3.13 Reading/Comprehension of Informational Text/Expository Text

(A) Identify the details or facts that support the main idea

1. Which detail from the selection suggests that Jessica is smart?

   A. She has become comfortable with the family dogs.
   B. She figured out how to unlock a door.
   C. She spends time with other hippos.
   D. She stayed afloat on the river.

Vocabulary: detail, comfortable, figured, afloat

Dual Coding: No

Content: main idea, details

Process: Cognitive Level: understanding
The reader must understand how details support a main idea.

Correct Answer | Regional Data | Campus/District Data | Analysis of Distracters
--- | --- | --- | ---
A/F | 4% |  | While this is a detail from the text, it does not support the idea that she is smart.
B/G | 90% |  | CORRECT ANSWER
C/H | 4% |  | While this is a detail from the text, it does not support the idea that she is smart.
D/J | 2% |  | While this is a detail from the text, it does not support the idea that she is smart.

Instructional Implications:
- Students must understand how make inferences using details from a text.
- Students must be able to use text evidence to support understanding.
### 3.4 Reading/Vocabulary Development

(B) Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning word and homographs

2. Read this dictionary entry for the word *free*.

<table>
<thead>
<tr>
<th>free adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not costing any money</td>
</tr>
<tr>
<td>2. not controlled by others</td>
</tr>
<tr>
<td>3. not exact</td>
</tr>
<tr>
<td>4. not busy</td>
</tr>
</tbody>
</table>

Which meaning of *free* is used in paragraph 9?

- F Meaning 1
- G Meaning 2
- H Meaning 3
- J Meaning 4

<table>
<thead>
<tr>
<th>Item: 2</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Expository text</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

#### Dual Coding: No

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>9%</td>
<td></td>
<td>Student selected most common definition.</td>
</tr>
<tr>
<td>B/G</td>
<td>78%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>4%</td>
<td></td>
<td>Student did not understand exact in definition.</td>
</tr>
<tr>
<td>D/J</td>
<td>9%</td>
<td></td>
<td>Student believes hippos are not busy, but did not reread sentence for clarity.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- During vocabulary study Include multiple meaning words.
- Teach students to use dictionaries to clarify meanings of words.
3.13 Reading/Comprehension of Informational Text/Expository Text
(C) Identify explicit cause and effect relationships among ideas in texts

3. Look at the diagram below.

![Diagram](image)

Which sentence best completes the diagram?

A. Joubert encouraged Jessica to play with his dogs.
B. Joubert discovered where in the river Jessica was born.
C. Joubert knew how to make the milk Jessica needed.
D. Joubert told Jessica’s fans about her on a website.

---

**Item: 3**  
**Category: 3**  
**Source/Genre:** Expository text  
**When Taught?**

**Vocabulary:** encouraged, website, cause, effect  
**Dual Coding:** No  
**Content:** organizational pattern, cause-effect  
**Process:**

Cognitive Level: application  
Reader must apply understanding of cause and effect relationships to complete an organizer.

**Readiness/Supporting:** readiness

**Correct Answer**  
Regional Data  
Campus/District Data  
Analysis of Distracters

A/F  
5%  
Paragraph 7 mentions the dogs, but it does not mention that Joubert encouraged the interaction nor does it reflect an effect of his experience with animals.

B/G  
15%  
Paragraph 3 states that it is not known where the hippo was born.

C/H  
73%  
CORRECT ANSWER

D/J  
7%  
Paragraph 10 mentions the website, but it is not an effect of Joubert’s experience with animals.

**Instructional Implications:**
- Students must understand how ideas in a text are connected.
- Students must be able to identify both explicit and implicit relationships among ideas.
### 3.13 Reading/Comprehension of Informational Text/Expository Text

**(B)** Draw conclusions from the facts presented in text and support those assertions with textual evidence

<table>
<thead>
<tr>
<th>Item: 4</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: Expository text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> conclude, unusual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Content: main idea, details</td>
<td>Cognitive Level: Analyze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process: inference/draw conclusions</td>
<td>Reader must analyze entire passage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to draw a valid conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>Correct Answer</strong></td>
<td><strong>Regional Data</strong></td>
<td><strong>Campus/District Data</strong></td>
<td><strong>Analysis of Distracters</strong></td>
</tr>
<tr>
<td>A/F</td>
<td>78%</td>
<td></td>
<td><strong>CORRECT ANSWER</strong></td>
</tr>
<tr>
<td>B/G</td>
<td>7%</td>
<td></td>
<td>Student may have connected personal experience with not seeing a hippo on television.</td>
</tr>
<tr>
<td>C/H</td>
<td>11%</td>
<td></td>
<td>Student did not use text evidence. Paragraph 2 explicitly states that mother hippos have their babies underwater.</td>
</tr>
<tr>
<td>D/J</td>
<td>4%</td>
<td></td>
<td>Student interjected own opinion. The text does not discuss fear of large animals.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- When practicing the concept of drawing conclusions it is always necessary to require textual support for the conclusion.
- Students must reread text carefully.

---

The reader can conclude that it is unusual for —

- **F** a hippo to live with humans
- **G** a hippo to appear on TV
- **H** mother hippos to have their babies in the water
- **J** people to fear large animals
3.16 Reading/Media Literacy.
Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

**Fig 19 Reading/Comprehension Skills**

(D) Make inferences about text and use textual evidence to support understanding

---

**Item: 5**

**Reporting Category:** 3  
**Source/Genre:** Expository and media  
**When Taught?**

**Vocabulary:** supports, diet

**Dual Coding:** Yes

**Content:** graphics, text features, main idea, details  
**Process:** inferences

**Cognitive Level:** analyze  
Reader must analyze the relationship between a photograph and main idea.

**Readiness/Supporting**

**Correct Answer** | **Regional Data** | **Campus/District Data** | **Analysis of Distracters**
---|---|---|---
A/F | 15% | | Student selected a fact from text not the picture. Picture does not show food.
B/G | 6% | | This is supported in the text but not the picture. Picture does not show other hippos.
C/H | 34% | | Student only considered text information and not graphic.
D/J | 45% | | CORRECT ANSWER

**Instructional Implications:**
- Students must understand how a graphic is used to support ideas in a text.
- Students must be able to make inferences based on both text and visual evidence.
3.13 Reading/Comprehension of Informational Text/Expository Text.

