



GRADE

5

Instructional Materials

FOR THE

CRITERION REFERENCED TEST

Nevada

Grade 5

READING

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STATE OF NEVADA



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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text

The purpose of reading must be taught to students. The state criterion-referenced tests include four types of reading passages: literary, informational, functional, and persuasive (only at grades 6 and 7).

What is the purpose of reading these types of texts?

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine cause/effect, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, and identify unsupported or faulty reasoning of an author's position.
3. Functional text – to locate information, determine the main idea, draw conclusions, summarize information, and determine an author's purpose.
4. Persuasive text – to evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

When students understand the types of questions that can be asked for a given type of text, they can be better prepared for the assessment. By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills can be applied to reading for core classes such as math, science, and social studies.

Vocabulary Knowledge

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, cause/effect, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state test as well as classroom and district tests.

Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing.

Types of Questions

The reading test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and written-response items for grades 4 – 8. To help prepare students for written-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With guided instruction, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the written-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign written-response questions, students can use these tools as they develop their answers.)

These types of questions allow for the assessment of different levels of cognitive demand. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify, write, and use different levels of questioning skills as they read can only lead to improved achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of questions but can begin to formulate them as well.

Cognitive Ability Levels

The assessment of reading as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Reading.

Forming an Initial Understanding (A-1) – Questions at this level assess the students' initial understanding of what is read. For A-1 questions, the answers can be found directly in the text or as a simple restatement of information found in the text. In addition, some Standard 1 questions (e.g., demonstrate knowledge of prefixes, suffixes, roots, base-word structures, Anglo-Saxon-, Greek-, and Latin-derived roots) are coded as A-1 items.

Developing an Interpretation (A-2) – Questions at this level assess the ability to extend initial understanding to develop a more complete understanding of what was read. This process may involve linking information across parts of a text as well as focusing on specific information.

Questions that assess this aspect of reading include drawing inferences about the relationship of two pieces of information and determining evidence as support for an action.

Determining a Critical Stance (A-3) – Questions at this level require students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness. Examining textual content and structures requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

Length of Passages

WestEd constructs the test forms and includes a range of passage lengths within the grade-level tests. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Note: Poetry and functional text typically do not meet these word-count guidelines.

Students should be made aware of the length of the test at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the test when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Tracy Gruber at tgruber@doe.nv.gov or call (775) 687-9251, and she will work with you on making these documents beneficial to you and your students.

Cindy Sharp
K – 12 CRT/HSPE Consultant
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Name: _____

Reading Grade 5

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

Read and think about the questions from the checklist below to help you do a good job when you are answering the written-response questions.

5th Grade Written-Response Checklist

Did I think about each question I read?	_____	_____
	Yes	No
Did I use the words in bold print in the question to help me write my answer?	_____	_____
	Yes	No
Did I go back to the reading passage to help complete my answer?	_____	_____
	Yes	No
Did I use details to complete my answer?	_____	_____
	Yes	No
Did I complete all parts of the question?	_____	_____
	Yes	No
Did I write my answer so other people can understand it?	_____	_____
	Yes	No

Caves are natural holes in Earth that take many years to form. Caves can be beautiful, and can also be a home for many living things. Read the passage. Then answer questions 1 through 6.

Weird and Wonderful Caves

by Glen Phelan

Life in the Underworld

- 1 As water forms tunnels and rooms, lots of animals move in. Well over 100 different kinds of animals may call a single cave home.

Few plants, however, take root inside caves. That's because most plants need lots of bright sunlight to make food. Light is one thing that most caves lack.

- 3 Animals can get by with much less light than plants. In fact, some animals need very little light to survive. Caves make a perfect home for those critters.

Cave dwellers, or troglodytes, can be found throughout a cave. Some live near the entrance. Others scurry around the dim tunnels. Still others live in the deepest rooms. Each part of a cave forms a unique habitat. Different animals live in each of those habitats.

