



# **ISASP** IOWA STATEWIDE ASSESSMENT of STUDENT PROGRESS

## Reading – Released Operational Items

Prepared by Iowa Testing Programs

## Released Operational ISASP Reading Items—Item Level Data

Grade 5 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE32475931	47	KID	2	RL.3.1	B	A, C
RE400143292	46	CS	2	RL.3.4	A	C
RE795033862	45	KID	3	RL.3.2	D	

The percent of Iowa students that answered the item correctly

The non-keyed responses that attracted Iowa students.  
If none listed, all distractors were evenly chosen.

Depth of Knowledge Level

Reading Grade 3 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE926351387_1	65	KID	2	RL.3.2	A	C
RE926352962_1	83	KID	1	RL.3.1	A	
RE926353246_3	90	CS	2	RL.3.4	C	
RE926354849_2	53	CS	2	RL.3.5	B	D
RE926355554_1	74	KID	1	RL.3.3	A	B
RE926355670_3	83	KID	3	RL.3.3	C	A
RE925534579_3	52	KID	2	RI.3.2	C	B
RE925537359_4	66	KID	3	RI.3.2	D	A,B
RE925535255_2	58	KID	1	RI.3.1	B	D
RE925537038_2	44	IKI	2	RI.3.8	B	A
RE925647659_3	76	KID	2	RL.3.3	C	
RE925648028_1	62	CS	2	RL.3.4	A	B
RE925653173_1	55	KID	2	RL.3.1	A	B
RE925655169_4	59	KID	2	RL.3.3	D	A
RE925653508_2	68	KID	3	RL.3.2	B	
RE226250974_3	69	CS	2	RI.3.4	C	
RE226251096_1	58	KID	1	RI.3.1	A	B
RE226251442_4	52	KID	2	RI.3.3	D	A,B
RE226251892_4	46	IKI	2	RI.3.8	D	
RE226252213_1	58	CS	3	RI.3.6	A	

#### Kite

- 1 Micah had saved up all winter to buy the kite that teased him for months from the window of Terry's Toy Town. He loved how the silver kite shimmered like the fin of a mermaid and how its tail was braided with the colors of a rainbow. One March day, he finally brought it home and showed it off to Tara, his older sister.
- 2 "It's beautiful. Today is too windy, though," Tara warned, but Micah took his new kite out anyway.
- 3 He tied two hundred yards of twine to the kite, hoping to hold it while a breeze would lift his new treasure above the clouds. Instead of soaring, the kite ended up crashing helplessly into the top of a gigantic tree. Micah looked up and wondered how he might rescue it.
- 4 "That's too bad," said a passing mail carrier.
- 5 "Would you give me a boost up the tree?" Micah asked.
- 6 "Sorry. It's too dangerous. You could fall and hurt yourself."
- 7 I wish I was a giraffe, Micah thought. Then I could reach up and pluck my kite free. That reminded him of the big machine that lifted workers up into the sky to trim branches. He'd seen one earlier. Micah walked down the street to find the crew and ask for help.
- 8 "I know that tree. It's too tall, even for my machine," said the bucket truck operator. "Sorry, buddy."
- 9 The wind swirled as Micah trudged back toward the tree. It would soon be time to head home, but then Micah had another thought. Instead of pushing the kite deeper into the tree, the wind was now blowing the opposite way.
- 10 Micah grabbed the twine and gave it a little tug, like a fishing line getting a bite. Nothing happened. He gave it another jerk. Finally, the wind cooperated, and his precious kite was free.



What were Micah's thoughts on the kite in paragraph 1?

- A.** He felt it was worth the wait.
- B.** He worried it was too expensive.
- C.** He couldn't decide whether to buy it.
- D.** He wished it came in different colors.

What did Micah discover when he took the kite outside to fly it?

- A.** The wind was too strong.
- B.** Neighbors came to watch.
- C.** The twine came untied.
- D.** The tail was too heavy.

What does “boost” mean in this sentence from paragraph 5?

“Would you give me a boost up the tree?” Micah asked.

- A.** Drag
- B.** Spin
- C.** Lift
- D.** Tip

What is the purpose of paragraph 9?

- A.** To bring attention to the tallness of the tree
- B.** To explain how a rescue became possible
- C.** To describe the damage to the kite
- D.** To show how the kite became stuck

Which action saves the kite?

- A.** Pulling the twine
- B.** Climbing the tree
- C.** Getting a fishing pole
- D.** Riding in the machine

Which word most likely describes Micah at the end of the story?

- A.** Nervous
- B.** Quiet
- C.** Glad
- D.** Bored

#### MountRushmore

- 1 Millions of people visit Mount Rushmore each year. This famous site is in the state of South Dakota. Sculpted into the side of the mountain are the faces of four United States presidents: Theodore Roosevelt, Abraham Lincoln, Thomas Jefferson, and George Washington.
- 2 Mount Rushmore is one of the biggest works of art in the world. George Washington's face is sixty feet long. That's the height of a six-story building. The mouths are each eighteen feet wide. Each eye is eleven feet wide. Every nose is twenty feet long. It's truly larger than life!
- 3 Work on Mount Rushmore began in 1927. It took fourteen years from start to finish. Gutzon Borglum led the project with his son, Lincoln. Gutzon started the job. Lincoln later assumed the duties when his father died.
- 4 It was a tough job. The 400 workers had to climb 506 steps to reach the top of the mountain. Most of the stone was blasted away with dynamite. Air hammers and hand drills were also used.
- 5 The price to build the monument was large. It cost nearly one million dollars. That's equal to about fifteen million dollars in today's money. At that time, workers earned only forty to eighty cents an hour for payment, which would equal about seven to ten dollars in today's money. To compare, construction workers now earn about twice as much per hour. The people who built Mount Rushmore made a small amount of money even though they risked a lot while working.
- 6 Mount Rushmore honors four U.S. presidents. These leaders helped shape America, so four hundred Americans worked bravely to carve the shapes of their faces into history.

What is the main idea of paragraph 2?

- A.** Mount Rushmore was expensive to build.
- B.** Mount Rushmore is a beautiful work of art.
- C.** Mount Rushmore is big.
- D.** Mount Rushmore is famous.



Which detail best supports the idea that Mount Rushmore is a symbol of American pride?

- A.** "This famous site is in the state of South Dakota." (paragraph 1)
- B.** "It's truly larger than life!" (paragraph 2)
- C.** "Air hammers and hand drills were also used." (paragraph 4)
- D.** "Mount Rushmore honors four U.S. presidents." (paragraph 6)

When did Lincoln Borglum start to lead the construction on Mount Rushmore?

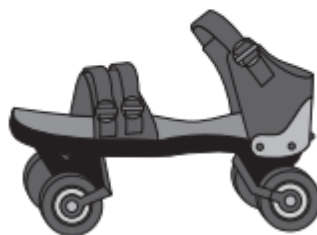
- A.** When workers began quitting to find better pay
- B.** Following the death of his father, Gutzon Borglum
- C.** When given the job by President Theodore Roosevelt
- D.** Fourteen years after work on the project first began

How does the last paragraph connect to the first paragraph?

- A.** Both paragraphs compare the people who visited Mount Rushmore in the past and the people who visit today.
- B.** Both paragraphs mention the people whose lives and actions led to the creation of Mount Rushmore.
- C.** The first paragraph reveals the problems of the project, and the last paragraph tells the solutions.
- D.** The first paragraph explains the first step in the project, and the last paragraph explains the final step.

## Roller Skate

- 1 Kayla plunged the brass key into the lock on Aunt Tina's toolshed and pulled the creaking door open. Lucas, her younger brother, held the roller skate, spinning its wheels against his palm.
- 2 Inside, Aunt Tina's tools hung above a wooden workbench. "Wow!" Lucas said. "I'll bet the cave dwellers never dreamed that their simple stone tools would evolve this much."
- 3 "Yeah," Kayla replied. "If they could make hammers and knives out of flint, just think what we can make out of this old skate."
- 4 "But what?" asked Lucas, looking up at the tools. "It looks like everything has already been invented."
- 5 "Well, the cave dwellers made tools to help them with their everyday activities. Back then, it was hunting and cooking. Aunt Tina is always asking for help carrying in her groceries. Maybe we can invent something that would help her when we're not around."
- 6 "What about using that?" Lucas said, pointing toward a stack of broken items in the corner. "That old laundry basket. We could put wheels on it."
- 7 "Good idea!" Kayla said. "Aunt Tina could stack her heavy cans from the grocery store in there and just wheel them from her car to the kitchen."
- 8 Kayla and Lucas worked hard. First, they had to take the old skate apart. Then, they bolted the toe wheels to one end of the basket and the heel wheels to the other. Finally, they loaded the basket up with jars of nails and screws to test it out.
- 9 They took turns wheeling the load around the shed. After making a couple of adjustments to their design, they put everything away and rushed off to show Aunt Tina what they'd invented for her.
- 10 "Too bad we didn't find the other skate," Lucas said. "Who knows what else we could make!"



Which word best describes Kayla and Lucas in this story?

- A.** Lucky
- B.** Nervous
- C.** Creative
- D.** Obedient

What does “evolve” mean in this sentence from paragraph 2?

“I’ll bet the cave dwellers never dreamed that their simple stone tools would evolve this much.”

- A.** Change
- B.** Matter
- C.** Weigh
- D.** Cost

Why did Kayla and Lucas load the basket with nails and screws?

- A.** So they could try out their invention
- B.** So they could make the basket stronger
- C.** So they could use the nails and screws outside the toolshed
- D.** So they could put the nails and screws away more easily

How do Kayla and Lucas most likely expect Aunt Tina to react to their invention?

- A.** With relief, because she has been looking for her basket
- B.** With laughter, because she will think their idea is silly
- C.** With anger, because they've damaged her belongings
- D.** With happiness, because they've made a job easier



What is a central message of this story?

- A.** New is always better than old.
- B.** Being inventive helps solve problems.
- C.** People should live like cave dwellers.
- D.** Everyone deserves a chance at happiness.

**This passage is adapted from the article “Who Was John Glenn?” on [nasa.gov](https://www.nasa.gov). NASA is the United States government agency that oversees space flight.**

### **John Glenn**

- 1 John Glenn was a NASA astronaut and an American hero. He was part of the first group of astronauts NASA selected to travel to space. He was also the first American to orbit Earth. He also became a U.S. senator. Later, he became the oldest person to fly in space.
- 2 John Glenn was born in Ohio. He was in college when World War II started. Glenn left school to fight in the war. He became a Marine pilot. Later, he trained other pilots. He also fought in the Korean War. After Korea, he became an airplane test pilot. In 1957, Glenn set a speed record when he flew from Los Angeles to New York in less than 3 1/2 hours.
- 3 In 1959, NASA picked the first group of astronauts. The seven men would fly on the Mercury spacecraft. NASA called these men the “Mercury Seven.” John Glenn was one of them.
- 4 In 1962, John Glenn became the first American to orbit Earth. He named his spacecraft “Friendship 7.” He made three orbits around Earth. He spent about five hours in space. His mission demonstrated that the Mercury spacecraft worked in space. The mission also helped NASA learn more about being in space.
- 5 After John Glenn left NASA, he became a U.S. senator from the state of Ohio. He was a senator for twenty-five years. Later, Glenn worked with college students at Ohio State University in Columbus.
- 6 In 1998, John Glenn got to fly to space again. He flew with six other astronauts on the space shuttle. It had been thirty-six years since his first spaceflight. The new flight would help NASA learn what being in space does to older people. Because NASA knew so much about him, Glenn was perfect for the job. He was seventy-seven years old when he flew on the shuttle, becoming the oldest person to fly in space.

What does “selected” mean in this sentence from paragraph 1?

He was part of the first group of astronauts NASA selected to travel to space.

- A.** Known
- B.** Trained
- C.** Chosen
- D.** Recorded

Why did John Glenn leave college?

- A.** He wanted to help in World War II.
- B.** He wanted to become an astronaut.
- C.** He wanted to become a U.S. senator.
- D.** He wanted to be an airplane test pilot.

Why was John Glenn's trip to space in 1962 important?

- A.** He trained the other astronauts on the mission.
- B.** He became the oldest person to ever fly in space.
- C.** He stayed in space longer than any other person.
- D.** He was the first person from the U.S. to orbit Earth.

How are paragraphs 5 and 6 connected?

- A.** Paragraphs 5 and 6 compare the lives of two people.
- B.** Paragraph 5 is a cause, and paragraph 6 is its effect.
- C.** Paragraph 5 is a problem, and paragraph 6 is its solution.
- D.** Paragraphs 5 and 6 tell events in the order they happened.

What is the author's point of view on the 1998 trip to space?

- A.** John Glenn was an ideal person for the mission.
- B.** John Glenn put himself in unnecessary danger.
- C.** John Glenn proved that astronauts should be young.
- D.** John Glenn should have been in charge of the trip.

Reading Grade 4 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE028854476_3	75	KID	2	RL.4.1	C	A
RE028855155_3	77	CS	2	RL.4.4	C	D
RE028855347_2	89	KID	1	RL.4.1	B	
RE028857423_3	77	KID	3	RL.4.1	C	A
RE028858152_3	73	CS	3	RL.4.6	C	A
RE028858603_4	59	CS	3	RL.4.6	D	A
RE028855591_4	68	KID	2	RL.4.2	D	C
RE011982763_1	56	CS	2	RI.4.4	A	
RE011985461_2	71	KID	2	RI.4.3	B	C
RE011983054_2	49	CS	2	RI.4.5	B	
RE117648738_1	62	KID	2	RL.4.3	A	C
RE117647535_3	72	KID	2	RL.4.3	C	
RE117648211_4	72	KID	1	RL.4.1	D	B
RE117648845_3	72	CS	2	RL.4.4	C	
RE117648306_1	51	CS	3	RL.4.6	A	B
RE922833748_3	52	CS	2	RI.4.4	C	A
RE922835168_3	56	KID	2	RI.4.3	C	D
RE916532058_3	56	CS	2	RI.4.5	C	B,D
RE922839883_1	59	IKI	3	RI.4.8	A	B
RE922755989_2	51	IKI	2	RI.4.8	B	C,D
RE922830380_2	67	KID	2	RI.4.1	B	



- 1 Last Thanksgiving, I took my nieces and nephews to a place called Scottie's Fun Spot. Because of the holiday, there were hardly any other people playing the games, skating around, or racing go-carts. We enjoyed the minimal lines during this trip. We also discovered that when you're the only people playing the games, your chances of winning increase.
- 2 Since there was no one at the lucky wheel near the video games, we all got one grand prize spin. Grand prize spins award tickets that can be traded for prizes, like books, toys, and instruments. After our spins, we had to decide what to get with our tickets.
- 3 Collin, the older of my two nephews, was the only one of us who had been to Scottie's Fun Spot before. Since he was familiar with the prizes, he was the first to announce his choice.
- 4 "I want a basketball—the custom one with blue writing."
- 5 Collin smiled as he admired his new ball. The attendant suggested that Collin could use his leftover tickets for some stickers. Collin loved the idea, but he gave his extra tickets to his little brother, Augustus, instead.
- 6 Raylena, the older of my two nieces, was next to decide. She chose a night-light that looked like a seahorse. Then she gave her remaining tickets to Caroline, her little sister.
- 7 With the extra tickets from their siblings, Augustus and Caroline had enough for a small guitar.
- 8 "Are you sure a joint prize is a good idea? What if you both want to play at the same time?" the attendant asked.
- 9 "Easy," said Augustus, "we'll make a schedule for taking turns."
- 10 "I could take mornings and Augustus could take nights," added Caroline.
- 11 "And I'll take mornings and nights, once you both lose interest," said Raylena with a chuckle.
- 12 "Yeah, right!" Augustus and Caroline insisted.
- 13 "We'll take it," Augustus beamed.
- 14 The attendant handed the guitar to Caroline, and we headed toward the door. All five of us wore grins on our faces, happy with the day's decisions.

