert County, located in the northwest corner of the state, has its share of exciting beginnings and claims to statewide fame. Steeped in history and alive with the future, Colbert County deserves a closer look.

Early History

In 1815, General Andrew Jackson recommended that a road be constructed between Nashville and New Orleans. The new road was named Military Road. Construction on the road began in 1817. It was built in about three years and cost approximately $300,000. When finished, Military Road was 483 miles long. It took seventeen days for a stagecoach to travel from Nashville to New Orleans. Military Road crossed the Tennessee River by Jackson Hollow, Alabama, and went through what was then called Ococoposa, meaning “cold water.” A small log cabin served as the Coldwater Stagecoach Stop. This cabin still stands on Dickson Street in Tuscumbia, Alabama. Visitors can see old tickets and tools that were used when it was a stagecoach stop.

After several name changes, Coldwater finally changed its name for the last time to Tuscumbia in 1822. This name was in honor of a Native American chief. The town grew quickly. More and more pioneers followed Military Road into Alabama and settled there. By the early 1800s, many businesses were open in Tuscumbia. The town asked for a railroad line since a train would make it easier to transport supplies. The tracks would have to go around the rocky area of the river at the town of Muscle Shoals. The railroad line was finished in 1832, and trains carried both mail and passengers. More settlers and businesses arrived. By the 1840s, Tuscumbia had six stores and three hotels. It also had two doctors, a wagon maker, a blacksmith, a mill, and a school. Modern-day visitors to the Tuscumbia Depot can learn about how the railroad helped the town to grow.

Colbert County was created by the state legislature on February 6, 1867, and Tuscumbia became the county seat (the town in which the offices of the county government are located). Colbert County was named for George and Levi Colbert, well-known Chickasaw leaders who lived in the area. The Colbert brothers were very successful.
Levi Colbert owned and raised cattle, horses, and sheep. He made a good profit from his livestock business. George Colbert ran a ferry business to transport people across the Tennessee River. This well-known ferry was called the Colbert Ferry. It was an important method of transportation, not only to travelers, but also to merchants.

A Famous Resident

One of the most famous residents of Tuscumbia was Helen Keller. Helen Keller was born on June 27, 1880. Her home was a white frame cottage built by her grandparents. Since ivy grew everywhere, the house was called Ivy Green. It was here, at the water pump in the backyard, that Keller learned the word “w-a-t-e-r” with the help of her teacher, Anne Sullivan.

Visitors to Ivy Green can walk under boxwood trees that are 150 years old. The home has furniture that the Keller family used. It also has Keller's braille books and her original braille typewriter. Braille changes letters and numbers into small bumps on paper. It is a way for people who are blind to read.

Tourist Attractions

Spring Park is Tuscumbia’s most popular park and favorite tourist attraction. This park has the world’s largest manufactured waterfall called Coldwater Falls. It took 120 days to build. The largest stone weighs 77,000 pounds. More than 4 million gallons of water pass over the falls each day.

The Spring Park Light and Water Show is an amazing sight to see. It takes place every Friday, Saturday, and Sunday at sundown. Fifty-one jets spray water from Spring Creek 150 feet into the air. The water appears to dance to music and colored lights. The music that plays during the show was recorded by singers and musicians from Alabama.

Fame Recording Studios is in the city of Muscle Shoals in Colbert County. The studio is the first successful recording studio in Alabama. It is best known for creating “Southern rock,” “Southern soul,” and “country soul.” Well-known performers like Aretha Franklin and musical groups such as Alabama and Lynyrd Skynyrd have made recordings at this studio.

Visitors can continue to explore music in Alabama by visiting the Alabama Music Hall of Fame in Tuscumbia. Built in 1990, this site recognizes the musical talents provided by more than 500 Alabama residents in a wide variety of music types, including country and rhythm and blues. Those who attend can view informational exhibits and also see Alabama's own walk of fame, complete with bronze stars.

Truly, Colbert County hosts a wide variety of both historical and recreational locations to visit. Guests will not be disappointed in a visit to this delightful place.
1. What is the main idea of the passage?

A After various name changes, Coldwater finally became known as Tuscumbia.
B Ivy Green and Spring Park are two popular sites to visit in Tuscumbia, Alabama.
C Colbert County offers visitors a variety of sites and places of interest.
D With the construction of Military Road, Colbert County began to grow into the great place that it is today.

2. The most likely reason for building Military Road was —

A to increase the population in Alabama
B to attract settlers and businesses to Tuscumbia
C to construct a path across the Tennessee River
D to connect the cities of Nashville and New Orleans

3. According to the passage, what opened first?

A Coldwater Falls
B Tuscumbia Depot
C Coldwater Stagecoach Stop
D Colbert Ferry

4. Which Alabama industry is promoted during the Spring Park Light and Water Shows?

A Music
B Tourism
C Farming
D Transportation
5. Based on the passage, which generalization can be made about Alabama and music?

A. Alabama residents enjoy listening to music.
B. Successful musicians with a variety of styles have come from Alabama.
C. Alabama musicians have established informational exhibits for visitors.
D. Music is the most important industry in Alabama.

6. The author of the passage is mainly trying to persuade the reader —

A. to try a new kind of transportation
B. to visit businesses in Alabama
C. to listen to Southern styles of music
D. to stop for a visit in Colbert County

7. Explain why people interested in history may want to visit Colbert County.

Use details from the passage to support your answer.

Write your answer in the answer document.
The Bird

“Come back, Butch!” shouted Tom as he scrambled after the brown terrier. “You’re not dry yet!”

The dog raced across the field behind Tom’s house, heading for some pine trees. Butch was not fond of his weekly bath and tried to escape at every opportunity.

“If he gets into the woods, he’ll need another bath,” mumbled Tom. “I wish Molly were here to help.”

Just then, a girl rushed up. “Did he take off again?”

Turning to find his friend Molly, Tom replied, “Yes, and he’s probably already rolling in dirt. We need to bring him back.”

As the two friends headed for the trees on the far side of the field, they heard Butch barking.

“Butch doesn’t usually bark unless there’s trouble,” said Tom. Molly and Tom hurried. They found Butch barking furiously at a small bird on the ground. It flapped one wing rapidly in a desperate attempt to fly away while it held the other wing close to its side.

Tom grabbed Butch and pulled him away. Molly carefully picked up the bird and tried to console it with a soothing voice.

“I think its wing is broken,” whispered Molly.

“Let’s take it to my house. Dad will know what to do,” said Tom.

Back at the house, Tom’s dad looked the bird over. He agreed that the wing was broken. Carefully, he set the wing to keep it still.

