

Alabama Reading and Mathematics Test⁺

Item Specifications

for

Reading

Grade 8



**Alabama State Department of Education
Montgomery, Alabama
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INTRODUCTION

This bulletin provides specific information about the *Alabama Reading and Mathematics Test⁺* (ARMT⁺). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT⁺ is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT⁺. Multiple-choice and open-ended items assess student performance on the ARMT⁺ in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

Content Standard	A statement of what students should know and be able to do by the end of the academic year
Item Type	Multiple-choice items, open-ended items
Additional Information	Further information about the test items for the content standard
Sample Items	A collection of item types for each content standard
Answer Key	Answers for multiple-choice items
Scoring Rubrics for Open-Ended Items	Scoring guide for open-ended items

DEFINITION OF READING MATERIALS

Literary/recreational reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

Informational/textual reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

Functional reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.

CONTENT STANDARDS
Grade 8

CONTENT STANDARD	POINTS POSSIBLE
<p>1 – Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade literary/recreational materials.</p> <ul style="list-style-type: none"> • Applying self-monitoring strategies • Distinguishing fact from fiction • Determining sequence 	19
<p>2 – Evaluate the impact of setting, mood, and/or characterization on theme in specific literary selections.</p> <ul style="list-style-type: none"> • Identifying the components of plot 	18
<p>3 – Distinguish among the sub-categories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics.</p> <ul style="list-style-type: none"> • Identifying rhythm and rhyme scheme 	7
<p>4 – Apply strategies appropriate to the type of material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade textual/informational and functional materials.</p> <ul style="list-style-type: none"> • Applying self-monitoring strategies • Comparing predicted with actual content • Distinguishing fact from opinion • Confirming author’s credentials • Determining sequence 	22
TOTAL POINTS POSSIBLE	66

PASSAGES WITH ITEMS

These are the directions given to students.

DIRECTIONS:

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your answer in the answer document.

Growing Up Slowly

Spending warm summer nights on my grandparents' porch in Foley, Alabama, has always been one of my favorite things to do. Last Sunday night was no exception. The temperature was just right—it was 78°F with a light, cool breeze to deter the pesky mosquitoes from bothering us. The sun was close to setting, but we still could see it as it slowly descended behind the trees in the front yard of my grandparents' house. I was in a rocking chair, enjoying a cool glass of lemonade. My grandparents were seated on the porch swing together, gently rocking back and forth.

"What a beautiful night," Grandma murmured.

"It reminds me of when we were younger," declared Grandpa. "Remember all the fun yet simple things we used to do?"

My ears perked up, sensing a good story.

Grandma said, "The oranges are my favorite memory," and she launched into a wonderful, memory-filled narrative.

"I had just gotten a job at Rifkin's Grocery as a clerk. It was my very first job, and I was so apprehensive. I didn't want to make any mistakes, you see. I was saving up all my money for a trip south to Florida. Rifkin's sold all sorts of delicious fruits and vegetables. In fact, many of them were grown right in our own town. Everybody shopped there; it was a kind of meeting place for people to gather and visit with one another. One of my jobs was to help the farmers bring their produce into the store. I would help Mrs. Rifkin set out the fruits and vegetables in an attractive display for customers. Miss Amy always brought in her juicy, vivid red strawberries that were so sweet and delicious. Mr. Vroot was famous for his tender and mild okra. The O'Malley children were experts in growing all kinds of sweet and flavorful tomatoes. However, my favorite fruit was relatively new to growers in Alabama—the Satsuma orange."

Grandma took a sip of her ice-cold lemonade before continuing.

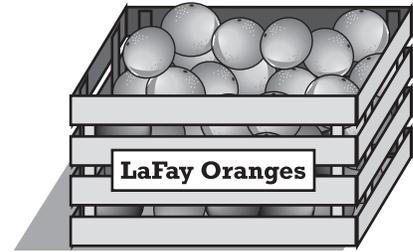
"People in Alabama had tried to grow oranges before, but they had not had a tremendous amount of luck. The weather was often not very cooperative, since orange trees do not do well in cool weather. But by the 1940s, the Satsuma orange groves were doing quite well. In fact, the LaFay groves were the most luscious in town."

I sat up very straight and alert. LaFay—that was my last name! Was there a connection? Grandpa had a big grin on his face; it was clear he was enjoying the story, too.

"People were always asking for LaFay oranges, but they were only available during part of the year," Grandma declared.

"Mr. LaFay typically delivered the crates of oranges to Rifkin's Grocery early each Saturday morning so that we would have them for the weekend shoppers. Mr. LaFay was extremely friendly to me, and sometimes he even gave me an orange for free since his oranges were my favorite treat. One morning, when the weather was just like this, someone new delivered the oranges to the store. As the truck pulled up, I could see it wasn't Mr. LaFay but was someone younger, closer to my own age. The truck parked next to the back door and out jumped a young man dressed in a short-sleeved red shirt and blue jeans. 'Good morning! I've come to deliver the oranges,' he announced. The two of us had so much fun as we unloaded the oranges. I enjoyed his company tremendously, and I was sad to see him leave after his job was completed. I wondered if I would ever see him again and then realized I did not even know his name!

On the following Monday, I glimpsed the LaFay truck coming up the road again. I was perplexed because it was not Saturday, so I wondered if Mr. LaFay needed some groceries. However, the person was not Mr. LaFay—it was his son, the young man I met on Saturday. After he parked the truck, he got out carrying a large basket of oranges. ‘My father said oranges were your favorite, so I thought I would bring you some.’ I was really surprised! I warmly thanked him and asked him if he would like to share some with me at lunch. Ofcourse, he agreed.”



At this point, Grandpa continued with the story.

“I then went back to the orange grove to finish up my chores and to get ready to eat lunch. However, she still had not asked my name! When I arrived back in town, we grabbed our lunches and the oranges and relaxed by the fountain in the middle of the town square that joins Lafayette Street and Holden Avenue.

We chatted almost nonstop that day, and as we were finishing up, she said, ‘Oh, my goodness, I don’t even know your name!’ ‘I’m Tony,’ I said. ‘My name is Kate,’ she chuckled. We agreed to meet again for lunch the following day, and before long, we were spending a lot of time together. I taught her how to fish down at Fielding Creek, and she showed me where some wild berries grew in the woods near Joe Timney’s farm. Things seemed to go so much slower back then,” he sighed.

“Not too long after that we decided to get married, and afterwards, we spent a few weeks in Florida, since your grandma always wanted to go there. When we arrived home, we purchased a small farm house on the edge of town and raised some cows, chickens, and sheep. Of course, we also had a small grove of orange trees, since I couldn’t deprive your grandma of her favorite fruit.

Life seemed to move much faster after that. People began taking regular trips by airplane, and televisions became very popular; soon they were in color. We even put a person up on the moon. Yet, sometimes it all seemed like too much, too fast.”

My head was spinning like a top. My grandparents had met over a crate of oranges and had lived through some of the most remarkable times in history. Grandma seemed to read my mind. “Take time to enjoy the little things, and do not be in too much of a rush to become an adult.”

“Yes, life goes by at such a fast pace now, but spending time with those you care about can be the most cherished memories,” suggested Grandpa.

I knew I would remember this night for many years to come.