How was Scottie's Fun Spot different from usual on the day of the story?

- A.** It was closed for a holiday.
- B.** It was louder than normal.
- C.** There were smaller crowds.
- D.** There were more go-carts.

What does “minimal” mean in this sentence from paragraph 1?

We enjoyed the minimal lines during this trip.

- A.** Slow
- B.** Busy
- C.** Small
- D.** Best

Why did the children spin the giant wheel?

- A.** To pass the extra time
- B.** To earn tickets for prizes
- C.** To win new video games
- D.** To compete with each other

Read paragraphs 9–10.

“Easy,” said Augustus, “we’ll make a schedule for taking turns.”  
“I could take mornings and Augustus could take nights,” added Caroline.

What do these paragraphs suggest about Augustus and Caroline?

- A.** They often argue with each other.
- B.** They need help choosing a prize.
- C.** They can solve problems together.
- D.** They expect to get another guitar.

Read paragraph 11.

“And I’ll take mornings and nights, once you both lose interest,” said Raylena with a chuckle.

This paragraph shows that Raylena

- A.** hopes Caroline and Augustus will choose a different prize.
- B.** wants to teach Caroline and Augustus how to play the guitar.
- C.** thinks Caroline and Augustus might stop caring about their prize.
- D.** believes Caroline and Augustus are too young to play an instrument.

Which detail from the passage best reveals the narrator's attitude about the outcome of the trip?

- A. "We also discovered that when you're the only people playing the games, your chances of winning increase." (paragraph 1)
- B. "The attendant suggested that Collin could use his leftover tickets for some stickers." (paragraph 5)
- C. "'Are you sure a joint prize is a good idea?'" (paragraph 8)
- D. "All five of us wore grins on our faces, happy with the day's decisions." (paragraph 14)

What theme is supported by the details of the passage?

- A.** Believing in yourself
- B.** Sticking to old traditions
- C.** Discovering new places
- D.** Sharing with loved ones



*An oak tree slumps in a forest. Its roots have rotted. For years it has leaned to one side. One day, a strong windstorm comes. The giant oak falls to the ground with a crash.*

- 1 In the Italian city of Pisa, a beautiful white marble and limestone tower leans nearly two hundred feet into the air. It has been leaning for years. But it is not rotten, and it will not fall, at least not today.
- 2 When the famous Leaning Tower of Pisa began as a bell tower over eight hundred years ago, the engineers never dreamed its fame would come from its flaws. The tower was the last building to be created in the *Piazza dei Miracoli*, which translates to “square of miracles.” It was one of four monuments that held importance to the people of Pisa.
- 3 The builders and engineers of *Piazza dei Miracoli* were masters of their trade. Their ideas were grand. The marble building stones were perfect. But the ground, unfortunately, was not. Beneath the surface was a soft mix of clay, sand, and shells. The foundation of the tower started to sink five years after construction started. And it did not sink evenly. It started leaning to the south before the building was even done!
- 4 Times of war kept builders from working on the tower for one hundred years. By then it leaned even more. An expert tried adding more stones to the short side, but the weight made the problem worse. By 1375, the tipping tower was completed.
- 5 For over six hundred years, the tower leaned another 0.05 inches every year. In 1990, engineers said the tower was no longer safe. Thousands of tourists across the globe—from France to Japan, America to India—were disappointed. They wanted their turn to see its beauty, climb its 251 steps, and listen to its bells.
- 6 The tower had brought many tourists to Pisa. Something had to be done. Engineers removed earth under one side of the tower. They added counterweights to the short side. Slowly, the tower began to straighten!
- 7 The Leaning Tower of Pisa opened again to visitors in 2001. By 2008, it had corrected by nineteen inches. Experts now believe the tower will be strong and safe for a long time to come.

Read this sentence from paragraph 3.

The builders and engineers of *Piazza dei Miracoli* were masters of their trade.

The author uses the phrase “masters of their trade” in order to

- A.** highlight the skill of the builders and engineers.
- B.** show why the builders and engineers made mistakes.
- C.** describe the builders’ and engineers’ personalities.
- D.** explain why the builders and engineers needed so much time.

Why did engineers remove earth under the tower?

- A.** To take out the shells
- B.** To try to make the tower straighter
- C.** To replace sand with firm earth
- D.** To make a basement for the building

What is the overall structure of paragraphs 2–7?

- A.** Pros and cons
- B.** Events in order
- C.** Order of importance
- D.** Compare and contrast

## **Mushroom Hunt**

- 1 Levi woke early and excited. Today he would be mushroom hunting with his best friend, Dre. He hurriedly dressed, donning a long-sleeved shirt, jeans, and a baseball cap. He grabbed a banana off the counter and bounced out the door.
- 2 "Be careful! And don't eat any mushrooms you find until I see them first!" his mom called out as he left.
- 3 Levi's mom was worried about Levi venturing through the woods without his grandfather. Grandpa Jack had taken Levi mushroom hunting the last few years. However, Grandpa Jack was on a trip, so he wouldn't be able to go with Levi this spring. Fortunately, Levi had convinced his mother to let him go, as long as he had a reliable friend accompany him.
- 4 An hour later, Levi and Dre were deep into the woods. Levi spied a red-headed woodpecker after hearing it tap, tap, tap into a cedar tree. He smelled the rich aroma of honeysuckle. He listened to the peaceful song of a nearby creek.
- 5 Levi knew morel mushrooms could be found near dead trees, and there were several in this area. Plus, the week before had been rainy. Grandpa Jack had taught him that morels thrived in moist soil. The warm sun was the perfect temperature, too.
- 6 Suddenly, the sun brightened. Levi spotted a treasure trove of slightly yellow and brown cone-shaped mushrooms beneath some fallen logs.
- 7 "Found some!" Levi cried.
- 8 Dre quickly ran over. "Impressive!" he beamed.
- 9 Levi and Dre continued combing the hillside and flat land along the creek. Soon, they had filled their potato sacks. Grandpa Jack had taught Levi to always use potato sacks. They had holes that allow the mushrooms to spread spores during the journey home. Grandpa Jack said this helped new mushrooms grow for future hunts.
- 10 Levi smiled, imagining the joy in Grandpa Jack's voice when he told him about his successful hunt.

Why did Levi go mushroom hunting with Dre in the passage?

- A.** His grandpa was on a trip.
- B.** His mom was busy with work.
- C.** Dre had asked him to go.
- D.** Dre knew of a good spot.

Which option best describes Levi's mother in the passage?

- A.** Excited
- B.** Informative
- C.** Concerned
- D.** Distracted

Who knows the most about mushroom hunting?

- A.** Dre
- B.** Levi
- C.** Levi's mom
- D.** Grandpa Jack



What does “combing” mean in this sentence from paragraph 9?

Levi and Dre continued combing the hillside and flat land along the creek.

- A. Noticing
- B. Walking
- C. Searching
- D. Digging

Who is narrating this passage?

- A.** A third-person narrator that tells more than one character's thoughts and feelings
- B.** A third-person narrator that tells one character's thoughts and feelings
- C.** Levi
- D.** Dre

## **Black Licorice**

- 1 Have you ever eaten black licorice? If you have ever eaten a black jellybean, you have tasted this unusual flavor. It's a taste most people either love or hate.
- 2 Black licorice (pronounced "lick-er-ish") is a soft, chewy candy. It once got its unique flavor from the root of the licorice plant. Black licorice is now usually flavored with anise oil, which is easier to get and has a very similar flavor. This oil is mixed with sugar and flour to form a soft paste. This paste is then made into shapes. Some of these shapes include wheels, ropes, strings, and even bite-sized black cats and fish.
- 3 Why do people feel so strongly about the taste of black licorice? Scientists are not sure. Its smell reminds some people of medicine, which scientists believe might be a factor. Another theory is that people experience the taste of anise differently.
- 4 One place where people don't disagree much about the flavor of black licorice is Holland. Holland's people eat more black licorice per person than any other country in the world. Types of black licorice available in Holland range from very sweet to very salty. On average each person in Holland eats four pounds of the treat each year. That's a lot of black fish!
- 5 You can also find red licorice, which is usually shaped like a rope. Red licorice has something of a berry flavor (and no anise oil or licorice root at all). People who hate black licorice may prefer the red kind. But most fans of black licorice think of that kind as "real" licorice. Try some for yourself sometime and see which side you are on!

What does “unique” mean in this sentence from paragraph 2?

It once got its unique flavor from the root of the licorice plant.

- A. Mysterious
- B. Powerful
- C. Uncommon
- D. Entertaining

What is the first step in the process of making most of the black licorice eaten today?

- A.** Licorice plants are grown
- B.** The mixture is molded into shapes
- C.** Oil is combined with flour and sugar
- D.** Berries and roots are gathered for flavoring

What does paragraph 2 contribute to the structure of the passage?

- A.** It urges the reader to try black licorice by pointing out its positive effects on the body.
- B.** It explores several factors that cause people to like red licorice more than black licorice.
- C.** It describes how black licorice is made, which is later compared to how red licorice is made.
- D.** It explains how black licorice was invented to solve a common problem.

Which sentence best helps readers imagine the flavor of black licorice?

- A. "If you have ever eaten a black jellybean, you have tasted this unusual flavor." (paragraph 1)
- B. "It once got its unique flavor from the root of the licorice plant." (paragraph 2)
- C. "Why do people feel so strongly about the taste of black licorice?" (paragraph 3)
- D. "People who hate black licorice may prefer the red kind." (paragraph 5)

What reasons best support the author's claim in paragraph 5 that "most fans of black licorice think of that kind as 'real' licorice"?

- A.** Red licorice isn't made into as many shapes, and it's not as visually appealing.
- B.** Red licorice isn't made with anise oil, and it doesn't have licorice root flavor.
- C.** Red licorice was made after black licorice, and it's not as original or inventive.
- D.** Red licorice is made with berry flavoring, and it doesn't use fresh ingredients.



Which statement is true for both black licorice and red licorice?

- A.** Both kinds contain anise oil
- B.** Both kinds can be formed into the shape of a rope
- C.** Both kinds taste like berries
- D.** Both kinds are eaten more in Holland than in the United States

Reading Grade 5 Review Items						
Item ID	Difficulty	Domain	DOK	Standard	Key	Primary Distractor(s)
RE926832412_4	80	KID	2	RL.5.2	D	A
RE926836393_1	89	KID	1	RL.5.1	A	
RE926835589_1	90	KID	1	RL.5.1	A	
RE926838406_4	81	CS	2	RL.5.6	D	
RE926835782_2	77	KID	1	RL.5.1	B	C
RE926842908_2	84	KID	2	RL.5.2	B	
RE021338557_3	67	CS	2	RI.5.4	C	A
RE021337949_2	48	CS	3	RI.5.5	B	A,C
RE021339282_4	73	CS	3	RI.5.5	D	
RE021338706_4	59	IKI	3	RI.5.9	D	
RE021339422_2	59	IKI	2	RI.5.8	B	C
RE029469584_1	55	KID	2	RL.5.3	A	C
RE029470538_1	64	KID	2	RL.5.3	A	
RE029470795_4	66	KID	3	RL.5.1	D	
RE029470403_2	65	CS	2	RL.5.4	B	
RE029470618_4	51	CS	3	RL.5.5	D	A
RE029471157_3	69	KID	2	RL.5.2	C	
RE928754462_3	62	KID	2	RI.5.2	C	
RE928756875_2	54	KID	1	RI.5.1	B	C,D
RE928757044_4	61	CS	2	RI.5.5	D	C
RE928759663_1	51	KID	1	RI.5.1	A	D
RE928760773_4	71	CS	2	RI.5.5	D	

- 1 "We're never going to make it, Mom." Seda Jefferson imagined herself opening the vehicle door and running the rest of the way to the ice arena. "Can't you go around? Look," she pointed. "That lane is moving."
- 2 "This is the lane we need, honey. Don't worry. We'll arrive in time."
- 3 Seda stared dejectedly out of the front passenger window. She wore a faded, red hockey jersey, a pair of white jeans with a hole in the knee, and the hockey gloves she received from her grandpa on her eleventh birthday.
- 4 She removed a padded glove and quickly tapped a text message to her grandpa: *Are you there? Don't start the ice resurfacer without me.*
- 5 Her grandpa worked at the ice arena in a neighboring city. He had arranged for Seda to sit in the passenger's seat atop the machine he operated as it recoated the ice before each period. Despite his efforts, however, Seda's mother hadn't been able to miss a Saturday night shift at her waitressing job for seven months. Without transportation, Seda had been forced to postpone her golden opportunity. Now, adding to Seda's agony, they were trapped in traffic.
- 6 Seda heard a vibration, and her cell phone illuminated. *Yes, I'm here. Saved you a seat.*
- 7 Seda sighed. *A bicyclist just passed us,* she responded.
- 8 "I rode the machine, once," her overly calm mother unexpectedly disclosed.
- 9 "You did?"
- 10 She nodded as they finally exited the jammed interstate highway. "I never got to attend the games while your grandpa was working. I always wanted to ride the machine, though. Finally, late one evening, he took me down to the empty arena. It was completely dark inside except for a few lights above the rink. He drove me around for what seemed like an eternity, though it was probably only seven or eight minutes."
- 11 "Really?"
- 12 "Really." She placed one hand on Seda's knee, covering the ragged hole. "He even let me drive."
- 13 Seda's phone buzzed with another message from her grandpa. *Next time, I'll drive the ice resurfacer to pick you up. Might be faster.*
- 14 Seda chuckled, suddenly unconcerned with the snail-like pace. She replied: *You never told me Mom got to drive it!!!!*

Which word best describes Seda at the start of the story?

- A.** Angry
- B.** Brave
- C.** Secure
- D.** Worried

How is Seda's grandpa able to offer her a ride on the ice machine?

- A.** He works at the arena.
- B.** He is on the hockey team.
- C.** He is friends with the owner.
- D.** He invented the ice resurfacer.

How is Seda communicating with her grandpa?

- A.** Texting
- B.** Writing
- C.** Calling
- D.** Video chatting

Read paragraph 7.

Seda sighed. *A bicyclist just passed us*, she responded.

What does Seda mean?

- A.** Mom had pulled over.
- B.** She was riding her bike.
- C.** The bike path was crowded.
- D.** They were not moving quickly.

What does Seda ask her grandpa to do?

- A.** Start up the machine
- B.** Wait for her to arrive
- C.** Come pick her up
- D.** Cancel the ride



At the end of the story, why did Seda react with laughter?

- A.** She remembered a picture of the machine.
- B.** She read a text from her grandpa.
- C.** Traffic was finally moving.
- D.** Mom made a silly face.

## Leap Years

- 1 February 29 is known around the world as leap day. The date doesn't come around every year. When it does, an extra day is added to the calendar, making 366 days instead of 365. This is known as a "leap year." But where did leap years come from?
- 2 This custom dates back thousands of years to ancient Rome. Julius Caesar was in charge of the calendar. At that time, people thought it took the earth 365 days and 6 hours to go around the sun. They decided that adding a day to the calendar every four years would make up for the extra six hours in a solar year. Thus, leap day was born. Though we still generally follow this rule, a true solar year is actually 365 days, 5 hours, 48 minutes, and 46 seconds. An added eleven minutes and fourteen seconds a year may not seem like a big deal. But after hundreds of years, this additional time could significantly throw off the calendar. In 1582, the Gregorian calendar was made to fix the issue.
- 3 The Gregorian calendar is the current calendar used by most of the world. Pope Gregory XIII realized that the extra eleven minutes and fourteen seconds each year would eventually add up to an entire day. This meant that every once in a great while leap day needs to be skipped so that the extra day is evened out.
- 4 For the most part, Pope Gregory's calendar includes a leap day every four years. But if the year can be evenly divided by the number one hundred but cannot be evenly divided by the number four hundred, the leap year is skipped. For example, the year 2100 will be skipped as a leap year, but the year 2000 was not skipped. Without Pope Gregory's problem-solving skills, who knows just how thrown off the world would be.