Into the Darkness

The area around a cave opening is called the entrance zone. Many animals—from snakes to bobcats—hang out there. It is especially popular on hot summer days. Cool air from the cave keeps the critters comfortable.

- 6 Most of those animals spend only part of their time in the cave. They mainly live above ground. That's not true for animals that live deeper in the cave. They spend more time underground. They live in the twilight zone.

The twilight zone is the area beyond the cave's mouth. Little sunlight reaches this area. Light is dim, and air is cool.

This zone makes a perfect home for some animals. Crickets, spiders, and snails live on the floor and walls. Barn swallows build nests along the walls. Crayfish and cavefish swim in underground pools. Beyond the twilight zone, however, lies an even dimmer area—the dark zone.

Deep and Dark

- 9 The dark zone lives up to its name. Sunlight never reaches this far into a cave. The air is always chilly, damp, and stale. Most animals couldn't survive here. Yet some couldn't live anywhere else.

At first glance, dark zone dwellers look like other troglodytes. There are crickets, fish, and spiders. But take a closer look.

These animals are uniquely adapted to life in the dark zone. Many are ghostly white. Most are also eyeless.



Dirty Water

- 12 Deep underground, the dark zone may seem remote from everyday life. Yet what we do on the surface affects caves and the animals that live in them.

For instance, polluted water can seep into a cave. Pollution can destroy the cave's beautiful rock formations, and it can kill many troglodytes.

It takes millions of years to form a cave. It also takes ages for animals to move in and adapt to unique cave habitats. In contrast, it is a lot easier and faster to harm a cave and its habitats than it is to make a new cave. Who would have guessed that the underground world was so fragile?

"Weird and Wonderful Caves" by Glen Phelan. Copyright © 2004 National Geographic Society. All rights reserved.



Answer the following questions about the passage “Weird and Wonderful Caves.”

1 According to the passage, what do plants need that caves have very little of?

- A air
- B soil
- C light
- D water

2 According to the passage, which of these animals spend part of their time in the entrance zone of a cave?

- A snails
- B snakes
- C crickets
- D crayfish

3 What is the **main** idea of the information under the heading “Deep and Dark”?

- A Unusual eyeless fish and spiders live in parts of some caves.
- B Different kinds of animals live in each of the three zones of a cave.
- C Underground pools in caves have fish such as crayfish and cavefish.
- D The deepest zone of a cave has special animals that can live without light.

4 According to the passage, what is one way that caves become polluted?

- A Winds blow dirt into the caves.
- B People bring garbage into the caves.
- C Dirty water above ground leaks down into the caves.
- D Animals that spend some time outside bring dirt into the caves.

5 Under which heading is there information about why more animals than plants are found in caves?

- A Life in the Underworld
- B Into the Darkness
- C Deep and Dark
- D Dirty Water

6 In paragraph 3, the word survive means

- A eat plants.
- B move fast.
- C stay alive.
- D swim well.



Cats have special ways of “talking” to people. Read this passage to learn what cats are really saying to us. Then answer questions 7 through 13.

Cat Talk

by D. S. Long

Anyone can learn cat “talk.” It just takes lots of practice. Cats do use sounds—you hear them when they’re fighting—but cats mainly use their own special signs.

What follows is a kind of dictionary: a dictionary of *Cat*. Although the dictionary isn’t complete, it’ll get you started. Good luck!

Purring

Most people think that cats purr when they’re happy. But sick and injured cats purr, too. Purring expresses friendship. Purring can also mean “dinner’s served.” Try it the next time you feed a cat.

Saying hello

Does your cat roll over when you come home and twitch the tip of its tail? Some people think that means “scratch my tummy.” But most cats don’t like their tummies touched. Rolling over is a sleepy way of saying hello.

Scent sharing

Cats have a special way of saying “you are part of my family.” They rub against us with the sides of their mouth, temple, and tail. Then they sit down and lick themselves. When your cat does this to you, it is marking you with its scent. So if you don’t want to belong to a cat, move away.