“The bird will need looking after until its wing heals,” said Tom’s dad. “Are you up for it?”

“Oh, sure,” both Tom and Molly replied.

“You’ll need to keep it fed and watered every day,” cautioned Tom’s dad.

“We will,” promised Tom. The two found an old birdcage in the garage and set it on Tom’s porch. Molly put the bird inside while Tom found a water dish.

Molly suggested, “How about we take turns? I’ll go hunt for some worms while you stay and watch the bird. Tomorrow we’ll switch.”

“Oh,” agreed Tom.

The two friends took turns caring for the bird. They became quite fond of the little bird as each day it grew stronger.

After a few weeks had passed, Tom’s dad said, “It looks fine.” The bird seemed to confirm this as it fluttered both wings.

“I think we need to keep the bird a while longer,” said Tom.

“Yeah. I don’t want to let it go too soon and have it not be able to live on its own,” chimed in Molly.

“You know this bird owes you its life,” said Tom’s dad. “But now it’s time to let it go.”

“Okay, Dad,” said Tom. “We’ll take it to the woods this afternoon.”
Butch tagged along as Molly and Tom walked slowly to the trees where they had first found the bird. Opening the cage door, they stood back. The bird hopped slowly to the opening and then suddenly flew out. It settled on a nearby tree limb. Butch barked once, and the bird flew off into the deep green needles of the pine trees.

“Well, Butch, it’s bath time again,” said Tom. “But we’ll make sure you don’t get out until you’re dry.”
5. One detail that supports the main idea of this story is —

A  Butch is bathed weekly  
B  Butch was barking at a bird  
C  Molly handled the bird very gently  
D  Tom set the bird’s broken wing

6. One conflict in the story is that Butch —

A  prefers to run in the woods rather than play  
B  does not like to take baths, but needs one  
C  likes to roll in the dirt after having a bath  
D  does not like to bark if there is trouble

7. You can tell that Tom’s dad —

A  is nervous about caring for animals  
B  wishes to keep the injured bird for a pet  
C  is unhappy with Tom and Molly  
D  wants what is best for the bird

8. The author describes how Tom and Molly take care of the bird in order to —

A  suggest a way to begin a wild animal hospital  
B  show that being kind and helpful can save a life  
C  imply that wild birds can interact well with dogs  
D  compare how birds and dogs interact with people
9. The conflict Tom and Molly have when letting the bird go is about —

A working  
B helping  
C feelings  
D bathing

11. Identify the two times that Tom’s dad plays an important role in helping the bird. Explain how his behavior teaches Tom and Molly some valuable lessons.

Use details from the story to support your answer.

Write your answer in the answer document.

10. Which sentence from the story best states the main idea?

A “‘I wish Molly were here to help.’”  
B “‘Did he take off again?’”  
C “‘Let’s take it to my house.’”  
D “‘But now it’s time to let it go.’”

12. Identify two different ways Tom and Molly help animals in the story. Explain how their interaction is important to the main idea of the story.

Use details from the story to support your answer.

Write your answer in the answer document.
Picnic in the Backyard

A nice soft blanket
to lay upon the green prickly grass

A perfect spot
under a tree;
5 the shade protecting me from the hot rays of the sun

I like to fall asleep outdoors sometimes

Ice cold drinks to refresh me
homemade sandwiches and fresh ripe fruit
perhaps some salad to further remind me
10 of the joys of nature

And, of course
some savory dessert
I mean, how can you have a picnic lunch
without a delectable dessert

15 Fresh air and sunshine
a nice summertime breeze
the sound of birds singing and crickets chirping

Dining outdoors
with the wind blowing through my hair

20 How lovely everything seems
on a bright sunny day

The ants may be tempted
but they are certainly not invited to join

Perhaps I’ll leave some cookie crumbs
25 a few feet away
to divert them
from my perfect picnic
1. Which sentence best describes the main idea of the poem?

A Nature makes a picnic very enjoyable.
B A picnic is not complete without dessert.
C Food tastes better when it is eaten at a picnic.
D Fresh air makes it easy to fall asleep at a picnic.

2. What does the narrator believe will spoil the picnic?

A The hot sun
B Prickly grass
C Invading ants
D A strong wind

3. What did the narrator plan to do in order to solve the problem?

A Take a nap
B Lie on a blanket
C Sit in the shade of a tree
D Put crumbs away from the picnic

4. In the future, the narrator will probably —

A invite his friends to come along
B enjoy his picnic lunch indoors
C bring an extra dessert with him
D find another perfect spot outdoors

5. In line 17 of the poem, the narrator writes about “the sound of birds singing and crickets chirping.” The line helps the reader —

A prepare for the mention of ants later in the poem
B imagine what the narrator is hearing at the picnic
C remember that the setting of this poem is outdoors
D know what animal noises to expect at a picnic
6. How could the wind in the poem *best* be personified?

A A warm wind flows over the perfect picnic.
B A warm wind blows through the trees.
C A summer wind combs my hair with its fingers.
D A summer wind cools the sunny day.

9. You can tell that the narrator —

A prefers cookies to fruit
B dislikes sleeping on the grass
C enjoys a sunny summer day
D likes to play outdoor sports

7. The narrator is *similar* to the ants in that they all —

A want to enjoy the picnic
B like to listen to nature
C need some relaxation
D prefer the shade of a tree

10. In the poem, what is the narrator's opinion of nature?

Use details from the poem to support your answer.

Write your answer in the answer document.

8. In the poem, which item is different from the others?

A “bright sunny day”
B “delectable dessert”
C “summertime breeze”
D “fresh air and sunshine”

11. Explain the narrator's plan to protect his “perfect” picnic.

Use details from the poem to support your answer.

Write your answer in the answer document.
It’s About Time . . .

People have been keeping time for thousands of years. The first timekeeping devices were very inaccurate. They measured time by the sun, or by the falling levels of water or sand. The sundial was developed from a simple observation. As the Earth turns, the sun appears to cross the sky, and the shadows it casts move across the ground. If the positions of the shadows are marked at regular intervals, they can be used to tell the time.

The first clocks we know much about were made toward the end of the 13th century. Some of them had no hands and no faces. These clocks told time simply by striking the hour. Bells were important parts of early clocks. The word “clock” comes from the French word *cloche*, which means bell.

Hammers held in the hands of little figures of people struck the bells of some of the early clocks. These little figures were called “jacks-of-the-clock.”