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

**Fig 19 Reading/Comprehension Skills**

(E) Summarize information in text, maintaining meaning and logical order

---

### Item: 6

**Source/Genre:** Expository text

**Content:** main idea

**Process:** summarization

**Vocabulary:** summary,

**Dual Coding:** Yes

**Cognitive Level:** Understanding

Reader must summarize a text.

<table>
<thead>
<tr>
<th>Readiness/Supporting</th>
<th>Readiness</th>
</tr>
</thead>
</table>

#### Correct Answer - Regional Data

- **A/F** 54%
  - CORRECT ANSWER

- **B/G** 13%
  - This choice focuses on details rather than main ideas from the text.

- **C/H** 25%
  - This choice contains mostly minor details and does not include information from the end of the selection.

- **D/J** 8%
  - This choice contains mostly minor details and does not include information from the end of the selection.

### Instructional Implications:

- Students must be able to identify main ideas of a text.
- Students need practice writing complete summaries.
3.4 Reading/Vocabulary Development

(B) Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning word and homographs

### Item: 7

**7** What does the word *fortunate* mean in paragraph 1?

- A Wise
- B Happy
- C Lucky
- D Proud

### Reporting Category: 1

**Source/Genre:** Expository text

### When Taught?

**Vocabulary:** fortunate, proud

**Dual Coding:** No

**Process:**

- **Content:** context clues
- **Cognitive Level:** understanding

**Reader must understand the meaning of an unknown word.**

### Correct Answer

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>18%</td>
<td></td>
<td>Student may have misinterpreted the word “find” to mean that the hippo intentionally sought Joubert’s home.</td>
</tr>
<tr>
<td>B/G</td>
<td>12%</td>
<td></td>
<td>Student focused on result of action.</td>
</tr>
<tr>
<td>C/H</td>
<td>65%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>D/J</td>
<td>5%</td>
<td></td>
<td>Student associated word with feelings of people.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Students need to know how to use dictionaries and/or a thesaurus to clarify meaning of unknown words or find synonyms.
- Students must use contextual evidence to clarify meaning of unknown words.
3.13 Reading/Comprehension of Informational Text/Expository Text
(B) Draw conclusions from the facts presented in text and support those assertions with textual evidence

Which sentence best explains why Joubert was able to provide the care Jessica needed?

F. He had nursed many orphaned animals back to health.
G. He knew the baby hippo was very young and weak.
H. He carried the 26-pound animal into his house and named her Jessica.
J. He mixed egg yolks and cream and fed it to Jessica from a bottle.

<table>
<thead>
<tr>
<th>Item: 8</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: Expository text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: orphaned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: using text evidence, cause-effect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process: inference/draw conclusions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Level: understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader must support a conclusion with text evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>66%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>15%</td>
<td></td>
<td>While this shows he understood something about animals, it does not explain why he was able to nurse her back to health.</td>
</tr>
<tr>
<td>C/H</td>
<td>5%</td>
<td></td>
<td>This reflects an action that Joubert took in the process of nursing her back to health.</td>
</tr>
<tr>
<td>D/J</td>
<td>14%</td>
<td></td>
<td>This reflects an action that Joubert took in the process of nursing her back to health.</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must understand the relationships among ideas in a text.
- Students must be able to infer cause-and-effect relationships.
- Encourage students to provide textual evidence to support conclusions.
3.13 Reading/Comprehension of Informational Text/Expository Text

(A) Identify the details or facts that support the main idea

9. According to the selection, the problem with having Jessica in the house was that she—

A. ate food that was not good for her
B. wanted to be left alone
C. bothered the family dogs
D. broke things

<table>
<thead>
<tr>
<th>Item</th>
<th>Reporting Category</th>
<th>Source/Genre</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3</td>
<td>Expository text</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary:

<table>
<thead>
<tr>
<th>Dual Coding</th>
<th>Content</th>
<th>Cognitive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>details, facts</td>
<td>remembering</td>
</tr>
</tbody>
</table>

Process:

Reader must identify information from passage.

Readiness/Supporting

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus-District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>2%</td>
<td></td>
<td>Student did not use text evidence. The passage does not mention this.</td>
</tr>
<tr>
<td>B/G</td>
<td>1%</td>
<td></td>
<td>Paragraph 9 says that hippos are social animals.</td>
</tr>
<tr>
<td>C/H</td>
<td>3%</td>
<td></td>
<td>Paragraph 7 says she made friends with the family dogs.</td>
</tr>
<tr>
<td>D/J</td>
<td>94%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
</tbody>
</table>

Instructional Implications:

- Students must reread text to locate information.
- Students must use text evidence to verify answers.
3.8 Reading/Comprehension of Literary Text/Fiction
(B) Describe the interaction of characters including their relationships and the changes they undergo

10 Which sentence best describes Judy and Stink’s relationship?

- F They tease each other.
- G They are jealous of each other.
- H They tell each other everything.
- J They like to spend time together.

<table>
<thead>
<tr>
<th>Item: 10</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: relationship, tease, jealous,</td>
<td>Content: character relationships</td>
<td>Cognitive Level: Understanding Reader must describe the relationship between two characters.</td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readiness/ Supporting</td>
<td>READINESS</td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/ District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F 82%</td>
<td>CORRECT ANSWER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B/G 8%</td>
<td>Student misunderstood the interactions between Stink and Judy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C/H 5%</td>
<td>Student may have confused Stink with Mouse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D/J 5%</td>
<td>Student did not use text evidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must understand how dialogue can be used to reveal the relationship between characters.
- Students must use text evidence to support inferences.
3.8 Reading/Comprehension of Literary Text/Fiction

(A) Sequence and summarize the plot’s main events and explain their influence on future events

11 Look at the diagram below.

```
Mom comes into Judy’s room.  Judy says she has the mumps.          Mom takes Judy’s temperature.
```

Which event belongs in the empty box?