You’re the boss

Making yourself as flat as possible, not looking at anyone directly, and keeping quiet is a way to submit in *Cat*. It’s similar to how some people behave on their first day at a new school.

Head bumping

When cats just want to say a quick “hi,” they bump heads. If you have a cat among your friends, you might like to try this; it will know exactly what you mean. This is not the same as repeated bumping. That means “Please, please, please.”

Whisker “words”

A curious cat sticks its whiskers straight out; they twitch with excitement. Bored cats have droopy whiskers. Contented cats let their whiskers lie flat against their face and half close their eyes. But watch out, because wide-eyed cats with flattened whiskers are frightened.

Sitting down

Sometimes we “say” things to cats we don’t really mean to say. Does your cat climb on your lap when you sit down? Does it then begin to knead you with its paws, loudly purring? When mother cats lie down, this is how kittens get milk to come. By sitting down, you have, in cat language, offered to give milk!



Tail waving

One reason cats have trouble understanding us is because we don't have tails. Cats wave their tails when they're trying to make up their minds. As soon as they make a choice, the waving stops. When a cat stalks a bird, it often waves its tail. This is because it's trying to decide whether to pounce or creep.

Tail swishing

A swishing tail says something quite different. Most people learn the hard way that this means "I'm angry. Watch out."

Fluffy tail

Frightened cats "say" fluffy tail. They probably can't help themselves. It's a bit like us saying "ouch."

Flagpole tail

Some cats use a straight raised tail to say hello. Petting (sharing your scent) is a polite reply.

Teaching humans to hunt

Kittens are taught how to hunt. First they are shown how to eat mice. Next they are given dead mice to play with. Then they are given wounded mice to kill. If your cat brings a mouse home, it thinks you are old enough to learn how to hunt. Your cat will tell you what level it thinks you're up to.

"Cat Talk" by D. S. Long, first published in the School Journal, Part 3 Number 1, 1990; reprinted in Cricket, October 1993. Reprinted with permission of the author. All rights reserved.

Answer the following questions about the passage "Cat Talk."

7

Based on the passage, which "cat talk" may have different meanings?

- A loud purring
- B scent sharing
- C sitting down
- D tail waving

8

Based on "Whisker 'words,'" what should you do if your cat is wide-eyed with flattened whiskers?

- A scratch its tummy
- B bump heads with it
- C roll it over onto its back
- D speak to it in a calm voice

A large arrow pointing to the right with the words "Go On" written inside in a bold, italicized font.

9 According to the passage, a cat waves its tail when it is

- A trying to make a decision.
- B greeting an unknown visitor.
- C looking for a mouse to catch.
- D feeling angry toward its owner.

10 Based on the passage, which is a warning from a cat?

- A kneading with its paws
- B swishing its tail
- C rolling onto its back
- D flattening itself against the floor

11 According to the passage, your cat may bring a mouse home if the cat thinks you

- A are feeling lonely.
- B want to play games.
- C need a new friend.
- D are old enough to hunt.

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

- A to help you understand your cat better
- B to convince you to keep a cat as a pet
- C to prepare you for how difficult it is to raise a cat
- D to teach you how to improve the behavior of your cat



Write your answer to Question 13 on a separate piece of paper. Be sure to answer Parts A and B.

13

Cats use signals to “talk” to people.

A Name three signals that cats use to “talk” to people.

B Explain what a cat is “saying” with each signal you named in **Part A**. Use details from the passage to support your response.



Lakes with saltwater are surprisingly different from those with freshwater. Read this passage to find out some of the ways they are different. Then answer questions 14 through 19.

Saltwater Science

by Angela B. Haight

Try this simple experiment to see why the shape of a lake can have such a drastic effect on the surrounding land and the water's saltiness.