In 1713, the British government offered a money prize of 10,000 pounds to anyone who could make a timepiece that would keep really accurate time. It was 47 years before the prize was won. A timepiece that lost less than 2 minutes on an ocean voyage of 5 months won it. The timepiece was called a chronometer. A little later, a chronometer was made that lost only 7 seconds on a 46-day voyage. From chronometers, watch and clockmakers found ways of making their clocks and watches better.

Mechanical clocks are much more accurate. They have three main parts: an energy supply, a mechanism for regulating the energy, and a way of showing the passing of time.

A coiled spring or a weight supplies the energy. The weight hangs on a cord wound around a shaft so that the weight turns the shaft to move the gears. The spring unwinds, or the weight falls and turns a series of interlocking toothed wheels. Hands linked to the wheels rotate around a dial. The gears make sure that the minute hand goes around twelve times faster than the hour hand.

Now many clocks have neither springs nor weights. Many are run by electricity. Electric clocks are very good and very dependable timekeepers.

Digital or electronic watches have a piece of quartz crystal that vibrates at 32,768 times a second. An electronic circuit uses these movements to turn the hands or change numbers on the watch face.
1. You would probably find the passage in a —

A world atlas  
B literature book  
C magazine about clocks  
D book about school bells

2. Based on the passage, which generalization can be made about timekeeping devices?

A They are larger today than in the past.  
B They are more attractive today than in the past.  
C They are louder today than in the past.  
D They are more accurate today than in the past.

3. What belongs in the empty box in the timeline of timekeeping development?

Bell clocks  $\Rightarrow$ Mechanical clocks  $\Rightarrow$  $\Rightarrow$ Digital or electronic watches

A Hammer clocks  
B Spring clocks  
C Electric clocks  
D Chronometers

4. Based on the information in the passage, what prediction can you make about how clocks will change in the future?

Use details from the passage to support your answer.

Write your answer in the answer document.

5. What is the main idea of the passage?

Use details from the passage to support your answer.

Write your answer in the answer document.
Adinkra is stamped cloth made by the Ashanti people in the African country of Ghana. The cloth is named for one of their kings. It is stamped with symbols that tell about who the Ashanti people are. The images are repeated to make a pattern. You can use symbols that tell something about you.

**Making the stamps:**
Adinkra symbols used by the people of Ghana:

![Adinkra symbols](image)

Symbols you might use:

![Symbols you might use](image)

**Materials:**
1. Potatoes or kitchen sponges
2. Craft knife or scissors
3. Fabric paints in many colors
4. Paper or plastic plate
5. White cotton cloth

**How the Ashanti people make Adinkra:**
1. The Ashanti cut and carve a hard gourd into shapes they like.
2. They choose symbols from their lives or a wise saying they want to remember.
3. The Ashanti cut the symbol into the gourd. Each symbol is unique.
4. They make inks out of roots and tree bark.
5. They press the stamp into the ink, then onto the cloth. They repeat this process again and again to make a pattern. They stamp in parallel lines so all the symbols are in a line running next to each other.

**How you can make Adinkra:**
1. You will use the sponges or potatoes instead of a gourd to make your stamps.
2. Choose shapes and symbols that are part of your life.
3. Draw the shapes and symbols on the sponges or potatoes using a marker. Use the scissors or craft knife to cut the shapes out. Remember to cut away the parts that you don’t want to print onto the cloth.
4. Squeeze some fabric paint onto the plate. Press your stamps onto the paint.
5. Test your stamps on a piece of paper towel or paper plate before you begin stamping on the cloth. Repeat your symbols in parallel lines to make a pattern.

Like the cloth of the Ashanti people, when the paint has dried, your cloth is ready. You can sew blocks of stamped cloth together like a quilt. You can also use your stamps to decorate your clothing, table cloths, napkins, or curtains. You can use your stamps on paper, too, to make a picture or to make wrapping paper. Look at your cloth. Do your symbols convey who you are?
1. Which part of the process of making Adinkra cloth takes the most time to complete?

A Draw the shapes on the potatoes or sponges.
B Squeeze your paint onto a plate.
C Let the fabric completely dry.
D Stamp designs onto the fabric in parallel lines.

2. The selection is designed mostly for people who —

A study foreign ancient cultures
B enjoy making personal crafts
C live in African countries
D want to learn more about symbols

3. Explain what a student can learn by participating in an activity from another culture.

Use details from the selection to support your answer.

Write your answer in the answer document.

4. Explain the relationship of selecting unique stamp designs to creating Adinkra cloth.

Use details from the selection to support your answer.

Write your answer in the answer document.
How Writing Developed

Today we see writing all around us. There is writing in books, on signs, and on computer screens. Most children learn to read and write at an early age and use these skills to gather and share information in books, magazines, letters, and e-mail messages. Businesses depend on written words to communicate and to sell products. Governments rely on written documents as the basis for their laws. We would be lost without writing.

The earliest people had no system of writing. Writing developed over thousands of years in different cultures around the world. People in ancient Egypt, Mesopotamia, Crete, China, and elsewhere all made important contributions.

Before writing as we know it existed, drawings were used as a form of communication. Rock drawings have been found in many places. One rock drawing in a mountainous region of New Mexico shows a mountain goat standing up and a man riding a horse upside down. Archaeologists believe that the drawing was a warning to riders that the trail was too steep.

Modern forms of writing began when people learned to use symbols, such as letters and words, to stand for ideas. At first, they used pictures that stood for words. For example, a picture might show a hunter, the weapons the hunter used, and a pair of deer the hunter killed. Further developments occurred in Mesopotamia, where people known as Sumerians learned to use the same symbols to stand for different words. The writing used by ancient Egyptians used symbols known as hieroglyphs. It was similar to the writing of the Sumerians.

Even greater advances were made in China about 3500 years ago. The Chinese used tens of thousands of signs. With their system, they could write proper names and new words. This, however, was a knotty system. To make writing easier, things had to be simplified in some way. The answer was the development of alphabets. The Phoenicians are often credited with developing one of the first useful alphabets. The Phoenician alphabet used about 20 or 30 signs. They were well on their way to at least one type of modern writing because, as we know, the modern English alphabet uses 26 letters.
1. You can tell from information in the passage that —

A all early art dealt mainly with hunting
B the Phoenician alphabet is more difficult to understand than the English alphabet
C drawing was one of the earliest forms of written communication
D people from many cultures understood Egyptian hieroglyphs

2. The author of the passage probably finds the history of writing development to be —

A fascinating
B humorous
C challenging
D useless

3. What is the meaning of the word *knotty* in the passage?

A Effective
B Complicated
C Mysterious
D Acceptable

4. According to the passage, the form of writing that occurred after rock drawings used —

A symbols such as letters and words
B the use of proper names and new words
C the Phoenician alphabet
D the modern English alphabet
5. The passage would most likely appear in a book titled—