### "Leaplings"

What about people who are born on February 29? These people are called "leaplings" or "leapers." Most choose to celebrate their birthday on February 28 or March 1. If they didn't, they would have to wait at least four years to have a birthday. As of 2016, there were only around 200,000 "leaplings" in the United States and around 5 million all over the world. Do you know any "leapers"?

What does “generally” mean in this sentence from paragraph 2 of “Leap Years”?

Though we still generally follow this rule, a true solar year is actually 365 days, 5 hours, 48 minutes, and 46 seconds.

- A.** Occasionally
- B.** Seasonally
- C.** Usually
- D.** Justly

How are paragraphs 3–4 of “Leap Years” structured?

- A.** Order of importance
- B.** Problem and solution
- C.** Compare and contrast
- D.** Description of setting

What is the author's purpose for writing "Leap Years"?

- A.** To describe the experiences of "leapers"
- B.** To give the definition of a true solar year
- C.** To compare leap years with other kinds of years
- D.** To explain the history and purpose of leap years

Which piece of information is shared in both “Leap Years” and “Leaplings”?

- A.** The custom of leap years dates back thousands of years.
- B.** Millions of people have been born on leap day.
- C.** The year 2100 will be skipped as a leap year.
- D.** A leap year typically occurs once every four years.

Which detail from the passages supports the point that some leap years need to be skipped?

- A.** “February 29 is known around the world as leap day.” (paragraph 1)
- B.** “But after hundreds of years, this additional time could significantly throw off the calendar.” (paragraph 2)
- C.** “If they didn’t, they would have to wait at least four years to have a birthday.” (“Leaplings”)
- D.** “As of 2016, there were only around 200,000 ‘leaplings’ in the United States and around 5 million all over the world.” (“Leaplings”)

### **Saida and Ms. Diaz**

- 1 Would Ms. Diaz even realize she had overpaid? Saida checked the bills again to make sure she hadn't miscounted. Five fives. Ms. Diaz had handed her an extra bill by mistake. One of her lawnmower's wheels dragged on the sidewalk pavement without spinning. Saida was tired and the noon sun was hot, and she really didn't feel like turning back. She bent down to unwind the thick length of grass that locked the wheel in place.
- 2 Untangling the mess, she felt a strong need to fix Ms. Diaz's error. She charged everyone twenty dollars, so giving the extra money back was the right thing to do.
- 3 She checked the wheel, spun it a couple of times to make sure it was all clear of grass, and let out a sigh. Stuffing twenty dollars in her pocket, she held the extra bill in her hand as she dragged the mower back toward Ms. Diaz's house.
- 4 Ms. Diaz's shadow filled the front door's window, and Saida felt her stomach turn as she waited on the doorstep. Would Ms. Diaz judge her for taking this long to figure out the mistake and correct the situation?
- 5 "Hey, Saida. What brings you back?" Ms. Diaz asked as she opened the door.
- 6 "Hi, Ms. Diaz. Yeah, I think you overpaid me. It's only \$20 per lawn. You gave \$25."
- 7 Saida handed her the folded five.
- 8 "I hadn't even noticed, but thank you for coming back. I appreciate your integrity, really," Ms. Diaz said, straightening out the bill between her hands.
- 9 "Tell me, Saida, what are you saving for that makes you go out and mow lawns on a Saturday morning?"
- 10 "I want to buy my own computer. My mom said she'd help me pick one out when I've saved enough money."
- 11 Ms. Diaz looked intrigued.
- 12 "What do you need a computer for?"
- 13 "I'm building my own website," Saida said with pride.
- 14 "Are you serious?" Ms. Diaz said, beaming.
- 15 Ms. Diaz folded up the five and handed it back to Saida.
- 16 "From a current computer programmer to a future computer programmer, consider this an investment."
- 17 Saida wavered between refusing the money and taking it with pride.



18 "I can't, Ms. Diaz. I charge everyone the same. I'd feel bad," Saida said, still holding the bill out in front of her.

19 "I insist. Just promise you'll show me your website when it's done."

20 "It's a deal," Saida said, sliding the bill in her pocket.

Why is Saida hesitant about going back to Ms. Diaz's house?

- A.** Saida is tired and it is hot outside.
- B.** Saida needs to mow another lawn.
- C.** Saida wanted to go buy a computer.
- D.** Saida could not move her lawnmower.

What do Ms. Diaz and Saida discover they have in common?

- A.** They both enjoy working with computers.
- B.** They are both trying to earn extra money.
- C.** They both charge the same to mow lawns.
- D.** They are both working on the same website.

Which detail from the passage shows that Saida is nervous about talking to Ms. Diaz?

- A.** "She bent down to unwind the thick length of grass that locked the wheel in place." (paragraph 1)
- B.** "Untangling the mess, she felt a strong need to fix Ms. Diaz's error." (paragraph 2)
- C.** "Stuffing twenty dollars in her pocket, she held the extra bill in her hand as she dragged the mower back toward Ms. Diaz's house." (paragraph 3)
- D.** "Ms. Diaz's shadow filled the front door's window, and Saida felt her stomach turn as she waited on the doorstep." (paragraph 4)

What does “intrigued” mean in this sentence from paragraph 11?

Ms. Diaz looked intrigued.

- A.** Proud
- B.** Curious
- C.** Annoyed
- D.** Exhausted

How does the author build understanding of Ms. Diaz?

- A.** By describing her appearance
- B.** By showing how she met Saida
- C.** Through a story about her past
- D.** Through her dialogue with Saida

Which detail would be least important to include in a summary of this story?

- A. Saida realizes Ms. Diaz overpaid her.
- B. Saida returns to Ms. Diaz's house.
- C. Saida cleans grass from her lawnmower.
- D. Saida is saving money for a new computer.

## **The Iditarod**

- 1 The Iditarod is a dog sled race in Alaska, the northernmost part of the United States. This annual event generates worldwide attention and occurs each March. Temperatures often dip below zero, and blizzards rage. Sometimes, it's nearly impossible to see the trail!
- 2 Dog sleds have one driver, a musher, who trains the animals. Throughout the race, this person feeds and cares for the hardworking canines. Mushers follow fifty-three official rules covering things like driving qualifications, entry fees, mandatory rest stops, and more.
- 3 The exhausting competition stretches nearly one thousand miles across mountains, forests, and frozen rivers. It's important for mushers to have proper equipment, such as sleeping bags, snowshoes, an axe, food, and warm outerwear. Even the dogs wear special shoes to protect their paws on ice, snow, and rugged rocks. One team can run through more than one thousand shoes per race.
- 4 Teams of sixteen dependable dogs pull the sleds. Most belong to a breed called huskies. They're known for their quickness, strength, and two coats of warm fur. Before the race, veterinarians examine each animal. The vets check vaccination records, draw blood for tests, and listen to heart rates. Only healthy dogs compete.
- 5 Back in 1973, thirty-five mushers gathered at the starting point for the first Iditarod. The winning team reached the finish line in twenty days. However, only twenty-two teams completed the entire race, due to the adverse conditions. In recent years, racers generally finish in eight to fifteen days.
- 6 Naturally, Iditarod winners receive praise and prizes. Of course, the best prizes go to the first-place team. One champion received \$75,000 and a new pickup truck. Even the last team to cross the finish line earns cash and an award. This prize, known as the Red Lantern Award, is important, because simply finishing the race is a huge accomplishment.



Read this sentence from paragraph 1.

Temperatures often dip below zero, and blizzards rage.

This sentence suggests

- A.** the race is often postponed.
- B.** Alaskan citizens look forward to the race all year.
- C.** weather heightens the challenge of the race.
- D.** competing in the race can be very expensive.

Which type of equipment requires multiple replacements during the race?

- A.** Sleeping bags
- B.** Dog shoes
- C.** Outerwear
- D.** Sleds

What is the purpose of paragraph 4?

- A.** To explain hazards
- B.** To describe the racecourse
- C.** To show how drivers prepare
- D.** To tell about the dogs involved

The team that wins the Red Lantern Award

- A.** finishes last.
- B.** uses the least amount of food.
- C.** participates with the strongest dogs.
- D.** completes the course without breaking any rules.

Why was this passage written?

- A.** To describe winter weather conditions
- B.** To convince readers to travel to Alaska
- C.** To teach people about huskies
- D.** To tell about a dog sled race

Reading Grade 6 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE021340006_3	61	IKI	3	RI.6.9	C	B
RE021340928_3	52	KID	1	RI.6.1	C	B,D
RE021340617_2	43	KID	3	RI.6.3	B	A
RE021341533_2	49	CS	2	RI.6.4	B	A
RE021341082_3	74	CS	3	RI.6.5	C	

Imagine walking outside to enjoy a beautiful summer day. The sun is bright, the skies are blue, but suddenly you are overwhelmed by pervasive buzzing. The sound builds to such a crescendo that you must run back inside. What could create such a powerful noise? In one word: cicadas.

- 1 A cicada's life is spent mostly underground. In fact, many cicadas live underground for thirteen to seventeen years or more before rising from their earthly abodes. When they do emerge, they do so in extraordinary numbers.
- 2 Finding a mate is a cicada's main purpose. The mind-numbing noise associated with cicadas is created by an all-male chorus. Their songs are varied and attention-grabbing—not only for humans but also for female cicadas. This unique droning is a trademark of these infamous bugs. After mating, female cicadas lay several hundred eggs in twigs and shrubs. Upon hatching, young cicadas, or nymphs, immediately burrow underground. Then, things remain quiet until the next period of emerging.
- 3 In 2013, the skies were especially lively and crowded. Three different cicada species came up from the ground during the same year. These broods and the years in which they cycle can be identified by the specific appearance of the cicadas' underbellies. Figuring out when cicadas will emerge is often puzzling for scientists. Some researchers believe it is due to a temperature change in the soil. While the soil's impact on cicadas may still be under investigation, scientists already know that cicadas have an impact on plant life. After they die, cicadas' bodies produce nitrogen, which is a natural fertilizer.
- 4 Many people mistake cicadas for another kind of bug: locusts. However, locusts are actually grasshoppers. Cicadas are more closely related to tiny aphids, a small sap-sucking insect. Grasshoppers are usually solitary insects, but they have been known to migrate in large numbers and cause extensive damage to crops. When they swarm, they are called locusts. A locust can eat its weight in plants each day. Locusts also have incredible flight abilities and can travel great distances in a single day. Believe it or not, a swarm of locusts flew from northwest Africa to Great Britain in 1954.
- 5 Locusts and cicadas are certainly different insects. Locusts eat plants and can damage precious crops. Cicadas occasionally do damage to shrubs and trees, but they live most of their life underground. Cicadas' notability comes from their songs and population cycles. On the other hand, locusts are famed for their appetites and endurance. Although it might be difficult for the average individual to separate the two, an entomologist, or insect expert, will surely know the difference.

Read this excerpt from the text box.

The sound builds to such a crescendo that you must run back inside. What could create such a powerful noise?

According to the passage, what is the “powerful noise” described in the text box?

- A.** Cicadas communicating with locusts
- B.** The cicadas’ wings as they form a flying swarm
- C.** The cicadas’ mating call to each other
- D.** Cicadas warning one another about locusts



According to the passage, how do cicadas affect life on Earth?

- A.** Their singing overpowers noise pollution, which positively impacts the environment.
- B.** They do damage to trees and shrubs, threatening the health and safety of other insects.
- C.** Their bodies provide nutrients to the soil, which has a positive impact on the environment.
- D.** They spend most of their lives underground, so they have little to no impact on other organisms.

The author mentions three different types of cicadas emerging in 2013 to

- A.** show scientists were able to determine why different species emerge.
- B.** illustrate the rarity for multiple kinds to come out at the same time.
- C.** support the idea that cicadas are more common than locusts.
- D.** introduce the idea that cicadas are becoming overpopulated.

What does “notability” mean in this sentence from paragraph 5?

Cicadas’ notability comes from their songs and population cycles.

- A.** Advantage
- B.** Impressiveness
- C.** Mysteriousness
- D.** Protection

What is the overall structure of paragraph 5?

- A.** Steps of a process
- B.** Problem and solution
- C.** Compare and contrast
- D.** Description of an experience

Reading Grade 7 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE028785939_3	93	KID	1	RL.7.1	C	
RE028785408_2	75	CS	2	RL.7.4	B	D
RE028700873_1	91	KID	2	RL.7.1	A	
RE028785673_4	67	CS	2	RL.7.6	D	C
RE028785190_4	66	KID	3	RL.7.3	D	A,C
RE028784888_2	75	KID	2	RL.7.2	B	A
RE012182413_1	82	CS	2	RI.7.4	A	B
RE012183087_3	76	CS	3	RI.7.5	C	
RE012182733_1	56	CS	2	RL.7.6	A	B
RE012182925_2	73	IKI	3	RI.7.8	B	C
RE012183486_1	63	KID	2	RI.7.2	A	B
RE029538601_3	72	KID	1	RL.7.1	C	
RE029540104_1	71	KID	2	RL.7.3	A	
RE029539979_2	68	CS	2	RL.7.4	B	
RE029540503_2	57	KID	2	RI.7.2	B	C
RE029540615_3	63	KID	3	RL.7.2	C	
RE930434327_2	70	KID	1	RI.7.1	B	
RE930450499_1	61	CS	3	RI.7.5	A	C
RE930355901_2	65	CS	2	RI.7.4	B	D
RE930340668_3	66	KID	3	RI.7.2	C	
RE930435684_4	82	IKI	3	RI.7.7	D	
RE930436389_3	56	IKI	3	RI.7.7	C	A,B

- 1 Harrison wasn't exactly thrilled about spending the next two hours at The Crawl Space. It was a shadowy, dingy restaurant in the basement of an old warehouse downtown. The booths were dilapidated. The food wasn't that great either, but Avery had invited him, and Harrison didn't want to hurt his feelings. Harrison and Avery hadn't hung out in a while, and both former teammates really wanted to watch the final match of the World Cup together. The Women's United States Soccer team had just lost to Japan, and now Germany and Brazil were competing for the title. The match was destined to be a close one, and Harrison was looking forward to the throwdown.
- 2 Avery and Harrison had been on the same soccer team for five years, but when they started junior high school, Avery decided he no longer wanted to play. The situation was complicated, but Harrison understood and respected Avery's decision. Avery's interests had changed, and he started dedicating his time to performing in theatrical productions rather than playing sports.
- 3 Harrison heard the car honk outside and waved goodbye to his mom. "Be back in a couple hours!" he yelled, the screen door slamming behind him like an exclamation point. He greeted Avery's parents and hopped into the back seat on the driver's side.
- 4 "Hey, Avery, thanks for picking me up."
- 5 "No problem; thanks for coming. Can you believe it's the finals already? It was *devastating* when the U.S. lost that last game."
- 6 The friends continued to talk soccer statistics as Avery's parents parked the car, and the bunch made their way down the street to the restaurant. Once inside, Harrison was immediately reminded of why he didn't like The Crawl Space. It smelled like wet basement and stale French fries. He let out an audible sigh.
- 7 "I know," Avery whispered. "I've never understood why my parents like this place. People toss their peanut shells and popcorn kernels on the floor like it's a barn. But at least the pizza is decent, and the TVs are big."
- 8 Hearing Avery, Harrison felt relieved that he wasn't alone in his dislike for the restaurant. "Well, at least we get to suffer together," Harrison whispered back before following the host to their table, which offered a perfect view of the big screen.