What You'll Need:

Teacup

Dinner plate

6 tablespoons table salt



What to Do:

1. Fill teacup with water and stir in 3 tablespoons salt until dissolved¹.
2. Pour salt water onto plate. The water will spread out to form a very shallow pool. Most lakes are shaped like a cup. They have a relatively small surface but hold deep water. But the Great Salt Lake², for example, is shallow like a dinner plate. Extra water added by rainfall or snowfall spreads out rapidly.
3. Now fill teacup with water again and stir in remaining 3 tablespoons salt until dissolved.
4. Place both containers where they can sit undisturbed for a few days. (A sunny spot indoors will speed the process.) Remember, each container has the same amount of water and the same amount of salt.

Because the water in the plate is shallow and has more surface area exposed³ to the air, it will dry up quickly, leaving a residue of salt crystals. The water in the cup, which is deeper and has less exposed surface area, will take much longer to evaporate.

¹**Dissolve:** to seem to disappear when mixed into water

²**Great Salt Lake:** a saltwater lake in the state of Utah

³**Exposed:** uncovered so it can be seen

Now try another experiment to see why people and objects float more easily in salty water.

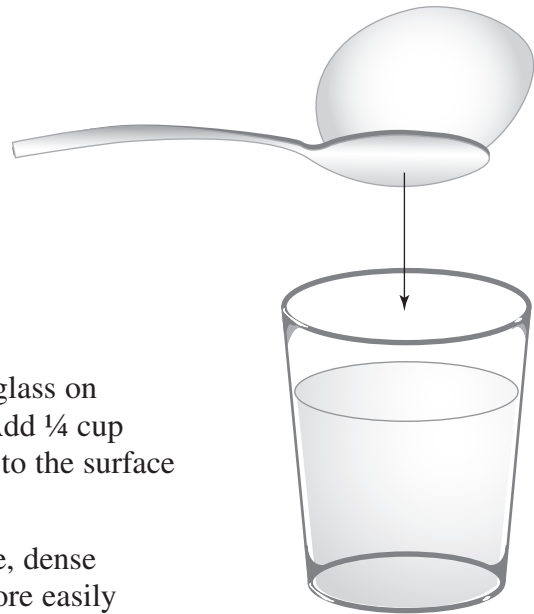
What You'll Need:

Drinking glass
1 cup water
¼ cup salt
1 raw egg in the shell
tablespoon

What to Do:

Pour water into drinking glass. Gently lower egg into glass on tablespoon. It should sink to the bottom of the glass. Add ¼ cup salt. Stir gently. As the salt dissolves, the egg will rise to the surface and float.

The saltwater solution is much denser than water alone, dense enough to support the egg. This is why people float more easily in the Great Salt Lake or the Dead Sea⁴ than in freshwater lakes.



⁴**Dead Sea:** a sea that is nine times as salty as the ocean

“Saltwater Science”: Reprinted by permission of CRICKET magazine, November 2003, Vol. 31, No. 3, text © 1996 by Angela B. Haight, art © by Claudia Carlson.

Answer the following questions about the passage “Saltwater Science.”

- 14** According to the first experiment, which statement is true of **most** lakes?
- A They are deep.
 - B They are salty.
 - C They can dry up very quickly.
 - D They have the same amount of water.
- 15** In the first experiment, why does the water in the plate disappear more quickly than the water in the teacup?
- A The plate contains less water than the teacup.
 - B The plate has more of its water exposed to the air.
 - C The teacup keeps the saltwater cooler for a long time.
 - D The teacup contains saltier water than the plate.
- 16** Based on the second experiment, what happens because saltwater is denser?
- A The saltwater can hold more tablespoons of salt.
 - B An egg can sink more quickly in the saltwater.
 - C The saltwater can be stirred more easily.
 - D An object can float more easily in the saltwater.
- 17** Based on the second experiment, which is **most** likely true about freshwater lakes?
- A They are too salty to support life.
 - B They have had their salt removed.
 - C They have little or no salt naturally present.
 - D They are less salty than the surrounding soil.
- 18** Which would **best** replace the heading “What You’ll Need”?
- A Things to Buy
 - B Materials to Use
 - C Containers to Find
 - D Directions to Follow
- 19** Which words in the first experiment provide the best clue to the meaning of the word evaporate?
- A dry up
 - B is shallow
 - C is deeper
 - D take much longer

Squirrels are interesting creatures that are often seen in parks and people's yards. This passage explains some ways a mother squirrel teaches her babies. Read the passage. Then answer questions 20 through 26.