1. What is the conflict in Grandma's story?

- A** Kate does not like Tony at first.
- B** Kate does not know Tony's name.
- C** Kate and Tony do not see each other often.
- D** Kate and Tony are too young to get married.

2. The mood at the beginning of the story can *best* be described as —

- A** ironic
- B** peaceful
- C** humorous
- D** mysterious

3. Which sentence from the story represents the theme?

- A** "Spending warm summer nights on my grandparents' porch in Foley, Alabama, has always been one of my favorite things to do."
- B** " 'Mr. LaFay was extremely friendly to me, and sometimes he even gave me an orange for free since his oranges were my favorite treat.' "
- C** " 'On the following Monday, I glimpsed the LaFay truck coming up the road again.' "
- D** " 'Take time to enjoy the little things, and do not be in too much of a rush to become an adult.' "

4. The narrator of the story seems to be a person who —

- A** values family relationships
- B** knows a great deal about history
- C** is interested in old grocery stores
- D** thinks technology is important

5. A prediction that is confirmed after reading the story is that the narrator —

- A** learns when the grandparents had children
- B** knows the year that the grandparents married
- C** learns the way that the grandparents met
- D** knows where the grandparents went to school

6. Explain how the story compares growing up long ago with growing up now.

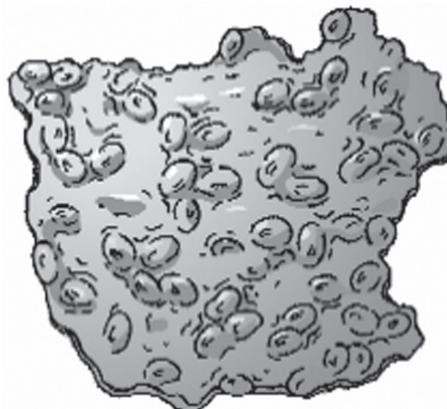
Use details from the story to support your answer.

Write your answer in the answer document.

On A Clear Day You Can Make Peanut Brittle

I have a famous relative. She has never been on television, and she does not play professional sports. She is not famous all around the world, but she is very well-known in a small part of it. If you knew her, you would consider yourself lucky. You see, my Grandma Pearl is famous for her peanut brittle.

Peanut brittle is a golden, crunchy candy that is easy to make, but difficult to make well. There are many tricks to making peanut brittle. You have to use uncooked peanuts that are called “raw peanuts.” You have to use the right kind of sugar, too. My grandma says the most important thing to remember is that you should only make peanut brittle on a clear day.



My hypothesis is that this has something to do with the moisture in the air or barometric pressure, but I really don't know. I asked Grandma Pearl once why peanut brittle would be flat and chewy if you make it on a cloudy day. “I don't know why it is,” she said looking at me, “it just is. If you are going to make peanut brittle, you had better do it right and only make it on a clear day.”

Whenever Grandma Pearl gave anyone a present, she always included peanut brittle with it. Every time I visited my grandmother, she would give me a small sack of peanut brittle when I left. Once, when I was visiting her, she sent me down to the market on the corner to buy some raw peanuts. I was proud that she trusted me to buy the right variety. After I located them in the store, I took them to the counter to pay for them. The lady looked at me and said, “You know, these aren't the kind of peanuts you eat. They're the kind you cook with.”

“That's what I'm going to do with them,” I said proudly. “I'm making peanut brittle with my grandma.”

The lady looked at me over her glasses and said, “Why, is Pearl Myers your grandmother?”

“Yes, ma'am, she is,” I said proudly.

“Well, you tell her 'hi' from Eileen.” The lady handed me my change and then added, “Your grandmother makes the finest peanut brittle I have ever tasted.”

“My grandma makes the finest peanut brittle anyone has ever tasted,” I said matter-of-factly.

Over the years, I took it for granted that everyone in Whitley County knew of my grandmother's peanut brittle, and I was seldom surprised. One day, after I was grown, I found myself near her home, so I dropped in for a visit. Grandma Pearl led an active social life and would likely be gone if you just dropped in, but usually I could find her. This time, I found her with two of her friends. They were outside a local business,

operating a bake sale for charity. There were cookies, cakes, pies, and cupcakes of every variety, but everyone who stopped was sure to buy one thing in particular. Prominently displayed were small sacks of peanut brittle with a sign in front of them: “Grandma Pearl’s Peanut Brittle—limit one per customer please.”

What really sealed my grandmother’s fame was the year one of her friends secretly entered her peanut brittle in the county fair. Grandma didn’t even realize she had done this until they announced her name as the blue ribbon winner. When Grandma went up to receive her ribbon, the judge said, “Pearl, I knew when I saw your name on the entry that the peanut brittle would be good. I didn’t know how good, though. It was the crunchiest, lightest, most flavorful peanut brittle I have ever tasted.”

Grandma said, “Thank you, but it wasn’t the best peanut brittle I ever made. Just average.”

Ever since then, people say they’ll take Pearl’s “average peanut brittle” over anyone else’s best.

What Grandma Pearl says is true. If you want good peanut brittle, you have to make it on a clear day. I’ve got my own rule about peanut brittle. True, you can only make it on a clear day, but it’s good to eat anytime.

1. Which statement is *best* supported by the information in the story?

- A** Grandma Pearl makes average peanut brittle for her friends.
- B** A person does not have to be on television to be famous.
- C** Peanut brittle is usually flat and chewy on a sunny day.
- D** The author visits her grandmother often.

2. Most of the events in the story take place —

- A** in the narrator’s home
- B** at the market
- C** in Whitley County
- D** at the county fair

3. Which prediction can be confirmed after reading the story?

- A** The narrator will make peanut brittle with Grandma Pearl.
- B** The narrator will get the wrong kind of nuts for the peanut brittle.
- C** The narrator will give some peanut brittle to Eileen.
- D** The narrator will make peanut brittle on a cloudy day.

4. Read the sentence from the story.

If you knew her, you would consider yourself lucky.

From the sentence, you can tell that the narrator is —

- A** proud
- B** boastful
- C** popular
- D** humorous

5. Which sentence *best* describes Grandma Pearl's personality?

- A** She has an active social life.
- B** She does not like cloudy days.
- C** She operates a bake sale for charity.
- D** She is known for her peanut brittle.

6. Setting the story at Grandma Pearl's home allows the author to —

- A** resolve the main conflict
- B** create an anxious mood
- C** describe how the narrator changes
- D** reveal an important theme

7. When Grandma Pearl wins a ribbon at the county fair, which plot component does that event represent?

- A** Climax
- B** Conflict
- C** Resolution
- D** Mood

8. Read the sentence from the story.

But it wasn't the best peanut brittle I ever made.

What can the reader conclude about Grandma Pearl?

- A** She is excited.
- B** She is bored.
- C** She is embarrassed.
- D** She is modest.

9. The literary element that changes within the story is the —

- A** setting
- B** point of view
- C** characterization
- D** theme

10. In the market, when Eileen discovers the identity of the narrator's grandmother, her mood changes from —

- A** friendly to impatient
- B** impatient to amused
- C** excited to confused
- D** helpful to interested

11. According to the story, how does someone make peanut brittle correctly?

Use details from the story to support your answer.

Write your answer in the answer document.