A. Judy puts a cough drop in her mouth.
B. Stink knocks on Judy’s door.
C. Judy makes a promise to Mom.
D. Mom tells Judy to get dressed for school.

Item: 11  Reporting Category: 2  Source/Genre: literary fiction  When Taught?

Vocabulary: mumps

Dual Coding: No

Content: organization, plot

Process:

Cognitive Level: Remembering

The student identifies events in the plot to complete a graphic organizer.

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>26%</td>
<td></td>
<td>This occurs in line 4 before Mom comes into the room.</td>
</tr>
<tr>
<td>B/G</td>
<td>5%</td>
<td></td>
<td>This occurs in line 5 before Mom comes into the room.</td>
</tr>
<tr>
<td>C/H</td>
<td>63%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>D/J</td>
<td>6%</td>
<td></td>
<td>This occurs in line 37 after Mom took Judy’s temperature.</td>
</tr>
</tbody>
</table>

Instructional Implications:

- Students need practice sequencing plot using graphic organizers.
- Students must reread text carefully to clarify answers.
3.5 Reading/Comprehension of Literary Text/Theme and Genre

(A) Paraphrase the themes and supporting details of fables, legends, myths, or stories

12. What lesson does Judy learn?

F. It is difficult to fool your mother.
G. You can still have fun on a rainy day.
H. It is difficult to go to school on a rainy day.
J. Mothers expect their children to do well in school.

Item: 12 Reporting Category: 2 Source/Genre: Literary fiction When Taught?

Vocabulary: difficult, expect

Dual Coding: No

Content: theme, message

Process: Reader must interpret the message of a story.

Readiness/Supporting Supporting

Correct Answer Regional Data Campus/District Data Analysis of Distracters

A/F 75% CORRECT ANSWER
B/G 11% Student may have interjected his own opinion rather than using text evidence.
C/H 7% This answer reflects Judy’s attitude but not the theme.
D/J 7% Student may have interjected his own opinion rather than using text evidence.

Instructional Implications:

- Students must understand how to paraphrase theme.
- Students must be able to distinguish between a character’s feelings or attitudes and the lesson of a story.
- Students must be able to read beyond a literal level.
3.8 Reading/Comprehension of Literary Text/Fiction
(B) Describe the interaction of characters including their relationships and the changes they undergo

13 Which sentence best shows that Judy is upset with her brother?

A  “Just go to school without me.”
B  “Well, you’ll have to call me it at school ‘cause you don’t get to stay home.”
C  Judy stuck out her cherry-red, no-mumps tongue at Stink.
D  She was down in the dumps.

<table>
<thead>
<tr>
<th>Item: 13</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary:** mumps

**Dual Coding:** No

**Content:** Character development

**Process:**

**Cognitive Level:** Understanding
Reader must support an idea with evidence from the text.

**Readiness/Supporting**

**Readiness**

**Correct Answer** | **Regional Data** | **Campus/District Data** | **Analysis of Distracters**
--- | --- | --- | ---
A/F | 13% | | Student misunderstood the intention of this statement. |
B/G | 23% | | Student missed that Stink made the statement not Judy. |
C/H | 56% | | CORRECT ANSWER |
D/J | 8% | | This reflects Judy’s overall attitude toward having to go to school, not just her feelings toward Stink. |

**Instructional Implications:**
- Students must understand how character relationships are developed through dialogue.
3.4 Reading/Vocabulary Development

(B) Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning word and homographs

14 Read the dictionary entry below.

\[ \text{straight} \] \( \text{strət} \) adjective
- honest
- correct
- without curves or bends
- following one after another

Which meaning best fits the way \textit{straight} is used in paragraph 1?

- F Meaning 1
- G Meaning 2
- H Meaning 3
- J Meaning 4

---

<table>
<thead>
<tr>
<th>Item: 14</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Literary text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: straight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Content: context clues Process:</td>
<td>Cognitive Level: understanding Reader must use context clues to determine meaning of a multiple meaning word.</td>
<td></td>
</tr>
<tr>
<td>Readiness/Supporting</td>
<td>Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F</td>
<td>6%</td>
<td></td>
<td>Student did not use context clues.</td>
</tr>
<tr>
<td>B/G</td>
<td>5%</td>
<td></td>
<td>Student did not use context clues.</td>
</tr>
<tr>
<td>C/H</td>
<td>21%</td>
<td></td>
<td>Student used personal understanding rather than context clues.</td>
</tr>
<tr>
<td>D/J</td>
<td>68%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
</tbody>
</table>

---

Instructional Implications:

- Students need to practice using a dictionary to clarify meaning of unknown words.
- Students must use text evidence to support understanding of multiple meaning words.
3.8 Reading/Comprehension of Literary Text/Fiction

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

**Fig 19 Reading/Comprehension Skills**

(D) Make inferences about text and use textual evidence to support understanding.

---

**Item:** 15

**Source/Genre:** Literary text

**When Taught?**

---

**Vocabulary:** mumps

**Dual Coding:** Yes

**Content:** Cause-effect relationships, plot development, character motivations

**Process:** inference

**Cognitive Level:** understanding Reader must understand the motivations which cause a character’s actions.

---

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>14%</td>
<td></td>
<td>Student misunderstood the motivation for the action. Stink had not been introduced at this point.</td>
</tr>
<tr>
<td>B/G</td>
<td>10%</td>
<td></td>
<td>There is no evidence to support that this is true of Judy.</td>
</tr>
<tr>
<td>C/H</td>
<td>13%</td>
<td></td>
<td>Student misunderstood that Judy was only pretending to be sick.</td>
</tr>
<tr>
<td>D/J</td>
<td>63%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Encourage textual support for inferences and conclusions.
- Students must understand how sequential order can be used to infer cause-effect relationships among events in a story.
3.8 Reading/Comprehension of Literary Text/Fiction
Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Fig 19 Reading/Comprehension Skills
(D) Make inferences about text and use textual evidence to support understanding.