Squirrel School

by Lois Bower

- 1 A mother gray squirrel has taken over a nest house that was built for birds. It is nailed high in a cottonwood tree in my backyard in Colorado. She argued with the woodpeckers for three years before the house became hers.

Each spring when I notice the mother's swollen milk glands, I know she has a new litter of babies. I once peeked inside to see five little ones. They were pink and hairless. Their eyes were sealed shut. The newborn babies can't do anything for themselves for about eight weeks. Later they grow brownish-gray hair before leaving the nest.

When Mother Squirrel's babies are old enough to climb out of the house, she lets them sunbathe on the roof. But if one tries to climb a branch, her chattering sends it back into the house. She challenges any creature that threatens her children by swishing her tail back and forth.

Climbing lessons soon begin. The squirrels have sharp claws and flexible bodies to help them grasp branches. Mother does not allow them to climb to the ground. Once they know how to climb, leaping lessons begin. The gray squirrel's broad, bushy tail is about as long as its body. It can serve as a parachute, slowing the squirrel's fall.

- 5 Soon Mother Squirrel allows her young to visit the ground, but no farther than a foot from the tree. She watches carefully for cats and hawks and will send the babies back up the tree with a loud chattering if she senses danger.

A few days later Mother will take the babies one by one to my bird feeder, which hangs from a branch of a pine tree. Sometimes one will start to jump four or five times before actually leaping from the branch to the feeder. Learning to leap without spilling seeds from the feeder takes skill, but it is worth it to get the treat.

My yard is an animal supermarket. Berries grow in the garden, and corn and sunflower seeds ripen in the fall. By late summer the squirrels have begun storing a winter food supply. Sometimes I put a dry ear of corn on a stake. They take one kernel at a time into their mouths, hop onto the ground, and bury it in the lawn or garden. They also bury walnuts, peanuts, and sunflower seeds.

The squirrels rely on a strong sense of smell to find the food in winter. The next spring I can tell what wasn't eaten: Corn begins to grow, and I rake up nuts when I clean up piles of dried leaves.

The squirrels spend the winter in the birdhouse. During Rocky Mountain blizzards, they will bring food into the nest and spend long periods inside.

- 10 In late winter or early spring, Mother Squirrel helps her young prepare their own homes. Then she returns to her house and cleans up her nest. Now she is ready for a new litter of babies.

"Squirrel School" by Lois Bower. Copyright © 2002 by Highlights for Children, Inc., Columbus, Ohio. All rights reserved.



Answer the following questions about the passage “Squirrel School.”

20 Why did the mother squirrel argue with the woodpeckers for three years?

- A The mother squirrel did not like birds.
- B The woodpeckers did not want to give up their nest.
- C The birds enjoyed fighting with the squirrel.
- D The woodpeckers had many baby birds in their nest.

21 Why does the mother squirrel keep the babies close to the tree?

- A They can find food that has fallen from the tree.
- B They can climb the tree to escape other animals.
- C They can reach the bird feeder easily from the tree.
- D They can use the tree to remember where they hide food.

22 Read this sentence from the passage.

My yard is an animal supermarket.

What does the author mean in this sentence?

- A There are too many animals in her yard.
- B The animals think she will have no food for them in the winter.
- C She grows different kinds of food that animals come to eat.
- D She watches the animals bury food in her yard.

23 Which word **best** describes the mother squirrel in this passage?

- A protective
- B desperate
- C suspicious
- D obedient

24 What is the **main** idea of this passage?

- A Squirrel babies are very bossy animals.
- B Squirrel babies get along well with birds.
- C Squirrel babies need to learn many skills.
- D Squirrel babies will eat any food they can find.