Which option best matches the description of The Crawl Space?

- A.** A rooftop restaurant with tables, chairs, and hanging lights
- B.** An outdoor eating space with picnic tables and umbrellas for shade
- C.** A shadowy basement restaurant with old booths and big screen TVs
- D.** A fast-food restaurant with a play area behind plastic booths

What does “dilapidated” mean in this sentence from paragraph 1?

The booths were dilapidated.

- A.** Well-known
- B.** Broken-down
- C.** Colorful
- D.** Uncomfortable



Readers can infer that Avery and Harrison will most likely order

- A.** pizza.
- B.** peanuts.
- C.** popcorn.
- D.** French fries.

Which option best describes Harrison's point of view on Avery?

- A.** Angry
- B.** Jealous
- C.** Relieved
- D.** Accepting

How is the main character mostly developed in this story?

- A.** By providing details of a soccer game
- B.** By contrasting him with his parents
- C.** By describing his physical actions
- D.** By reporting his inner thoughts

What is a central idea of this story?

- A.** Discovering new activities can help people form new friendships.
- B.** Bonds of friendship can endure even when people's interests change.
- C.** Beauty can be best appreciated when feelings of fear have been set aside.
- D.** A true friend will speak up when someone they care about makes a bad decision.

#### TulipFarming

- 1 Fields of brilliantly colored tulips seem to stretch endlessly each spring in parts of the Netherlands, providing breathtaking scenery for tourists as well as the Dutch people who live there. While the tulip plants produce beautiful, cup-shaped flowers, that is only a side benefit of the plants' main job—producing tulip bulbs that will produce more flowers around the Netherlands and around the world. Tulip bulbs are big business in the Netherlands. Each year, four hundred growers produce more than four billion bulbs, about sixty percent of the world's crop.
- 2 Modern tulip farming is highly automated. Farmers at large operations use big tractors to pull equipment to plow the soil, plant the bulbs, and harvest them when they are ready. Planting begins in October. Plows loosen and turn over wide swaths of soil, creating beds for the bulbs. Tulip planting machinery often includes a conveyor belt system mounted over a tractor. The conveyor feeds bulbs into machinery attached to the rear of the tractor, and the bulbs are buried in long, straight rows. Tulips are grown from bulbs about the size of a ping pong ball or a golf ball and shaped like a pear. The tulips bloom in March and April, and the fields are transformed into dazzling rows of tulips in a multitude of colors. Several rows of tulips planted in one color create a long, wide stripe stretching across the field. Other rows in other colors create more stripes. From above, the fields look like giant flags with bright stripes of many colors such as red, orange, purple, and white.
- 3 In late April it's time for a part of the growing process that comes as a surprise to people who aren't familiar with the way tulips are grown. Farmers drive machines that look something like greatly oversized versions of old-fashioned, push-style rotary lawn mowers. The machines cut off the flower from the stem, an operation called "topping." The colorful flowers are suddenly gone, but fortunately thousands of people have enjoyed seeing the beautiful blooms first. The topping process is used so all the plant's growth energy is focused on the bulb in the ground, resulting in stronger bulbs headed for the marketplace to produce bigger, hardier tulips.
- 4 The bulbs are harvested in July. Large machines dig the bulbs out of the ground and dump them onto a conveyor belt system that takes them to a water tank and spray apparatus that washes away the dirt. The bulbs are loaded into wagons and taken to a warehouse where they are dried for two days. Then it's time for the bulbs to be checked over by workers as the bulbs move along yet another conveyor belt. Bulbs that pass the test are packaged and shipped to growers around the world ready to produce beautiful flowers everywhere.

What does “swaths” mean in this sentence from paragraph 2?

Plows loosen and turn over wide swaths of soil, creating beds for the bulbs.

- A.** Strips
- B.** Types
- C.** Examples
- D.** Discoveries

Taken together, the structure of paragraphs 2, 3, and 4

- A.** defines a concept.
- B.** lists examples of an idea.
- C.** explains a sequential process.
- D.** describes a problem and a solution.

In paragraph 3 the author provides readers with the sense that “topping” is

- A.** effective but abrupt.
- B.** expected and entertaining.
- C.** experimental but encouraging.
- D.** outdated and time-consuming.



Which claim is best supported by evidence provided in paragraph 4?

- A.** Finding tulip bulbs from the Netherlands is difficult.
- B.** Tulip bulb producers in the Netherlands care about quality.
- C.** Tulip bulbs in the Netherlands are manually dug up by workers.
- D.** Recipients of tulip bulbs from the Netherlands plant them immediately.

This passage is mostly about

- A.** an important industry.
- B.** an unusual career.
- C.** a special destination.
- D.** an interesting invention.

## **Mom's Boxes**

- 1 Buried underneath a haphazard mountain of snow shovels, tattered shoes, and largely empty cans of paint were the boxes Elijah and Jada had been tasked with cleaning out. Once they had successfully cleared the seldom used belongings from atop the boxes, they carried—together, as their four hands were needed to support the heavy weight—each of the four boxes out onto the driveway. Their mother had asked them to go through the boxes, to sort them into categories—clothes, toys, kitchenware—that they could donate to charity.
- 2 The first overfull box held forgotten mementos of their youth.
- 3 “I loved this bear,” Elijah said before tossing the stuffed animal to Jada.
- 4 After she caught the bear, her smile quickly soured. “This smells absolutely terrible,” Jada exclaimed, throwing the bear back. She shook her hands frantically, as though the symbolic action would cleanse them.
- 5 Elijah scoffed, “He just needs to be washed.”
- 6 “He needs to be burned,” Jada replied with a reluctant grin as she returned to digging through the box and sorting its contents.
- 7 “Since no one will want him, I’m just going to keep him,” Elijah said, and sat the bear on the concrete behind him, far away from the other items they had flagged to give away.
- 8 As Elijah and Jada sorted through the next two boxes, they rediscovered toys, books, and blankets from when they were very young. The items Elijah saved for himself grew and grew into a mound. As she watched this trend, Jada stopped commenting about each salvaged token of their childhood and just shook her head instead.
- 9 Inside the fourth box, the items they saw were no longer familiar.
- 10 “Did you ever ice skate?” Elijah inquired, lifting a pair of ice skates above his head.
- 11 Jada shook her head, a look of confusion coming across her face. “Never.”
- 12 As they dug deeper into the contents of the box, they found dozens of ribbons, medals, and trophies; many of the awards were for first place.
- 13 “I think these are Mom’s things,” Jada said as she pulled out a photo album at the bottom of the box.
- 14 Elijah moved around to sit by his sister, and they slowly leafed through the album’s pages. They examined picture after faded picture of their mother as a

young girl, skating, smiling, and laughing. Carefully tucked between some of the pages were yellowed clippings from newspapers detailing her successes.

15 "How did we not know about this?" Elijah asked, stone-faced.

16 "I cannot believe she kept this from us," Jada replied with a chuckle. She turned toward the house and called out, "Mom, I need to talk to you!"

What do Elijah and Jada mostly find in the first three boxes?

- A.** Empty cans of paint
- B.** Medals and trophies
- C.** Childhood possessions
- D.** Kitchenware and clothes

What helped Elijah and Jada solve the mystery of the ice skates and awards?

- A.** Discovering a photo album in a box
- B.** Discussing the objects with their mom
- C.** Examining a stuffed bear from their childhood
- D.** Reading the name that was printed on an award

What does “salvaged” mean in this sentence from paragraph 8?

As she watched this trend, Jada stopped commenting about each salvaged token of their childhood and just shook her head instead.

- A.** Insignificant
- B.** Recovered
- C.** Practical
- D.** Wasted

Which detail would be least important to include in a summary of this passage?

- A. Elijah and Jada discover an old pair of ice skates in a box.
- B. Elijah and Jada find snow shovels on a stack of boxes.
- C. Elijah and Jada discuss a stuffed bear that was stored away.
- D. Elijah and Jada find newspaper clippings about their mother.



What is a theme that is developed over the course of the passage?

- A.** The past can help people gain insight about their futures.
- B.** Families can work together to resolve their disagreements.
- C.** Rediscovered objects can help people learn about the past.
- D.** Childhood toys illustrate the important bond between siblings.

## Hearing Loss

- 1 “Turn that music down—you’ll ruin your hearing!” For generations, adults have told kids to turn the volume down on their stereos, phones, televisions and other electronic devices. However, it’s not just loud music that can cause hearing loss. Other common noises, such as a crying baby or a lawn mower, can be just as loud. Over time, these noises can damage hearing.
- 2 In order for us to hear, the hair cells inside the ear canal respond to sound vibrations by creating a neural signal. The auditory nerve sends this signal to the brain, which interprets the signal as sound. When a person is exposed to loud or continuous sound, damage can occur to the hair cells, and the transmission of sound to the brain might be permanently altered. Auditory hair cells cannot regrow or repair themselves once they are damaged.

## Types of Hearing Loss

- 3 Temporary or permanent hearing loss may be due to genetics, injury, or a wax buildup in the inner ear canal. However, the majority of hearing loss is a result of exposure to noise. There are three types of hearing loss:
  1. **Conductive loss** is when sound is not conducted efficiently through the outer ear canal to the eardrum and the tiny bones of the middle ear. It usually results in the inability to hear faint sounds.
  2. **Sensorineural loss** causes damage to the inner ear or nerve pathways from the inner ear to the brain. This affects the ability to hear clearly, especially when there is a lot of background noise.
  3. **Mixed hearing loss** can be both conductive and sensorineural, and damage may be in the inner or outer ear. This disorder increases with age and is associated with noise-induced hearing loss.

## Reducing Decibel Levels

- 4 Sound intensity is determined by using a unit of measure called a *decibel*. Any sounds above 85 decibels have the potential to damage hearing. Good ear protection can cut noise by about 15 to 25 decibels. Examples of ear protection include foam or silicone earplugs and ear muffs. However, the best way to protect from hearing loss is to limit continued exposure to high-decibel sounds. The decibel levels of some common sounds are listed in the chart below.

<b>Source of Sound</b>	<b>Decibel Level</b>
Whisper	30
Refrigerator	50
Vacuum cleaner	70
Lawn mower	90
Crying baby	100
Motorcycle	100
Music stereo	110
Jet engine	140
Fireworks (at 3 feet)	150
Loudest possible sound	194

According to the passage, what is the best way to prevent hearing loss?

- A.** Wear silicone earplugs regularly
- B.** Avoid continuous exposure to loud sounds
- C.** Wear ear muffs in loud settings
- D.** Avoid personal electronics

What is the main purpose of paragraph 2?

- A.** To provide information about the hearing process and explain how damage can occur
- B.** To describe the three most common forms of hearing loss and list their causes
- C.** To explain the process by which the auditory nerve sends signals
- D.** To argue that hearing loss is reversible

What does “cut” mean in this sentence from paragraph 4?

Good ear protection can cut noise by about 15 to 25 decibels.

- A.** Open
- B.** Reduce
- C.** Separate
- D.** Eliminate

What is the central idea of the passage?

- A.** The brain is good at interpreting sound signals, but loud sounds delay this process.
- B.** Damage to auditory nerve cells results in hearing loss, but the cells tend to regrow.
- C.** Hearing loss is often caused by continuous exposure to loud noises, but this loss is preventable.
- D.** Conductive and sensorineural hearing loss have similar causes, but they affect hearing in different ways.

Based on the passage and the chart, which sound has the most potential to damage hearing?

- A.** A crying baby
- B.** A motorcycle
- C.** A vacuum cleaner
- D.** A music stereo



Based on the passage and the chart, could ear protection lower the sound of a jet engine to a safe decibel level?

- A.** Yes, because ear protection can lower a sound by about 85 decibels, which would bring the sound of the engine down to a safe level.
- B.** Yes, because ear protection prevents sound vibrations from reaching the ear drum.
- C.** No, because ear protection lowers sounds by 15-25 decibels, which is not enough to bring the sound of the engine down to a safe level.
- D.** No, because ear protection only protects the outer structure of the ear.

Reading Grade 8 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE029512403_1	68	KID	2	RL.8.3	A	C
RE029512801_1	81	CS	2	RL.8.4	A	D
RE029512914_4	52	KID	2	RL.8.3	D	B,C
RE029513132_2	88	KID	2	RL.8.3	B	
RE029513618_4	73	KID	2	RL.8.2	D	
RE226367366_1	73	KID	1	RL.8.1	A	
RE226367222_4	44	KID	2	RL.8.3	D	C
RE226367296_2	73	CS	3	RL.8.4	B	
RE226367676_1	69	KID	2	RL.8.3	A	
RE226367744_1	48	KID	2	RL.8.3	A	B
RE210433747_4	70	CS	2	RI.8.4	D	
RE210436117_2	75	KID	2	RI.8.3	B	
RE210434161_3	63	KID	1	RI.8.1	C	
RE210435477_3	78	KID	2	RI.8.2	C	
RE210433935_3	72	KID	2	RI.8.2	C	

#### Obligations

- 1 Rachel sat carefully on the rickety stool, making sure not to lean too far back. The sun was high, there was no breeze, and sweat trickled slowly down her back. For the fourth time that Saturday morning, Rachel looked at her watch, and she absentmindedly scratched at a mosquito bite on her leg. Only seven and a half more hours to go.
- 2 Meadowbrook Farm had been in Rachel's family for three generations. It took all of them, her mother often reminded her, to make it run properly. "All of them" included Rachel's parents, her older brother and sister, and—unfortunately at times like these—Rachel herself.
- 3 Malik and Sasha, Rachel's two best friends, had invited her to go to the beach with them that morning. Rachel closed her eyes, picturing herself slathered with suntan lotion, sand squishing between her toes. If she concentrated hard enough, she could almost hear the waves crashing on the shore. Maybe she could sneak out early and still make it to the beach by afternoon?
- 4 "Excuse me, I'd like to buy this lettuce."
- 5 The quiet voice broke Rachel out of her reverie. A bespectacled man stood in front of her, a five-dollar bill in his hand.
- 6 "Oh, I'm sorry," Rachel said with a hint of embarrassment. "It's been a terribly slow morning." She flashed a smile as she handed the man his change. "Thanks for stopping by."
- 7 As the man walked back to his car, Rachel was reminded that customers always made the time pass by more quickly. Waiting for her next customer, Rachel flexed her tan forearms, frowning at her mud encrusted jeans and the dirt under her nails. Even her ponytail was wet with sweat. She would definitely need a shower before she left, further impeding her arrival at the beach.
- 8 In the distance, a slight figure appeared that seemed to be running straight for the stand. Rachel was confused until she realized the figure was her mother, always a spinning top of energy.
- 9 "Hey," her mom called breathlessly. "I wanted to make sure you had this." She clutched a wrinkled brown paper bag.
- 10 Rachel took the bag and opened it; inside, she found a stack of peanut butter cookies, still warm from the oven.
- 11 Her mother said, "I wanted to thank you for staying and helping us out today. I know I don't always say it, but I appreciate your help."

12 Rachel thought about her plan to sneak out and awkwardly nibbled on one of the cookies. She swallowed and smiled at her mother as thoughts of a day at the beach slipped from her mind.

What is the most likely reason Rachel keeps looking at her watch in paragraph 1?

- A.** She thinks time is going by slowly.
- B.** Her friends are picking her up soon.
- C.** Her day at work is almost complete.
- D.** She is waiting for her mother to arrive.

What does “reverie” mean in this sentence from paragraph 5?

The quiet voice broke Rachel out of her reverie.

- A.** Daydream
- B.** Endeavor
- C.** Monologue
- D.** Concentration

Which word best describes Rachel in paragraphs 1–7?

- A.** Jealous
- B.** Dedicated
- C.** Remorseful
- D.** Preoccupied

Rachel's mother comes to the stand because she is

- A.** critical of Rachel's performance.
- B.** grateful for Rachel's assistance.
- C.** suspicious that Rachel will leave early.
- D.** apologetic for forgetting about Rachel.



