

Due to copyright issues the following passages cannot be reproduced electronically:

The passage "I Love the Look of Words" that is associated with Released Items 1–4, Grade 5 Reading.

The passage "Chinese New Year" that is associated with Released Items 5–9, Grade 7 Reading (2002).

The passage "America The Beautiful" that is associated with Released Items 10–14, Grade 9 Reading.

1 What is the **main** idea of the poem?

- Reading is better than eating popcorn.
- Reading is food for the mind.
- Words are as tasty as buttered popcorn.
- Words are better than food.

2 The poet would probably agree that reading books

- gives a person an appetite.
- leads to writing poetry.
- takes quite a bit of work.
- teaches new ways of thinking.

3 In the second stanza, the poet compares ideas to the

- feel of books.
- look of words.
- smell of butter.
- taste of popcorn.

4 Which of these words **best** describes the poet's attitude in the poem?

- annoyed
- enthusiastic
- protective
- selfish

Multiple-choice Item Classification

These items appeared at only one grade level.

Grade 5

Item 1:

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Benchmark 4.e: Recognize the text's main idea.

Subcontent Area: fiction and poetry

Item 2:

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Benchmark 4.d: Make predictions and draw conclusions from text in various genres.

Subcontent Area: fiction and poetry

Item 3:

Standard 6: Students read and recognize literature as a record of human experience.

Benchmark 6.c: Use knowledge of literary techniques and terminology to understand the text.

Subcontent Area: fiction and poetry

Item 4:

Standard 6: Students read and recognize literature as a record of human experience.

Benchmark 6.c: Use knowledge of literary techniques and terminology to understand the text.

Subcontent Area: fiction and poetry

5 Which of the following best describes the author’s purpose in writing this passage?

- to tell the ancient story of the nien
- to express joy at receiving money
- to explain about Chinese New Year traditions
- to describe the food served during Chinese New Year

6 Which of these would be the **best** place to find more information about the Chinese New Year?

- a book on Chinese culture
- a book on Chinese cooking
- a book on Chinese art
- a book of Chinese poetry

7 In your own words, write an explanation to tell how the myth of *nien* led to the Chinese New Year traditions of lighting firecrackers and hanging red paper. Support your answer with **three** details from the passage.

- 8** From the passage, provide **four** Chinese words or phrases and their English meanings. An example has been provided.

Chinese Word or Phrase	English Meaning
<i>Shing nien kwai le, gung xi fa cai</i>	Have a happy and prosperous new year

- 9** In the chart below, identify the tradition that corresponds to each of the meanings listed.

Meaning	Tradition
prosperity	
protection	
luck	

CHINESE NEW YEAR

Item 7:

In your own words, write an explanation to tell how the myth of *nien* led to the Chinese New Year traditions of lighting firecrackers and hanging red paper. Support your answer with **three** details from the passage.

Rubric

Exemplary Response

The nien terrorized villagers (ate people). The villagers discovered the nien’s fear of fire, loud noises, and the color red. They hung red paper, burned bamboo, and made noise to scare it off. The villagers repeated these traditions year after year, and they still continue to this day.

Other Possible Detail

Firecrackers took the place of burning bamboo.

Score Points

3 points	Response explains how the myth led to the Chinese New Year traditions and includes three details from the passage.
2 points	Response explains how the myth led to the Chinese New Year traditions and includes two details from the passage.
1 point	Response includes only two or three details about the myth and/or the traditions.
0 points	Other

This item appeared at only one grade level.

Grade 7

Standard 1: Students read and understand a variety of materials.

Benchmark 1.b: Summarize text read.

Subcontent Area: nonfiction

CHINESE NEW YEAR

Item 8:

From the passage, provide **four** Chinese words or phrases and their English meanings. An example has been provided.