A  The Tombs of Egypt  
B  Getting Your Stories Published  
C  Great Advances in Human History  
D  China's Relations with the West

6. The purpose of the first paragraph is to —

A  show how important writing is in our daily lives  
B  emphasize that writing is used mostly in business and government  
C  contrast writing done by young people with the writing of adults  
D  compare writing in print form with writing done on a computer

7. Who does the passage say is thought to have developed one of the first useful alphabets?

A  The Sumerians  
B  The Egyptians  
C  The Chinese  
D  The Phoenicians

8. Which sentence is an opinion?

A  “Today we see writing all around us.”  
B  “We would be lost without writing.”  
C  “The earliest people had no system of writing.”  
D  “The Phoenician alphabet used about 20 or 30 signs.”
9. According to the passage, the Sumerians first began writing to —

A  tell stories about their history
B  send warning messages to travelers
C  establish the laws of their government
D  keep track of things such as animals

10. According to the passage, a rock picture in New Mexico showed an upside down —

A  pair of deer
B  herd of cattle
C  horse and rider
D  mountain goat

11. What is the author’s attitude toward the subject of the passage? How do you know? Use details from the passage to support your answer. Write your answer in the answer document.

12. In the 5th paragraph, the author uses the phrase “a knotty system.” What did the author mean by the phrase? Why did the author choose these words to express his idea? Use details from the passage to support your answer. Write your answer in the answer document.

13. Before modern alphabets and writing were developed, how did people communicate with one another through nonverbal means? How was that communication useful? What problems could that communication cause? Use details from the passage to support your answer. Write your answer in the answer document.
Two Bears

Did you know there are eight different kinds of bears in the world? Only two kinds of bears live in the continental United States: the brown bear and the American black bear. (The continental United States is the lower 48 states, not including Hawaii or Alaska.) The brown bear lives in the northwestern part of the country. The black bear can be found as far south as Florida.

Distinguishing Characteristics

It may be difficult to tell the difference between these two types of bears. However, there are some physical characteristics that can help distinguish between them.

Brown bears are generally heavier and larger than black bears and have a distinctive shoulder hump. This hump is made of very strong shoulder muscles. These muscles, combined with long, curved claws, help them find food and build their dens. Brown bears can weigh up to 1,000 pounds and may grow to eight feet long. The color of their fur can be influenced by shedding, hair growth, and nutrition. As a result, their fur ranges from blonde to very dark brown. Brown bears can also have some long hairs that are lighter in color at the ends, giving them a “grizzled” appearance.

Black bears are the smallest of the North American bears. The black bear may weigh as much as 400 pounds and can grow six feet long. Although they are called “black bears,” they may actually have fur that is light blonde, gray, cinnamon, or even silvery-blue. They have small eyes, a short tail, rounded ears, and a long nose. Their claws are smaller and more tightly curved than the claws of brown bears.

You may wonder how best to tell the two bears apart. The most effective way is to look for the shoulder “hump,” which is much more noticeable on brown bears.

 Territory

Brown bears and black bears rarely share the same territory. Originally, brown bears roamed over much of the western United States. However, over time, their territory has decreased. Today, brown bears can be found in the northwestern continental United States within certain areas of Washington, Idaho, Wyoming, and Montana. Brown bears will travel great distances to find food and prefer habitats that are open landscapes.

Black bears prefer a forest habitat. They can be found as far south as Florida, Georgia, and Alabama. Black bears may also live in mountain areas and swamps. Most black bears travel within a range of 15 miles, but larger distances have been observed.
Diet

Even though these two kinds of bears prefer different habitats, their diets are similar. Brown bears eat berries, roots, and small rodents and will prey on elk, moose, and other animals. Fish, especially salmon, is also a popular food for brown bears. They may eat 80 to 90 pounds of food in one day and can be found hunting in the morning and early evening when it is cooler. During the day, brown bears will sometimes rest in cooler areas. As winter draws near, it is common for brown bears to hunt for food during most of the day to help prepare for hibernation.

Black bears are mostly vegetarian. They are somewhat nomadic, which means they will travel to find food, especially as winter approaches. Since their primary habitat is the forest, they most often eat grasses, berries, insects, and roots, but they may also consume fish and the remains of other mammals. These bears usually gather food just before sunset. They nap often during the day and then continue their search for food in the afternoon. Sometimes black bears will look for food during the evening hours to avoid humans or other animals. But most of the time, black bears go to sleep about an hour or two after sunset.

Hibernation

The amount of food available to a bear will affect its length of hibernation. Black bears living in the northern portion of their range generally hibernate longer because food is more scarce during the winter months. However, in the southern climates where food is available longer during the year, a bear’s hibernation period is shorter.

Dens

Both bears require special places during times of rest. Brown bears may dig dens in dry, solid hillsides where the temperature will remain above freezing during the winter months. The temperature remains higher because of insulation from snow cover.

Black bears will rest in caves, burrows, or brush piles. They may even build simple nests on the ground that consist of leaves, grass, and twigs. They leave their insulated, furry backs exposed to the elements.

The brown bear and the American black bear are magnificent creatures that deserve respect. If we are not careful, we may find ourselves without these animals on our planet, something that would surely have a negative effect on our world.
1. Which characteristic of a brown bear allows it to dig a den in a hillside?
   
   A  Its size and weight
   B  Its long nose
   C  Its shoulder hump and claws
   D  Its grizzled appearance

2. Based on the passage, what *most likely* gives the grizzly bear its name?
   
   A  Its diet
   B  Its hair
   C  Its travel habits
   D  Its shoulder hump

3. Why are black bears *most likely* able to hibernate in places exposed to the elements?
   
   A  They prefer open landscapes.
   B  They have fur that insulates their backs.
   C  They are accustomed to mountain areas.
   D  They rest for short periods of time.

4. Which generalization does the author make about brown bears and black bears?
   
   A  Although similar in looks, brown bears and black bears have little in common.
   B  Bears in this country are finding ways to adapt to shrinking habitats.
   C  Even though a brown bear is larger, it is not as hardy as a black bear.
   D  The area of the country in which a bear lives influences its habits.

5. Compare and contrast the diets of brown bears and black bears. Use details from the passage to support your answer.
   
   Write your answer in the answer document.
ITEMS NOT ASSOCIATED WITH A PASSAGE
## Personification Items

**These are the directions given to students.**

**DIRECTIONS:**

Read each question and choose the best answer. Then mark the space for the answer you have chosen.

