

## PASSAGE 2

Read the following passage about taking a hike. Then answer questions 10–22.

## Trekking the Trail

by Linda White

Finally, you're ready to take a hike. What will you see? Whether you hike in the forest, the desert, or near a swamp, you're sure to see many wonders of nature.

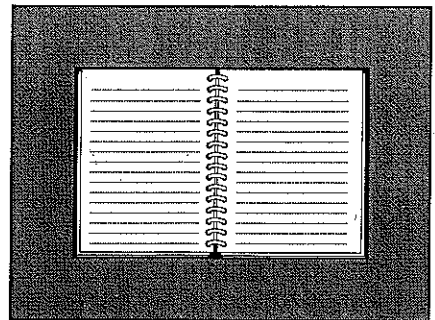
As you go on your first hike, don't rush. Walk at a leisurely pace. You'll soon fall into a comfortable stride. This first hike might be just to observe. Take in the sights, sounds, and smells of the area. What do you see? At each place you hike, you will see different things. Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks. Soon you'll realize that much of the fun of hiking is in studying nature and much of the fun of studying nature is in the detective work. Who made these tracks? What kind of bird dropped this feather? Every good detective takes notes.

How about making a hiking journal for your trek? You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape. Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle. Maybe later you can find out how long it will be before the tadpole becomes a frog. You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.

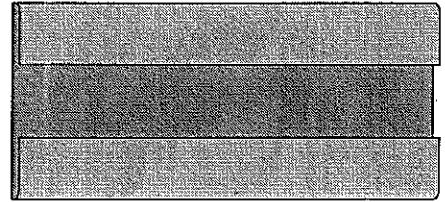
### Hiking Journal

A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord. But if you cover it like you might cover a school book, with paper cut from a brown paper bag, you can decorate the journal with your favorite hiking memories.

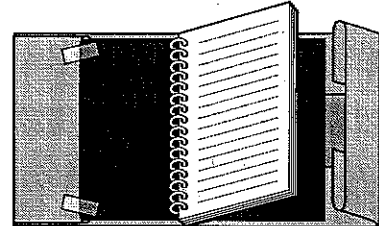
1. Cut a piece of heavy brown paper bag or decorative paper six inches wider and six inches taller than your opened notebook.
2. Place opened notebook on the paper so there is about the same amount of paper showing on the top and bottom and on each side.
3. Mark the paper along the top and bottom of the notebook.



4. Fold the top down and the bottom up along the lines you just marked. Your paper should now be the same height as your notebook.



5. Curl the last three inches of one side forward and insert the notebook cover into the flaps created at the top and bottom. Fold neatly and tape the cover flap to the cover at the top and bottom. Do the same with the other side.



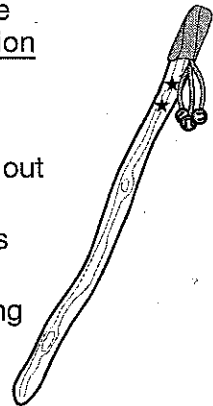
6. Decorate with markers, crayons, colored pencils, or watercolors. It's hard to decide on a design. You could draw a mountain sunset, a rainbow trout, or something of your own choosing. Can't decide? Make several.



### Hiking Stick

A hiking stick gives you something to lean on when the trail is steep or rocky, steadies you when you cross a stream, and provides something to hang onto at the end of the day when you are too tired to go any farther. Be sure to ask an adult for permission before starting this project.

1. Select a straight sturdy stick about shoulder height.
2. If you want, peel off the bark carefully. Cut away from your body, watching out for your knees.
3. Wrap the grip area with a soft leather strip to cushion your hand. Tuck ends under the wrapped strip.
4. Personalize your stick by adding designs with markers or paint or by carving patterns. Be careful.



When people share the woods with bears, one can scare the other. When hiking in bear country, it's a good idea to whistle, talk in a loud voice that can be heard a long distance, or carry a walking stick adorned with jingling bells. With a little warning, bears have a chance to depart before you even know they were there.

