



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials 2013**

**Grade 6  
Reading**

NECAP 2013 RELEASED ITEMS  
GRADE 6 READING

**5.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships** by selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary  
EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way “spring” is used in this passage, would having a “spring” be necessary for survival? Explain how you know.

The pace of the play was so slow that the entire audience started yawning.

- 1 What does the word pace mean as it is used in the box?
- A. way a horse moves
  - B. rate of speed
  - C. number of steps
  - D. way of walking

**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)

*Use the definitions below to answer the question.*

**address** v **1.** to speak **2.** to make a speech  
**3.** to make right **4.** to direct one’s efforts to

- 2 Which is the **best** definition of the word address as it is used in this sentence?
- We finished the housework, but now it’s time to address the yard work.
- A. definition 1
  - B. definition 2
  - C. definition 3
  - D. definition 4

## What's So Funny? Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 6 Reading.)

**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 According to the passage, what do cartoonists and writers have in common?
- A. Both use their fans as characters in their stories.
  - B. Both write down questions to prepare themselves.
  - C. Both think about the people who will read their work.
  - D. Both look for new ideas through their surroundings.

**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)**

- 4 Which sentence **best** summarizes paragraph 2?
- A. There are different ways to laugh.
  - B. Laughing and smiling are similar actions.
  - C. There are reasons why people laugh.
  - D. Laughing will make people forget things.

## What's So Funny? Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 6 Reading.)

**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)**

- 5 Based on the passage, what is an example of surprise?
- A. A horse rides in a cart while the owner pulls it down the road.
  - B. A cat chases a string around the room until it is tired.
  - C. A person notices that there is a long line at the movie theater.
  - D. A farmer finds that all his chickens have laid eggs.

**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)**

- 6 In paragraph 4, the word embellish means
- A. add extra details.
  - B. look at closely.
  - C. attempt to copy.
  - D. search for proof.

## What's So Funny? Informational Text

(The passage for these questions is located in Released Items 2013 – Grade 6 Reading.)

**5.8.2** 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)

You have to open yourself up to the world around you.

- 7 Explain how following this advice helps a person become a good cartoonist. Use information from the **entire** passage to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how following this advice helps a person become a good cartoonist. Response includes relevant information from the <b>entire</b> passage.
3	Response provides an explanation of how following this advice helps a person become a good cartoonist. Response includes some relevant information from the <b>entire</b> passage.
2	Response provides a partial explanation of how following this advice helps a person become a good cartoonist. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Response may explain that this statement helps a person become a good cartoonist because it is important to pay attention and/or be observant to different actions, behaviors, and or events that will provide cartoon ideas.

Information from the passage should support these ideas.

SCORE POINT 4

7

The advice "You have to open yourself up to the world around you" helps you become a good cartoonist. If you're not really aware of your surroundings you don't notice as much. Cartoonists look for funny things all day. You won't remember what you laughed about if you aren't aware. Try to remember what made you laugh or smile. Some people think that their life isn't funny because they don't have an open mind. Looking for funny is an attitude. Take ordinary events and exaggerate them or add something un-expected to them. If you're just wrapped up inside yourself you won't notice funny things. Bring a sketchpad with you wherever you go so you'll remember things that make you laugh. Just remember to have an open mind.

Response provides a thorough explanation of how following this advice helps a person become a good cartoonist. Response includes relevant information from the **entire** passage.

NECAP 2013 RELEASED ITEMS  
GRADE 6 READING

SCORE POINT 3

7

You have to open yourself up to the world around you can help you become a good cartoonist because it pretty much means that you have to look around for things in the world or in your life that seems funny and add a little bit to it. You could extend or add onto things that might seem funny and make them even more funnier which means you could exaggerate on your ideas. Another thing you could do is take a normal situation and turn it around which would be very surprising. That's how that word of advice can help a person become a good cartoonist.

Response provides an explanation of how following this advice helps a person become a good cartoonist. Response includes some relevant information from the **entire** passage.

NECAP 2013 RELEASED ITEMS  
GRADE 6 READING

SCORE POINT 2

7

They become a good cartoonist by writing down their jokes to remember. Also, they need surprise to make a cartoon comic. They become a good cartoonist by thinking of something funny. They also take two ideas that would never go together and put them together.

Response provides a partial explanation of how following this advice helps a person become a good cartoonist. Response includes limited information from the passage.

SCORE POINT 1

7

You can become a good cartoonist by seeing things differently and by finding ways to make people laugh.

Response is vague or minimal.

NECAP 2013 RELEASED ITEMS  
GRADE 6 READING

SCORE POINT 0

7

This story helps a person be a cartoonist because this story is about cartoonists.

Response is totally incorrect or irrelevant.

## What's So Funny? Informational Text

(The passage and poem for these questions are located in Released Items 2013 – Grade 6 Reading.)