16 Why does Judy call her brother a name at the end of the story?

F  She wants Stink to be afraid of her.
G  Stink tells Mom that Judy took the cat’s temperature.
H  She is angry that Stink ruined her plans.
J  Stink wants to stay home with Judy.

<table>
<thead>
<tr>
<th>Item: 16</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: temperature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: Yes</td>
<td>Content: character motives/actions, cause-effect relationships, plot</td>
<td>Cognitive Level: Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process: inference</td>
<td>Reader must infer relationship between character actions and motives.</td>
<td></td>
</tr>
<tr>
<td>Readiness/ Supporting</td>
<td>Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/ District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F</td>
<td>4%</td>
<td>Student may have interjected his own experience rather than using text evidence.</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>15%</td>
<td>While this is an event in the story, it does not represent the cause for Judy’s action.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>75%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>6%</td>
<td>Student may have interjected his own experience or judgment rather than using text evidence.</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Implications:
- Inferences about a character must be verified by actions and reactions of others in the text, not on personal experience.
- Students must understand cause/effect relationships in order to infer character motives.
3.8 Reading/Comprehension of Literary Text/Fiction
Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Fig 19 Reading/Comprehension Skills
(D) Make inferences about text and use textual evidence to support understanding.

17 What can the reader conclude about Judy?

A She is usually dressed for school before her brother.
B She thinks it is fun to stay home from school.
C She has difficulty understanding mystery books.
D She has had the mumps before.

<table>
<thead>
<tr>
<th>Item</th>
<th>Reporting Category</th>
<th>Source/Genre: Literary fiction</th>
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<tbody>
<tr>
<td>17</td>
<td>Category: 2</td>
<td>Literary fiction</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary: conclude

Dual Coding: Yes

Content: character
Process: inference/drawing conclusions

Cognitive Level: Analyze
Reader must analyze text to understand character.

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>5%</td>
<td></td>
<td>Student did not use text evidence. This is not indicated in the selection.</td>
</tr>
<tr>
<td>B/G</td>
<td>81%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>3%</td>
<td></td>
<td>Student did not use text evidence. Paragraph 3 gives evidence that she enjoys mysteries.</td>
</tr>
<tr>
<td>D/J</td>
<td>11%</td>
<td></td>
<td>Student may have misunderstood paragraph 24 to mean that she had previously had the mumps. Paragraph 25 &amp; 26 clarify this, however.</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Student must be able to justify conclusions with text evidence.
### 3rd Grade Reading STARR 2013

#### 3.13 Reading/Comprehension of Informational Text/Expository Text

**Objective:** Identify explicit cause and effect relationships among ideas in texts

---

**Item: 18**

**Report Category:** 3  
**Source/Genre:** Expository text

**When Taught?**

---

**Vocabulary:**

**Dual Coding:** no  
**Content:** organization, cause-effect

**Process:**

**Cognitive Level:** Remembering

**Reader must identify a cause-effect relationship.**

---

**Correct Answer**

<table>
<thead>
<tr>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>87%</td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>4%</td>
<td>This was a detail related to one man and was not related to William Tappenden.</td>
</tr>
<tr>
<td>C/H</td>
<td>4%</td>
<td>Student did not use text evidence. This is not indicated in the passage.</td>
</tr>
<tr>
<td>D/J</td>
<td>5%</td>
<td>Student did not use text evidence. This is not indicated in the passage.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Review terminology of cause/effect relationships.
- Reread for textual support of an answer.
3.13 Reading/Comprehension of Informational Text/Expository Text

(B) Draw conclusions from the facts presented in text and support those assertions with textual evidence

19 When Crum learned that the customer was pleased with the batch of crispy fried potatoes, he most likely felt —

A curious
B thankful
C surprised
D bothered

<table>
<thead>
<tr>
<th>Item: 19</th>
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<th>Source/Genre: Expository</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vocabulary: curious, bothered</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dual Coding: No</th>
<th>Content: cause-effect</th>
<th>Cognitive Level: understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process: inference/drawing conclusions</td>
<td>Reader must draw conclusions about a person in the text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>7%</td>
<td></td>
<td>Student did not understand the meaning of curious.</td>
</tr>
<tr>
<td>B/G</td>
<td>27%</td>
<td></td>
<td>Student did not connect the predicted reaction with the motive of Crum’s actions in paragraph 3.</td>
</tr>
<tr>
<td>C/H</td>
<td>63%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>3%</td>
<td></td>
<td>Student may have chosen this answer because it more closely reflects Crum’s feelings at the beginning of paragraph 3.</td>
</tr>
</tbody>
</table>

Instructional Implications:

- Students must understand how to clarify meaning of unknown words using context clues or reference sources.
- Students must support inferences with specific text evidence.
3.13 Reading/Comprehension of Informational Text/Expository Text

(A) Identify the details or facts that support the main idea

20 What is the section titled “An Accidental Success” mainly about?

F How restaurants first came to serve potato chips
G How the first potato chips came to be made
H Why someone wanted to make the first potato chips
J Why someone complained about some fried potatoes

Vocabulary: complained

Dual Coding: No

Content: main idea, details
Process:

Cognitive Level: understanding
Reader must understand facts to paraphrase the main idea.