Which detail would be least important to include in a summary of this passage?

- A.** Rachel's mother brings her cookies.
- B.** Rachel's friends invite her to the beach.
- C.** Rachel considers leaving the stand early.
- D.** Rachel sells a head of lettuce at the stand.

## **Turtle Rescue**

- 1 After Timothy ran his hand across the top of his head, his hair spiked straight up due to all of the sweat. It was the first week of June and he and his friends, Annie and Sebastian, were exploring the woods at the end of their street.
- 2 "You should wear your hair like that all the time," said Sebastian, who couldn't hold back a smile the second he finished his comment.
- 3 Timothy chuckled and slid both of his hands through his hair to amplify the effect even further.
- 4 As they continued their march, they reached the base of a large hill. Sebastian tapped Timothy on the arm. "Race you to the top!" Sebastian shouted and started to sprint up the considerable incline.
- 5 Timothy and Annie raced behind. The hill was steep, and their breathing was heavy and fast, but no one slowed down until they arrived at the hill's crest. From the summit, they could see a small clearing a little further ahead of them.
- 6 "Wow, look at that," Sebastian exclaimed, pointing to the makeshift firepit before them, "that's new—definitely wasn't there last year." A half-dozen concrete blocks lay scattered irregularly in the general form of a circle surrounding the ashen remains of several wood logs placed in the center. Without saying anything further, the three friends continued forward until they reached the firepit and each claimed a seat upon one of the concrete blocks.
- 7 "It must have taken forever to carry all these heavy blocks out here," mused Sebastian.
- 8 "You're definitely right, but just be thankful it wasn't us who had to do it," Annie replied. A block a few feet from Annie's seat was tipped over on its side. Annie, fastidious as always, walked over to right the errant block when she took a wild, quick step backward and gasped.
- 9 Timothy and Sebastian jumped to their feet and rushed to Annie's side to see what had startled her. Inside one of the hollow centers of the cinder block was a small turtle.
- 10 Sebastian flipped the block over, and the turtle slowly crawled out. Sebastian was happy calling it a successful rescue mission, but Timothy argued that would not be sufficient.
- 11 "Look at him crawl; it'll take the little guy a million years to get somewhere."
- 12 "What if we put him over there, by the creek?" Annie suggested. "We used to find turtles in creeks all the time when we were little kids. We can make a safe place for him with branches and leaves."

13 Sebastian rolled his eyes, but Timothy chimed back in, determined that that's what they should do. "All right, who wants to carry him?"

How had the hilltop changed since the last time the characters had been there?

- A.** There is a firepit surrounded by concrete blocks.
- B.** There are more turtles near the creek than usual.
- C.** The blocks they previously brought had fallen over.
- D.** The safe place they made for a turtle had collapsed.

The dialogue in paragraph 2 suggests that Sebastian

- A.** is protective of his friends.
- B.** is competitive with Timothy.
- C.** likes giving advice to others.
- D.** enjoys teasing his friends.

The overall tone of paragraphs 1–4 could best be described as

- A.** solemn.
- B.** carefree.
- C.** nostalgic.
- D.** foreboding.

Timothy is mostly concerned about the turtle because of its

- A.** slow rate of speed.
- B.** apparent confusion.
- C.** strange appearance.
- D.** exposure to predators.

What do paragraphs 10–13 reveal about Sebastian?

- A.** He is less worried about the turtle than his friends are.
- B.** He is upset that he and his friends bothered the turtle.
- C.** He is surprised they discovered a turtle on the hilltop.
- D.** He is going to volunteer to carry the turtle to the creek.



## Heater Plants

- 1 In cold winter climates, many plants go into a state of dormancy. For example, trees will lose their leaves in the fall and go dormant to protect themselves from the lower temperatures and snow. In some cases, people cover plants, like roses, with insulated tops. This keeps them protected from the harsh winter winds. In other cases, people bring their garden plants inside. There are a few plants, however, that can not only withstand the cold but also create their own heat as they grow.
- 2 Plants that can generate their own warmth are known as thermogenic plants. The root word *thermo* means “heat.” The root word *genic* means “producing.” Much like humans and warm-blooded animals who create their own heat to maintain the right body temperature, thermogenic plants produce heat for survival. Most botanists, or scientists who study plants, agree that the warmth not only protects the plants from frost but also attracts pollinators: insects and animals that transfer pollen between plants for making flowers and seeds.
- 3 Scents are often stimulated or enhanced by heat: baking bread, a burning log, microwaved popcorn, and even hot, flat-ironed hair. Many plants that create their own heat are also able to stimulate thermoreceptors and strengthen the way they smell to attract pollinators. For instance, the dead horse arum is a thermogenic pink lily that many people find visually attractive. However, as its name hints, the dead horse arum smells rotten. That smell may not be appealing to humans, but the scent attracts flies and other insects that then pick up pollen and carry it to other plants. In the cold, this plant’s heating abilities can still boost the strength of the smell.
- 4 The skunk cabbage is another thermogenic plant that looks more attractive than it smells. It has cabbage-like leaves, pink or yellow flowers, and a foul-smelling scent. During cold winter months, the flower can maintain its temperature and even melt the snow around it. Both the heat itself and the heat-enhanced odor attract pollinators to this thermogenic plant, strengthening the likelihood of reproduction.
- 5 While scientists aren’t exactly sure how the plants produce heat, they do know that it has something to do with the mitochondria in the plant cells. During respiration, energy, or heat, is produced in the mitochondria when cells use oxygen to break down glucose. Whatever the cause, the ability to produce heat is essential for the survival of these fascinating, thermogenic plants.

What does “dormant” mean in this sentence from paragraph 1?

For example, trees will lose their leaves in the fall and go dormant to protect themselves from the lower temperatures and snow.

- A.** Toxic
- B.** Barren
- C.** Mature
- D.** Inactive

Which connection is drawn between skunk cabbage and dead horse arum in the passage?

- A.** Both plants have become popular as indoor houseplants.
- B.** Both plants produce foul smells that help attract pollinators.
- C.** Both plants are named after animals that help pollinate them.
- D.** Both plants are found in tropical areas with high temperatures.

What are scientists still trying to figure out about thermogenic plants?

- A.** How heat helps them survive
- B.** Why their heat attracts pollinators
- C.** What causes them to produce heat
- D.** Which part of their cells create heat

Which detail would be least important to include in a summary of this passage?

- A.** Thermogenic plants produce heat that helps them survive.
- B.** Heat helps the plants avoid freezing and attracts pollinators.
- C.** Many people find the thermogenic pink lily visually appealing.
- D.** Scientists believe plants produce their own heat in the mitochondria.

Which option states the central idea of the passage?

- A.** Thermogenic plants share many different characteristics with warm-blooded animals.
- B.** Heat produced by thermogenic plants can reach temperatures high enough to melt snow.
- C.** Thermogenic plants can produce their own warmth to withstand harsh conditions and attract pollinators.
- D.** Skunk cabbage is the most famous thermogenic plant because of the smell it creates when it is heated.

Reading Grade 9 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE929062330_3	88	KID	2	RL.9-10.3	C	
RE929051205_3	79	KID	2	RL.9-10.1	C	A
RE929036581_4	82	CS	3	RL.9-10.5	D	
RE929434334_4	54	CS	3	RL.9-10.5	D	A
RE929051288_2	85	KID	3	RL.9-10.2	B	
RE929051375_1	66	KID	3	RL.9-10.3	A	B
RE012231911_3	61	KID	1	RI.9-10.1	C	B
RE012232086_2	80	KID	2	RI.9-10.3	B	D
RE012232366_1	54	KID	1	RI.9-10.1	A	B
RE012233579_3	66	CS	2	RI.9-10.4	C	B
RE012233026_3	78	CS	2	RI.9-10.6	C	
RE211548296_1	76	KID	1	RL.9-10.1	A	
RE211550217_2	63	CS	2	RL.9-10.4	B	C
RE211550561_4	63	KID	2	RL.9-10.1	D	
RE211550728_2	74	KID	3	RL.9-10.2	B	
RE211550462_1	64	KID	2	RL.9-10.3	A	
RE211550640_2	76	KID	2	RL.9-10.2	B	
RE210348065_1	52	CS	2	RI.9-10.4	A	B,D
RE210352775_3	61	KID	1	RI.9-10.1	C	
RE210351478_3	56	IKI	3	RI.9-10.7	C	A,B
RE210352637_4	78	CS	2	RI.9-10.6	D	

- 1 Outside my window, the landscape trips by. Pops of color in the form of billboards break up the stream of blue sky and yellow crops. The view hasn't changed for hours. The cloying heat hasn't changed for hours. The drone of AM radio from the front of the car hasn't changed for hours.
- 2 I click open the music streaming app on my phone and see I still don't have service. Nothing in my downloads interests me and I drop my phone on the middle seat in frustration. I look over at my sister, her head bent over a novel. She mouths the words as she reads, a habit I find deeply irritating.
- 3 "Hey, Camille, let me borrow your phone for a bit," I say.
- 4 "Um, no."
- 5 "C'mon Camille, you're not even using it. I want to listen to something."
- 6 "Well, I might need it. No."
- 7 I roll my eyes and sigh loudly, but she ignores me. Up front, my parents are engrossed in the too-loud talk show they've had on for the last hour. I desperately want to get out of this car, but I know we're several hours from the entrance to the national park.
- 8 After much too long driving through the endless, flat expanse of South Dakota, we finally roll into the Badlands. The sun is just beginning to set behind the tall spires, casting a pink glow on the striated rock. I grudgingly admit, though not out loud, that it's quite beautiful.
- 9 While my parents set up the tent, I sit at a nearby picnic table, scrolling through social media. Camille is ingratiating herself with my parents, mapping out trails nearby.
- 10 "Let's go for a walk!" my mom suggests cheerily. She looks over at me and frowns.
- 11 "Honey, you can look at your phone anytime. We don't get sights like this every day!"
- 12 "Fine," I say, faking a smile. Though the park is better than expected, I'd rather be alone.
- 13 We hike down a half-mile trail, ending at a scenic lookout. The clouds are darkening like a bruise in the sky. Triangular spires rise up as if to pierce them. I take a selfie in front of the canyon. Next to me, Camille is consulting the map. I lean on the railing and begin writing a caption for the photo to post, trying to strike a balance of appreciation for the landscape without sounding too enthusiastic.



- 14 "Hey, what do you think about doing this hike tomorrow?" Camille whirls around and shoves the map under my nose, knocking my wrist as she does. My phone pops out of my hand and goes flying.
- 15 We both watch, open-mouthed, as my phone sails over the railing and down the canyon, smacking the rocks loudly all the way down. My first thought, oddly, is concern that my photo won't post before the phone is obliterated.
- 16 When the phone disappears from view, my face flushes with anger, and I turn toward Camille. She's still looking over the edge, her mouth slack. As she slowly turns to look at me, I'm pretty sure I see a flash of terror in her eyes. Terror. Over a phone.
- 17 I take a deep breath, allowing myself to be at least a little affected by my vast, beautiful surroundings. I soften.
- 18 Looking back down into the canyon, I sigh and mutter "That's one way to get me to unplug." Then, surprising both my sister and myself, I announce, "Camille, let's have a look at that map."

Why does the narrator's mom frown after suggesting that they go for a walk?

- A.** Because the narrator refuses to come along
- B.** Because she's concerned about the gathering clouds
- C.** Because she notices the narrator is looking at her phone
- D.** Because Camille is not familiar enough with the map yet

What does the narrator consider to be unusual about her first thought when she sees her phone falling?

- A.** She is more angry than she thinks she should be over a lost phone.
- B.** She is marveling at how beautiful the canyon is even as she's losing her phone.
- C.** She is more concerned that the selfie she took posted than she is with the fate of her phone.
- D.** Because she is certain that the phone would still be working even after such a bad fall.

In paragraphs 1–13, details about which of the following are most critical to understanding the events described in paragraphs 14–18?

- A.** The narrator’s ability to follow maps
- B.** Mom’s opinion of hiking and nature
- C.** Camille’s relationship with her parents
- D.** The narrator’s relationship with her phone

Which choice best describes the overall structure of the narrative?

- A.** An examination of the internal thoughts of the narrator and her family members.
- B.** A relating of present-day events in which the narrator is not directly involved
- C.** A reflection on events in the narrator's life that occurred in the past
- D.** A description of events in the narrator's life as they occur

Which choice is a possible main theme of the passage?

- A.** Laughter and humor can bring people together
- B.** Unexpected events can reveal what's important
- C.** Nature is a force to be respected
- D.** Some things are worth the wait

Which of the following provides the most accurate summary of the story?

- A.** A teenager goes camping with her family in the Badlands of South Dakota, though she resents being forced to go on the trip. Determined not to enjoy herself, she stays plugged into her phone until an accident makes her realize how her behavior is affecting others.
- B.** During a camping trip with her family, a teenager is frustrated by the long, boring drive. She tries to ignore her surroundings by focusing on her phone, but the beauty of South Dakota's Badlands forces her to enjoy the experience.
- C.** When a teenager is dragged along on a family vacation, she is annoyed by her sister during the drive. When they arrive at the campground, the teenager is comforted by her sister after she loses something important to her.
- D.** During a drive through South Dakota on a family vacation, a teenager is stuck in the backseat with her sister. The two argue along the way, but when they finally reach the Badlands, the teenager's sister does something on purpose for which the teenager struggles to forgive her.

## Airplants

Pineapples are tropical plants that are native to South America, but what about using the pineapple as a houseplant instead of food? Seems a little strange but not implausible. The pineapple is a type of bromeliad plant. It grows in the ground like many other plants, using soil and water for nutrients. In addition to being edible, it is also interesting to look at, its top often compared to a crown.

- 1 Another type of bromeliad, called an epiphytic bromeliad or “air plant,” has evolved to survive on sun and water alone, often attaching itself to other trees or rocks to get closer to the light, essentially getting its nutrients from “the air” rather than soil. The word *epiphyte* translates to “upon plants,” getting its name from the way it uses other plants to hold itself up. Air plants are native to tropical and subtropical areas and use a special process of photosynthesis that is more efficient, which is good when there is little water available; the tropics can often experience periods of drought.
- 2 As a result of their environment, air plants process water through their leaves rather than their roots. The roots are mainly used to anchor themselves to tree branches or rocks. In addition, without the nutrient-dense soil, air plants have found ways to use the dust accumulating on their hosts’ trunks or branches or trap fallen leaves for food.
- 3 The leaves of bromeliads not only play an important role in nourishment but are also responsible for its rich beauty. Typical bromeliads only flower once in the early stages of development. Among the nearly 550 species of the epiphytic family, *Tillandsia* is the largest group, and it has some of the most interesting leaf structures. The *Tillandsia* group’s plants are sometimes said to look like jellyfish. They can be spikey or even curled up and twisted!
- 4 These easy-to-care-for plants are starting to become more popular in households. While you might not be interested in spending time cultivating a pineapple, the epiphytic bromeliads plant family are pretty low maintenance and may be a good option for a beginner gardener.



The roots of air plants

- A.** poke up from the ground and into the air.
- B.** help them access and process water.
- C.** allow them to attach to a host.
- D.** are a big part of their beauty.

Why are epiphytic bromeliads called “air plants”?

- A.** Their leaves look like animals that can fly.
- B.** Their lives are supported by the sun and air.
- C.** They provide shade in places without air conditioners.
- D.** They produce more oxygen than other kinds of plants.

How often do epiphytic bromeliads bloom?

- A.** Once
- B.** Once per year
- C.** Once every few years
- D.** Once per year for only the first few years

What does “cultivating” mean in this sentence from paragraph 4?