To make your walking stick a bear stick, tie three or four loud bells onto a cord or leather boot string. Wrap that around the grip of the stick and tie securely.

E04.B-K.1.1.3

12. What **best** explains why Step 1 for making a hiking journal directs the reader to cut the paper “six inches wider and six inches taller” than the notebook?
- A. The extra paper gives more room to draw on the journal.
  - B. The extra paper creates a place for a pen to be kept with the journal.
  - C. The extra paper gives more room to write in the journal.
  - D. The extra paper allows it to be folded over the edges of the journal.

*The student is asked to determine why Step 1 in the instructions directs the reader to cut the paper wider and taller than the notebook. Based on the text and the illustration, \_\_\_\_\_ are not supported by information in the passage.*

E04.B-K.1.1.3

13. In Step 4 of the directions for making a hiking stick, why does the author tell the reader to “be careful” when decorating the hiking stick?
- A. The bark needs to be cut off with scissors.
  - B. Carving is usually done using a sharp object.
  - C. The leather strip can burn the hands.
  - D. Bears are drawn to some patterns more than others.

*The student is asked to determine why the author tells the reader to be careful when decorating the hiking stick. \_\_\_\_\_ supported by information in the passage.*

E04.B-K.1.1.3

14. Why is it important to tape the journal cover onto the journal?

- A. to make sure the journal can be seen by other hikers
- B. to make sure the cover stays attached during the hike
- C. to help make the journal look more attractive
- D. to help keep the journal pocket-sized

The student is asked to determine why it is important to tape the journal cover onto the journal. Based on the stems and the options, the student must address the question of why taping the cover is important.

E04.B-V.4.1.2

15. Which word is a synonym for permission?

- A. money
- B. advice
- C. leather
- D. consent

The student is asked to determine a synonym for the word "permission" in the context of the sentence in the passage. The student must select the correct synonym of the given word.

E04.B-K.1.1.1

16. Which detail from the passage **best** supports the idea that a hiking stick should be strong enough to support a person using it?
- A. "A hiking stick gives you something to lean on . . ."
  - B. "Select a straight sturdy stick about shoulder height."
  - C. "If you want, peel off the bark carefully."
  - D. "Wrap the grip area with a soft leather strip . . ."

The student is asked to identify a detail from the passage that best supports the given inference that a hiking stick should be strong enough to support a person using it. The student selects option B, "Select a straight sturdy stick about shoulder height." This detail states that the stick should be sturdy but does not specify how it will be used to support a person. Therefore, this detail does not support the given inference.

E04.B-V.4.1.1

17. What does the word adorned mean as it is used in the passage?
- A. accomplished
  - B. scented
  - C. decorated
  - D. purchased

The student is asked to identify the meaning of the word "adorned." The student selects option B, "scented." This is an incorrect answer. The words "adorned" and "scented" do not have the same meaning and do not make sense in context.

E04.B-C.3.1.1

18. Read the sentences from the passage.

“You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape.”

“You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.”

Which point is the author making with the evidence in these sentences?

- A. A journal is a good place to ask questions thought of during a hike.
- B. Notes on weather can help to predict when to go on the next hike.
- C. A journal can be used to record favorite memories of a hike.
- D. Sketches of animals will help determine where to go on the next hike.

*The student is asked to identify the point that the author is making using given evidence from the passage. The evidence provided in the passage all give the student that these examples relate to memories. Options A, B, and D are not supported by the evidence provided.*

E04.B-C.2.1.2

19. What best describes the overall structure used in the passage?

- A. a discussion of hints related to taking notes while hiking
- B. a comparison of different types of clothing to wear while hiking
- C. a solution to a problem related to hiking in dangerous areas
- D. a list of steps to take to increase the enjoyment of hiking

*The student is asked to determine the overall structure used in the passage. The steps are a guide through activities that are related to hiking. The correct answer since taking notes is just one part of the passage. Since different types of clothing are not discussed.*

## SELECTED-RESPONSE QUESTIONS

E04.B-C.3.1.3

20. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

How does the picture of a hiking stick help to support the text in the passage?