12. Grandma Pearl enjoys making and sharing peanut brittle.

Tell why you think Grandma Pearl does this.

Use details from the story to support your answer.

Write your answer in the answer document.

Dog, Upon His Owner's Return

He runs, he twirls
He jumps, he swirls
Exuberance shows no restraint.

Excitement spews
He nips my shoes
With glee, not with complaint.

He's quick, he's fleet
Beneath my feet,
A frenzy of jovial bliss.

A look forlorn
But not of scorn
Wondering what was amiss.

Each time I go
He'll never know
How long he will have to stay.

But now I'm back
No more to lack
Forgotten, his saddened way.



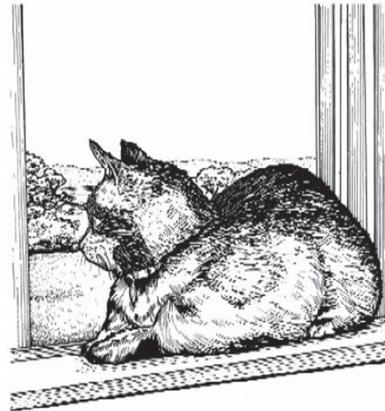
Cat, Showing Affection to Her Owner

Upon the couch, or on the chair
I know my cat can see me there.
I pat my lap, I beg, implore
But still she chooses to ignore.

She blinks her eyes and licks her paws
Lets out a yawn, well, just because.
She acts aloof and *nonchalant*,
She doesn't seem to care or want.

And if her actions hurt me some
I don't get down or feel too glum.
My cat's affectionate, although
Her style is not to let it show.

For all her actions contradict
What happens next, I can predict.
If I'm too busy or too tired
Then my attention is desired!



1. Which actions of the cat in “Cat, Showing Affection to Her Owner” show that the cat is *nonchalant*?

- A** The cat can see her owner sitting upon the couch or on the chair.
- B** She wants her owner’s attention only when she is busy.
- C** The cat is affectionate, but in a different way than a dog.
- D** The cat doesn’t respond to her owner’s calls.

2. In “Dog, Upon His Owner’s Return,” the last stanza can be equated to what part of a plot?

- A** Conflict
- B** Climax
- C** Resolution
- D** Mood

3. Which line from “Cat, Showing Affection to Her Owner,” *best* describes the personality of the cat?

- A** “But still she chooses to ignore.”
- B** “She doesn’t seem to care or want.”
- C** “She blinks her eyes and licks her paws . . .”
- D** “Her style is not to let it show.”

4. Stanza 1 of “Cat, Showing Affection to Her Owner” can *best* be described as the —

- A** conflict
- B** climax
- C** resolution
- D** mood

5. The mood of “Cat, Showing Affection to Her Owner” can *best* be described as —

- A** sad
- B** dramatic
- C** silly
- D** humorous

6. In “Cat, Showing Affection to Her Owner,” irony is used in stanza 4 to show —

- A** the speaker is too frustrated to play with the cat
- B** the cat does the opposite of what the speaker wants
- C** the speaker tries to understand the cat
- D** the cat refuses to play with the speaker

7. The mood of “Dog, Upon His Owner’s Return” can *best* be described as —

- A** light
- B** mysterious
- C** romantic
- D** friendly

8. Read the lines from “Cat, Showing Affection to Her Owner.”

And if her actions hurt
me some
I don’t get down or feel
too glum.

From the lines, you can tell that the speaker is —

- A** thoughtless
- B** patient
- C** attentive
- D** busy

9. In “Dog, Upon His Owner’s Return,” which line *best* describes the dog’s overall nature?

- A** “How long he will have to stay”
- B** “With glee, not with complaint”
- C** “Wondering what was amiss”
- D** “Forgotten, his saddened way”

10. What is the rhyme scheme for “Cat, Showing Affection to Her Owner”?

- A** AABB
- B** ACBA
- C** ABBA
- D** ABCB

11. Compare and contrast the attitudes of the dog and the cat toward their owners.

Use details from the poems to support your answer.

Write your answer in the answer document.

12. Choose *either* the dog described in the first poem or the cat in the second poem.

Explain which pet you would rather own.

Use details from the poem to support your answer.

Write your answer in the answer document.

How to Make a Bluebird Trail



Bluebirds are one of Americans' favorite songbirds. Native to North America, bluebirds help gardeners and farmers by eating insects and grasshoppers. Recently the bluebird population has declined due to loss of habitat and the introduction of aggressive species of birds such as the House Sparrow and the European Starling.

Experts agree that the bluebird population can increase through the use of a special birdhouse called a bluebird nest box. Some people in rural areas like to build bluebird trails, which are simply a series of bluebird boxes along a route.

To build a bluebird box, it's essential to understand the kind of nest box bluebirds use. Not just any birdhouse will do.

First, choose a natural wood such as cedar or redwood that has not been treated. Untreated wood does not contain toxins which can harm nestlings. Bluebird boxes should be well ventilated and easy to clean.

Second, never build a perch on a bluebird box. If a bluebird box has a perch, it will attract sparrows or starlings that might drive the bluebirds out.

The size of the entrance hole for the bluebird is also critical. For Eastern Bluebirds, a round entrance hole of one and one-half inches should be used. This prevents starlings from entering the bluebird box.

Once your bluebird box is done, it's important to place it where it will attract bluebirds. Bluebirds will sometimes nest on the outskirts of cities or towns, but their favorite places are rural areas. They like to nest near open places, with scattered trees. Pastures with fence lines are ideal.

Mount the bluebird box so the entrance hole is about five feet above the ground. Choose a spot with a bush or small tree nearby. This provides the baby bluebirds a safe landing spot away from predators when they first leave the nest.

To make a bluebird trail with several nesting boxes, make sure and space them at least 100 yards apart. This gives each nesting pair the room they need to catch insects and raise their young ones.

Finally, it's essential to check the boxes on your bluebird trail regularly. Nestlings usually remain in the nest about three weeks. When the baby bluebirds have flown away, clean out the boxes.



To learn more about bluebirds, visit the North American Bluebird Society Internet website at www.nabluebirdsociety.org.

1. To understand why the author believes bluebird trails are necessary, it is important to know that —

- A** other birds live in bluebird boxes
- B** bluebirds are only found in rural areas
- C** America enjoys songs of the bluebird
- D** bluebirds are a useful species of bird

2. Suppose the reader didn't follow all of the guidelines for building a nest box.

What might result from this?

Use details from the passage to support your answer.

Write your answer in the answer document.

3. What is one theme of the passage?

Use details from the passage to support your answer.

Write your answer in the answer document.

Grow Your Own Garden

Growing a garden is fun. Flowers bring color and sweet smells into our lives. Homegrown carrots and tomatoes are delicious to munch on. Whether your garden takes up a corner of your yard, or a corner of a windowsill, it's easy to be successful by following a few simple guidelines.

First, decide what size garden works best for you. Look around your house, yard, or apartment. Think carefully about the space available, as well as the time and effort you want to devote to your project. Plants need soil, sunshine, and water. They need care too.

If you are planting a garden in a corner of your yard, choose a spot that gets lots of morning sun. If you live in an apartment, you might decide to place your container garden on a sunny spot on your patio or porch. You can also make a garden with a flowerpot or two on a windowsill that gets morning sun.