25 Which would be the **best** new title for this passage?

- A “Rescuing the Squirrel Family”
- B “The Trouble with Squirrels”
- C “Caring for My Squirrel Friends”
- D “Four Seasons with Squirrels”

Write your answer to Question 26 on a separate piece of paper.

26

Explain **two** ways that the mother squirrel shows she cares for her babies. Use details from the passage to support your response.



This is a passage about a boy named Toby Sinclair whose class was assigned book reports. Read the passage to find out what happened when Toby got his report back from his teacher. Then answer questions 27 through 35.

You Can't Judge . . . a book report by its cover. Or can you?

by John J. Bonk

- 1 “To conclude, *The Adventures of Huckleberry Finn* is the best book I’ve read in my ten years on this planet.”

Toby Sinclair clicked *Save* and then *Print* on his computer. After rereading each page, he fastened them neatly into a new blue folder. *Blue for the color of the Mississippi River*, he thought.

But somehow the report felt unfinished.

Toby had never gotten excited about a book report before. But his enthusiasm for Huck, Jim, and Tom was still whizzing around inside of him like fireflies trapped in a jar.

- 5 Toby grabbed a bunch of markers, then taped a sheet of white paper to the front of his blue folder. He wrote the title in purple, arched across the top.

Scenes from the book flashed through Toby’s mind. The one that stuck was the one he drew—Huck and Jim on the raft. When Toby was finished, his book-report cover was worthy of the Metropolitan Museum of Art . . . according to his dad anyway.

Friday came—the day that Toby’s teacher, Mrs. Bickle, had said she’d return the graded book reports.

Toby usually dreaded getting homework assignments back because his grades were average. This time, he couldn’t wait.

“Class, please take out your history books and begin reading chapter nine,” Mrs. Bickle said.

- 10 She scooped up the stack of book reports and paraded through the aisles, returning them.

Toby couldn’t concentrate on the Civil War. He counted the clicks of Mrs. Bickle’s high heels as she got closer.

“Nice job, Mr. Sinclair,” Mrs. Bickle said, placing Toby’s report facedown on his desk.

A tingle shot through him. It was his first “nice job” from Mrs. Bickle. He started to turn over his report, then froze. *I should wait until later, he thought, when nobody else is around.* Toby slipped the report under his books.

The minutes dragged by. Finally, three o’clock came, and Toby hurried into the hallway.

- 15 “Hey, Toby, wait!” Franklin Mason was cramming books into his messy locker with one hand, and holding all the junk back with the other. “What’d you get on your report?”

“I haven’t looked yet,” Toby mumbled.



“Well, what are you waiting for?” Franklin asked. “You chicken?”

“OK, OK,” said Toby, removing the report from his pile of books.

“Wow! *That’s* a book report?” Franklin screeched, lurching forward and snatching it from Toby. An avalanche of books, paper, and dirty sneakers tumbled out of his locker.

20 “Hey!” Toby yelled.

“A+?” Franklin said. “It was supposed to be a book report, not a drawing contest!”

Franklin’s words couldn’t snuff out the skyrockets that went off inside Toby. A+!

On his way home from school he showed his grade to everyone he passed: Mr. Popalardo, the butcher; Mrs. Keenan and her dog, Moopsy; even the delivery-truck driver. After all, it was his first A+. Ever.

One month later when the next book report was due, the class fizzed with excitement. Word had spread about Toby’s cover and the A+ —the only one Mrs. Bickle had given that year.

25 As the students turned in their work, Mrs. Bickle said she’d never seen more *unusual*-looking book reports in all her years as a teacher. But she wasn’t smiling.

“I appreciate everyone’s creativity, but this wasn’t an art project,” said Mrs. Bickle. “I hope your reports can stand on their own.”

Cynthia McNealy’s report on *Alice’s Adventures in Wonderland* could stand on its own. It had legs that flipped down to form the table from the Mad Tea Party.

Darla DeLuca’s report on *The Secret Garden* reeked of rose perfume, and had plastic flowers pasted all over it.

“Where’s your report?” Darla whispered to Toby.