Readiness/ Supporting
Readiness

Correct Answer Regional Data Campus/ District Data Analysis of Distracters

A/F 24% While this is implied in the last sentence of the section, it does not reflect the main idea of the entire section.
B/G 56% CORRECT ANSWER
C/H 7% This choice implies that the potato chips were made intentionally when the title clearly indicates they were an accident.
D/J 13% Student focused on the lengthy description of complaining customer.

Instructional Implications:
- Students must understand that different portions of text may serve different purposes.
- Students must be able to paraphrase main ideas of a text.
3.13 Reading/Comprehension of Informational Text/Expository Text

(A) Identify the details or facts that support the main idea

21 How were potato chips first sold in some grocery stores?

A In baskets that sat on tables
B In piles that were on plates
C In wax-coated paper bags that were ironed shut
D In paper bags that were filled from a barrel

Item: 21 Reporting Category: 3 Source/Genre: Expository When Taught?

Vocabulary:

Dual Coding: No Content: facts, details, locating information Process:

Readiness/ Supporting Readiness Cognitive Level: Remembering
Reader must identify facts in a text.

Correct Answer Regional Data Campus/ District Data Analysis of Distracters
A/F 13% This reflects how they were first served in restaurants.
B/G 6% This reflects how they were served on the man’s plate.
C/H 19% While this is one way that they were sold, it was not the FIRST way they were sold in stores.
D/J 62% CORRECT ANSWER

Instructional Implications:
- Students must know how to use a text’s organization to locate information.
- Students must verify answers with text evidence.
### 3.13 Reading/Comprehension of Informational Text/Expository Text

**(B) Draw conclusions from the facts presented in text and support those assertions with textual evidence**

**Item: 22**  
**Reporting Category: 3**  
**Source/Genre: Expository**  
**When Taught?**

**Vocabulary: supports**

**Dual Coding: no**  
**Content: using text evidence, main idea**  
**Process: inference/drawing conclusions**  
**Cognitive Level: Understanding**  
**Reader must support inference with text evidence.**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>17%</td>
<td></td>
<td>This answer reflects changes in how chips were made available but not in the changes made to the chips themselves.</td>
</tr>
<tr>
<td>B/G</td>
<td>15%</td>
<td></td>
<td>This answer reflects a fact from the text rather than a conclusion that can be drawn.</td>
</tr>
<tr>
<td>C/H</td>
<td>56%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>D/J</td>
<td>12%</td>
<td></td>
<td>This answer reflects the main purpose of the entire passage rather than offering support for the specific idea in the question.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Students must understand the difference between main idea and purpose.
- Students must be able to identify meaningful text evidence.
3.15 Reading/Comprehension of Informational Text/Procedural Text

(B) Locate and use specific information in graphic features of text

23 What can the reader conclude from the information after Step 5 of the recipe?

A Fresh-baked potato chips are tastier than those bought at a store.
B An adult is needed to add extra seasonings to the potato chips.
C Adding ingredients to the potato chips increases the baking time.
D The taste of the potato chips can be easily changed.

Item: 23 Reporting Category: 3 Source/Genre: Informational text/Procedural Text When Taught?

Vocabulary: conclude, recipe, seasonings, ingredients, increases

Dual Coding: No Content: procedural text
Process: inference/drawing conclusions Cognitive Level: Analysis
The reader must use information from a procedural text to make inferences.

Readiness/Supporting Supporting

Correct Answer Regional Data Campus/District Data Analysis of Distracters

A/F 15% Student may have interjected his own opinion rather than using text evidence.
B/G 18% An adult is mentioned in step 2, but not step 5.
C/H 18% This step occurs after the chips are baked, so the student may not have understood the sequence of the steps.
D/J 49% CORRECT ANSWER

Instructional Implications:
- Students must understand how to read procedural texts.
### 3.4 Reading/Vocabulary Development

(A) Identify the meaning of common prefixes and suffixes and know how they change the meaning of roots

#### Item: 24

**In paragraph 3, what does the word **dissatisfied** mean?**

- **F** Not satisfied
- **G** Satisfied before
- **H** Able to be satisfied
- **J** One who is satisfied

<table>
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<th>Item: 24</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Informational text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: dissatisfied</td>
<td>Content: prefixes</td>
<td>Cognitive Level: application</td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Process:</td>
<td>The reader must apply knowledge of prefixes to determine meaning of an unknown word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readiness/Supporting</td>
<td>Readiness</td>
<td></td>
</tr>
</tbody>
</table>

#### Analysis of Distracters

- **A/F** 75% **CORRECT ANSWER**
  - Student did not know the meaning of the prefix dis- and did not use context clues.
- **B/G** 5%
  - Student did not know the meaning of the prefix dis- and did not use context clues.
- **C/H** 9%
  - Student used the incorrect prefix for understanding and did not use context clues.
- **D/J** 11%
  - Student did not use the meaning of the prefix dis- and did not use context clues.

#### Instructional Implications:

- Prefix and suffix definitions must be reinforced frequently to strengthen word attack skills.
- Context clues are necessary for understanding. Practice ways to use these clues.
3.13 Reading/Comprehension of Informational Text/Expository Text.

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

**Fig 19 Reading/Comprehension Skills**

(E) Summarize information in text, maintaining meaning and logical order

---

**Item: 25**

Which of these is the best summary of the selection?

A. Potato chips had an unusual start, but they soon became a well-known snack. They were sold at restaurants first and then at grocery stores. Today potato chips come in many flavors. They are enjoyed by people around the world.

B. Potato chips are crunchy and salty. They are one of the most popular snacks in the world. They have also been around for a long time. The first chips were made because of a complaining customer.

C. After potato chips were first made, it did not take long before many people wanted them. However, it was not always easy to get potato chips. Soon, though, people could buy potato chips at many grocery stores.

D. After potato chips were first made, many people decided to start making and selling their own potato chips. Today potato chips are made in different ways around the world and are seasoned using a variety of flavors.