**5.7.1** 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)

- 8 In **Picture 1**, which part of the picture **mainly** represents exaggeration?
- A. the look on the boy's face
  - B. the height of the bus stop pole
  - C. the size of the backpack
  - D. the clothes on the boy

**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)

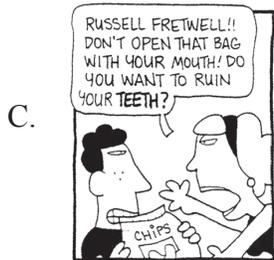
- 9 In paragraph 6, the word unrelated means
- A. not repeated.
  - B. not defined.
  - C. not allowed.
  - D. not connected.

## What's So Funny? Informational Text

(The passage and poem for these questions are located in Released Items 2013 – Grade 6 Reading.)

**5.8.1 Demonstrate initial understanding of informational texts (expository and practical texts) by connecting information *within* a text or *across* texts**

- 10 Based on the passage, which picture is the best example of surprise?



## What's So Funny? Informational Text

(The passage and poem for these questions are located in Released Items 2013 – Grade 6 Reading.)

**5.8.2** 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)

- 11 In which sentence of the cartoons is the writer trying to be humorous?
- A. “Russell, what are all these piles of clothes on your floor?”
  - B. “They’re either dirty or almost dirty.”
  - C. “Do you want to ruin your teeth?”
  - D. “Now, go out into the den and I’ll bring the chips out in a bowl!”

## What's So Funny? Informational Text

(The passage and poem for these questions are located in Released Items 2013 – Grade 6 Reading.)

**5.8.3** Demonstrate initial understanding of informational texts (expository and practical texts) 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

- 12 Explain how the author both informs **and** entertains the reader. Use information from the passage to support your answer.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the author both informs <b>and</b> entertains the reader. Response includes relevant information from the passage.
3	Response provides an explanation of how the author both informs <b>and</b> entertains the reader. Response includes some relevant information from the passage.
2	Response provides a partial explanation of how the author both informs <b>and/or</b> entertains the reader. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

Response may explain that the author both informs **and** entertains the reader because the author includes information of what makes something funny in an entertaining way.

Information from the passage should support these ideas.

SCORE POINT 4

12

The author both informs and entertains the reader by giving the reader ideas on how to come up with an idea for a cartoon, and giving examples of ideas for a cartoon. "All I can offer is one simple clue: People are funniest when they're being human." Also, the author gives you three types of humor, Surprise, Exaggeration, and The Pairing of Unlike Objects or Ideas. The author gives you an idea on how to use each one. One way the author entertains the reader is by putting a picture next to a type of humor, and the picture shows an example of that type of humor. Finally, the author entertains the reader by putting 2 comic strips at the end of the passage. Then he puts an explanation under the comic strip to explain what's going on in the picture. The author both informs and entertains the reader by instructing the reader on how to make a comic, while giving examples to help the reader come up with ideas.

Response provides a thorough explanation of how the author both informs and entertains the reader. Response includes relevant information from the passage.

12

The author informs us by telling us the steps to becoming a good cartoonist and giving us examples to give us an example of what each one would look like in a cartoon. The author entertains us by the examples. He makes them so funny. The author informs us by telling us how people say their life isn't funny and how to form a cartoon. The author entertained us by making a cartoon about a boy who wouldn't clean his room and how he tried to open a bag of chips with his mouth. His mother told him that would ruin his teeth. She said she would put the chips in a bowl and bring them to him but she couldn't open the bag so she started to use her teeth.

Response provides an explanation of how the author both informs **and** entertains the reader. Response includes some relevant information from the passage.

NECAP 2013 RELEASED ITEMS  
GRADE 6 READING

SCORE POINT 2

12

The author informs about what makes people laugh so that we can draw good, funny cartoons. He tells us to look for humor in our lives. He says that you have to open yourself up to the world around you. He also entertains us with pictures and cartoons.

Response provides a partial explanation of how the author both informs **and/or** entertains the reader.  
Response includes limited information from the passage.

NECAP 2013 RELEASED ITEMS  
GRADE 6 READING

SCORE POINT 1

12

The author both informs and entertains the reader by giving information and having little comics in between. The author would tell about a few things then have a comic to show what he means.

Response is vague or minimal.

SCORE POINT 0

12

They inform the reader by tellen in the story what is going on.

Response is totally incorrect or irrelevant.

## Grade 6 Reading Released Item Information – 2013

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand <sup>1</sup>	WV	WV	II	II	IA	WV	IA	II	WV	IA	IA	IA
GLE Code	5-3	5-2	5-7	5-7	5-8	5-2	5-8	5-7	5-2	5-8	5-8	5-8
Depth of Knowledge Code	2	2	1	2	2	2	2	2	2	2	2	2
Item Type <sup>2</sup>	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	B	D	D	C	A	A		C	D	D	B	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

<sup>1</sup>Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,  
 II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response