



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2006**

**Grade 7
Reading**

NECAP 2006 RELEASED ITEMS
GRADE 7 READING

6.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

There was a minor change to the rules that did not affect the outcome of the game.

- 1 Which sentence uses the word minor as it is used in the box?
- A. A minor was not permitted to attend the meeting without an adult.
 - B. Many professional baseball players started out in the minor leagues.
 - C. In music class, they discussed major and minor notes.
 - D. The traffic jam was minor, and we were able to get to school on time.

6.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning

- 2 The time of departure is the time you will _____ your trip.
- A. prepare for
 - B. return from
 - C. leave for
 - D. recover from

Standoff Literary Text

6.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 3 In paragraph 2, the word cropping means
- A. eating.
 - B. tossing.
 - C. drinking.
 - D. catching.

6.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

- 4 In paragraph 3, what did Running Crane mean when he said, "We make a fine pair, horse"?
- A. They worked well as a team.
 - B. Each needed something the other had.
 - C. Each depended on the other for support.
 - D. They looked good together as horse and rider.

Standoff Literary Text

6.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time

- 5 Running Crane gives the stallion grass to eat because he
- A. feels sorry for the stallion.
 - B. wants to befriend the stallion.
 - C. knows the stallion is afraid.
 - D. hopes to distract the stallion.

6.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning

- 6 A synonym for the word barrier is
- A. wall.
 - B. stream.
 - C. barn.
 - D. branch.

Standoff Literary Text

6.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time

- 7 How does the stallion’s behavior change from the beginning of the passage to the end? Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the stallion’s behavior changed from the beginning of the passage to the end. Response includes relevant details from the passage.
3	Response provides an explanation of how the stallion’s behavior changed from the beginning of the passage to the end. Response lacks some relevant details from the passage or is not fully developed.
2	Response provides a partial explanation of how the stallion’s behavior changed from the beginning of the passage to the end. Response uses limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

- At first, the stallion tried to kill Running Crane.
- Then the stallion was afraid of Running Crane because of the ropes.
- Finally, the stallion began to approach Running Crane and drank water from Running Crane’s shirt.

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SCORE POINT 4

From the beginning to the end the Stallions behavior changed quite alot. In the beginning "the Stallion shrilled and charged, ears laid back, teeth bared, hooves flashing, filling the ravine with his screams." Obviously, the Stallion was not happy with Running Crane. In the middle "Running Crane waved the ropes. The horse spun away and raced around the bend." This shows that the Stallion was frightened by the ropes. Running Crane could now get a drink from the Spring. In the end "he extended his muzzle and drank a few mouthfuls before shying away." This shows that the Stallion has calmed down and befriended Running Crane. So, as you can see the Stallion changed alot from the beginning, when he was wild, to the end, when he was much calmer.

Response provides a thorough explanation of how the character's behavior changed throughout the passage and includes relevant details.

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SCORE POINT 3

At the beginning of the passage, the stallion and the boy don't get along. The stallion charged and run down Running Crane. The horse could've killed him! This happened many times until finally Running Crane remembers that the stallion is afraid of the rope. When he makes a barricade with the rope, at first the horse won't go near it. Slowly the horse begins to get more comfortable with it. At the end of this passage, the stallion drinks from Running Crane's shirt (he made a bucket out of it).

Response provides an explanation of how the character's behavior changed throughout the passage and uses some details and support.

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SCORE POINT 2

I believe that in a way the stallion's become more trusting. At first he tried to kill the Running Crane, and in the end he actually walked up to the Running Crane and drank his water.

Response provides a partial explanation of how the character's behavior changed throughout the passage and uses limited details.

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SCORE POINT 1

The stallion becomes more comfortable with running crane than in the beginning when he was shy and territorial.

Response is vague or minimal.

SCORE POINT 0

The horse behaved at the end and the beginning.

Response is totally incorrect.

Standoff Literary Text

6.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time

- 8 Running Crane could not get a drink from the spring because the
- A. water was unsafe to drink.
 - B. stallion drank all the water.
 - C. spring was too far away.
 - D. stallion blocked the way.

6.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time

- 9 Running Crane uses the cottonwood tree to
- A. find the location of the water.
 - B. protect himself from the stallion.
 - C. provide food for the stallion.
 - D. hide the ropes from Wolf Eagle.

Standoff Literary Text

6.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)

- 10 Which word **best** describes the relationship between Running Crane and the stallion at first?
- A. supportive
 - B. clashing
 - C. gentle
 - D. uninterested

6.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)

- 11 The **main** conflict in this passage is between
- A. Running Crane and the stallion.
 - B. Running Crane and himself.
 - C. the stallion and the ropes.
 - D. the stallion and the ravine.

Standoff Literary Text

6.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

- 12 What does the reader learn about Running Crane from this passage? Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of what the reader learned about Running Crane from the passage. Response includes relevant details from the passage.
3	Response provides an explanation of what the reader learned about Running Crane from the passage. Response lacks some relevant details from the passage.
2	Response provides a partial explanation of what the reader learned about Running Crane from the passage. Response uses limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

- He is brave because he attempted to get by the stallion even though he knew the stallion wanted to kill him.
- He is persistent, or not willing to give up, because he continues to try after initially failing.
- He is clever, or smart, because he thinks of different ways to try to get by the stallion.
- Thoughts, words, or actions that reveal traits, motivations, and such include, but are not limited to: alone, thirsty, fast runner, tricky, sly, clever, has good memory, etc.

SCORE POINT 4

The reader learns a lot about Running Crane in this passage. Running Crane has a hard time finding water each day. Running Crane is pretty clever. He thought of putting a pile of grass in front of Stallion hoping that he would be distracted by the grass so he could get some water from the ravine. Well, this plot didn't work so he tried again. The next thing he did was try to swing his ropes so he could get water from the spring. He knew that Stallion wasn't afraid of home but a afraid of the ropes. He did this and it worked. The reader also learns that Running Crane is thoughtful. Even though Running Crane got his water he felt bad for Stallion and gave him some food. This is what the reader learns about Running Crane in this passage.

Response provides a thorough explanation of what the reader learned about the character from the passage and includes relevant details.

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SCORE POINT 3

The reader learns about the Running Crane from this passage that he is very clever. The Running Crane is smart to build a barrier between the spring and the stallion. The Stallion had to drink out of the Running Crane's hands and he had to feed the Stallion in order for the Stallion to survive. The Running Crane was also smart to use the ropes to scare the Stallion away so he can have his filling of the water in the spring. That is what the reader learns about Running Crane from this passage.

Response provides an explanation of what the reader learned about the character from the passage, with some details and support.

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SCORE POINT 2

I learned that running Crane needed water but he only has food so he tries to give the Stallion food to distract him and it didn't work then he tried to give him more and it didn't work then he remembered that the Stallion was afraid of ropes so he used the rope the Stallion backed away and he got to drink his fill in water.

Response provides a partial explanation of what the reader learned about the character from the passage, with limited details.

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SCORE POINT 1

He is sly and he tries to get what he wants when he tries to make a trade with the horse.

Response is vague or minimal.

SCORE POINT 0

He is like a racing horse and is a good horse

Response is totally incorrect.