30 “This is it,” Toby said, holding up a few plain pages. “It’s about young Abraham Lincoln.”

“Where’s the cover?” Cynthia asked. “Does it have a log cabin on it? Stars and stripes?”

Toby swallowed hard. He’d been so caught up in writing his report that he hadn’t thought about a fancy cover. Now he was worried. *Was* it the cover that had helped him to get an A+ on his last report? Would this report be good enough to “stand on its own”?

The week of waiting for his grade felt longer than the week before summer vacation.

When the day finally came, Mrs. Bickle did her usual routine, placing the reports facedown on the desks. Toby’s looked pretty flimsy compared to the others. Just words on paper and a staple.

35 Toby took a deep breath and flipped it over. A! Beneath the grade, Mrs. Bickle had written, “I can tell that you really enjoyed this book.”

Toby closed his eyes tight, then looked again. The A was still there. And Mrs. Bickle was right. He *did* like that book—and it didn’t even have a fancy cover.

Answer the following questions about the passage “You Can’t Judge . . . a book report by its cover. Or can you?”

- 27** How did Franklin probably feel when he looked at Toby’s first book report?
- A proud
 - B jealous
 - C worried
 - D determined
- 28** In paragraph 11, why can’t Toby concentrate on his history chapter?
- A He is anxious about his grade.
 - B He is not interested in history.
 - C He is thinking about his next book report.
 - D He is not sure what chapter he should read.
- 29** Based on paragraphs 15 through 21, which word **best** describes Franklin Mason?
- A sly
 - B dull
 - C careless
 - D nervous
- 30** In paragraph 22, the author uses the word “skyrockets” to suggest that Toby is
- A daring.
 - B thrilled.
 - C nervous.
 - D surprised.
- 31** In paragraph 26, what does Mrs. Bickle mean when she says she hopes the book reports “stand on their own”?
- A They are written well.
 - B They are decorated nicely.
 - C They are about good books.
 - D They are written without help.
- 32** Why do Toby’s classmates have fancy covers on their reports the next time they are due?
- A They enjoy art more than writing.
 - B They want to show their many talents.
 - C They are excited about the books they read.
 - D They think they will get good grades.
- 33** What is the **most** important lesson that Toby learns?
- A He is a very talented artist.
 - B His classmates think he is a leader.
 - C His teacher enjoys the same books that he does.
 - D He receives good grades because his writing is good.
- 34** In paragraph 4, what does the word enthusiasm mean?
- A envy
 - B concern
 - C curiosity
 - D excitement

Write your answer to Question 35 on a separate piece of paper.

35

Describe the lesson that Toby learns in this passage. Support your response with details from the passage.





You may want to go back and check your answers or answer questions you did not complete.



GRADE

5

Appendix I

Scoring Support Materials

Nevada

Grade 5

READING

Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	Ability Level
1	C	C3	A1
2	B	C3	A1
3	D	C3	A2
4	C	C3	A1
5	A	C3	A2
6	C	C1	A2
7	A	C3	A2
8	D	C3	A2
9	A	C3	A1
10	B	C3	A2
11	D	C3	A1
12	A	C3	A3
13	*	C3	A2
14	A	C3	A1
15	B	C3	A2
16	D	C3	A2
17	C	C3	A3
18	B	C3	A2

Item Number	Correct Answer	Content Cluster	Ability Level
19	A	C1	A2
20	B	C3	A1
21	B	C3	A2
22	C	C3	A2
23	A	C3	A3
24	C	C3	A3
25	D	C3	A3
26	*	C3	A2
27	B	C2	A2
28	A	C2	A2
29	C	C2	A3
30	B	C2	A2
31	A	C2	A2
32	D	C2	A2
33	D	C2	A3
34	D	C1	A2
35	*	C2	A3

*Indicates a written-response item. See the following pages for the rubrics and examples of responses.

