New England Common Assessment Program

Released Items Support Materials 2007

Grade 6 Reading

5.3.2 **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

We knew the fish was fresh because we bought it from the fisherman on the boat.

1 Which sentence uses the word fresh as it is used in the box?

A. The fruit that was delivered today was fresh.
B. The child made a fresh remark to the adult and was punished.
C. The water on the island was fresh, not salty.
D. The runner traded places in the relay with a fresh runner.

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

2 A synonym for the word example is

A. excuse.
B. model.
C. exchange.
D. document.

MAP IT
Informational Text

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

3 Today's maps are different from those of the past because they are more

A. beautiful.
B. costly.
C. lasting.
D. common.

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

4 What is the **main** idea of paragraph 3?

A. Mapmaking began in Europe.
B. People used maps to tell stories.
C. Making a map was very difficult.
D. Maps have existed for a very long time.

MAP IT
Informational Text

5.3.2 **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

5 In paragraph 4, a bird's-eye view means you are looking

A. down upon the area.
B. rapidly across the area.
C. from a great distance from the area.
D. out from the center of the area.

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

6 How is today's *compass rose* similar to earlier ones?

A. Both have only four compass points.
B. Both look like a rose.
C. Both show compass directions.
D. Both explain symbols.

MAP IT
Informational Text

5.7.3 **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, summarizing, or comparing/contrasting)

❼ Using information from the article, explain how people use maps to get from one place to another.

Scoring Guide:

Score	Description
4	Response includes a thorough explanation of how people use maps to get from one place to another. Response includes information from the article.
3	Response includes an explanation of how people use maps to get from one place to another. Response includes some information from the article.
2	Response includes a partial explanation of how people use maps to get from one place to another. Response uses limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

The response may describe how maps are used (for example, by captains and pilots) or describe the process of using a map to get from one place to another. A thorough response will explain how a map is **used**.

Elements that may be mentioned include the compass rose, the key, symbols for landmarks, etc.

Score Point 4

7

In order to get from one place to another people use maps. When you use a map, you use it to find many things. You use a compass rose on a map to find direction. North, East, South, and West are the most commonly used directions. Directions are important to people when they are trying to get from one place to another because they show you which way to go. You look at a map with a birds eye view. When yw look dawn on a map, ya can predict haw far away ya are from yar destination. Maps help you find places yw need to find and have very helpful uses.

Response includes a thorough explanation of how people use maps to get from one place to another. Response includes information from the article.

Score Point 3

7

People go place to place by using a compos rose and directions from the map. Caplins and pilots use maps to navigate ships and planes. People use maps to plan trips or go to a house or a restrurant. Maps tell people where to and turn. Maps use landmarks to tell where things are. We use maps to measure distence from where we are, between the point we go to. Maps help us to get to a serten place. Maps show us where we are and where we have to go in a state or contenct.

Response includes an explanation of how people use maps to get from one place to another. Response includes some information from the article.

Score Point 2

7

People use maps to get from one place to another by looking at the map, finding the key and legend to find any marks to see if they can find their destination. This is how people get from one place to another by using maps.

Response includes a partial explanation of how people use maps to get from one place to another. Response uses limited information from the article.

Score Point 1

7

They looks At where they are are on the map then they go the direction it tells them to go.

Response is vague or minimal.

Score Point 0

7

People use maps by putting them In there glove Compartmentes of there car in there purses people can Bring maps to get anywhere!

Response is totally incorrect or irrelevant.

MAP IT
Informational Text

5.2.1 **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)

8 In paragraph 14, the word crinkle means

A. cut.
B. spray.
C. discolor.
D. wrinkle.

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

9 Which of the following is a landmark that can be used on a map?

A. a bike rider
B. a dog
C. a lake
D. a school bus

MAP IT
Informational Text

5.8.2 **Analyze and interpret informational text, citing evidence as appropriate by** synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

10 Another good title for this article is

A. "Maps of Clay."
B. "Finding the Way."
C. "The Compass Rose."
D. "Drawing My Room."

5.8.3 **Analyze and interpret informational text, citing evidence as appropriate by** drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant

11 The **main** purpose of this article is to

A. explain the compass rose.
B. inform readers about travel.
C. inform readers about mapmaking.
D. explain some careers in mapmaking.

MAP IT
Informational Text

5.8.2	**Analyze and interpret informational text, citing evidence as appropriate by** synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

12 After reading this article, tell what information you would include on a map of your school. Use details from the article to explain your answer.

Scoring Guide:

Score	Description
4	Response includes a thorough explanation of the information the student would include on a map of his/her school. Response includes information from the article.
3	Response includes an explanation of the information the student would include on a map of his/her school. Response includes some information from the article.
2	Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

The information the student would include on a map of his/her school:

- Distance from one landmark to another; distance might be indicated by distance (feet, yards, steps, miles, meters) or time needed to move from one point to another.
- Symbols such as lines, colors, and shapes for the landmarks should be identified in the key.
- The directions should be indicated on the map, perhaps with a compass rose, marking north, south, east, west.
- A key or legend would interpret the symbols and colors used.

Note: Answers may vary.

SCORE POINT 4

12

A map of my school would start out with a compass rose to show where the rooms according to North, South, East and West. It would from a birds-eye view. I would show where every room was and I would label each one neatly. I would use landmarks to show where rooms are compared to other rooms and to mark the distance or direction from place to place. I would make my map on graph paper to make it easier for the reader to see the distance between every room. I might count my steps between each classroom to see what distance exactly they are apart so I could mark that on my map. To finish it all off I would put a key or legend on the map so the reader would know what all the symbols on my map meant.

Response includes a thorough explanation of the information the student would include on a map of his/her school. Response includes information from the article.

Score Point 3

12

If I made a map of my school, I would draw the whole school, including the janitors' closets. I would draw the school many times smaller on my map, but everything would be to scale. I think it is important to make maps to scale because it is clearer to the reader of the map how big everything really was. I would also include a key, wich would explain what the different symbols I used ment, and it would also explain how big everything was (for example, 1 cm = 10 m.). I would also include a compass, wich would tell the reader where our school was.

Response includes an explanation of the information the student would include on a map of his/her school. Response includes some information from the article.

Score Point 2

12

Some information I would use on my map of the school is, I would make a key, or legend, explaining what the symbols on my map mean. I would also include a compass rose. I would label key points of my school, like the office, or the library. I would show the gym and the lunch-room.

Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.

Score Point 2

12

I would like to include a compass rose, a map key, sybals like stars or squares for different places like the office or bathrooms. I would also like to use a big red X to tell you where my homeroom class is.

Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.

Score Point 1

12

I would include all doors, all classrooms, the playground the lurchroom, library.

Response is vague or minimal.

Score Point 0

12

The maps are different in all sorts of ways

Response is totally incorrect or irrelevant.