



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2007**

**Grade 5
Reading**

**NECAP 2007 RELEASED ITEMS
GRADE 5 READING**

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

- 1 Which sentence uses the word plot to mean “a secret plan”?
- A. The police discovered the plot to rob the bank.
 - B. The plot of the story led the main character to many cities.
 - C. The gardener divided the plot between vegetables and flowers.
 - D. The couple bought a plot large enough for a house and garage.

4.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

- 2 The words subway and submarine have a prefix (beginning) that means
- A. under.
 - B. with.
 - C. next to.
 - D. in between.

Butterfly Puddles

Informational Text

4.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or key details

- 3** Butterflies seek puddles because they need
- A. water to drink.
 - B. minerals to eat.
 - C. to cool themselves down.
 - D. to rest on damp soil.

4.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

- 4** In paragraph 2, the word extract means to
- A. take out.
 - B. put back.
 - C. make up.
 - D. turn down.

Butterfly Puddles

Informational Text

4.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or key details

- 5** Why should the flat rocks be both light- and dark-colored?
- A. to make the puddles beautiful to look at
 - B. to make the puddles blend with the flowers
 - C. to give butterflies places to hide from enemies
 - D. to give butterflies different temperature choices

4.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 6** What do the pictures under the article show?
- A. the reasons butterflies like petunias best
 - B. the shapes of flowers butterflies like best
 - C. the sizes of marigolds butterflies try to avoid
 - D. the height of sunflowers butterflies need

Butterfly Puddles Informational Text

4.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)

- 7 Explain how the information in this article is organized to make the directions easier to follow. Use details from the article to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the information in this article is organized to make the directions easier to follow. Response includes details from the article.
3	Response provides an explanation of how the information in this article is organized to make the directions easier to follow. Response includes some details from the article.
2	Response provides a partial explanation of how the information in this article is organized to make the directions easier to follow. Response uses limited details from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

How the information in this article is organized to make the directions easier to follow: The responses may include the following features. Alternately, the responses may also discuss the organization of the passage.

Page organization

Diagram

Space on page

Numbers and bullets

SCORE POINT 4

7

The information from "Butterfly Riddles" is organized to make it easier to follow. It is easier to follow because the first thing it talks about is why butterflies like puddles. The second thing they talk about is the material you need. Then talks about what you need to do to make it. After that, they tell where a good spot is for the puddle. That order is easy because you would want to know what materials you would need. Then you would need to know how to put it together. You would also need to know where a good spot for it is because if you had the wrong spot the butterflies wouldn't come. That is how the information is organized to make it easier to follow.

Response provides a thorough explanation of how the information in this article is organized to make the directions easier to follow. Response includes details from the article.

SCORE POINT 3

7

The information in the article is in order. You do not need to search for steps. They tell you the materials you need before you get started.

This way you can gather all your materials and see if you're missing something. This prevents you from stopping during your project. Also, the steps of what to do are in order so you know what to do first, second, fourth, and fifth. If the directions are mixed up, the project might not come out correctly. Having the right order makes the directions clearer.

Response provides an explanation of how the information in this article is organized to make the directions easier to follow. Response includes some details from the article.

NECAP 2007 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 2

7

The information is organized to make the directions easier to follow because the article tells about the butterflies first. Then, they tell you what you need to make a damp spot. Next, they tell you how to make it with your tools. They also tell you where you should put it. That's organized to make the directions easier to follow.

Response provides a partial explanation of how the information in this article is organized to make the directions easier to follow. Response uses limited details from the article.

NECAP 2007 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 2

7 they start with the first thing to do first. they put different titles for different sections. They number there steps so people don't mix them all together. also counfuse them for one big derrection. But they nubered theres so people would not get counfused.

Response provides a partial explanation of how the information in this article is organized to make the directions easier to follow. Response uses limited details from the article.

NECAP 2007 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 1

7

The article is well organized because it takes you step by step and has every thing in the correct order.

Response is vague or minimal.

SCORE POINT 0

7

Butter flies like damp places so they hang out there

Response is totally incorrect or irrelevant.

A Dragon-Fly and Little Talk Literary Texts

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

- 8** In line 2 of “A Dragon-Fly,” the word drowsy means
- A. noisy.
 - B. cloudy.
 - C. buggy.
 - D. sleepy.

4.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 9** What do lines 5 and 6 of “A Dragon-Fly” describe?
- A. the movement of the dragonfly
 - B. the way the dragonfly looks
 - C. the movement of the speaker’s hand
 - D. the way the speaker acts in summer

A Dragon-Fly and Little Talk Literary Texts

4.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits

- 10 In "Little Talk," what is the **most likely** reason the speaker says "Don't you think"?
- A. to help the reader learn about bugs' lives
 - B. to help the reader imagine what bugs might say
 - C. to tell the reader what the speaker likes about bugs
 - D. to tell the reader what the speaker thinks about bugs

4.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about problem, conflict, or solution

- 11 In "Little Talk," why are people unable to hear bugs?
- A. People are too large.
 - B. People are not listening.
 - C. The jungle is too noisy.
 - D. The bugs speak too fast.

A Dragon-Fly and Little Talk Literary Texts

4.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits

- 12 How do the speakers feel about the insects in the two poems? Explain your answer by using details from **both** poems.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation about how the speakers feel about the insects in the two poems. Response includes details from both poems.
3	Response provides an explanation about how the speakers feel about the insects in the two poems. Response includes some details from both poems.
2	Response provides a partial explanation about how the speakers feel about the insects in one or both poems. Response uses limited details from one or both poems.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

How the speakers feel about the insects in the two poems: The first speaker thinks that insects are beautiful. The second speaker wonders about insects.

Note: Students may react in different ways; responses must be supported by the two poems.

12

In both poems, the speakers feel that the insects are nice to have around. Eleanor Farjeon describes the dragon-fly in her poem as a graceful figure with a blue jointed body and wings like spun glass. She makes the dragon-fly a peaceful figure. Aileen Fisher describes the bugs in her poem as active, talkative creatures. The insects she made up talk about their kind of weather in grassy jungles, and how they get earth-quakes whenever humans pass by their village. Both women use these insects as nice things to have around the yard.

Response provides a thorough explanation about how the speakers feel about the insects in the two poems. Response includes details from both poems.

SCORE POINT 3

12

In the first poem the speaker felt that dragonflies and their wings were pretty. He also felt that the dragonfly was blue, so most other dragonflies are blue to him, too. The 2nd speaker felt that other bugs were tiny and that they might actually speak tiny languages down there. They both feel that bugs are quite fascinating. I know this because they describe the bugs and tell what happens when people walk by them.

Response provides an explanation about how the speakers feel about the insects in the two poems.
Response includes some details from both poems.

NECAP 2007 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 2

12

The speaker feels about the insect like they are their friends. The speaker is gentle to the bugs by letting them land on their hands. The speakers feel like they can talk to them.

Response provides a partial explanation about how the speakers feel about the insects in one or both poems. Response uses limited details from one or both poems.

NECAP 2007 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 1

12

They like insects like
how they and they think about
what they talk about.

Response is vague or minimal.

SCORE POINT 0

12

They might feel like
what is happening.

Response is totally incorrect or irrelevant.