New England Common Assessment Program

Released Items Support Materials 2010

Grade 7 Reading

6.2.1	**Students identify the meaning of unfamiliar vocabulary by** using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

1 The root *quest* in the words question and request means

A. mark.
B. speak.
C. seek.
D. join.

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Use the definitions below to answer the question.

condition *n* **1.** state of health or well-being **2.** social status **3.** the state of usability **4.** demand or requirement

2 Which is the **best** definition of the word condition as it is used in this sentence?

Mark said he would accept the job on one condition.

A. definition 1
B. definition 2
C. definition 3
D. definition 4

Late for the Game
Literary Text

6.4.1	**Demonstrate initial understanding of elements of literary texts by** identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends)

3 Before the game, how does the narrator show that he is an experienced hockey player?

A. He waits to lace up his skates until the game starts.
B. He eavesdrops on Teddy and Coach Blair.
C. He waves to the crowd to see their reaction.
D. He tries to relax when he enters the rink.

6.5.3	**Analyze and interpret elements of literary texts, citing evidence where appropriate by** making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)

4 What makes the narrator confident about going out to the rink?

A. Coach Blair picked the best players.
B. Enough players felt ready to start the game.
C. The other team seemed inexperienced.
D. Most fans at the game shouted their support.

Late for the Game
Literary Text

6.3.2	**Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by** selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

5 In paragraph 13, the word shift means

A. a change in direction.
B. a swing in mood.
C. an exchange of energy.
D. a turn to play.

6.2.1	**Students identify the meaning of unfamiliar vocabulary by** using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

6 In paragraph 13, the word brawls means

A. fights.
B. cheers.
C. mistakes.
D. feelings.

Late for the Game
Literary Text

6.5.4	**Analyze and interpret elements of literary texts, citing evidence where appropriate by** explaining how the narrator's point of view affects the reader's interpretation EXAMPLE: This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?

❼ Explain how the narrator's descriptions help the reader understand the characters. Use specific information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the narrator's descriptions help the reader understand the characters. Response includes relevant information from the passage.
3	Response provides an explanation of how the narrator's descriptions help the reader understand the characters. Response includes some relevant information from the passage.
2	Response provides a partial explanation of how the narrator's descriptions help the reader understand the characters. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Student responses should include direct references to the various character(s) and descriptions of the character(s).

SCORE POINT 4

7

The narrators description of the characters are very good. When the narrator explains Jason Mulridge you know that he is probly a good looking big shot that gets all girls. "Jason, the with the face all the girls in high school wanted to smother with kisses, was so cool." John Mancini seems to be someone who is friends with everyone looks decent but can get ticked off by anyone at any time. "Skinny, quick and short tempered." "since Mancini had blond hair and the face of an angel." Also Louie Shelter just from desciption seems mean as heck at first sight but actually is nice." You'll think someone with a carrot top like this would get mad at any things. Nope, nothing riled this guy, not even when you called him by his nick name sumo." Hog Burrell seems like someone who can lift 200 pounds easy because they say "This guy's upper body was so big that when he didn't wear shoulder pads under his sweater, you couldn't tell the difference." The narrator's descriptions definetly help I.D the characters.

Response provides a thorough explanation of how the narrator's descriptions help the reader understand the characters. Response includes relevant information from the passage.

SCORE POINT 3

❼

The narrator's descriptions of the players help understand the characters in certain ways. First of all the description of Jason Mutridge "the guy with the face all the girls in high school wanted to smother with kisses, was cool," gives us the idea that his is a cool guy who gets all the girls. Next when Coach Blair asked "Who won't make it," gave us the idea that he is a caring person. Last when Teddy shouted and it said "Teddy's face was red and the little veins on his nose looked like wriggle worms," it gave us the idea he is a determined man. The narrator realy helped me visulize.

Response provides an explanation of how the narrator's descriptions help the reader understand the characters. Response includes some relevant information from the passage.

SCORE POINT 2
(EXAMPLE A)

❼

When the narrator is describing Hog Burnell, it made a good picture in my mind of him getting hit in the face by a hockey puck, and just grunting, then getting 5 stiches after he scores a goal. And then when he's describing John Macini, with blonde hair and a face of an angel. Then Louie Shertzer, I can just picture a big red head guy getting screamed at by the coach and not complaining.

Response provides a partial explanation of how the narrator's descriptions help the reader understand the characters. Response includes limited information from the passage.

SCORE POINT 2
(EXAMPLE B)

7

The narrator's description helps the reader to understand the characters because it tells how they look, and what their personality is like. When the narrator talked about John Mancini the reader then knows that John Mancini is skinny, quick, short tempered and a good hockey player if he's a centerman.

Response provides a partial explanation of how the narrator's descriptions help the reader understand the characters. Response includes limited information from the passage.

SCORE POINT 1

7

The narrator talks about them about how they really are. He use how their body like Big, taugh, skiney, redhed, and short-lankey

Response is vague or minimal.

