



Grade 8

Reading MCA-III Item Sampler  
Teacher Guide

## Overview of Item Samplers

Item samplers are one type of student resource provided to help students and educators prepare for test administration. While standardized tests are familiar to almost all students, each assessment has its own layout and ways students interact with it. The item samplers should be used to familiarize students and educators with how the content is assessed by providing examples of the format and item types students could encounter on the MCA.

## Other Resources

While this Teacher Guide provides detailed information about the item samplers, the student tutorial is the resource that should be used to familiarize students and educators with the general functionality of the online test, including navigation, tools, and examples of all item types.

For further information about the student tutorial and using student resources, refer to the *Purposes of Student Resources* on the [Item Samplers page](#) of PearsonAccess Next (PearsonAccess Next > Preparing for Testing > Item Samplers). Please contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us) for any questions about the MCA or resources for testing.

## Contents of this Teacher Guide

The Teacher Guides provide supplementary information for the items in the online item samplers, including:

- A detailed answer key for all items in the online item sampler, including: correct answer, item type (multiple choice or technology enhanced), skill domain (benchmark classification based on the academic standards), benchmark, and cognitive complexity (indicated as Depth of Knowledge or DOK) from the test specifications.\*
- Passage characteristics, including: substrand, Lexile, and word count.
- Item images that show correct answers followed by: benchmarks to which the sample items align (based on test specifications), DOK, and detailed rationales for correct and incorrect answer options.

For detailed information on benchmarks and cognitive complexity levels, see the [test specifications](#) on the MDE website (Districts, Schools and Educators > Statewide Testing > Test Specifications).

\*The answer key for paper item samplers (12-point, 18-point, 24-point and braille test books) is included on the last page of this Teacher Guide. Some items on the paper item samplers appear in the online item sampler and the answer key includes information on where corresponding item information can be found in this guide.

## Student Responses

Upon completion of the online item samplers, a report is displayed, which provides student responses for some item types. This report can be printed for use in conjunction with the information in this Teacher's Guide on how the student responded to those items. Note that the overall score on the report is **not** a predictor of performance on the MCA; it is simply a total of correct responses to some items.

**MCA-III Item Sampler Online Answer Key  
Grade 8 Reading**

**Section 1  
9 Questions**

| Item # | Correct Answer | Item Type | Skill Domain          | SSB     | Depth of Knowledge |
|--------|----------------|-----------|-----------------------|---------|--------------------|
| 1      | A              | MC        | Craft and Structure   | 8.4.4.4 | II                 |
| 2      | C              | MC        | Key Ideas and Details | 8.4.3.3 | II                 |
| 3      | N/A            | TE        | Craft and Structure   | 8.4.4.4 | II                 |
| 4      | D              | MC        | Craft and Structure   | 8.4.4.4 | II                 |
| 5      | A              | MC        | Key Ideas and Details | 8.4.3.3 | II                 |
| 6      | N/A            | TE        | Key Ideas and Details | 8.4.3.3 | II                 |
| 7      | N/A            | TE        | Key Ideas and Details | 8.4.3.3 | III                |
| 8      | B              | MC        | Craft and Structure   | 8.4.4.4 | II                 |
| 9      | C              | MC        | Craft and Structure   | 8.4.6.6 | I                  |

**Section 2  
12 Questions**

| Item # | Correct Answer | Item Type | Skill Domain                       | SSB     | Depth of Knowledge |
|--------|----------------|-----------|------------------------------------|---------|--------------------|
| 1      | C              | MC        | Craft and Structure                | 8.5.6.6 | II                 |
| 2      | N/A            | TE        | Key Ideas and Details              | 8.5.2.2 | III                |
| 3      | B              | MC        | Craft and Structure                | 8.5.4.4 | II                 |
| 4      | D              | MC        | Craft and Structure                | 8.5.6.6 | II                 |
| 5      | C              | MC        | Integration of Knowledge and Ideas | 8.5.8.8 | III                |
| 6      | C              | MC        | Key Ideas and Details              | 8.5.1.1 | II                 |
| 7      | N/A            | TE        | Craft and Structure                | 8.5.4.4 | II                 |
| 8      | D              | MC        | Key Ideas and Details              | 8.5.1.1 | II                 |
| 9      | N/A            | TE        | Craft and Structure                | 8.5.6.6 | II                 |
| 10     | B              | MC        | Craft and Structure                | 8.5.4.4 | II                 |
| 11     | A              | MC        | Key Ideas and Details              | 8.5.2.2 | II                 |
| 12     | N/A            | TE        | Key Ideas and Details              | 8.5.2.2 | III                |