Once you have determined the size of your garden, you are ready to choose what to plant. Decide if you want flowers, vegetables, or both. When choosing plants, consider the size and location of your garden and how much sun it will get. Sunflowers that tower six feet in the air need lots of room and sunlight. Other plants do well in the shade. If you are not sure what to plant, look for books about gardens at the library.

After you have decided on your favorite flowers or vegetables, the next step is to make a budget. Make a list of everything you will need, including seeds, plants, potting soil, containers, and tools. Seeds are usually less expensive than plants, but can be harder to grow.

If you are making a container garden, you may need to buy a few large pots or other containers. Pots may be made out of clay, plastic, or wood. You can often find pots and gardening tools, such as shovels and trowels, in secondhand stores or at yard sales.

When everything is ready, it is time to plant! When using packaged seeds, follow the directions on the package. Plants usually come with a tag that includes instructions on care. Water frequently to keep young plants and seeds moist, especially if you live in a hot climate. If you plan carefully, choose the right plants, and take good care of them, you are sure to have a garden everyone will enjoy.

1. The passage is designed to —

- A** describe a variety of flowers and vegetables
- B** tell how to create a garden successfully
- C** explain why everyone should grow plants
- D** persuade the reader that gardening is expensive

2. Which sentence from the passage is a *fact*?

- A** “Growing a garden is fun.”
- B** “. . . you are sure to have a garden everyone will enjoy.”
- C** “Seeds are usually less expensive than plants . . .”
- D** “. . . it’s easy to be successful by following a few simple guidelines.”

3. According to the passage, there are many decisions a potential gardener must make. How does the reader’s living space affect those decisions?

Use details from the passage to support your answer.

Write your answer in the answer document.

4. How does the author show that he or she is qualified to write the passage?

Use details from the passage to support your answer.

Write your answer in the answer document.

Plant for Success!

The Ross Middle School Garden Club plans to raise vegetables. The school is providing a special garden area behind the science building. The club members took a “Plant for Success” class at a local nursery. In the class, they learned how to use the planting information on seed packets. They found out that seed companies print a planting guide on each seed packet. The guide describes when the seeds should be planted in different areas of the country. The members discovered that their area is referred to as Zone 4. In the class they were also told that it is important to know when each crop will reach maturity. The students need to know when the vegetables will be ready to pick so they can plan their harvesting schedule. Below are copies of seed packets for some crops that are being considered by the Garden Club Members.

Crispy Carrots

Harvest in 70 days

When to Plant:

Zones 3 and 4: mid-April

Zones 5 and 6: early April

Zones 7 and 8: mid-March

Zones 9 and 10: early March



Improved Green Beans

Ready to pick in 52 days

When to Plant:

Zones 1 and 2: late May

Zones 3 and 4: mid-May

Zones 5 and 6: late April

Zones 7 and 8: early April

Zones 9 and 10: late March



Super Sweet Corn

Days to Maturity: 90 days

Recommended Planting Dates:

Zones 1 and 2: Not recommended

Zones 3 and 4: May 15

Zones 5 and 6: May 1

Zones 7 and 8: April 15

Zones 9 and 10: April 1



Summer Squash

Ready to pick in 60 days

When to Plant:

Zones 1 and 2: late May

Zones 3 and 4: mid-May

Zones 5 and 6: late April

Zones 7 and 8: mid-April

Zones 9 and 10: late March



Garden King Eggplant

Harvest in 120 days

Best for Zones 5-10

When to Plant:

Zones 1-4: Not recommended

Zones 5 and 6: May

Zones 7 and 8: April

Zones 9 and 10: April



Banana Peppers

Ready to pick in 72 days

When to Plant:

Zones 1 and 2: late May

Zones 3 and 4: mid-May

Zones 5 and 6: late April

Zones 7 and 8: early April

Zones 9 and 10: late March



1. If the author added more to the end of the selection, it would *most likely* —

- A** explain why the Garden Club chose the seed packets
- B** describe how the different vegetables taste
- C** identify the members of the Garden Club
- D** compare the various seed companies

3. Describe how the title of the selection is appropriate for the students' project.

Use details from the selection to support your answer.

Write your answer in the answer document.

2. Imagine that you also lived in Zone 4 and wanted to grow Crispy Carrots and Super Sweet Corn.

Describe the steps you would use to plant and harvest your garden.

Use details from the selection to support your answer.

Write your answer in the answer document.

A Legendary Athlete

Vincent Edward “Bo” Jackson was born on November 30, 1962, in Bessemer, Alabama. He gained his fame from his extraordinary athletic abilities. He excelled in baseball, football, and track. Jackson was fortunate to have many amazing opportunities to display his abilities throughout his athletic career.

After he graduated from high school, Jackson’s talent was recognized by the New York Yankees baseball club. They wanted him to join their baseball organization after his high school graduation in 1982. However, Jackson chose to stay in school and go to Auburn University, since Auburn wanted him to participate on their baseball, football, and track teams.

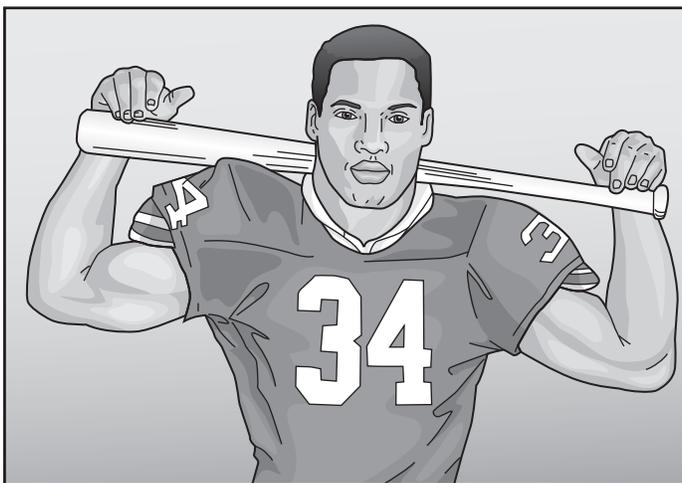
While at Auburn, Bo Jackson excelled in football, baseball, and track. In his final year at Auburn, he received the Heisman Trophy. This trophy is awarded to the country’s most outstanding football player. Playing for the baseball team, he hit 17 home runs and had an outstanding batting average. He was also considered for the U.S. Olympic team for the 60-yard dash!

In 1986, Jackson was drafted by the National Football League’s (NFL) Tampa Bay Buccaneers as the first pick. However, he chose to play baseball for the Kansas City Royals, who also drafted him that same year. He was not willing to give up the game of baseball, and the Buccaneers were not willing to let him play both baseball and football.

During his first year as a Kansas City Royal, Bo Jackson hit 22 home runs. Two years later, he was invited to play with the American League in the Major League Baseball (MLB) all-star game. Jackson hit a long home run and stole a base, which earned him the game’s Most Valuable Player award.

In 1987, Jackson decided to join the pro football league as well. The Los Angeles Raiders drafted Jackson with the understanding that he would also continue to play baseball. In just seven games, Jackson was already making a name for himself as a running back in the NFL. Throughout Jackson’s four NFL seasons, he averaged 5.4 yards per carry. This statistic put him in a category with the all-time great players of professional football.