SCORE POINT 0

❼

I think it helps by when they read the storiey It will help them in School.

Response is totally incorrect or irrelevant.

Late for the Game
Literary Text

6.4.1 **Demonstrate initial understanding of elements of literary texts by** identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends)

8 Why is this hockey game different from other games for the narrator?

A. The coach has picked players who usually do not play well.

B. The narrator has no time to become nervous about his playing.

C. The crowd watching the game is very unfriendly toward the team.

D. The narrator decides to pass the puck rather than keep control of it.

6.5.3 **Analyze and interpret elements of literary texts, citing evidence where appropriate by** making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)

9 Why does the team receive "boos and jeers"?

A. They spend too much time warming up.

B. They are the visiting team at the rink.

C. They start the game before the ref drops the puck.

D. They make a mistake on the very first play of the game.

Late for the Game
Literary Text

6.5.4 **Analyze and interpret elements of literary texts, citing evidence where appropriate by** explaining how the narrator's point of view affects the reader's interpretation EXAMPLE: This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?

10 In paragraph 20, why does the narrator decide to do "the safe thing"?

A. His teammates are making mistakes as they skate.

B. He has not had enough time to prepare himself to play.

C. His coach has told him not to take any chances.

D. He is feeling very nervous about playing in front of people.

6.5.2 **Analyze and interpret elements of literary texts, citing evidence where appropriate by** describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

11 Based on the information in the passage, what makes Coach Blair a good coach?

A. He is understanding about the feelings of his players.

B. He is determined to win no matter what the cost.

C. He is able to predict the reactions of the other team.

D. He is willing to delay the game no matter what the results.

Late for the Game
Literary Text

6.4.1	**Demonstrate initial understanding of elements of literary texts by** identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends)

⓬ Identify the main problem in the passage and explain how it affects the main character. Use information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of the main problem in the passage and how it affects the main character. Response includes relevant information from the passage.
3	Response provides an explanation of the main problem in the passage and how it affects the main character. Response includes some relevant information from the passage.
2	Response provides a partial explanation of the main problem in the passage and/or how it affects the main character. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

The focus of the response should reflect the problem. A character other than McPhee may be chosen, but there must be adequate support.

SCORE POINT 4

12

The main problem is that the game is started and the narrator's team is rushed to start. This affected him because he did not have time to get nervous. It also affected him because when he got the puck he was not warmed up so he passed it to a teammate. He also said he would have tryed a fancy move but he did not trust himself. In a way the narrator also did not have enough time to get his head in the game like soom of his teammates. Lastly because the team was rushed some of the starters were not ready for the game so some of the not so good players had to play. Some people might have given up but the team didn't.

Response provides a thorough explanation of the main problem in the passage and how it affects the main character. Response includes relevant information from the passage.

SCORE POINT 3

⑫

The main problem in the passage is that the narrator's team has no time to warmup and the players are not all ready. As the coach in the story says "We'll start the game with whoever's ready." So, the players that were ready, including the narrator, had to go and play without their other teammates. Then they weren't able to warm up. The narrator said, "I didn't even have time to build up my usual pre-game nervousness." This is almost a good thing, but they still didn't have time to warm up. The main problem all started when they didn't have enough time to get ready.

Response provides an explanation of the main problem in the passage and how it affects the main character. Response includes some relevant information from the passage.

SCORE POINT 2
(EXAMPLE A)

⓬

The main problem in the passage is that the team rushes to get ready so they don't have any warm-up time. This affects the main character because he has not had time to become nervous about playing, and he doesn't have a feel for playing because he had no time to warm up.

Response provides a partial explanation of the main problem in the passage and/or how it affects the main character. Response includes limited information from the passage.

SCORE POINT 2
(EXAMPLE B)

12

The main problem in the passage was was that the narrator was rushing everything When the team finally get on the rink the narrator has no time to get nervous. Also when he gets the puck he can't do any fancy moves.

Response provides a partial explanation of the main problem in the passage and/or how it affects the main character. Response includes limited information from the passage.

SCORE POINT 1

12

The main problem is that the narrator did not have enough time to warm up. He would have made the shot by himself if he did.

Response is vague or minimal.

Score Point 0

12

Teddy is angry at COach Blair that he is not litting him play in the game

Response is totally incorrect or irrelevant.

Grade 7 Reading Released Item Information - 2010

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand[1]	WV	WV	LI	LA	WV	WV	LA	LI	LA	LA	LA	LI
GLE Code	6-2	6-2	6-4	6-5	6-3	6-2	6-5	6-4	6-5	6-5	6-5	6-4
Depth of Knowledge Code	1	2	2	2	2	2	3	1	2	2	2	2
Item Type[2]	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	C	D	A	B	D	A		B	B	B	A	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

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

[2]Item Type: MC = Multiple Choice, CR = Constructed Response