**Detailed objectives for Content Standards and Ability Levels can be found
on the Nevada Department of Education Website.**

Question: 13

Score	Description
3	Response names three signals that cats use to “talk” to people and provides a complete explanation of what the cat is “saying” with each signal. Response is supported with details from the passage.
2	Response names three signals that cats use to “talk” to people and provides a limited explanation of what the cat is “saying” with each signal. Response is supported by limited details (number or quality) from the passage.
1	Response names one or two signals that cats use to “talk” to people and provides a minimal explanation of what the cat is “saying” with each signal. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

Cats say “You’re the boss” by making themselves as flat as possible, not looking at anyone directly, and keeping quiet. Cats say “hello” by rolling over and twitching the tips of their tails when their owners come home. Also, cats say “I’m scared,” or “ouch,” by fluffing up their tails.

Question: 26

Score	Description
3	Response provides a complete explanation of two ways that the mother squirrel shows she cares for her babies. Response is supported with details from the passage.
2	Response provides a limited explanation of two ways that the mother squirrel shows she cares for her babies. Response is supported by limited details (number or quality) from the passage.
1	Response provides a minimal explanation of two ways that the mother squirrel shows she cares for her babies. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

The mother squirrel shows that she cares for her babies by not letting them do things until she believes they are ready to do them. She lets them climb out of the house and sunbathe on the roof when they are old enough. But if one of them tries to climb on a branch, she chatters at it and it runs back into the house. Another way the mother squirrel shows that she cares for her babies is by protecting them from danger. When they are ready to visit the ground, she does not allow them to go more than one foot from the tree.

Question: 35

Score	Description
3	Response provides a complete description of the lesson that Toby learns in this passage. Response is supported with details from the passage.
2	Response provides a limited description of the lesson that Toby learns in this passage. Response is supported by limited details (number or quality) from the passage.
1	Response provides a minimal description of the lesson that Toby learns in this passage. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

Toby learns that the reason he really got a good grade was because he had written a good book report, not because he made a pretty cover for it. When he finishes writing his book report about *The Adventures of Huckleberry Finn*, he puts it in a blue folder for the color of the Mississippi River. But he thinks his report still isn't complete. He tapes a sheet of white paper on the front of the cover and writes the title in an arch above the paper. He keeps remembering scenes from the book that he really liked. He decides to draw the scene he remembers most—Huck and Jim on the raft. When he gets his report back and learns that his grade is an A+, the other students think it is because of the fancy cover. For the next book report, all the other students turn in book reports with fancy covers. The one for *The Secret Garden* smelled like roses and had plastic flowers all over it. But Toby had been so interested in writing his report that he hadn't thought about a fancy cover. He worried that he wouldn't get another good grade. The teacher said she hoped the reports with fancy covers could "stand on their own." When Toby got his grade, it was an A and the teacher had written him a note saying that she could tell he really enjoyed the book.



GRADE

5

Nevada

Appendix II

Administrative Support Materials

Grade 5

READING

Name: _____

Answer Document

Reading

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)
11.	(A)	(B)	(C)	(D)
12.	(A)	(B)	(C)	(D)
13.	Written Response			
14.	(A)	(B)	(C)	(D)
15.	(A)	(B)	(C)	(D)
16.	(A)	(B)	(C)	(D)
17.	(A)	(B)	(C)	(D)
18.	(A)	(B)	(C)	(D)

19.	(A)	(B)	(C)	(D)
20.	(A)	(B)	(C)	(D)
21.	(A)	(B)	(C)	(D)
22.	(A)	(B)	(C)	(D)
23.	(A)	(B)	(C)	(D)
24.	(A)	(B)	(C)	(D)
25.	(A)	(B)	(C)	(D)
26.	Written Response			
27.	(A)	(B)	(C)	(D)
28.	(A)	(B)	(C)	(D)
29.	(A)	(B)	(C)	(D)
30.	(A)	(B)	(C)	(D)
31.	(A)	(B)	(C)	(D)
32.	(A)	(B)	(C)	(D)
33.	(A)	(B)	(C)	(D)
34.	(A)	(B)	(C)	(D)
35.	Written Response			



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