<table>
<thead>
<tr>
<th>1. Which sentence is the <em>best</em> example of personification?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Roy’s locker is like a junkyard.</td>
</tr>
<tr>
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</tr>
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<td><strong>C</strong> Roy’s locker struggles to hold his belongings.</td>
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<th>3. Which sentence is the <em>best</em> example of personification?</th>
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</tr>
<tr>
<td><strong>C</strong> The rocks were his memories of where he had been.</td>
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<td><strong>A</strong> As I rested on the back porch, I felt peaceful.</td>
</tr>
<tr>
<td><strong>B</strong> As I rested on the back porch, I was as still as a rock.</td>
</tr>
<tr>
<td><strong>C</strong> As I rested on the back porch, the crickets sang a song to me.</td>
</tr>
<tr>
<td><strong>D</strong> As I rested on the back porch, the bugs didn’t bother me.</td>
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</tbody>
</table>
ITEMS BY CONTENT STANDARD
Content Standard 1

Apply strategies, including making complex predictions, interpreting characters’ behaviors, and comparing and contrasting, to comprehend sixth-grade literary/recreational materials.

Examples: complex predictions—order of events, potential conflicts

- Identifying supporting details
- Using context clues
- Identifying sequence of events
- Making generalizations

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with literary/recreational passages

Sample Multiple-Choice Items

The items below reference “The Bird” on page 9.

1. The beginning of the story and the ending of the story are similar in that —
   
   A Butch disappears in the woods
   B Molly and Tom capture a bird
   C Butch is in need of a bath *
   D Tom’s dad helps the bird

2. You can tell that Tom’s dad —
   
   A is nervous about caring for animals
   B wishes to keep the injured bird for a pet
   C is unhappy with Tom and Molly *
   D wants what is best for the bird *
ARMT+ GRADE 6 READING

The items below reference “The Bird” on page 9.

3. The author describes how Tom and Molly take care of the bird in order to —

A suggest a way to begin a wild animal hospital
B show that being kind and helpful can save a life *
C imply that wild birds can interact well with dogs
D compare how birds and dogs interact with people

4. One detail that supports the main idea of this story is —

A Butch is bathed weekly
B Butch was barking at a bird
C Molly handled the bird very gently *
D Tom set the bird’s broken wing

5. In the future, the narrator will probably —

A invite his friends to come along
B enjoy his picnic lunch indoors
C bring an extra dessert with him
D find another perfect spot outdoors *

The item below references “Picnic in the Backyard” on page 13.
The items below reference “Picnic in the Backyard” on page 13.

6. The narrator is similar to the ants in that they all —
   A want to enjoy the picnic *
   B like to listen to nature
   C need some relaxation
   D prefer the shade of a tree

7. In the poem, which item is different from the others?
   A “bright sunny day”
   B “delectable dessert” *
   C “summertime breeze”
   D “fresh air and sunshine”

8. You can tell that the narrator—
   A prefers cookies to fruit
   B dislikes sleeping on the grass
   C enjoys a sunny summer day *
   D likes to play outdoor sports
Sample Open-Ended Items

The item below references “The Bird” on page 9. The item below references “Picnic in the Backyard” on page 13.

1. Identify the two times that Tom’s dad plays an important role in helping the bird. Explain how his behavior teaches Tom and Molly some valuable lessons.

   Use details from the story to support your answer.

   Write your answer in the answer document.

2. In the poem, what is the narrator's opinion of nature?

   Use details from the poem to support your answer.

   Write your answer in the answer document.
Content Standard 2

Interpret literary elements and devices, including implied main idea, conflict, and personification.

- Identifying the climax

Item Type

Multiple-choice
Open-ended
Items not associated with a passage

Additional Information

Items associated with literary/recreational passages
Items not associated with literary/recreational passages

Sample Multiple-Choice Items

The items below reference “The Bird” on page 9.

1. The author’s purpose in writing “The Bird” is to —

   A  tell about keeping wild birds as pets
   B  show how caring people can help injured animals *
   C  teach how to care for young wildlife
   D  illustrate how surprise inconveniences happen

2. What is the climax of the story?

   A  The bird flew out of the cage. *
   B  The bird flapped one wing, trying to fly.
   C  Molly and Tom took turns gathering worms.
   D  The bird lived in the old birdcage.
The items below reference “The Bird” on page 9.

3. The main conflict of the story can be described as —
   A man against nature
   B man against society
   C man against himself *
   D man against man

4. One conflict in the story is that Butch —
   A prefers to run in the woods rather than play
   B does not like to take baths, but needs one *
   C likes to roll in the dirt after having a bath
   D does not like to bark if there is trouble

5. The conflict Tom and Molly have when letting the bird go is about —
   A working
   B helping
   C feelings *
   D bathing

6. Which sentence from the story best states the main idea?
   A “‘I wish Molly were here to help.’”
   B “‘Did he take off again?’”
   C “‘Let’s take it to my house.’”
   D “‘But now it’s time to let it go.’” *
The items below reference “Picnic in the Backyard” on page 13.

7. Which sentence best describes the main idea of the poem?

A. Nature makes a picnic very enjoyable. *
B. A picnic is not complete without dessert.
C. Food tastes better when it is eaten at a picnic.
D. Fresh air makes it easy to fall asleep at a picnic.

9. What did the narrator plan to do in order to solve the problem?

A. Take a nap
B. Lie on a blanket
C. Sit in the shade of a tree
D. Put crumbs away from the picnic *

8. What does the narrator believe will spoil the picnic?

A. The hot sun
B. Prickly grass
C. Invading ants *
D. A strong wind
The items below reference “Picnic in the Backyard” on page 13.

10. In line 17 of the poem, the narrator writes about “the sound of birds singing and crickets chirping.”
   The line helps the reader —

   A. prepare for the mention of ants later in the poem
   B. imagine what the narrator is hearing at the picnic *
   C. remember that the setting of this poem is outdoors
   D. know what animal noises to expect at a picnic

11. How could the wind in the poem best be personified?

   A. A warm wind flows over the perfect picnic.
   B. A warm wind blows through the trees.
   C. A summer wind combs my hair with its fingers. *
   D. A summer wind cools the sunny day.
12. Which sentence is the best example of personification?

A Roy’s locker is like a junkyard.
B Roy’s locker contains his P.E. equipment.
C Roy’s locker struggles to hold his belongings. *
D Roy’s locker is stuffed with books.

14. Which sentence is the best example of personification?

A The lion stretched and purred like a kitten.
B Bob’s talent is his ticket to success.
C The rocks were his memories of where he had been.
D Another car coughed and roared to life. *

13. Which sentence is the best example of personification?

A Billy’s rowboat skated gracefully across the lake. *
B Billy’s rowboat moved across the lake.
C Billy’s rowboat sank when we sat in it.
D Billy’s rowboat can carry up to five people.