- A. It shows where to use a hiking stick.
- B. It advertises hiking sticks that are for sale.
- C. It shows what the hiking stick should look like.
- D. It provides additional facts about a hiking stick.

**Part Two**

What sentence from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. "You could draw a mountain sunset, a rainbow trout, or something of your own choosing."
- 3. "Be sure to ask an adult for permission before starting this project."
- C. "... bears have a chance to depart before you even know they were there."
- D. "... tie three or four loud bells onto a cord or leather boot string."

*The student is asked to determine how the picture of the hiking stick supports the text in the passage and to select the evidence from the passage that best supports the connection.*

**MULTIPLE-CHOICE QUESTIONS**

E04.B-K.1.1.1

10. Read the sentence from the passage.

“Take in the sights, sounds, and smells of the area.”

What inference can **best** be made from the details in the sentence?

- A. There are many sounds to listen to while hiking in the woods.
- B. Hiking with awareness allows a person to experience elements of nature.
- C. Nature provides many sights to enjoy while hiking.
- D. Hiking in a well-lit area is a safe and good form of exercise.

*The student is asked to use textual evidence to make an inference. This question asks the student to use the details from a sentence to make an inference about the author's purpose. The student is not asked to use the details from the sentence to make an inference about the author's purpose. The student is not asked to use the details from the sentence to make an inference about the author's purpose.*

E04.B-V.4.1.1

11. The meaning of the Greek root “photo” helps the reader know that the word “photograph” means

- A. a picture taken with color.
- B. a picture taken in the heat.
- C. a picture taken in the cold.
- D. a picture taken with light.

*The student is asked to determine the meaning of the word “photograph” by using the Greek root. The student is not asked to determine the meaning of the word “photograph” by using the Greek root. The student is not asked to determine the meaning of the word “photograph” by using the Greek root.*



E04.B-K.1.1.2

21. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which sentence from the passage **best** reflects the main idea of the passage?

- A. "Whether you hike in the forest, the desert, or near the swamp, you're sure to see many wonders of nature."
- B. "You can also add photographs from your hike . . ."
- C. "Fold the top down and the bottom up along the lines you just marked."
- D. "You could draw a mountain sunset, a rainbow trout, or something of your own choosing."

**Part Two**

What **two** sentences from the passage support the main idea in Part One? Choose **two** answers.

- A. "Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks."
- B. "Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle."
- C. "A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord."
- D. ". . . it's a good idea to whistle, talk in a loud voice that can be heard a long distance, . . ."
- E. "Personalize your stick by adding designs with markers or paint . . ."

*The student is asked to determine the main idea of the passage and to identify evidence from the passage that supports this idea.*

*Part One:* Option A is the correct answer. The details of the passage relate to different ways one can best experience the "wonders of nature." Option B is incorrect because it is a specific detail of how one can enjoy nature.

*Part Two:* Options C and D are the correct answers. These options identify specific things people can see while hiking that are examples of the "wonders of nature." Options A and E do not relate to the main idea of the passage.

**TEXT-DEPENDENT ANALYSIS QUESTION**

E04.E.1.1

22. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

## Writer's Checklist for the Text-Dependent Analysis Question

### PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

### PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.





**TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE**

Item #22.

**Assessment Anchor:**

E04.E.1--Evidence-Based Analysis of Text

**Specific Assessment Anchor Descriptor addressed by this item:**

E04.E.1.1--Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
4	<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Strong organizational structure that effectively supports the focus and ideas</li> <li>• Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>• Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>• Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>• Skillful use of transitions to link ideas</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task demonstrating sufficient understanding of the text(s)</li> <li>• Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Appropriate organizational structure that adequately supports the focus and ideas</li> <li>• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>• Appropriate use of transitions to link ideas</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>
<p>Non-scorables</p>	<p>Categories within zero reported separately:</p> <p>BLK (blank) .....No response or written refusal to respond or too brief to determine response</p> <p>OT .....Off task/topic</p> <p>LOE .....Response in a language other than English</p> <p>IL.....Illegible</p>