Jackson’s athletic ability on the baseball field and the football field was legendary. He made numerous outstanding plays that will be remembered for many years to come. Unfortunately, Jackson suffered a major hip injury during a NFL playoff game in 1990. This injury forced him to have hip replacement surgery. This surgery ended his football career. Many critics thought Bo Jackson’s baseball career was over too, but he was determined to



prove them wrong. Playing for the Chicago White Sox, Jackson hit a home run on the first pitch in 1993. He gave it his best shot and won the American League Comeback Player of the Year award. At the end of the 1994 season, he decided that he was not as fast as he wanted to be and hung up his bat and glove forever. He retired from professional baseball.

Retiring gave Jackson the opportunity to return to Auburn University and earn his degree in family and child development from the College of Human Sciences. This achievement fulfilled a promise that he had made to his mother.

Since retiring, Jackson has been inducted into the Alabama Sports Hall of Fame and the College Football Hall of Fame. He was also honored at Auburn, where the university retired his #34 jersey in 1992.

Bo Jackson is the only athlete to become an all-star in both the National Football League and Major League Baseball, as well as be considered for the U.S. Olympic track team. His athletic career was filled with many *accolades* and achievements. His name will be recognized in the world of sports as an exceptional athlete for many years to come.

1. Based on the passage, the reader can tell that Jackson —

- A** was very tall
- B** enjoyed playing sports
- C** liked eating healthy food
- D** wished he had become a coach

2. What does the word *accolades* mean in the passage?

- A** A great job
- B** Gifts from fans
- C** A signing bonus
- D** Recognition of accomplishments

3. What is the author's purpose for writing the passage?

- A** To tell a story about an athlete
- B** To explain how to be an athlete
- C** To inform the reader about an athlete
- D** To persuade the reader to become an athlete

4. Why did Jackson turn down the opportunity to play football with the Tampa Bay Buccaneers?

- A** He wanted to stay in school.
- B** He wanted to play for a different team.
- C** He wanted to join the U.S. Olympic team.
- D** He wanted to play both baseball and football.

5. If the author added another paragraph to the end of the passage, it would *most likely* relate —

- A** the workout routines and nutrition plan that Jackson followed
- B** the kind of equipment that Jackson used when he played sports
- C** the business ventures Jackson has been a part of since he retired
- D** what kind of a player Jackson was when he played in youth baseball

**1987 Los Angeles Raiders
Top Rushing Players**

Player	Yards per Attempted Run
Allen, Marcus	3.8
Ellis, Craig	4.2
Evans, Vince	13.1
Jackson, Bo	6.8
Smith, Steve	3.6

6. Which player averaged the *most* yards per run?

- A** Bo Jackson
- B** Vince Evans
- C** Steve Smith
- D** Craig Ellis

7. What can the reader conclude about Jackson's dedication to sports?

Use details from the passage to support your answer.

Write your answer in the answer document.

**ITEMS NOT
ASSOCIATED WITH
A PASSAGE**

POETRY ITEMS

These are the directions given to students.

DIRECTIONS:

Read each question. Decide which is the best answer to the question. Mark the space for the answer you have chosen.

1. The *rhythm* of a poem is its —

- A** pattern of rhyming words
- B** number of words and syllables per line
- C** pattern of stressed and unstressed syllables
- D** number of lines and stanzas

2. Which type of poem must have only fourteen lines?

- A** Ballad
- B** Sonnet
- C** Epic
- D** Limerick

3. Read the following poem and answer the question.

Salt spray and white sand.
Waves crash upon the shoreline.
Dolphins play and feed.

The poem is an example of a —

- A** sonnet
- B** ballad
- C** haiku
- D** lyric

ITEMS BY CONTENT STANDARD

Content Standard 1

Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade literary/recreational materials.

- Applying self-monitoring strategies
- Distinguishing fact from fiction
- Determining sequence

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with literary/recreational passages and poetry

Sample Multiple-Choice Items

The items below reference “Growing Up Slowly” on page 5.

1. Which sentence from the story represents the theme?

- A** “Spending warm summer nights on my grandparents’ porch in Foley, Alabama, has always been one of my favorite things to do.”
- B** “ ‘Mr. LaFay was extremely friendly to me, and sometimes he even gave me an orange for free since his oranges were my favorite treat.’ ”
- C** “ ‘On the following Monday, I glimpsed the LaFay truck coming up the road again.’ ”
- D** “ ‘Take time to enjoy the little things, and do not be in too much of a rush to become an adult.’ ” *

2. A prediction that is confirmed after reading the story is that the narrator —

- A** learns when the grandparents had children
- B** knows the year that the grandparents married
- C** learns the way that the grandparents met *
- D** knows where the grandparents went to school

The items below reference “On a Clear Day You Can Make Peanut Brittle” on page 9.

3. Which statement is *best* supported by the information in the story?

- A** Grandma Pearl makes average peanut brittle for her friends.
- B** A person does not have to be on television to be famous. *
- C** Peanut brittle is usually flat and chewy on a sunny day.
- D** The author visits her grandmother often.

4. Which prediction can be confirmed after reading the story?

- A** The narrator will make peanut brittle with Grandma Pearl. *
- B** The narrator will get the wrong kind of nuts for the peanut brittle.
- C** The narrator will give some peanut brittle to Eileen.
- D** The narrator will make peanut brittle on a cloudy day.

The item below references “Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner” on page 13.

5. Which actions of the cat in “Cat, Showing Affection to Her Owner” show that the cat is *nonchalant*?

- A** The cat can see her owner sitting upon the couch or on the chair.
- B** She wants her owner’s attention only when she is busy.
- C** The cat is affectionate, but in a different way than a dog.
- D** The cat doesn’t respond to her owner’s calls. *

Sample Open-Ended Items

The item below references “Growing Up Slowly” on page 5.

6. Explain how the story compares growing up long ago with growing up now.

Use details from the story to support your answer.

Write your answer in the answer document.

Content Standard 2

Evaluate the impact of setting, mood, and/or characterization on theme of specific literary selections.

- Identifying the components of plot

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with literary/recreational passages and poetry.

Sample Multiple-Choice Items

The items below reference “Growing Up Slowly” on page 5.

1. What is the conflict in Grandma’s story?

- A** Kate does not like Tony at first.
- B** Kate does not know Tony’s name. *
- C** Kate and Tony do not see each other often.
- D** Kate and Tony are too young to get married.

2. The mood at the beginning of the story can *best* be described as —

- A** ironic
- B** peaceful *
- C** humorous
- D** mysterious

The item below references “Growing Up Slowly” on page 5.

3. The narrator of the story seems to be a person who —

- A** values family relationships *
- B** knows a great deal about history
- C** is interested in old grocery stores
- D** thinks technology is important

The item below references “On a Clear Day You Can Make Peanut Brittle” on page 9.

4. Most of the events in the story take place —

- A** in the narrator’s home
- B** at the market
- C** in Whitley County *
- D** at the county fair

The items below reference “On a Clear Day You Can Make Peanut Brittle” on page 9.

5. Read the sentence from the story.

If you knew her, you would consider yourself lucky.