---

**Vocabulary:** summary, complaining, seasoned

**Dual Coding:** Yes

**Content:** main idea, details

**Process:** summarization

**Cognitive Level:** understanding

The reader must summarize a text.

---

**Correct Answer**

<table>
<thead>
<tr>
<th>Reporting Category: 3</th>
<th>Source/Genre: Expository text</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Readiness/Supporting**

<table>
<thead>
<tr>
<th>Item</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>64%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>12%</td>
<td></td>
<td>This choice contains mostly details and does not maintain a logical order.</td>
</tr>
<tr>
<td>C/H</td>
<td>11%</td>
<td></td>
<td>This choice omits significant details about how potato chips came about.</td>
</tr>
<tr>
<td>D/J</td>
<td>13%</td>
<td></td>
<td>This choice contains only limited information and omits important details from other portions of the text.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Students must practice writing complete summaries of text.
- Students must be able to distinguish between important and unimportant details.
### 3.15 Reading/Comprehension of Informational Text/Procedural Text

(B) Locate and use specific information in graphic features of text

**26 According to the directions in the recipe, which step requires assistance?**

- **F** Step 1
- **G** Step 2
- **H** Step 3
- **J** Step 4

<table>
<thead>
<tr>
<th>Item: 26</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: Informational</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** assistance

**Dual Coding:** No

**Content:** procedural text organization

**Process:**

- **Readiness/Supporting**
- **Supporting**

**Cognitive Level:** Remembering

Student must locate specific information in a procedural text.

**Analysis of Distractors**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>6%</td>
<td></td>
<td>Student may not have understood the meaning of “assistance”.</td>
</tr>
<tr>
<td>B/G</td>
<td>72%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>13%</td>
<td></td>
<td>Student selected choice that would be personally hard to complete.</td>
</tr>
<tr>
<td>D/J</td>
<td>9%</td>
<td></td>
<td>Student selected choice based on personal experience.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students need practice paraphrasing information.
- Academic vocabulary must be used in instruction.
- Students need to understand how to use dictionaries or reference tools to clarify unknown words.
3.13 Reading/Comprehension of Informational Text/Expository Text
(C) Identify explicit cause and effect relationships among ideas in texts

27 Read the diagram.

![Diagram: Cause: A customer complains a second time about his fried potatoes. Effect: ]

Which sentence best completes the diagram?

A. Crum sends the thick potatoes back to the customer.
B. Crum tries to please the customer.
C. Crum fries very thin potato slices until they are crisp.
D. Crum apologizes to the customer.

<table>
<thead>
<tr>
<th>Item: 27</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: Informational</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: cause, effect, diagram

Dual Coding: No

Content: Comprehension Process:

Readiness/Supporting Readiness

Correct Answer Regional Data Campus/District Data Analysis of Distracters

A/F 13% Rereading paragraph specifically states thinner potatoes were sent to the customer.
B/G 12% Paragraph 3 explicitly states he wanted to teach the man a lesson.
C/H 69% CORRECT ANSWER
D/J 6% Student did not use text evidence. This is not reflected in the text.

Instructional Implications:
- Students must reread to verify answers.
3.10 Reading/Comprehension of Literary Text/Sensory Language
Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.

Fig 19 Reading/Comprehension Skills
(D) Make inferences about text and use textual evidence to support understanding.

28 Read line 8 from the poem.

I thought that I would die!

The poet uses this line to show that the speaker is —

F careless
G disappointed
H embarrassed
J angry

<table>
<thead>
<tr>
<th>Item: 28</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Poetry</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: embarrassed, disappointed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: Yes</td>
<td>Content: figurative language, purpose</td>
<td>Cognitive Level: analysis</td>
<td></td>
</tr>
<tr>
<td>Process: Inference</td>
<td>The student must analyze the author’s use of figurative language.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>7%</td>
<td></td>
<td>Student misunderstood the speaker’s reaction to seeing his teacher.</td>
</tr>
<tr>
<td>B/G</td>
<td>16%</td>
<td></td>
<td>Student may have understood the connotation of the word but not fully understood the speaker’s reaction.</td>
</tr>
<tr>
<td>C/H</td>
<td>72%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>D/J</td>
<td>5%</td>
<td></td>
<td>Student missed the tone of poem.</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must understand how author’s use language to convey emotion and feeling to the reader.
3.6 Reading/Comprehension of Literary Text/Poetry.
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

Fig 19 Reading/Comprehension Skills
(D) Make inferences about text and use textual evidence to support understanding.

29 Why does the poet use the exclamation points in the first stanza?

A  To express the speaker’s joy
B  To describe the speaker’s thoughts
C  To show the speaker’s fear
D  To emphasize the speaker’s surprise

Item: 29  Reporting Category: 2  Source/Genre: Poetry  When Taught?

Vocabulary: exclamation point, stanza, emphasize

Dual Coding: Yes  Content: poetic structures, conventions  Cognitive Level: Analyze
Process: inferences

Readiness/ Supporting
Correct Answer  Regional Data  Campus/ District Data  Analysis of Distracters

A/F  12%  Student may have interjected his personal reaction rather than the speaker’s.
B/G  16%  This choice doesn’t reflect the common purpose for a type of punctuation.
C/H  28%  While exclamation points can show fear, this choice does not reflect the speaker’s attitude in the poem. The student may have misunderstood the speaker’s reaction to the teacher.
D/J  44%  CORRECT ANSWER

Instructional Implications:
- Students must understand that punctuation has functions related to meaning-not just to end sentences.
### 3.10 Reading/Comprehension of Literary Text/Sensory Language

(A) Identify language that creates a graphic, visual experience and appeals to the senses

**30** Read lines 15 and 16 from the poem.

```plaintext
So many rows of jars and cans.  
So little room to hide.
```

The poet uses these lines to show —

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>that the speaker is surprised by how big the store is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>how badly the speaker wants to avoid being seen by his teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>that the speaker is shy around his teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>how worried the speaker is that his mom will find him</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item: 30</th>
<th>Reporting Category: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source/Genre: Poetry</td>
<td>When Taught?</td>
</tr>
</tbody>
</table>

**Vocabulary:**

- **Dual Coding:** No
- **Content:** sensory language
- **Process:**

**Cognitive Level:** analyze

The reader must analyze an author’s use of language.