While you might not be interested in spending time cultivating a pineapple, the epiphytic bromeliads plant family are pretty low maintenance and may be a good option for a beginner gardener.

- A.** Preparing to eat
- B.** Learning about
- C.** Looking after
- D.** Decorating

What is the author's main purpose in paragraph 4?

- A.** To describe the beauty of the air plants
- B.** To explain the benefits of growing food at home
- C.** To persuade the reader to consider air plants for houseplants
- D.** To inform the reader about ways to help rare plant species survive

## Uncle Sebastian

- 1 Antonio's mother had to work on Wednesday night, which meant his uncle would pick him up after band practice. Uncle Sebastian had spent a great deal of time with Antonio when he was a young child, but as Antonio got older, he became more involved with extracurriculars and developed close friendships with his classmates.
- 2 It was an unseasonably warm September afternoon, and Antonio's shirt was wet from nearly two hours of marching practice in the heat. He jumped inside Uncle Sebastian's pickup truck and set his bookbag and saxophone case on the floor. Sebastian asked about the day, about classes, and about practice, but Antonio offered little commentary aside from "it was fine."
- 3 Back at Uncle Sebastian's apartment, the two ate a largely silent supper together before drifting to separate rooms. Antonio gravitated to the living room, where he turned on the television and flipped endlessly through channels, while Uncle Sebastian went to his bedroom.
- 4 After a few minutes, Uncle Sebastian returned to Antonio carrying a large, black case.
- 5 "Look what I found in my closet," he said as he set the case down on the end of the couch unoccupied by Antonio. Antonio flipped the television off and sat up straighter as his uncle opened the case to reveal a shiny saxophone. "I used to play when I was your age," Uncle Sebastian explained, lifting the instrument out and setting it against the back of the sofa. Next, he removed the reed and placed it into his mouth as he pried the mouthpiece from the case. He took the reed back out of his mouth and slid it into the mouthpiece, then snapped the mouthpiece into the saxophone.
- 6 "Did you play in marching band?" Antonio asked.
- 7 "I did," Uncle Sebastian replied, then took a deep breath and brought the reed back to his mouth. After a forceful blow, the saxophone erupted in a series of comically loud squeaks, and the two of them laughed a good while before agreeing Uncle Sebastian shouldn't play it again.
- 8 Uncle Sebastian took a seat on the couch and the two of them discussed marching band then and now, and it amazed Antonio how similar things were, from practice to routines to the games to the culture. Most shocking of all, Uncle Sebastian's high school band had won their state competition, which Antonio had made one of his main goals as a musician.

- 9 When Antonio's mother arrived, the television was off. She found Antonio sitting at the kitchen table, listening intently as his uncle shared stories of his days as a talented high school musician.

Antonio and Uncle Sebastian began spending less time together because

- A.** Antonio had found friends and became involved in school activities.
- B.** their living arrangements had changed and kept them farther apart.
- C.** his uncle wanted to let Antonio find his own interests and passions.
- D.** they started to realize they did not have many common interests.



What does “gravitated” mean in this sentence from paragraph 3?

Antonio gravitated to the living room, where he turned on the television and flipped endlessly through channels, while Uncle Sebastian went to his bedroom.

- A.** Snuck
- B.** Drifted
- C.** Rushed
- D.** Glanced

What inference could a reader reasonably make about Antonio and Uncle Sebastian?

- A.** Antonio's uncle had originally inspired Antonio to learn an instrument.
- B.** Antonio's uncle did not know that Antonio played in the marching band.
- C.** Antonio wanted to help Uncle Sebastian continue to improve his musical skills.
- D.** Antonio was previously unaware that Uncle Sebastian had played the saxophone.

How does the saxophone represent a theme in the passage?

- A.** It is used to highlight a major difference between two belief systems.
- B.** It helps illustrate how connections between generations can be made.
- C.** It is a prop that serves as a symbol of the power of music in today's culture.
- D.** It represents the potential power of individual people within the larger society.

Antonio feels a renewed connection with his uncle partly because

- A.** he discovers Uncle Sebastian had accomplished one of Antonio's objectives.
- B.** Uncle Sebastian intentionally played the saxophone poorly to make him laugh.
- C.** Uncle Sebastian decided to give Antonio a new saxophone to play in band.
- D.** he had recently started spending most of his evenings with Uncle Sebastian.

Which option best summarizes the interaction between Antonio and Uncle Sebastian in the passage?

- A.** Antonio's uncle encourages him when Antonio is unsure if he enjoys playing saxophone in the marching band.
- B.** Antonio and his uncle reconnect based on their shared passion for playing saxophone in a marching band.
- C.** Antonio helps his uncle understand that playing saxophone in a marching band today is much like it was years ago.
- D.** Antonio's uncle worries about Antonio's lack of a clear commitment to playing saxophone in the marching band.

## Ice Sculpting

- 1 For centuries, people have gone to bodies of water during the winter to harvest large blocks of ice. Using long handsaws or horse-drawn blades, they cut blocks of ice from frozen bodies of water. These blocks of ice were then floated to the shore and taken to icehouses: well-insulated buildings designed to hold the harvested blocks and keep them frozen until the next harvest. While modern refrigeration techniques have reduced the need for icehouses, ice harvesting techniques continue to be used to create artistic buildings and unique sculptures.
- 2 Making structures from ice is nothing new. People in Greenland, Alaska, and elsewhere built igloos thousands of years ago. These shelters built from ice and snow protected people from the wind and extreme cold. Today, tourists can visit hotels and palaces constructed entirely from ice. For instance, Canada's *Hôtel de Glace* is rebuilt each year from tons of ice and snow with a new design theme. Visitors can explore the hotel's common areas, which boast ice chandeliers, delicate sculptures, and dazzling wall art. Brave adventurers can even stay overnight in one of the hotel's forty rooms, which feature beds made of ice.
- 3 While ice castles and hotels are built on grand scales to last months, ice sculptures are created on smaller scales and can melt in a day. Professional ice sculptors use equipment as varied as chainsaws, handsaws, chisels, and hair dryers to create their pieces. They carefully choose the type of ice they want to use for their sculptures. The three types of ice blocks used for carvings are clear ice, can ice, and natural ice. The lengthy process of creating clear ice produces ice that has few contaminants. Can ice, as its name hints, is made by placing water in large molds to be frozen. While easier to make, can ice is opaque at its center, making it better suited for large carvings. Natural ice is cut from rivers and lakes and has a blue appearance that some artists prefer.
- 4 The most famous ice and snow sculpture festival in the world is held each winter in Harbin, China. Only natural ice is used to form the large buildings and sculptures for the festival because artificial ice lacks the strength and thickness to withstand the winds of Harbin. Using centuries-old techniques, large blocks of ice are harvested from the Soughua River and taken by trucks to building and sculpting locations throughout the city. Before the festival begins, hundreds of artists spend over two weeks creating spectacular buildings, castles, and replicas of world-famous landmarks. All are colorfully lit for visitors to enjoy.

- 5 People creating ice sculptures and buildings rely on ice harvesting techniques that were perfected over centuries. Even though their sculptures cannot stand against warm temperatures, artists look forward to creating new masterpieces that showcase the beauty of ice.

What does “contaminants” mean in this sentence from paragraph 3?

The lengthy process of creating clear ice produces ice that has few contaminants.

- A.** Impurities
- B.** Properties
- C.** Equivalents
- D.** Weaknesses



Only natural ice is used for the festival in Harbin, China, because natural ice is

- A.** crystal clear and more visually appealing.
- B.** colder and will last for longer without melting.
- C.** durable and can survive the harsh weather in the area.
- D.** cheaper and easier to use because it is harvested nearby.

Read this text excerpt from a travel magazine.

According to one artist and historian, wealthy individuals in ancient Rome and India ate and drank ice mixed with the juice of fruits as a luxurious, sweet treat. This creation is considered a precursor to frozen desserts like gelato or slushies.

Which idea from the passage is emphasized in the excerpt?

- A.** Ice has historically been used to keep foods fresh over long periods of time.
- B.** Only the wealthiest of people could afford to harvest ice in the distant past.
- C.** Ice can be used in various ways to provide enjoyment and entertainment.
- D.** Civilizations in Europe and Asia were the first to create ice sculptures.

Why did the author write this passage?

- A. To instruct readers on how to make their own ice sculptures
- B. To examine the act of ice sculpting through the eyes of an artist
- C. To argue that ice sculptures have increased tourism in many parts of the world
- D. To educate readers on the history and highlights of ice harvesting and sculpting

Reading Grade 10 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE022720173_2	80	KID	2	RL.9-10.3	B	
RE022720768_2	68	KID	1	RL.9-10.1	B	
RE022723057_2	64	KID	2	RL.9-10.2	B	
RE022721115_4	72	KID	2	RL.9-10.3	D	C
RE022721690_3	60	CS	3	RL.9-10.5	C	A
RE926951609_2	73	KID	1	RI.9-10.1	B	A,C
RE926855644_1	69	CS	3	RI.9-10.6	A	B
RE926950265_4	74	KID	1	RI.9-10.1	D	
RE823656455_2	66	IKI	3	RI.9-10.8	B	D
RE926953486_4	56	IKI	3	RI.9-10.9	D	B
RE926955569_1	53	IKI	3	RI.9-10.9	A	B
RE117780044_1	69	KID	2	RL.9-10.3	A	
RE117781097_2	71	CS	3	RL.9-10.6	B	
RE117780919_1	44	CS	2	RL.9-10.4	A	B
RE117780770_2	68	KID	3	RL.9-10.3	B	
RE117781821_1	66	CS	2	RL.9-10.4	A	
RE117781497_4	63	KID	2	RL.9-10.2	D	C
RE205457263_4	63	KID	3	RI.9-10.3	D	
RE205457784_3	70	CS	2	RI.9-10.4	C	
RE205557219_4	65	IKI	2	RI.9-10.8	D	
RE205557870_4	53	KID	2	RI.9-10.2	D	A,C
RE205458497_3	60	CS	3	RI.9-10.6	C	A

- 1 Camila watched Matias as he scuffed his feet on the concrete as if trying to gouge furrows in the pavement as he left the track meet. Matias's body was stiff, and he shrugged off their mother's comforting arm with a quick jerk of his shoulder. "Matias!" her mother scolded.
- 2 It had been a disappointing day for her little brother as he'd finished no better than fourth place in his events and his school had lost the meet. Their mother continued to offer assurances that he would excel at the next meet, but her well-meant words fell on obstinate ears as Matias stared out the window on the ride home, refusing to acknowledge any words of support from his family.
- 3 The next morning, Camila found Matias outside stretching for a run. His movements were still jerky, and the set to his jaw indicated he hadn't released his feelings about his performance at the meet.
- 4 "I'll walk with you for a while," she said, falling in beside him as he headed toward the sidewalk.
- 5 "I'm running, not walking," he said curtly.
- 6 "You can walk to warm up, then when you are ready to run you can leave me."
- 7 His lips twisted in annoyance, but he shrugged and set out at a pace that was quicker than comfortable for conversation. She saw that he was hoping she would surrender and leave him to sulk alone, but they shared the same stubbornness. She kept up with his elongated strides.
- 8 "Running seems easy for you, but I've seen how hard you work at it, and I've always wondered, why do you run when the reward for all that effort is so minimal?" Camila asked. Her question clearly caught him off-guard as a startled expression crossed his face. His punishing pace decreased to something his sister could more easily manage.
- 9 "The reward isn't minimal—it's huge! When I've settled into my stride, I can feel the muscles in my arms and legs moving in harmony with my breathing. As the miles pass, I experience peace and joy as the problems of each day become distant. My chest feels wide open to the world and I exist in that moment alone. My runs always end with a sense of renewal and purpose."
- 10 Her brother had a sensitive soul that he rarely shared with others. His openness with her provoked an upswell of affection, but she kept her expression composed so she didn't embarrass him.
- 11 "So, the act of running itself and how it makes you feel is what you value most, but the goal of competing in a track meet is to run faster than your opponents to win the race," Camila offered. "This places value on the outcome of the run,

not on the inherent joy that you feel when running. Perhaps if you change your focus to how running makes you feel in the moment, the outcome may improve all by itself."

- 12 He appeared to ponder her words, and she took the opportunity to squeeze his shoulder as she turned back toward home.

In paragraph 1, the author develops Matias's character mainly through describing his

- A.** heated arguments with family members.
- B.** dejected movement and body language.
- C.** poor attitude toward his fellow competitors.
- D.** uncertain thoughts during a track meet.

What is the main way Matias's mother tries to help him?

- A.** By asking him how he feels about his upcoming meet
- B.** By sharing her optimistic thoughts about the future
- C.** By giving him time alone to reflect on his feelings
- D.** By talking to him about her own athletic experiences



Which detail would be least important to include in a summary of the passage?

- A.** Matias had failed to finish in the top three in any event at his track meet.
- B.** Camila observes Matias stretching as he prepares to go on a run.
- C.** Matias explains the act of running is relaxing and rejuvenating.
- D.** Camila understands that Matias has a sensitive disposition.

Which word best describes how Camila acts toward Matias?

- A.** Forgiving
- B.** Judgmental
- C.** Remorseful
- D.** Compassionate

Which statement best describes how the story's main conflict is resolved?

- A.** A compromise is made between two characters.
- B.** Two characters form a new and lasting friendship.
- C.** A character is left alone to consider some advice.
- D.** The main character makes a life-changing decision.

#### Coralbots

- 1 Coral reefs support nearly a quarter of all marine life on Earth. They are incredible structures with complex ecosystems, providing homes for many thousands of species of plants and animals, including four thousand species of fish. Coral reefs are found in an amazing variety of colors and shapes and are one of the world's greatest natural wonders.
- 2 The beauty of these natural phenomena, however, does not make up for their fragility. Today, the very existence of coral reefs is seriously threatened. They are easily damaged by a number of threats. Overfishing can negatively affect the food chain within the reefs. Ocean pollution can poison the reefs. Even tourists can destroy the reefs through carelessness, breaking off pieces or accidentally dropping anchors on the fragile coral.
- 3 Coral reefs are formed by tiny animals called coral polyps, also referred to simply as coral. When these animals die, they leave behind their cup-shaped, limestone skeletons, which become foundations for new polyps. Established coral reefs, composed of layer upon layer of these skeletons, are about five thousand to ten thousand years old. However, many of them are in serious danger of disappearing. Some estimates suggest that as much as 80 percent of the ocean's coral reefs have already been lost.
- 4 Despite their fragility, the reefs have the ability to repair themselves. New generations of coral polyps gradually rebuild the delicate reefs. However, this natural healing process often takes decades. To accelerate the restoration, groups of scuba divers have been using a special putty to reattach broken coral fragments to the reefs in areas with the greatest damage. This work takes time. The divers are restricted by how long they can stay underwater and how deep they can dive (not more than two hundred meters).
- 5 Researchers in Scotland, fearing they will lose the battle to save the reefs, have built underwater mini-robots to aid in restoring the damaged coral. Operated by a computer, these coralbots have the "vision" to distinguish among pieces of healthy coral, other sea animals, sea plants, and ocean debris. They use their manipulator "hands" to collect the broken coral fragments from the sea floor. Then they reattach them to the reef's foundation.
- 6 The researchers are programming the robots to have "swarm intelligence." They would work together, like bees or ants, toward a common goal, but each coralbot would perform a specific task. Because they can stay underwater for indefinite periods of time, the coral-planting robots may be able to repair a damaged reef in weeks rather than in years.