From the sentence, you can tell that the narrator is —

- A** proud *
- B** boastful
- C** popular
- D** humorous

6. Which sentence *best* describes Grandma Pearl’s personality?

- A** She has an active social life. *
- B** She does not like cloudy days.
- C** She operates a bake sale for charity.
- D** She is known for her peanut brittle.

The items below reference “On a Clear Day You Can Make Peanut Brittle” on page 9.

7. Setting the story at Grandma Pearl’s home allows the author to —

- A** resolve the main conflict
- B** create an anxious mood
- C** describe how the narrator changes
- D** reveal an important theme *

8. When Grandma Pearl wins a ribbon at the county fair, which plot component does that event represent?

- A** Climax *
- B** Conflict
- C** Resolution
- D** Mood

9. Read the sentence from the story.

But it wasn’t the best peanut brittle I ever made.

What can the reader conclude about Grandma Pearl?

- A** She is excited.
- B** She is bored.
- C** She is embarrassed.
- D** She is modest. *

10. The literary element that changes within the story is the —

- A** setting *
- B** point of view
- C** characterization
- D** theme

ARMT+ GRADE 8 READING

The item below references “On a Clear Day You Can Make Peanut Brittle” on page 9.

11. In the market, when Eileen discovers the identity of the narrator’s grandmother, her mood changes from —

- A** friendly to impatient
- B** impatient to amused
- C** excited to confused
- D** helpful to interested *

The items below reference “Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner” on page 13.

13. Stanza 1 of “Cat, Showing Affection to Her Owner” can *best* be described as the —

- A** conflict *
- B** climax
- C** resolution
- D** mood

The item below references “Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner” on page 13.

12. In “Dog, Upon His Owner’s Return,” the last stanza can be equated to what part of a plot?

- A** Conflict
- B** Climax
- C** Resolution *
- D** Mood

14. Which line from “Cat, Showing Affection to Her Owner,” *best* describes the personality of the cat?

- A** “But still she chooses to ignore.”
- B** “She doesn’t seem to care or want.” *
- C** “She blinks her eyes and licks her paws . . .”
- D** “Her style is not to let it show.”

The items below reference “Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner” on page 13.

15. The mood of “Cat, Showing Affection to Her Owner” can *best* be described as —

- A** sad
- B** dramatic
- C** silly
- D** humorous *

17. The mood of “Dog, Upon His Owner’s Return” can *best* be described as —

- A** light *
- B** mysterious
- C** romantic
- D** friendly

16. In “Cat, Showing Affection to Her Owner,” irony is used in stanza 4 to show —

- A** the speaker is too frustrated to play with the cat
- B** the cat does the opposite of what the speaker wants *
- C** the speaker tries to understand the cat
- D** the cat refuses to play with the speaker

18. Read the lines from “Cat, Showing Affection to Her Owner.”

And if her actions hurt
me some
I don’t get down or feel
too glum.

From the lines, you can tell that the speaker is —

- A** thoughtless
- B** patient *
- C** attentive
- D** busy

The item below references “Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner” on page 13.

19. In “Dog, Upon His Owner’s Return,” which line *best* describes the dog’s overall nature?

- A** “How long he will have to stay”
- B** “With glee, not with complaint” *
- C** “Wondering what was amiss”
- D** “Forgotten, his saddened way”

Sample Open-Ended Items

The items below reference “On a Clear Day You Can Make Peanut Brittle” on page 9.

The items below reference “Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner” on page 13.

1. According to the story, how does someone make peanut brittle correctly?

Use details from the story to support your answer.

Write your answer in the answer document.

3. Compare and contrast the attitudes of the dog and the cat toward their owners.

Use details from the poems to support your answer.

Write your answer in the answer document

2. Grandma Pearl enjoys making and sharing peanut brittle.

Tell why you think Grandma Pearl does this.

Use details from the story to support your answer.

Write your answer in the answer document.

4. Choose *either* the dog described in the first poem or the cat in the second poem.

Explain which pet you would rather own.

Use details from the poem to support your answer.

Write your answer in the answer document.

Content Standard 3

Distinguish among the sub-categories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics.

- Identifying rhythm and rhyme scheme

Item Type

Multiple-choice

Additional Information

Phrases or poetry may be used.

Items not associated with a passage will be used.

Items associated with a passage will be used.

Sample Multiple-Choice Items

The item below references “Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner” on page 13.

1. What is the rhyme scheme for “Cat, Showing Affection to Her Owner”?

- A** AABB *
- B** ACBA
- C** ABBA
- D** ABCB

The items below reference “Poetry Items” on page 29.

2. The *rhythm* of a poem is its —

- A** pattern of rhyming words
- B** number of words and syllables per line
- C** pattern of stressed and unstressed syllables *
- D** number of lines and stanzas

3. Which type of poem must have only fourteen lines?

- A** Ballad
- B** Sonnet *
- C** Epic
- D** Limerick

The item below references “Poetry Items” on page 29.

4. Read the following poem and answer the question.

Salt spray and white sand.
Waves crash upon the shoreline.
Dolphins play and feed.

The poem is an example of a —

- A** sonnet
- B** ballad
- C** haiku *
- D** lyric

Content Standard 4

Apply strategies appropriate to the type of material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade textual/informational and functional materials.

- Applying self-monitoring strategies
- Comparing predicted with actual content
- Distinguishing fact from opinion
- Confirming author’s credentials
- Determining sequence

Item Type

Multiple-choice
Open-ended

Additional Information

Items apply to textual/informational and functional materials.

Sample Multiple-Choice Items

The item below references “How to Make a Bluebird Trail” on page 17.

The item below references “Grow Your Own Garden” on page 20.

1. To understand why the author believes bluebird trails are necessary, it is important to know that —

A other birds live in bluebird boxes

B bluebirds are only found in rural areas

C America enjoys songs of the bluebird

D bluebirds are a useful species of bird *

2. The passage is designed to —

A describe a variety of flowers and vegetables

B tell how to create a garden successfully *

C explain why everyone should grow plants

D persuade the reader that gardening is expensive

The item below references “Grow Your Own Garden” on page 20.

3. Which sentence from the passage is a *fact*?

- A** “Growing a garden is fun.”
- B** “. . . you are sure to have a garden everyone will enjoy.”
- C** “Seeds are usually less expensive than plants . . .” *
- D** “. . . it’s easy to be successful by following a few simple guidelines.”

The item below references “Plant for Success!” on page 22.

4. If the author added more to the end of the selection, it would *most likely* —

- A** explain why the Garden Club chose the seed packets *
- B** describe how the different vegetables taste
- C** identify the members of the Garden Club
- D** compare the various seed companies

The items below reference “A Legendary Athlete” on page 24.

5. Based on the passage, the reader can tell that Jackson —

- A** was very tall
- B** enjoyed playing sports *
- C** liked eating healthy food
- D** wished he had become a coach

6. What does the word *accolades* mean in the passage?

- A** A great job
- B** Gifts from fans
- C** A signing bonus
- D** Recognition of accomplishments *

7. What is the author’s purpose for writing the passage?

- A** To tell a story about an athlete
- B** To explain how to be an athlete
- C** To inform the reader about an athlete *
- D** To persuade the reader to become an athlete

The items below reference “A Legendary Athlete” on page 24.