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>8%</td>
<td></td>
<td>Student read the lines on a literal level.</td>
</tr>
<tr>
<td>B/G</td>
<td>69%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>16%</td>
<td></td>
<td>The word “hide” hints that the speaker may feel this way, but does not reflect the overall effect of the lines.</td>
</tr>
<tr>
<td>D/J</td>
<td>7%</td>
<td></td>
<td>Student did not use text evidence.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Students must read beyond a literal level.
- Students must learn to use sensory language to monitor comprehension.
3.6 Reading/Comprehension of Literary Text/Poetry

(A) Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)

<table>
<thead>
<tr>
<th>Item: 31</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Poetry</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Poetry</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary: rhyme

Dual Coding: No

Content: characteristics of poetry, rhyme

Process:

Cognitive Level: Remembering
The reader must identify rhyme.

Readiness/Supporting
Supporting

Correct Answer | Regional Data | Campus/District Data | Analysis of Distracters |
---------------|---------------|----------------------|-------------------------|
A/F            | 70%           |                     | CORRECT ANSWER          |
B/G            | 11%           |                     | Student confused lines with sentences. |
C/H            | 9%            |                     | Student did not understand rhyme. |
D/J            | 10%           |                     | Student confused lines with sentences. |

Instructional Implications:
- Students must understand poetic structures and terminology.
- Students must be able to recognize rhyme in context of a poem.
3.6 Reading/Comprehension of Literary Text/Poetry
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

Fig 19 Reading/Comprehension Skills
(D) Make inferences about text and use textual evidence to support understanding

32 Read lines 17 and 18 from the poem.

*Oh, please, I thought, don’t tell my mom what I did yesterday!*

These lines best support the idea that the speaker —

- **F** is hoping to talk about something other than school
- **G** wants to be the one who tells his mother what happened at school
- **H** wants to get home as quickly as possible
- **J** knows he did something wrong at school

<table>
<thead>
<tr>
<th>Item: 32</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Poem</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: Yes</td>
<td>Content: Process: Inference</td>
<td>Cognitive Level: Analyze The reader must analyze evidence used to support inferences.</td>
<td></td>
</tr>
<tr>
<td>Readiness/ Supporting</td>
<td>Supporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/ District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F</td>
<td>27%</td>
<td>Student selected a very close to correct answer. There is more evidence to support correct choice.</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>11%</td>
<td>Student applied personal reaction to statement.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>13%</td>
<td>This is not supported from these particular lines.</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>49%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Implications:
- Answers should always be supported by evidence.
- Student must be able to identify meaningful text evidence.
3.6 Reading/Comprehension of Literary Text/Poetry
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

**Fig 19 Reading/Comprehension Skills**

(D) Make inferences about text and use textual evidence to support understanding

---

**33 How does the speaker feel throughout the poem?**

A  Silly  
B  Angry  
C  Excited  
D  Uncomfortable

---

**Instructional Implications:**

- Students must be able to differentiate between personal reactions and speaker reactions.
3.4 Reading/Vocabulary Development

(C) Identify and use antonyms, synonyms, homographs, and homophones

**34** Which word is a synonym of *creating* in paragraph 10?

- F Finding
- G Making
- H Drawing
- J Organizing

<table>
<thead>
<tr>
<th>Item: 34</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Literary text</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** synonym, creating

**Dual Coding:** No

**Content:** Comprehension Process:

**Cognitive Level:** Understanding

The reader must understand the meaning of a word.

**Readiness/Supporting**

**Supporting**

**Correct Answer** | **Regional Data** | **Campus/District Data** | **Analysis of Distracters**
---|---|---|---
A/F | 3% | | Student confused definition of creating.
B/G | 84% | | CORRECT ANSWER
C/H | 10% | | Drawing is a form of creating but does not relate to the text.
D/J | 3% | | Student may have guessed.

**Instructional Implications:**
- Students need to learn to use reference tools to identify synonyms.
- Students must clarify definitions with context clues from text.
3.8 Reading/Comprehension of Literary Text/Fiction

(A) Sequence and summarize the plot’s main events and explain their influence on future events

35 Why is Kwan seeing Mrs. Gibbs at the grocery store important to this story?

A Mrs. Gibbs gets to meet Halmoni.
B Halmoni is able to explain what wrapping cloths are.
C It leads to Kwan sharing his talent with his classmates.
D It allows Kwan’s classmates to learn how to carry their lunches in a cloth.

| Item: 35 | Reporting Category: 2 | Source/Genre: Literary text | When Taught?
|----------|-----------------------|----------------------------|------------------|
| Vocabulary: talent | Content: sequence, cause-effect, plot development | Cognitive Level: Understanding | The reader must understand how events influence other events in a story.
| Dual Coding: No | Process: | Readiness/Supporting | Readiness |
| Correct Answer | Regional Data | Campus/District Data | Analysis of Distracters |
| A/F | 13% | While this happened, it does not reflect the importance of the event. |
| B/G | 18% | While this happened, it does not reflect the influence that this result has on later plot events. |
| C/H | 62% | CORRECT ANSWER |
| D/J | 7% | Student referred to the last event in the story rather than focusing on the relationship between the two events. |

Instructional Implications:
- Students must not only know how to sequence events of a story. They must also understand the cause-effect relationships that drive the sequence of events.
### 3.8 Reading/Comprehension of Literary Text/Fiction.

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

**Fig 19 Reading/Comprehension Skills**

(D) Make inferences about text and use textual evidence to support understanding.