15. Which sentence is the best example of personification?

A As I rested on the back porch, I felt peaceful.
B As I rested on the back porch, I was as still as a rock.
C As I rested on the back porch, the crickets sang a song to me. *
D As I rested on the back porch, the bugs didn’t bother me.
Sample Open-Ended Items

The item below references “The Bird” on page 9.

1. Identify two different ways Tom and Molly help animals in the story. Explain how their interaction is important to the main idea of the story.

   Use details from the story to support your answer.

   Write your answer in the answer document.

The item below references “Picnic in the Backyard” on page 13.

2. Explain the narrator’s plan to protect his “perfect” picnic.

   Use details from the poem to support your answer.

   Write your answer in the answer document.
Content Standard 3

Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing and contrasting to comprehend sixth-grade textual/informational and functional materials.

Examples: complex predictions — results of actions, expected learning from a chapter or unit

- Drawing conclusions
- Making generalizations
- Using context clues
- Identifying sequence of events
- Previewing text features, such as headings, before reading

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with textual/informational and functional passages

Sample Multiple-Choice Items

The items below reference “Interesting Colbert County” on page 5.

1. The most likely reason for building Military Road was —

A to increase the population in Alabama
B to attract settlers and businesses to Tuscumbia
C to construct a path across the Tennessee River
D to connect the cities of Nashville and New Orleans *

2. According to the passage, what opened first?

A Coldwater Falls
B Tuscumbia Depot
C Coldwater Stagecoach Stop *
D Colbert Ferry
3. Which Alabama industry is promoted during the Spring Park Light and Water Shows?

A  Music *
B  Tourism
C  Farming
D  Transportation

4. Based on the passage, which generalization can be made about Alabama and music?

A  Alabama residents enjoy listening to music.
B  Successful musicians with a variety of styles have come from Alabama. *
C  Alabama musicians have established informational exhibits for visitors.
D  Music is the most important industry in Alabama.

5. You would probably find the passage in a —

A  world atlas
B  literature book
C  magazine about clocks *
D  book about school bells

6. Based on the passage, which generalization can be made about timekeeping devices?

A  They are larger today than in the past.
B  They are more attractive today than in the past.
C  They are louder today than in the past.
D  They are more accurate today than in the past. *
The item below references “It’s About Time …” on page 16.

7. What belongs in the empty box in the timeline of timekeeping development?

- Bell clocks
- Mechanical clocks
- Digital or electronic watches

A  Hammer clocks  
B  Spring clocks  
C  Electric clocks *  
D  Chronometers

The item below references “You Can Make Adinkra Cloth!” on page 18.

8. Which part of the process of making Adinkra cloth takes the most time to complete?

A  Draw the shapes on the potatoes or sponges.  
B  Squeeze your paint onto a plate.  
C  Let the fabric completely dry. *  
D  Stamp designs onto the fabric in parallel lines.

The item below references “How Writing Developed” on page 20.

9. You can tell from information in the passage that —

A  all early art dealt mainly with hunting  
B  the Phoenician alphabet is more difficult to understand than the English alphabet  
C  drawing was one of the earliest forms of written communication *  
D  people from many cultures understood Egyptian hieroglyphs
The items below reference “How Writing Developed” on page 20.

10. The author of the passage probably finds the history of writing development to be —

A fascinating *
B humorous
C challenging
D useless

11. What is the meaning of the word *knotty* in the passage?

A Effective
B Complicated *
C Mysterious
D Acceptable

12. According to the passage, the form of writing that occurred after rock drawings used —

A symbols such as letters and words *
B the use of proper names and new words
C the Phoenician alphabet
D the modern English alphabet

13. The passage would *most likely* appear in a book titled —

A *The Tombs of Egypt*
B *Getting Your Stories Published*
C *Great Advances in Human History* *
D *China’s Relations with the West*

14. The purpose of the first paragraph is to —

A show how important writing is in our daily lives *
B emphasize that writing is used mostly in business and government
C contrast writing done by young people with the writing of adults
D compare writing in print form with writing done on a computer
The items below reference “Two Bears” on page 24.

15. Which characteristic of a brown bear allows it to dig a den in a hillside?

A Its size and weight
B Its long nose
C Its shoulder hump and claws *
D Its grizzled appearance

16. Based on the passage, what most likely gives the grizzly bear its name?

A Its diet
B Its hair *
C Its travel habits
D Its shoulder hump

17. Which generalization does the author make about brown bears and black bears?

A Although similar in looks, brown bears and black bears have little in common.
B Bears in this country are finding ways to adapt to shrinking habitats.
C Even though a brown bear is larger, it is not as hardy as a black bear.
D The area of the country in which a bear lives influences its habits.*
Sample Open-Ended Items

The item below references “It’s About Time …” on page 16.

1. Based on the information in the passage, what prediction can you make about how clocks will change in the future?

Use details from the passage to support your answer.

Write your answer in the answer document.

The item below reference “How Writing Developed” on page 20.

3. What is the author’s attitude toward the subject of the passage?

How do you know?

Use details from the passage to support your answer.

Write your answer in the answer document.

The item below references “You Can Make Adinkra Cloth!” on page 18.

2. Explain what a student can learn by participating in an activity from another culture.

Use details from the selection to support your answer.

Write your answer in the answer document.

4. In the 5th paragraph, the author uses the phrase “a knotty system.”

What did the author mean by the phrase?

Why did the author choose these words to express his idea?

Use details from the passage to support your answer.

Write your answer in the answer document.
The item below references “Two Bears” on page 24.

5. Compare and contrast the diets of brown bears and black bears.

Use details from the passage to support your answer.

Write your answer in the answer document.
Content Standard 4

Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade textual/informational or functional materials.

- Details related to main idea

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with textual/informational and functional passages

Sample Multiple-Choice Items

The items below reference “Interesting Colbert County” on page 5.

1. What is the main idea of the passage?
   
   A After various name changes, Coldwater finally became known as Tuscumbia.
   
   B Ivy Green and Spring Park are two popular sites to visit in Tuscumbia, Alabama.
   
   C Colbert County offers visitors a variety of sites and places of interest. *
   
   D With the construction of Military Road, Colbert County began to grow into the great place that it is today.