8. Why did Jackson turn down the opportunity to play football with the Tampa Bay Buccaneers?

- A** He wanted to stay in school.
- B** He wanted to play for a different team.
- C** He wanted to join the U.S. Olympic team.
- D** He wanted to play both baseball and football. *

9. If the author added another paragraph to the end of the passage, it would *most likely* relate —

- A** the workout routines and nutrition plan that Jackson followed
- B** the kind of equipment that Jackson used when he played sports
- C** the business ventures Jackson has been a part of since he retired *
- D** what kind of a player Jackson was when he played in youth baseball

**1987 Los Angeles Raiders
Top Rushing Players**

Player	Yards per Attempted Run
Allen, Marcus	3.8
Ellis, Craig	4.2
Evans, Vince	13.1
Jackson, Bo	6.8
Smith, Steve	3.6

10. Which player averaged the *most* yards per run?

- A** Bo Jackson
- B** Vince Evans *
- C** Steve Smith
- D** Craig Ellis

Sample Open-Ended Items

The items below reference “How to Make a Bluebird Trail” on page 17.

1. Suppose the reader didn’t follow all of the guidelines for building a nest box.

What might result from this?

Use details from the passage to support your answer.

Write your answer in the answer document.

2. What is one theme of the passage?

Use details from the passage to support your answer.

Write your answer in the answer document.

The items below reference “Grow Your Own Garden” on page 20.

3. How does the author show that he or she is qualified to write the passage?

Use details from the passage to support your answer.

Write your answer in the answer document.

4. According to the passage, there are many decisions a potential gardener must make. How does the reader’s living space affect those decisions?

Use details from the passage to support your answer.

Write your answer in the answer document.

ARMT+ GRADE 8 READING

The items below reference “Plant for Success!” on page 22.

5. Imagine that you also lived in Zone 4 and wanted to grow Crispy Carrots and Super Sweet Corn.

Describe the steps you would use to plant and harvest your garden.

Use details from the selection to support your answer.

Write your answer in the answer document.

6. Describe how the title of the selection is appropriate for the students’ project.

Use details from the selection to support your answer.

Write your answer in the answer document.

The item below references “A Legendary Athlete” on page 24.

7. What can the reader conclude about Jackson’s dedication to sports?

Use details from the passage to support your answer.

Write your answer in the answer document.

ANSWER KEY

ANSWER KEY

“Growing Up Slowly” (pages 5–8)

Item	Correct Answer	Content Standard
1.	B	2
2.	B	2
3.	D	1
4.	A	2
5.	C	1

6. Content Standard 1

Score Point	The response should
3	<p>demonstrate a thorough understanding of how the story compares growing up long ago with growing up now using details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • People who grew up long ago found simple ways to entertain themselves like fishing and searching for wild berries in the woods. • Grandpa mentions that everybody shopped at one grocery store, which was also a “kind of meeting place” as well. • Grandpa mentions all the advancements he has witnessed in his lifetime: regular trips on airplanes, television, and the moon landing, and concludes that “sometimes it all seemed like too much, too fast.” • People growing up now tend to be in too much of a rush to become an adult, so Grandma advises to “take time to enjoy the little things.” • Grandpa says that “life goes by at such a fast pace now, but spending time with those you care about can be the most cherished memories.”
2	demonstrate a general understanding of how the story compares growing up long ago with growing up now, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of how the story compares growing up long ago with growing up now using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“On A Clear Day You Can Make Peanut Brittle” (pages 9–12)

Item	Correct Answer	Content Standard
1.	B	1
2.	C	2
3.	A	1
4.	A	2
5.	A	2
6.	D	2
7.	A	2
8.	D	2
9.	A	2
10.	D	2

11. Content Standard 1

Score Point	The response should
3	demonstrate a thorough understanding of making peanut brittle correctly using details from the story for support. Details may include, but are not limited to, the following: <ul style="list-style-type: none"> • uncooked or raw peanuts • right kind of sugar • make it on a clear day • peanut brittle might be cloudy and chewy if made on a rainy day • make it so it is crunchy, light, and full of flavor
2	demonstrate a general understanding of how to make peanut brittle correctly but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of how to make peanut brittle correctly using little or no support.
0	demonstrate no attempt to address the prompt.

“On A Clear Day You Can Make Peanut Brittle” (continued)

12. Content Standard 2

Score Point	The response should
3	demonstrate a thorough understanding of why Grandma Pearl makes and shares peanut brittle using details from the story for support. Details may include, but are not limited to, the following: <ul style="list-style-type: none"> • She makes and shares peanut brittle because she is proud of how good it is. • She makes and shares peanut brittle because everyone enjoys it so much. • She makes and shares peanut brittle because she wants to give a gift to those she cares about. • She makes peanut brittle and sells it at bake sales to help raise money for different causes.
2	demonstrate a general understanding of why Grandma Pearl makes and shares peanut brittle, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of why Grandma Pearl makes and shares peanut brittle using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

**“Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner”
(pages 13–16)**

Item	Correct Answer	Content Standard
1.	D	1
2.	C	2
3.	B	2
4.	A	2
5.	D	2
6.	B	2
7.	A	2
8.	B	2
9.	B	2
10.	A	3

“Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner”
(continued)

11. Content Standard 1

Score Point	The response should
3	<p>demonstrate a thorough understanding by comparing and contrasting the attitudes of the dog and cat toward their owners using details from the poems for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • The dog’s attitude toward his owner is warmly enthusiastic. <ul style="list-style-type: none"> - He plays with his owner. - He shows his excitement when his owner comes home. - He is sad when his owner is gone. • The cat’s attitude toward her owner is coolly nonchalant. <ul style="list-style-type: none"> - She pretends not to hear her owner calling her. - She licks her paws when her owner wants her on her lap. - She only wants attention on her terms and when her owner is busy. • The dog and cat both show affection for their owners, but in different ways that reflect their unique personalities. <ul style="list-style-type: none"> - The dog nips his owner’s shoes, wanting to play and interact. - The cat blinks her eyes and yawns, showing relaxation and comfort in her owner’s company.
2	<p>demonstrate a general understanding by comparing and contrasting the attitudes of the dog and cat toward their owners, but the support is less in-depth and complete than a score point 3 answer.</p>
1	<p>demonstrate a limited understanding by comparing and contrasting the attitudes of the dog and cat toward their owners using little or no support.</p>
0	<p>demonstrate no attempt to address the prompt.</p>

“Dog, Upon His Owner’s Return” and “Cat, Showing Affection to Her Owner”
(continued)

12. Content Standard 2

Score Point	The response should
3	demonstrate a thorough understanding of which pet the student would choose and give a thorough description of the pet’s personality using details from the poem for support. Details may include, but are not limited to, the following: <ul style="list-style-type: none"> • pet’s actions • pet’s expressions • traits of the pet that match the owner’s personality • traits of the pet that make the owner happy • traits of the pet that entertain the owner • traits of the pet that meet the emotional needs of the owner • traits of the pet that best help the owner and others
2	demonstrate a general understanding of which pet the student would choose and give a general description of the pet’s personality, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of which pet the student would choose using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“How to Make a Bluebird Trail” (pages 17–19)

Item	Correct Answer	Content Standard
1.	D	4

2. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of what might result from not following the guidelines for building a nest box. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Using treated wood could poison hatchlings. • A perch will attract aggressive birds that could harm the bluebird. • A hole that is too large could allow predators or other aggressive birds access. • Placing the box away from protective covering could allow predators access to baby birds. • Placing the nesting boxes too close crowds birds who may have to compete for the same food. • Boxes should allow air in and should be easy to clean so bluebirds will want to build nests in them.
2	demonstrate a general understanding of what might result from not following the guidelines for building a nest box, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of what might result from not following the guidelines for building a nest box using little or no support.
0	demonstrate no attempt to address the prompt.