<table>
<thead>
<tr>
<th>Item: 36</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> custom</td>
<td><strong>Content:</strong> using text evidence, character motivation, cause-effect</td>
<td><strong>Cognitive Level:</strong> Understanding</td>
<td></td>
</tr>
<tr>
<td><strong>Dual Coding:</strong> Yes</td>
<td><strong>Process:</strong> inferences</td>
<td><strong>The student uses text evidence to support understanding of cause-effect relationship.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Correct Answer</strong></td>
<td><strong>Regional Data</strong></td>
<td><strong>Campus/District Data</strong></td>
<td><strong>Analysis of Distracters</strong></td>
</tr>
<tr>
<td>A/F</td>
<td>19%</td>
<td></td>
<td>Student selected answer that explained how the cloths were used, but question ask why Kwan agrees to share them with the class.</td>
</tr>
<tr>
<td>B/G</td>
<td>52%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>10%</td>
<td></td>
<td>Student selected choice that reflects Kwan’s internal conflict.</td>
</tr>
<tr>
<td>D/J</td>
<td>19%</td>
<td></td>
<td>This reflects the significance of the cloths but not why he chose to share them with the class.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must understand plot development and how main events influence other events.
3.4 Reading/Vocabulary Development
(B) Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning word and homographs

37 What is the meaning of the word *hesitant* in paragraph 7?

- **A** Unsure
- **B** Annoyed
- **C** Honored
- **D** Hopeful

<table>
<thead>
<tr>
<th>Item: 37</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> hesitant, annoyed</td>
<td><strong>Dual Coding:</strong> No</td>
<td><strong>Content:</strong> context clues</td>
<td><strong>Cognitive Level:</strong> Understanding how to use context to understand the meaning of a word.</td>
</tr>
<tr>
<td><strong>Process:</strong></td>
<td><strong>Readiness/Supporting</strong></td>
<td><strong>Readiness</strong></td>
<td><strong>Analysis of Distracters</strong></td>
</tr>
<tr>
<td><strong>Correct Answer</strong></td>
<td><strong>Regional Data</strong></td>
<td><strong>Campus/District Data</strong></td>
<td></td>
</tr>
<tr>
<td>A/F</td>
<td>67%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>10%</td>
<td>Student did not understand meaning of annoyed.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>10%</td>
<td>Student reacted to the cultural implications of the story or used words such as “appreciated” and “proud” as context clues.</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>13%</td>
<td>Student may have used words such as “appreciate” and “proud” as context clues.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Vocabulary development must include use of the dictionary.
- Students need to understand how to use context clues.
3.8 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Fig 19 Reading/Comprehension Skills
(E) Summarize information in text, maintaining meaning and logical order

<table>
<thead>
<tr>
<th>Item: 38</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> summary, persuades, talent, embroidering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: Yes</td>
<td>Content: Organization, main idea</td>
<td>Cognitive Level: Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process: summarization</td>
<td>The reader must summarize a text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A/F</strong></td>
<td>34%</td>
<td></td>
<td>Student selects the summary that has most of the information, but does not include the response of others.</td>
</tr>
<tr>
<td><strong>B/G</strong></td>
<td>50%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td><strong>C/H</strong></td>
<td>6%</td>
<td></td>
<td>This is the shortest answer and omits significant events from the story.</td>
</tr>
<tr>
<td><strong>D/J</strong></td>
<td>10%</td>
<td></td>
<td>This summary highlights the relationship with grandmother but omits significant elements of the story.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must practice creating complete summaries of texts.
- Students must understand that all significant elements must be included in a summary of a story.
3.8 Reading/Comprehension of Literary Text/Fiction

(A) Sequence and summarize the plot’s main events and explain their influence on future events

39  Look at the diagram below.

Mrs. Gibbs asks Kwan to bring some wrapping cloths to school.

Kwan shows the class his wrapping cloths.

Mrs. Gibbs suggests that Kwan show the class how to fold the wrapping cloths.

Which sentence best completes the diagram?

A  David makes a joke in class.
B  Halmoni sees Mrs. Gibbs at the grocery store.
C  Halmoni tells Kwan why wrapping cloths are special.
D  Some students decide how they want to use their cloth.

---

<table>
<thead>
<tr>
<th>Item: 39</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Content: Organizational pattern, sequence, plot</td>
<td>Cognitive Level: Remembering</td>
<td></td>
</tr>
<tr>
<td>Process:</td>
<td>The student must identify events of the plot to complete a graphic organizer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness/ Supporting</td>
<td>Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/ District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F</td>
<td>5%</td>
<td>This event happens after the last event on the organizer.</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>12%</td>
<td>This happened before the first event on the organizer.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>67%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>16%</td>
<td>This happens after the last event on the organizer.</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must understand how to use a graphic organizer to sequence events.
- Students need practice paraphrasing events from a story.
- Students must reread to verify answers.
### 3.5 Reading/Comprehension of Literary Text/Theme and Genre

(A) Paraphrase the themes and supporting details of fables, legends, myths, or stories

**40** What is the main theme of the story?

- **F** People are often unwilling to try something new.
- **G** Don’t be afraid to show people who you really are.
- **H** People enjoy learning about other cultures.
- **J** You can teach people some things more easily than other things.

<table>
<thead>
<tr>
<th>Item: 40</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: theme</td>
<td>Content: theme</td>
<td>Cognitive Level: Understanding</td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Process: theme</td>
<td>The student must paraphrase the theme of a story.</td>
<td></td>
</tr>
<tr>
<td>Readiness/Supporting</td>
<td>Supporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F</td>
<td>9%</td>
<td>This was not reflected in the story. The class did try something new.</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>64%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>16%</td>
<td>This is too broad of a generalization to be made from this text. Student may have interjected his own opinion rather than using text evidence.</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>11%</td>
<td>Students interpreted the events on a literal level.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must be able to read beyond a literal level.
- Teach students to read on for understanding AND meaning.