### **The Benefits of Coral Reefs**

Coral reefs are often described as the ocean's rainforests. They are not only one of the most diverse ecosystems on the planet, they are among the most economically valuable. Healthy coral reefs benefit the world by providing:

- **Habitat** – support for more than a million marine species
- **Coastal protection** – a natural barrier that helps prevent property damage and beach erosion
- **Fishing** – income for millions and a food source for billions of people
- **Tourism** – almost \$10 billion to local economies from tourists who visit areas near reefs
- **Medicine** – important sources for new drugs and nutritional supplements to treat chronic diseases

The passage indicates that the greatest risk coral reefs face from tourists is

- A.** reduced diversity caused by overfishing.
- B.** physical damage caused by carelessness.
- C.** ecosystem deterioration due to littering.
- D.** poisoning due to oil from boats.

Which paragraph best conveys the author's overall attitude toward coral reefs?

- A.** Paragraph 1
- B.** Paragraph 3
- C.** Paragraph 5
- D.** Paragraph 6

According to the passage, what approach do humans use to repair coral reefs?

- A.** They collect and remove unhealthy coral and debris from the reef.
- B.** They introduce plant and fish species that are beneficial to the reef.
- C.** They raise live coral polyps to rebuild the reef's foundation over time.
- D.** They reattach coral fragments that have broken off from the reef's foundation.



Use both the passage and the text box “The Benefits of Coral Reefs” to answer this question.

Which of these claims in the passage is supported by information in the text box?

- A.** Coral reefs have the ability to repair themselves over time.
- B.** Coral reefs provide homes for many types of marine creatures.
- C.** Established coral reefs are approximately five thousand to ten thousand years old.
- D.** The very existence of coral reefs has become seriously threatened.

Use both the passage and the text box “The Benefits of Coral Reefs” to answer this question.

Which of the following questions about the coralbot project does information in the text box help answer?

- A.** How long will the project take?
- B.** How does marine life surrounding the reef respond to coralbots?
- C.** Where did the researchers obtain the funding for their project?
- D.** Why do the researchers consider it critical to save the reefs?

Use both the passage and the text box “The Benefits of Coral Reefs” to answer this question.

Which statement best captures a difference in the focus of the passage and the focus of the text box?

- A.** The passage focuses more on the structure of coral reefs, whereas the text box focuses more on how the reefs benefit humans.
- B.** The passage focuses more on repairing coral reefs, whereas the text box focuses more on the overall health of the reefs.
- C.** The text box focuses more on the role coral reefs play in coastal protection, whereas the passage focuses more on the role reefs play in discovering medicines.
- D.** The text box focuses more on the impact of tourism on coral reefs, whereas the passage focuses more on the impact of fishing.

## **Sergio and the Snow**

- 1 Sergio closed the door adjacent to the garage and thrust the snow shovel into the drift beside the driveway, where it stood upright in the deep snow. He detested snow—cold, heavy, sometimes frozen solid—but with school canceled from the blizzard last night, his mother had directed him outside to work. His father had used the snowblower on the driveway in the early hours of the morning so he could get to work, but there wasn't time to do the front walkway, and it wasn't practical to use the snowblower on the terraced steps anyway.
- 2 He yanked his gloves on, and—with a grimace—he retrieved the shovel and trudged to where the wide concrete steps should begin, buried somewhere beneath a couple feet of snow. Eyeing the drifts across the front of the house, he anticipated this drudgery taking hours, but if he hustled, he could get a narrow path up the middle of the broad steps that might be enough to conquer this loathsome duty.
- 3 Bending to take the first scoopful, he jabbed the shovel into the heavy, wet snow, angling the blade to catch a large quantity of the dreadful stuff. He lifted the blade with a grunt and heaved the snow out into the front yard. Jab, lift, heave, jab, lift, heave; he rapidly settled into a rhythmic pace and began to make up rhymes in his head that matched his shoveling cadence.
- 4 The massive drifts of snow grudgingly gave way as he carved a path toward the front door, and when he finally reached it, he lifted his shovel with both hands toward the sky and mentally cheered himself. Finished! He was done with this despised chore and could get back to his video game with his friends.
- 5 Movement across the street caught his attention as Mr. Davis gingerly pushed a shovel across his front porch. His footsteps were guarded, even hesitant, and his entire body jerked a couple of times as he fought to keep his balance on the slippery surface. Sergio watched the old man venture to the edge of his porch and timidly poke his shovel into the snow that the wind had piled over the steps. He awkwardly inserted the shovel and attempted to scoop the snow from the highest step, but he flailed a bit. He righted himself and leaned on the shovel, looking toward the driveway and the mass of snow that lay before him. He shook his head and shuffled back into the house, leaving the shovel standing forlornly on the porch.
- 6 Sergio looked at the cleared steps in front of his house and then back at the neighbor's house with pristine snow drifted high across the yard. Sighing, he walked down the steps, crossed the street to Mr. Davis's house, and began

shoveling toward the front door. His muscles grew warm again as he worked, and as he reached the front porch and cleared the steps, he saw Mr. Davis peering out of the front window, waving at him with a grinning nod, and Sergio gave him a hearty wave in return.

Which option best describes Sergio at the beginning of the passage?

- A.** Frustrated with his current situation
- B.** Defiant toward his mother's request
- C.** Appreciative of his father's assistance
- D.** Grateful that school had been canceled

How does Sergio's point of view on shoveling change over the course of the passage?

- A.** At first, he views shoveling as an exhausting physical task; however, he later appreciates the strength and resilience he is developing from shoveling so much.
- B.** At first, he views shoveling as a grueling chore that is taking him away from his own fun plans; however, he later sees shoveling as an opportunity to do something positive for others.
- C.** At first, he views shoveling as a way to pleasantly surprise his parents; however, he later sees shoveling as a way to pleasantly surprise people throughout the neighborhood.
- D.** At first, he views shoveling as an activity that builds character with its physical and mental demands; however, he later realizes the added potential for shoveling to become a business opportunity.

What does it mean that the shovel was “standing forlornly” on the porch in this sentence from paragraph 5?

He shook his head and shuffled back into the house, leaving the shovel standing forlornly on the porch.

- A.** The shovel was sitting aside in a way that looked lonely.
- B.** The shovel was leaning against the porch at an odd angle.
- C.** The shovel was placed in a spot that was difficult to reach.
- D.** The shovel was in an area of the porch that needed clearing.



What can readers infer about Sergio based on details in paragraph 5?

- A.** He can be distracted easily during unpreferred tasks.
- B.** He is observant and takes notice of his surroundings.
- C.** He is reserved and has a hard time talking to new people.
- D.** He usually helps Mr. Davis with various household tasks.

What does “pristine” mean in this sentence from paragraph 6?

Sergio looked at the cleared steps in front of his house and then back at the neighbor’s house with pristine snow drifted high across the yard.

- A.** Untouched
- B.** Distinctive
- C.** Stunning
- D.** Concerning

Which detail would be most important to include in a summary of this passage?

- A.** Sergio was not up yet when his father had left for work.
- B.** Sergio put gloves on before shoveling the snow at his house.
- C.** Sergio's father had used the snowblower to clear the driveway.
- D.** Sergio's school was canceled because of a blizzard the night before.

## **Doppler**

- 1 When hearing a siren from an approaching emergency vehicle, the listener hears the sound become louder and seemingly higher pitched as it comes closer, but the noise quickly fades once it passes. The volume and tone of the siren did not change, but their relationship to the listener has. The Doppler effect is the name of this phenomenon, and it is named after Christian Doppler, the physicist who studied and theorized about the concept.
- 2 The Doppler effect is the increase or decrease of the frequency of a sound wave in relationship to a still object or person. This effect can be found in all types of waves, including light, water, x-ray, and others. People in many different fields of study use the Doppler effect to determine the speed, distance, and other characteristics of waves.
- 3 Police officers use radar guns that emit radio waves to determine the speed of approaching vehicles. An officer stands or sits in a location and aims a radar gun at vehicles coming toward that position. Radio waves are sent out from the gun, toward the vehicle, and then they return. The frequency of the radio waves determines the speed of the vehicle. The higher the frequency of the returning wave means the higher the speed of the vehicle. The computer inside the radar gun calculates a vehicle's speed. Radar guns are one tool police officers use to ensure people travel safely.
- 4 One of the tools that scientists use to study weather is Doppler radar. Radio waves, like those used in a police officer's radar gun, are used to determine the distance of rain, snow, tornadoes, or other types of weather from a specific location. Radar signals sent out and returned clarify the size, shape, and position of incoming weather. Sometimes weather forecasters warn their audience that Doppler radar is indicating thunderstorms or other severe weather will form in a specific area, giving people time to find shelter. The Doppler effect has enabled weather forecasters to more accurately predict upcoming weather so that people can plan ahead and act as soon as possible.
- 5 The Doppler effect is also used by doctors to determine a patient's blood flow. A doctor moves a handheld device known as a transducer over a patient's skin. The transducer uses sound waves to determine the blood flow in the body. Healthy blood flow causes the sound wave pitch to change as it bounces back to the transducer. However, when the flow is minimal or blocked, the pitch of the sound waves does not change. This indicates that a person may be in danger of a medical emergency. This technology allows doctors to easily examine patients without using invasive procedures.

6 Since Christian Doppler first wrote about the Doppler effect in 1842, people have found ways to apply it in their everyday work. Police officers, weather forecasters, and doctors have all used the knowledge of the Doppler effect to protect people. Because of the many types of waves such as radio, sound, and light, scientists continue to discover new applications of the Doppler effect.

How does the author introduce the idea of the Doppler effect in the passage?

- A.** By explaining how one profession uses the Doppler effect
- B.** By comparing the Doppler effect with another scientific principle
- C.** By listing the steps Christian Doppler took to first study the effect
- D.** By describing a commonly-experienced example of the Doppler effect

What does “emit” mean in this sentence from paragraph 3?

Police officers use radar guns that emit radio waves to determine the speed of approaching vehicles.

- A.** Absorb
- B.** Transfer
- C.** Send out
- D.** Search for

Based on details in the passage, which statement about the Doppler effect is false?

- A.** The Doppler effect has been studied and documented for over one hundred years.
- B.** Police officers depend on radio waves to determine the speed of moving vehicles.
- C.** Sound waves inside the body can help doctors identify issues with blood flow.
- D.** The first person to encounter the Doppler effect was a weather forecaster.



Which detail from the passage would be least important to include in a summary of the passage?

- A. A siren sounds higher pitched as it approaches because of relative changes to the frequency of its sound wave.
- B. The Doppler effect can be found in many types of waves, including light, sound, water, x-ray, and others.
- C. Several professions apply the concept of the Doppler effect to their work on a daily basis.
- D. A transducer is a medical instrument that uses sound waves to check blood flow.

What is the author's main purpose in writing this passage?

- A.** To teach readers specific aspects of the Doppler effect through a series of anecdotal examples
- B.** To remember the life and contributions of Christian Doppler through descriptions of his scientific experiments
- C.** To summarize the Doppler effect and point out some of the ways it is commonly used in the modern world
- D.** To raise awareness about the Doppler effect and prompt readers to examine how they can help with their everyday actions

Reading Grade 11 Review Items						
Item ID	Percent Correct	Domain	DOK	Standard	Key	Primary Distractor(s)
RE028863667_1	56	KID	1	RL.11-12.1	A	B
RE028863906_4	74	CS	2	RL.11-12.4	D	
RE028864003_2	69	KID	2	RL.11-12.3	B	
RE028864128_1	71	CS	3	RL.11-12.6	A	C
RE028864663_1	63	KID	3	RL.11-12.2	A	
RE028864458_4	78	KID	2	RL.11-12.2	D	
RE925632353_2	67	CS	2	RI.11-12.6	B	A
RE925934364_2	77	KID	2	RI.11-12.3	B	
RE925944479_2	65	CS	2	RI.11-12.6	B	
RE925935483_4	58	KID	2	RI.11-12.2	D	C
RE925943414_2	73	IKI	3	RI.11-12.7	B	
RE221041815_3	70	KID	1	RI.11-12.3	C	
RE221042061_1	83	CS	2	RI.11-12.4	A	
RE221041371_3	65	KID	2	RI.11-12.2	C	
RE221042478_2	71	KID	1	RI.11-12.1	B	
RE221043945_2	55	CS	2	RI.11-12.6	B	
RE221041526_2	64	CS	3	RI.11-12.5	B	
RE221042906_1	87	IKI	3	RI.11-12.7	D	
RE113038130_3	71	KID	1	RL.11-12.1	C	
RE113039087_4	60	CS	2	RL.11-12.4	D	
RE113039568_2	67	KID	2	RL.11-12.3	B	
RE113038561_4	59	KID	2	RL.11-12.3	D	
RE113039254_3	60	KID	3	RL.11-12.2	C	

- 1 Neeva lounged atop the picnic table in the growing darkness, feeling a light chill on her skin as the temperature dropped and the air's moisture condensed into dew. Next to her, Anton sat bent over, his elbows on his knees as he stared at the shadowed ground. They'd been best friends since his family had moved into their small rural town when they were both four years old. More than thirteen years later, they were still the closest of friends.
- 2 Given to thoughtful silences and deep contemplation, it was not unusual for Anton to sit quietly as he did now, but Neeva observed minute muscle movements in his clasped hands that belied a restless tension rarely present in her friend. His contentment at spending time with Neeva on a serene evening was apparent, but Anton had seemed distant ever since Neeva announced her family was moving in a month. His reticence concerned her.
- 3 "I read something interesting the other day," she said, peering up at the stars just beginning to appear. "They've discovered a planet in a solar system forty light years away. It may be composed of diamonds because the system's star has a higher carbon-to-oxygen concentration. It races around its sun in such close proximity that its year lasts only eighteen hours and the surface temperature is more than three thousand degrees."
- 4 Anton lifted his head, gazing across the field of tall grasses, and his shoulders lowered slightly from their scrunched position near his ears.
- 5 "Another team found a gas giant, similar to our Jupiter, that also orbits extremely close to its sun, but it's inflated like a balloon, which scientists think may be due to heat from its star. This 'puffy' planet has such low density that it would actually float in water." Neeva said.
- 6 He slanted a look at her in the near darkness. "Are you writing a book about astronomy that I don't know about?"
- 7 "Just reflecting on the complexity of space beyond Earth. There are solar systems made of planets that are so black on the surface that they don't reflect sunlight, or where it might rain rubies or glass because of the mineral concentrations in the atmosphere. The magnitude of what exists out there makes my life here on this patch of grass on this tiny planet in our nondescript corner of the universe seem insignificant."
- 8 "Your pep talks need some work," he said, though the corners of his mouth curled into a hint of a smile, softening the mild criticism into a moment of levity.
- 9 "Perhaps, but consider that within this unfathomable universe, I am the only me; I am a singular entity in a universe filled with improbable wonders, and I

am exceptional because I am the only Neeva within 92 billion light-years. A couple hundred miles away from here doesn't seem all that far."

- 10 He tilted his head toward the obsidian sky where thousands of scintillating stars dotted the blackness and said, "I retract my statement."

Why does Neeva suspect Anton is uncertain about her family's upcoming move?

- A.** She noticed small movements in his hands.
- B.** He was mostly silent as the two sat together.
- C.** He was uninterested in discussing astronomy.
- D.** She thought he wanted to be somewhere else.

What does “levity” mean in this sentence from paragraph 8?

“Your pep talks need some work,” he said, though the corners of his mouth curled into a hint of a smile, softening the mild criticism into a moment of levity.

- A.** Ambivalence
- B.** Celebration
- C.** Determination
- D.** Lightheartedness

Why does Neeva mention “92 billion light-years” in paragraph 9?

- A.** She is apprehensive about moving away to a different place.
- B.** She is minimizing the distance that will separate the two friends.
- C.** She is trying to impress Anton with her knowledge of astronomy.
- D.** She is concerned Anton does not grasp the size of the universe.