Rubric

Exemplary Response

Chinese Word or Phrase	English Meaning
<i>Shing nien kwai le, gung xi fa cai</i>	Have a happy and prosperous new year
<ul style="list-style-type: none"> • Hong bao 	<ul style="list-style-type: none"> • Red money envelopes • Money envelopes • Envelopes • Money
<ul style="list-style-type: none"> • Nien 	<ul style="list-style-type: none"> • Beast • Year
<ul style="list-style-type: none"> • Huo guo 	<ul style="list-style-type: none"> • Large opening in a pot
<ul style="list-style-type: none"> • Jiaozi 	<ul style="list-style-type: none"> • Dumpling

Score Points

- 2 points Response includes three or four correct pairings.
- 1 point Response includes one or two correct pairings.
- 0 points Other

This item appeared at only one grade level.

Grade 7

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

Benchmark 5.d: Locate and select relevant information and justify the information selection.

Subcontent Area: not classified

CHINESE NEW YEAR

Item 9:

In the chart below, identify the tradition that corresponds to each of the meanings listed.

Rubric

Exemplary Response

Meaning	Tradition
prosperity	<ul style="list-style-type: none"> • giving money • giving hong bao • other text-based response
protection	<ul style="list-style-type: none"> • hanging red paper • displaying the color red • using firecrackers • burning bamboo • making loud noises • other text-based response
luck	<ul style="list-style-type: none"> • eating sweets • getting money • getting hong bao • other text-based response

Score Points

- 3 points Response includes three correct pairings.
- 2 points Response includes two correct pairings.
- 1 point Response includes one correct pairing.
- 0 points Other

This item appeared at only one grade level.

Grade 7

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

Benchmark 5.d: Locate and select relevant information and justify the information selection.

Subcontent Area: not classified

Multiple-choice Item Classification

These items appeared at only one grade level.

Grade 7

Item 5:

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Benchmark 4.a: Recognize an author's or speaker's point of view and purpose.

Subcontent Area: nonfiction

Item 6:

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

Benchmark 5.d: Locate and select relevant information and justify the information selection.

Subcontent Area: not classified

10 In which book would readers probably find the most information about Colorado as it was during the time period described in the passage?

- Cronin, Thomas E., and R. D. Loevy. Colorado Politics and Government. Nebraska: U of Nebraska P, 1993.
- Crum, Sally. People of the Red Earth: American Indians of Colorado. New Mexico: Ancient City, 1996.
- Noel, Thomas J., et al. Historical Atlas of Colorado. Reprint. Oklahoma: U of Oklahoma P, 1993.
- Ubbelohde, Carl, Maxine Benson, and Duane A. Smith. A Colorado History. Colorado: Pruett, 1995.

11 Read this sentence from the fifth paragraph of the passage.

Poetic inspiration did not hit, it slam-dunked, this matronly English teacher from back East.

In this sentence, the writer uses a comparison to basketball in order to show that Katherine Lee Bates was

- excited by sports.
- overpowered by the view.
- suddenly successful as a poet.
- extremely enthusiastic about poetry.

12 Bates' main purpose for writing her poem was to

- persuade people to visit the West.
- encourage loyalty to Colorado.
- win recognition for her talents.
- describe the beauty of the country.

13 Which statement expresses an opinion?

- Katherine Lee Bates eventually wrote fifteen volumes of poetry.
- A cog railway and carriage road took sightseers up Pikes Peak.
- From Pikes Peak, Bates saw beautiful skies and dark, brooding mountains.
- The poem "America the Beautiful" was featured in one of Bates' poetry books.

14 In a biography about Katherine Lee Bates, the titles of all her poems would probably be found in the

- preface.
- index.
- glossary.
- epilogue.

Multiple-choice Item Classification

These items appeared at only one grade level.

Grade 9

Item 10:

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

Benchmark 5.d: Evaluate information for specific needs, validity, credibility, and bias.

Subcontent Area: not classified

Item 11:

Standard 6: Students read and recognize literature as a record of human experience.

Benchmark 6.e: Understand how figurative language supports meaning in a given text.

Subcontent Area: nonfiction

Item 12:

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Benchmark 4.a: Identify an author's purpose and the text's historical/cultural context from information presented in the text.

Subcontent Area: nonfiction

Item 13:

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Benchmark 4.c: Differentiate fact from opinion in a variety of texts.

Subcontent Area: nonfiction

Item 14:

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

Benchmark 5.a: Use organizational features of printed text to locate relevant information.

Subcontent Area: not classified