“How to Make a Bluebird Trail” (continued)

3. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough explanation of one theme of the passage using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • People can influence animal life in a positive way. <ul style="list-style-type: none"> - People can build bluebird boxes to attract these birds and help to increase their populations in rural areas. - People can build a trail of several bluebird boxes that will help bluebirds raise their young to adulthood. • Bluebird boxes must be constructed a specific way to be effective in attracting and increasing the number of bluebirds in a certain area. <ul style="list-style-type: none"> - Untreated wood that is nontoxic must be used. - The hole for the house must be a certain size to prevent other birds from entering the box and hurting the baby bluebirds. • People can help to balance out species of animals. <ul style="list-style-type: none"> - People can build boxes that bluebirds can use to help raise their young. • People can help to restore beauty to the earth. <ul style="list-style-type: none"> - Creating bluebird trails will attract bluebirds to an area. • We should educate children and adults on how to care for the earth. <ul style="list-style-type: none"> - Building bluebird boxes can teach children and adults that we can help solve the problem of dwindling animal populations. • People can create opportunities for recreational activities. <ul style="list-style-type: none"> - Building bluebird boxes may attract birdwatchers to certain areas. • People can build opportunities for scientific study. <ul style="list-style-type: none"> - Building bluebird boxes may attract scientists to rural areas to study bluebirds.
2	demonstrate a general explanation of one theme of the passage, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of one theme of the passage using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“Grow Your Own Garden” (pages 20–21)

Item	Correct Answer	Content Standard
1.	B	4
2.	C	4

3. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of how the decisions made by a potential gardener are affected by the reader’s living space using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • amount of space available to grow a garden • location of sunlight or shade needed • the size of the space based on the plants’ potential sizes • whether to use yard space or containers • amount of time one can devote to creating a garden • amount of energy one has to devote to creating a garden
2	demonstrate a general understanding of how the decisions made by a potential gardener are affected by the reader’s living space, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of how the decisions made by a potential gardener are affected by the reader’s living space using little or no support.
0	demonstrate no attempt to address the prompt.

“Grow Your Own Garden” (pages 20–21) (continued)

4. Content Standard 4

Score Point	The response should
3	demonstrate a thorough understanding of the author’s qualifications to write the passage using details from the passage for support. Details may include, but are not limited to, the following: <ul style="list-style-type: none"> • knowledge of location of the garden • knowledge of size of the garden • knowledge of how to choose the plants • knowledge of references • knowledge of budgeting • knowledge of listing items needed • knowledge of sources for materials • knowledge of watering instructions
2	demonstrate a general understanding of the author’s qualifications to write the passage, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of the author’s qualifications to write the passage using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY

“Plant for Success!” (pages 22–23)

Item	Correct Answer	Content Standard
1.	A	4

2. Content Standard 4

Score Point	The response should
3	demonstrate a thorough understanding of when to plant and harvest a garden for Zone 4 using Crispy Carrots and Super Sweet Corn using details from the passage for support. Details may include, but are not limited to, the following: <ul style="list-style-type: none"> Plant Crispy Carrots in the middle of April, and approximately 70 days later (the end of June) the plant will be ready to harvest. Plant Super Sweet Corn in the middle of May, and approximately 90 days later, which is the middle of August, the plant will be ready to harvest.
2	demonstrate a general understanding of when to plant and harvest a garden for Zone 4 using Crispy Carrots and Super Sweet Corn, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of when to plant and harvest a garden for Zone 4 using Crispy Carrots and Super Sweet Corn using little or no support.
0	demonstrate no attempt to address the prompt.

3. Content Standard 4

Score Point	The response should
3	demonstrate a thorough understanding of how the title of the selection is appropriate for the students’ project using details from the passage for support. Examples may include, but are not limited to, the following: <ul style="list-style-type: none"> They are researching the seed packets first to determine when to plant the seeds. They discovered what zone they lived in to match when they should plant. They are planning a schedule to work out when to plant and when to harvest their garden vegetables. They took a class to learn more about gardening.
2	demonstrate a general understanding of how the title of the selection is appropriate for the students’ project, but the support is less in-depth and complete than a score point 3 answer.
1	demonstrate a limited understanding of how the title of the selection is appropriate for the students’ project using little or no support.
0	demonstrate no attempt to address the prompt.

ANSWER KEY**“A Legendary Athlete” (pages 24–27)**

Item	Correct Answer	Content Standard
1.	B	4
2.	D	4
3.	C	4
4.	D	4
5.	C	4
6.	B	4

“A Legendary Athlete” (continued)

7. Content Standard 4

Score Point	The response should
3	<p>demonstrate a thorough understanding of what can be concluded about Jackson’s dedication to sports using details from the passage for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Jackson’s dedication was not limited to one sport. <ul style="list-style-type: none"> - Jackson excelled at baseball and football and would not give up one for the other. - Auburn University wanted Jackson to participate on their track team as well as their baseball and football teams. • Jackson’s dedication to sports was balanced by a dedication to education. <ul style="list-style-type: none"> - Jackson turned down the New York Yankees to attend Auburn. - Jackson returned to Auburn after retiring from baseball to earn a degree in family and child development. • Jackson’s dedication helped him return to baseball after a football injury. <ul style="list-style-type: none"> - Jackson suffered a major injury during an NFL playoff game that required hip replacement surgery. - Jackson won the baseball Comeback Player of the Year award after his successful return to baseball from hip surgery. • Jackson played so well that he earned the Most Valuable Player award while he played with the American League. • Jackson wanted to play both baseball and football, so he joined the Los Angeles Raiders. • Jackson’s energy on the field made him famous. <ul style="list-style-type: none"> - He had many wonderful plays that make people remember him to this day. • Jackson’s ability and dedication earned him a spot in history. <ul style="list-style-type: none"> - He was inducted into the Alabama Sports Hall of Fame and the College Football Hall of Fame.
2	<p>demonstrate a general understanding of what can be concluded about Jackson’s dedication to sports, but the support is less in-depth and complete than a score point 3 answer.</p>
1	<p>demonstrate a limited understanding of what can be concluded about Jackson’s dedication to sports using little or no support.</p>
0	<p>demonstrate no attempt to address the prompt.</p>

ANSWER KEY**Poetry Items (page 29)**

Item	Correct Answer	Content Standard
1.	C	3
2.	B	3
3.	C	3

SAMPLE RESPONSE FORMAT

SAMPLE RESPONSE: MULTIPLE-CHOICE

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

9	A	B	C	D
10	A	B	C	D

SAMPLE

SAMPLE RESPONSE: OPEN-ENDED

DO NOT WRITE OUTSIDE THE BOX.

Answer question ___ in this box.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.