2. The author of the passage is mainly trying to persuade the reader —

   A to try a new kind of transportation
   
   B to visit businesses in Alabama
   
   C to listen to Southern styles of music
   
   D to stop for a visit in Colbert County *
3. The selection is designed mostly for people who —
   A study foreign ancient cultures
   B enjoy making personal crafts *
   C live in African countries
   D want to learn more about symbols

4. Who does the passage say is thought to have developed one of the first useful alphabets?
   A The Sumerians
   B The Egyptians
   C The Chinese
   D The Phoenicians *

5. Which sentence is an opinion?
   A “Today we see writing all around us.”
   B “We would be lost without writing.” *
   C “The earliest people had no system of writing.”
   D “The Phoenician alphabet used about 20 or 30 signs.”

6. According to the passage, the Sumerians first began writing to —
   A tell stories about their history
   B send warning messages to travelers
   C establish the laws of their government
   D keep track of things such as animals *

7. According to the passage, a rock picture in New Mexico showed an upside down —
   A pair of deer
   B herd of cattle
   C horse and rider *
   D mountain goat

8. Why are black bears most likely able to hibernate in places exposed to the elements?
   A They prefer open landscapes.
   B They have fur that insulates their backs. *
   C They are accustomed to mountain areas.
   D They rest for short periods of time.
Sample Open-Ended Items

The item below references “Interesting Colbert County” on page 5.

1. Explain why people interested in history may want to visit Colbert County? Use details from the passage to support your answer. Write your answer in the answer document.

The item below references “You Can Make Adinkra Cloth!” on page 18.

3. Explain the relationship of selecting unique stamp designs to creating Adinkra cloth. Use details from the selection to support your answer. Write your answer in the answer document.

The item below references “It’s About Time …” on page 16.

2. What is the main idea of the passage? Use details from the passage to support your answer. Write your answer in the answer document.

The item below references “How Writing Developed” on page 20.

4. Before modern alphabets and writing were developed, how did people communicate with one another through nonverbal means? How was that communication useful? What problems could that communication cause? Use details from the passage to support your answer. Write your answer in the answer document.
ANSWER KEY
ANSWER KEY

“Interesting Colbert County” (pages 5–8)

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<tr>
<td>6.</td>
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7. Content Standard 4

<table>
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<tr>
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<th>The response should</th>
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</table>
| 3           | demonstrate a thorough understanding of why people interested in history may want to visit Colbert County using details from the passage for support. Details may include, but are not limited to, the following:  
  • History lovers would want to visit and travel on the Military Road which was constructed in 1817.  
  • A log cabin which once was a stagecoach stop still stands in Tuscumbia.  
  • Old tickets and tools can be viewed at the former stagecoach stop in Tuscumbia.  
  • History lovers can visit Ivy Green, once the home of Helen Keller.  
  • They can visit the Fame Recording Studios in Muscle Shoals, where music legends from the past, such as Aretha Franklin, once recorded.  
  • They can continue to explore music in Alabama by visiting the Alabama Music Hall of Fame. |
| 2           | demonstrate a general understanding of why people interested in history may want to visit Colbert County, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of why people interested in history may want to visit Colbert County using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“The Bird” (pages 9–12)

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11. Content Standard 1

<table>
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| 3           | demonstrate a thorough understanding of the two times that Tom’s dad plays an important role in helping the bird and how his behavior teaches Tom and Molly some valuable lessons using details from the story as support. Details may include, but are not limited to, the following:  
  - Tom’s dad examines the injured bird.
  - Tom’s dad sets the bird’s broken wing
  - Tom’s dad gives advice on the care of the bird.
  - Tom’s dad tells the children when it is time to set the bird free.
  - The dad’s actions teach the children to be compassionate.
  - The dad’s actions teach the children to be gentle with animals.
  - The dad’s actions teach the children to know that all wild animals need to be free to be truly happy. |
| 2           | demonstrate a general understanding of the two times that Tom’s dad plays an important role in helping the bird and how his behavior teaches Tom and Molly some valuable lessons, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of how Tom’s dad plays an important role in helping the bird and how his behavior teaches Tom and Molly some valuable lessons using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“The Bird” (continued)

12. Content Standard 2

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
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| 3           | demonstrate a thorough understanding of the two ways that Tom and Molly help animals in the story and how their interaction is important to the main idea of the story using details from the story for support. Details may include, but are not limited to, the following:  
  • They rescued the bird from the danger.  
  • They set the bird free to its habitat.  
  • The children took care of their dog by giving him a bath.  
  • The children learned that they should be more responsible for their dog so he would not escape the house after having a bath.  
  • The children learned responsibility for another life from interacting with the bird.  
  • The children learned a lesson about how all wild creatures deserve their freedom. |
| 2           | demonstrate a general understanding of the two ways that Tom and Molly help animals in the story and how their interaction is important to the main idea of the story, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the two ways that Tom and Molly help animals in the story and how their interaction is important to the main idea of the story using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
**ANSWER KEY**

“Picnic in the Backyard” (pages 13–15)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>C</td>
<td>1</td>
</tr>
</tbody>
</table>

**10. Content Standard 1**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the narrator’s opinion of nature using details from the poem for support. Details may include, but are not limited to, the following:  
- The narrator “likes to fall asleep outdoors sometimes.”  
- Ripe fruit and salad remind the narrator of “the joys of nature.”  
- The narrator likes the “fresh air and sunshine” and a “nice summertime breeze” that blows through his hair.  
- The narrator talks about the sounds of nature such as the birds singing and crickets chirping. |
| 2           | demonstrate a general understanding of the narrator’s opinion of nature, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the narrator’s opinion of nature using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“Picnic in the Backyard” (continued)

11. Content Standard 2

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the narrator’s plan to protect his perfect picnic using details from the poem for support. Details may include, but are not limited to, the following:  
  • The narrator leaves cookie crumbs a few feet away.  
  • He hopes ants will be attracted to the cookie crumbs and leave the rest of his picnic food alone. |
| 2           | demonstrate a general understanding of the narrator’s plan to protect his perfect picnic, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the narrator’s plan to protect his perfect picnic using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
ANSWER KEY

“It’s About Time . . .” (pages 16–17)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of how clocks will change in the future using details from the passage for support. Details may include, but are not limited to, the following:  
  • Clocks will become even smaller, as they have done through the years.  
  • Clocks will become more complicated as to how they work in the future. Clocks used to run on gears and springs. Then they worked with electricity and batteries. In the future, clocks/watches may be able to be recharged by hooking them into a computer.  
  • Clocks will be able to be changed quickly and automatically, like cell phones, depending on the time zone or where you are.  
  • Clocks/watches will continue to be part of the fashion world; you can use them to go with different clothes and outfits you put together. |
| 2           | demonstrate a general understanding of how clocks will change in the future, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of how clocks will change in the future using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“It’s About Time . . .” (continued)

5. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough understanding of the main idea of the passage using details from the passage for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• The passage of time has allowed for advances in science and technology, which has impacted the invention and evolution of timekeeping devices.</td>
</tr>
<tr>
<td></td>
<td>• As time progresses, timekeeping devices change and improve to reflect the inventions and innovations of the time.</td>
</tr>
<tr>
<td></td>
<td>• Timekeeping devices have changed over time to be more sophisticated and more complex.</td>
</tr>
<tr>
<td></td>
<td>• Timekeeping devices have become more dependable over time.</td>
</tr>
<tr>
<td></td>
<td>• Timekeeping devices have changed from devices that used elements of nature, like the sun, to ones that use elements of electricity, like a digital watch.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general understanding of the main idea of the passage, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding of the main idea of the passage using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
**ANSWER KEY**

"You Can Make Adinkra Cloth!" (pages 18–19)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>4</td>
</tr>
</tbody>
</table>

3. **Content Standard 3**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of what students can learn by participating in activities from another culture using details from the passage for support. Details may include, but are not limited to, the following:  
  • expressing oneself  
  • creating a personal history  
  • exploring another culture  
  • being creative/artistic  
  • trying something new  
  • understanding that we all have common characteristics, including the desire to show our personalities in our clothing and in the elements of our home. |
| 2           | demonstrate a general understanding of what students can learn by participating in activities from another culture, but support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of what students can learn by participating in activities from another culture using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“You Can Make Adinkra Cloth!” (continued)

4. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the relationship of selecting unique stamp designs to creating Adrinka cloth using details from the passage for support. Details may include, but are not limited to, the following:  
  • The unique and individually designed stamps, arranged in parallel lines, are what make the cloth special.  
  • The designs tell about the individual who created the cloth.  
  • The designs can represent hobbies, people, or important activities in one’s life. |
| 2           | demonstrate a general understanding of the relationship of selecting unique stamp designs to creating Adrinka cloth, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the relationship of selecting unique stamp designs to creating Adrinka cloth using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
ANSWER KEY

“How Writing Developed” (pages 20–23)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>C</td>
<td>4</td>
</tr>
</tbody>
</table>

11. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the author’s attitude toward the subject of the passage using details from the passage for support. Details may include, but are not limited to, the following:  
  - The author feels that writing is necessary to maintain communication, which is why so many cultures developed it over time.  
  - The author states that “we would be lost without writing.”  
  - The author explores the different forms of writing and how they helped various cultures.  
  - The author feels that writing is necessary to sell products.  
  - The author feels that a “useful” alphabet was the basis for the development of all writing. |
| 2           | demonstrate a general understanding of the author’s attitude toward the subject of the passage, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the author’s attitude toward the subject of the passage using little or no support. |
| 0           | demonstrate no attempt to address the prompt.                                                                                                           |
“How Writing Developed” (continued)

12. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough understanding of the meaning of the phrase and why the author chose these words to express his idea using details from the passage for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• A knotty system refers to a complex or confusing process.</td>
</tr>
<tr>
<td></td>
<td>• The knotty system refers to knots and, by nature, means to be tangled or twisted.</td>
</tr>
<tr>
<td></td>
<td>• This knotty system is used to illustrate the difficulty of language based on so many symbols.</td>
</tr>
<tr>
<td></td>
<td>• The author uses this phrase to show how the Chinese system was too complicated, just like a knot can be.</td>
</tr>
<tr>
<td></td>
<td>• The author uses this phrase to show how a system can be made of many symbols. These symbols can become confusing to interpret, just like a knot can seem to be made of many different ropes of which it may be difficult to find the ends.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general understanding of the meaning of the phrase and why the author chose these words to express his idea, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding of the meaning of the phrase and why the author chose these words to express his idea using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
“How Writing Developed” (continued)

13. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
<th>Details</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of how people communicated through nonverbal means, how that communication was useful, and what problems could have arisen from nonverbal communication, using details from the passage for support. Details may include, but are not limited to, the following: PARTS 1 and 2  
  • Drawings were used to tell stories to pass down history through generations.  
  • Drawings were used to give warnings about certain dangers or problems encountered.  
  • Drawings were used to show pictures. These pictures represented words and could show an entire scene or tell a story. PART 3  
  • These messages could often be misunderstood.  
  • These messages may not have enough detail.  
  • These messages may not be seen by enough people to be effective. |  
| 2           | demonstrate a general understanding of how people communicated through nonverbal means, how that communication was useful, and what problems could have arisen from nonverbal communication, but the support is less in-depth and complete than a score point 3 answer. |  
| 1           | demonstrate a limited understanding of how people communicated through nonverbal means, how that communication was useful, and what problems could have arisen from nonverbal communication using little or no support. |  
| 0           | demonstrate no attempt to address the prompt. |  

ANSWER KEY

“Two Bears” (pages 24-26)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>3</td>
</tr>
</tbody>
</table>

5. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough understanding by comparing and contrasting the diets of brown bears and black bears using details from the passage for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• Brown bears and black bears have a similar diet:</td>
</tr>
<tr>
<td></td>
<td>- Both bears eat fish.</td>
</tr>
<tr>
<td></td>
<td>- Both bears eat berries and roots.</td>
</tr>
<tr>
<td></td>
<td>- Both bears hibernate during the winter.*</td>
</tr>
<tr>
<td></td>
<td>- Both bears hunt/gather food during the afternoon and evening.</td>
</tr>
<tr>
<td></td>
<td>• Brown bears and black bears differ somewhat in diet:</td>
</tr>
<tr>
<td></td>
<td>- Brown bears hunt elk and moose, but black bears are mostly vegetarian.</td>
</tr>
<tr>
<td></td>
<td>- Brown bears hunt in the morning, and black bears gather food in the afternoon and evening.</td>
</tr>
<tr>
<td></td>
<td>- Black bears have smaller claws that are more tightly curved than claws of brown bears.*</td>
</tr>
<tr>
<td></td>
<td>- Black bears will hibernate for a longer duration than brown bears.*</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general understanding by comparing and contrasting the diets of brown bears and black bears, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding by comparing and contrasting the diets of brown bears and black bears using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>

*Must tie this one to diet
**Personification Items (page 28)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>C</td>
<td>2</td>
</tr>
</tbody>
</table>
SAMPLE RESPONSE FORMAT
SAMPLE RESPONSE: MULTIPLE-CHOICE

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
SAMPLE RESPONSE: OPEN-ENDED

Answer question __ in this box.