By having Anton state “I retract my statement” in paragraph 10, the author is using

- A.** understatement to show that Anton finally understands Neeva’s point.
- B.** sarcasm to suggest Anton has become bored with Neeva’s stories.
- C.** irony to emphasize Anton deeply regrets having made the statement.
- D.** juxtaposition to contrast Anton’s indifference with Neeva’s earnestness.

What is a theme that is developed over the course of the passage?

- A.** Reassurance can be conveyed in unexpected ways.
- B.** Misunderstandings in friendships can lead to tension.
- C.** Facts can be used to obscure one's true feelings.
- D.** Courage can be discovered in challenging situations.

Which option best summarizes the events in the passage?

- A.** An awareness of astronomy and exoplanets has led Neeva to understand that her close friend Anton is unsure of himself.
- B.** Anton and Neeva have long been close friends but their different views about their futures are driving them apart.
- C.** In reading about discoveries by astronomers, Neeva develops a new understanding about the importance of friendship.
- D.** Neeva attempts to comfort her friend Anton as they deal with the fact that they will soon be apart from one another.

## Calligraphy

- 1 The word “calligraphy” can evoke images of both ancient Chinese texts and the type of ornate, intricate lettering that announces the opening of the United States Constitution. Today, the art of calligraphy may not enjoy the same stature in the Americas as it enjoys in Asia, but it is still appreciated as an exceptional form of artistry throughout the world.
- 2 Calligraphy is the art of using ink to carefully craft symbols and letters by hand. The decorative, skillfully positioned lettering enhances the experience and impact of a text. In the Western world, some writers define calligraphy as having three dimensions: fine art, craft, and literary art.
- 3 The word “calligraphy” comes from the Greek “kallos” (beauty) and “graphein” (to write). The beauty of well-executed calligraphy, characterized by decorative flourishes and graceful curves, certainly qualifies this approach to writing as a form of fine art.
- 4 Calligraphers elevate the ordinary experience of reading written text through the techniques and tools of the craft. High-quality materials such as heavy-bond paper, vellum parchment, and special inks are commonly used in calligraphy, though many artists use inexpensive paper and inks for practice. A calligrapher can make a traditional pen from a sharpened bamboo stick or feather, though brushes, dip pens, fountain pens, and markers are some of the more modern choices.
- 5 The third dimension of calligraphy is the literary quality. The calligrapher’s goal is often to convey an aspect of a text’s meaning. In designing a work of calligraphic literature, for example, the calligrapher considers several factors, such as how the lettering is positioned on the page (space, form, and proportion) and various letter styles (e.g., Roman, Gothic, book hand, or italic). For some calligraphers, the presentation of the writing is just as essential to meaning as the words themselves.
- 6 Today in the U.S., calligraphy adds weight to a variety of documents and texts: ceremonial manuscripts (diplomas, birth and death certificates); legal deeds and titles; religious scripture and art; and book covers and title pages. Calligraphy also adorns greeting cards, decorates invitations to weddings and other formal events, and frames meaningful inscriptions on slate, glass, pottery, and stone. With the digital typeface revolution, many calligraphers now use computers to make thick and thin pen strokes, create alphabet fonts, and design layouts. However, there are many calligraphers who carry on the tradition of creating calligraphy by hand, honoring the element of human expression that has defined this art form.

### **Sidebar: Calligraphy in China**

1 The Chinese language is particularly well suited to expression through calligraphy. Each written Chinese word is represented by its own unique symbol, which thus necessitates an enormous number of characters—around 50,000 (also called ideographs or pictures). In Chinese calligraphy, each character is distinctly communicated by the artist through the interplay between brush or pen and the medium.

2 Calligraphy is a popular art practiced by amateurs all over China. Calligraphy is displayed on signs, dishes in restaurants, doorways of homes, and plaques on temples. In addition, famous sites feature stones inscribed with the calligraphy of admired artists.

3 Chinese calligraphy, which is at least four thousand years old, is a unique and persisting art form. It continues to be shown in museums alongside paintings and other artistic creations to this day.

What is the main purpose of paragraph 1?

- A.** To inform readers about the places calligraphy is taught and practiced
- B.** To make the point that calligraphy is widely used and respected
- C.** To inform readers about the process of creating calligraphy
- D.** To make the point that calligraphy is easy to learn

Which statement best describes a difference between paragraph 2 and paragraph 6?

- A.** Paragraph 2 explains the history of calligraphy, whereas paragraph 6 predicts the future of it.
- B.** Paragraph 2 defines calligraphy, whereas paragraph 6 defines instances where it is commonly used.
- C.** Paragraph 2 describes the people who create calligraphy, whereas paragraph 6 describes the people who often buy it.
- D.** Paragraph 2 identifies a cause behind calligraphy's decreased popularity, whereas paragraph 6 identifies the effects of the decrease.

For which dimension of calligraphy is beauty the focal element?

- A.** The craft
- B.** The fine art
- C.** The tradition
- D.** The literary art



Which sentence most strongly supports the idea that there are a variety of approaches to creating calligraphy?

- A.** “Today, the art of calligraphy may not enjoy the same stature in the Americas as it enjoys in Asia, but it is still appreciated as an exceptional form of artistry throughout the world.” (paragraph 1)
- B.** “Calligraphy is the art of using ink to carefully craft symbols and letters by hand.” (paragraph 2)
- C.** “The beauty of well-executed calligraphy, characterized by decorative flourishes and graceful curves, certainly qualifies this approach to writing as a form of fine art.” (paragraph 3)
- D.** “A calligrapher can make a traditional pen from a sharpened bamboo stick or feather, though brushes, dip pens, fountain pens, and markers are some of the more modern choices.” (paragraph 4)

What is the effect of the author's repeated use of lists in the passage and the sidebar?

- A.** It persuades readers to collect calligraphic artwork.
- B.** It emphasizes the widespread use of calligraphy.
- C.** It emphasizes the overwhelming number of amateur calligraphy artists.
- D.** It persuades readers to find a more unique alternative to calligraphy.

## Roundabouts

- 1 Traffic circles, or their smaller counterpart, roundabouts, are becoming more common in many metropolitan areas of the United States. In fact, according to the BBC—a major news network in Europe, where traffic circles have a long history—the United States has installed more than three thousand roundabouts since 2010. Why introduce roundabouts instead of using the standard stoplight or stop sign intersection? Well, it turns out that the modern roundabout has many benefits, including safety and efficiency—especially if drivers understand how to use them properly.
- 2 One way in which roundabouts are safer than four-way intersections is that all vehicles move in the same direction. Without oncoming traffic, head-on collisions are substantially reduced. This isn't to say that a little fender bender won't occur now and then as cars enter and exit the circle, but the slower pace and angles at which cars can collide are far less damaging.
- 3 Roundabouts are also safer for pedestrians. With a single flow of traffic, people only have to look for cars coming from one direction instead of three. Of course, it's still important for drivers, bicyclists, and pedestrians alike to keep a close eye on the crosswalk, but it's far less complicated to do so.
- 4 In addition to improving both driver and pedestrian safety, roundabouts are also credited with cutting down on inefficiency. The stop and go of a traffic light is far less efficient than a roundabout or traffic circle. Cars don't have to wait unnecessarily if the streets aren't busy, and, when traffic is heavier, more cars can pass through the circle in a shorter amount of time than would be possible at a stoplight intersection.
- 5 Traffic circles and roundabouts have several advantages over traditional intersections. Arguably, the biggest drawback to roundabouts is driver unfamiliarity. To solve this problem, driving instructors should consider teaching young drivers about what to do when they encounter these increasingly popular road features. After all, ensuring more drivers are well-informed is best for everyone on the road.

### Roundabout Rules

The rules of the roundabout are simple, though sometimes less familiar than the rules of a four-way stop. Drivers must yield to the car on their left. That means that before entering the traffic circle, drivers must wait for any cars already in the circle to their left. If there are multiple lanes, it can get trickier to know when to exit the circle and which lane to use, but, for the most part, as long as you are yielding to the traffic on your left, you should be able to navigate the road with ease and arrive safely and efficiently at your destination.

How are roundabouts safer for pedestrians than traditional intersections?

- A.** Roundabouts require drivers to lower the speed of their vehicle, so pedestrians have more time to walk around the circle.
- B.** Roundabouts always have a raised section in the center of the circle, so pedestrians can be seen more easily from moving vehicles.
- C.** Roundabouts have only one direction of movement, so it is easier for pedestrians to watch out for oncoming traffic.
- D.** Roundabouts encourage motorists to stop completely before entering the circle, so it is more convenient for pedestrians to access the crosswalk.

What does “metropolitan” mean in this sentence from paragraph 1?

Traffic circles, or their smaller counterpart, roundabouts, are becoming more common in many metropolitan areas of the United States.

- A.** Related to a city or center of activity
- B.** Being neither positive nor negative
- C.** Having authority to conduct business
- D.** Marked by a lack of contact or connection

What is the main idea of paragraph 1?

- A.** Traffic circles have a long and interesting history.
- B.** Traffic circles and roundabouts have many similarities.
- C.** Traffic circles are being used more often in the United States.
- D.** Traffic circles are more common than traditional intersections.

Why are four-way intersections less safe than roundabouts?

- A.** Four-way intersections require drivers to come to a complete stop before entering an intersection.
- B.** Four-way intersections involve cars moving toward one another from opposite directions.
- C.** Four-way intersections make it harder for drivers to see other cars entering the intersection.
- D.** Four-way intersections force drivers to travel at higher speeds while moving past a stop sign.

What is the author's overall purpose in paragraph 5?

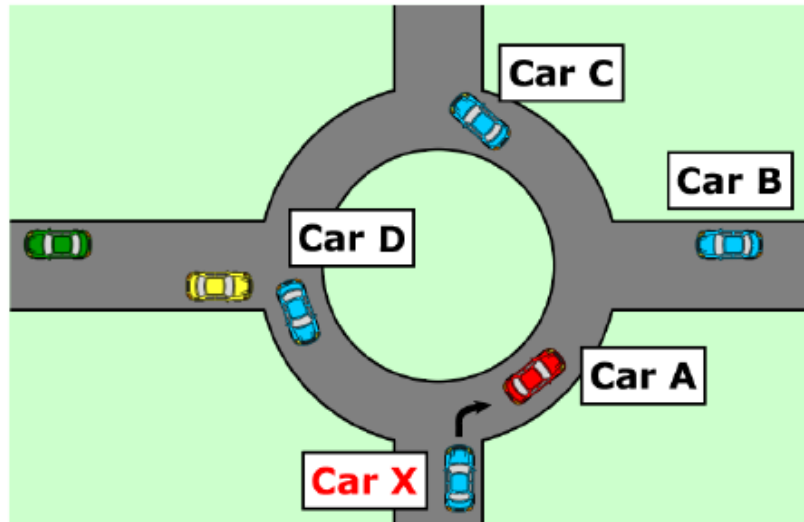
- A.** To emphasize the main reasons that roundabouts have continued to grow in popularity
- B.** To suggest drivers need to become more knowledgeable about and accepting of traffic circles
- C.** To teach drivers about the guidelines for roundabouts while advocating for updates to traffic laws
- D.** To argue that the advantages of traffic circles far outweigh the advantages of four-way intersections



Which option describes the structure the author uses to present information in the passage?

- A.** The author makes a claim about the history of traffic circles, and then major events related to traffic circles are explained in chronological order.
- B.** The author introduces a claim in support of traffic circles, and then several examples of traffic circles' benefits are explained with reasons.
- C.** The author introduces the idea that traffic circles are popular, and then evidence is provided to emphasize the number of traffic circles across the world.
- D.** The author introduces the idea that traffic circles are intimidating for most drivers, and then step-by-step directions are listed to teach drivers how to use traffic circles.

Examine this diagram of a traffic circle.



According to "Roundabouts" and "Roundabout Rules", which car should Car X yield to?

- A. Car A
- B. Car B
- C. Car C
- D. Car D

## Danceathon

- 1 Henrietta carefully maneuvered the steep steps leading to her grandmother's attic. She'd recently convinced her father that she was completely capable of conquering the formidable task of sorting through the numerous contents that had been hibernating for decades in her grandmother's attic. She'd begged throughout her childhood to be allowed into the attic, but her father always insisted, "That's a catastrophe waiting to happen!" Now Henrietta had a part-time job and a driver's license, and she had proven to be industrious.
- 2 Upon arriving, Henrietta surveyed her surroundings. She immediately understood her father's concerns—dilapidated boxes and debris covered the floor. Nevertheless, she was determined to organize the clutter.
- 3 Henrietta moved to the back of the attic, where several trunks were begging to be explored. After thirty minutes of rummaging, Henrietta uncovered a weathered scrapbook. Inside, she discovered various photographs, newspaper clippings, and mementos from a time long before her grandmother's prime. Clearly, this scrapbook had belonged to a great-great-grandparent.
- 4 Henrietta excitedly began reading a yellowed piece of stationery:

*Dear Harriette, it's been far too long since we've last chatted. I've been working on the other side of the state, but I'm planning on returning to the city. There was an advertisement posted downtown for a danceathon on June 15. Will you be my partner again? We would get to spend time together and maybe win one hundred dollars. Plus, the danceathon will provide fifteen square meals, room, and board. Certainly an opportunity worth considering! We'll just need to keep moving for forty-five minutes each hour, around the clock. I'm confident we can win!*

*Your dancing admirer,  
Henry*

- 5 The next page contained two photographs: one showed a roomful of occupied cots with dancers resting their feet, and the other captured several women leaning tiredly against their dancing partners.
- 6 *Incredible*, Henrietta reflected inwardly. She remembered hearing about these danceathons during her American history class. They began during the Roaring Twenties, when feats of forbearance became a popular phenomenon. Dancers had to endure countless hours of staying on their feet to remain eligible, and the last couple standing won the competition.

7 Henrietta suddenly recalled hearing something on the radio about an upcoming dance marathon raising funds for a children's hospital. "Maybe I should participate," Henrietta said aloud, feeling compelled to experience firsthand the challenge of remaining moving for seemingly endless consecutive hours. Not to mention, her participation would mean she had contributed to something incredibly meaningful.

Why is Henrietta cleaning her grandmother's attic?

- A.** Her father thinks the task will teach her to be more responsible.
- B.** Her grandmother has asked her to help clean out old junk.
- C.** She is curious and determined to better organize the space.
- D.** She is bored and hoping to discover a forgotten family treasure.

By describing the “yellowed piece of stationery” in paragraph 4, the author develops the idea that the

- A.** important parts of the message had been highlighted.
- B.** color of the stationery made it easy for Henrietta to find.
- C.** letter from Henry had been written on decorative paper.
- D.** quality of the paper had deteriorated over many years.

Read these two sentences from the passage.

Now Henrietta had a part-time job and a driver's license, and she had proven to be industrious. (paragraph 1)

"Maybe I should participate," Henrietta said aloud, feeling compelled to experience firsthand the challenge of remaining moving for seemingly endless consecutive hours. (paragraph 7)

How do these two sentences characterize Henrietta?

- A.** They show how much Henrietta has matured through the process of cleaning out her grandmother's attic.
- B.** They provide examples of Henrietta's hardworking nature and her goal-oriented mindset.
- C.** They develop the idea that Henrietta has a habit of taking on more than she can handle.
- D.** They highlight the fact that Henrietta's generation is different from previous generations.

How is Henry developed as a character in the passage?

- A.** The stationery he chose to write on suggests that he is detail-oriented and thoughtful.
- B.** The note he sent reveals background information about his childhood and hometown.
- C.** The message he sent displays his feelings of being overworked and underpaid.
- D.** The letter he wrote shows that he has an ambitious and optimistic personality.



What is a theme that is developed over the course of the passage?

- A.** The hardest form of criticism to overcome is self-criticism.
- B.** There is usually an exception to every set of rules or procedures.
- C.** Challenging tasks can strengthen the connection between people.
- D.** Young people often struggle to understand the ways of older relatives.