**Section 3  
10 Questions**

| Item # | Correct Answer | Item Type | Skill Domain          | SSB     | Depth of Knowledge |
|--------|----------------|-----------|-----------------------|---------|--------------------|
| 1      | C              | MC        | Key Ideas and Details | 8.4.3.3 | II                 |
| 2      | D              | MC        | Key Ideas and Details | 8.4.1.1 | II                 |
| 3      | B              | MC        | Key Ideas and Details | 8.4.3.3 | I                  |
| 4      | C              | MC        | Craft and Structure   | 8.4.5.5 | III                |
| 5      | N/A            | TE        | Craft and Structure   | 8.4.4.4 | II                 |
| 6      | D              | MC        | Key Ideas and Details | 8.4.2.2 | II                 |
| 7      | B              | MC        | Craft and Structure   | 8.4.6.6 | II                 |
| 8      | A              | MC        | Key Ideas and Details | 8.4.3.3 | III                |

|    |     |    |                     |         |     |
|----|-----|----|---------------------|---------|-----|
| 9  | B   | MC | Craft and Structure | 8.4.6.6 | III |
| 10 | N/A | TE | Craft and Structure | 8.4.4.4 | III |

**Section 4**  
**17 Questions**

| Item # | Correct Answer | Item Type | Skill Domain          | SSB     | Depth of Knowledge |
|--------|----------------|-----------|-----------------------|---------|--------------------|
| 1      | A              | MC        | Key Ideas and Details | 8.5.1.1 | II                 |
| 2      | N/A            | TE        | Key Ideas and Details | 8.5.1.1 | III                |
| 3      | B              | MC        | Craft and Structure   | 8.5.4.4 | II                 |
| 4      | C              | MC        | Key Ideas and Details | 8.5.2.2 | II                 |
| 5      | N/A            | TE        | Key Ideas and Details | 8.5.3.3 | II                 |
| 6      | N/A            | TE        | Key Ideas and Details | 8.5.1.1 | III                |
| 7      | D              | MC        | Key Ideas and Details | 8.5.3.3 | II                 |
| 8      | B              | MC        | Craft and Structure   | 8.5.6.6 | II                 |
| 9      | N/A            | TE        | Key Ideas and Details | 8.5.1.1 | I                  |
| 10     | B              | MC        | Craft and Structure   | 8.5.6.6 | III                |
| 11     | A              | MC        | Key Ideas and Details | 8.5.1.1 | I                  |
| 12     | N/A            | TE        | Key Ideas and Details | 8.5.3.3 | II                 |
| 13     | A              | MC        | Craft and Structure   | 8.5.4.4 | II                 |
| 14     | N/A            | TE        | Key Ideas and Details | 8.5.1.1 | III                |
| 15     | D              | MC        | Key Ideas and Details | 8.5.1.1 | III                |
| 16     | N/A            | TE        | Key Ideas and Details | 8.5.3.3 | I                  |
| 17     | N/A            | TE        | Key Ideas and Details | 8.5.2.2 | II                 |

**Passage Characteristics**

| Section | Title  | Type | Lexile   | Word Count |
|---------|--|------|----------|------------|
| 1       | The Best Coach   | L    | 990      | 986        |
| 2       | The Calorie  | I    | 1200     | 854        |
| 3       | Ode to My Socks  | L    | N/A      | 216        |
| 4       | Got Game? (How to Know for Sure) / The Game that Taught a Theory | I/I  | 950/1160 | 1290       |

## Section 1: The Best Coach

### Question 1

Read this sentence from paragraph 6.

Kellan blew her whistle to try to divert the arguing and declared that practice was over.

What does the word divert mean?

- A. Draw attention away from
- B. Keep energy focused on
- C. Create a calming effect on
- D. Send a clear message about

*Benchmark: 8.4.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: A*

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|-------------|--|
| Rationale A | Correct: In paragraph 6, an argument has erupted among the players. Kellan blows a whistle to distract them and direct their attention toward her declaration that practice has ended. The players “trotted off,” indicating Kellan successfully <u>diverts</u> the arguing.   |
| Rationale B | Kellan feels “as though she had run a marathon” and has no energy by the end of paragraph 6. Readers might think her exhaustion is a result of focusing all her energy on the argument. However, she declares “practice was over” (paragraph 6), indicating she is not trying to focus energy on the arguing. She is trying to focus energy away from, or <u>divert</u> , the arguing. |
| Rationale C | Because the argument is described as an “avalanche” filled with a “barrage of accusations” (paragraph 6), readers might think Kellan is trying to lessen the intensity of the argument by blowing her whistle.   |

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|             | However, she blows her whistle so the players will hear her say “practice was over” (paragraph 6). Kellan does not want to calm the argument; she wants to end it by <u>diverting</u> the players’ attention away from the argument and toward her command.   |
| Rationale D | Readers might think the whistle clearly communicates to the players practice has ended because they leave the field after the whistle is blown. However, after blowing the whistle and prior to the players’ departure, Kellan “declared that practice was over” (paragraph 6). She did not use the whistle to declare this. She used the whistle to gain the players’ attention, or <u>divert</u> their attention away from the argument, so she could declare practice had ended. |

## Question 2

Which statement best describes Kellan and Coach Williams?

- A. They enjoy coaching beginner soccer teams.
- B. They think their jobs are challenging.
- C. They know how to motivate others.
- D. They like to offer coaching tips.

*Benchmark: 8.4.3.3*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*DOK: II*

*Answer: C*

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|-------------|--|
| Rationale A | Readers may select this option because Kellan “agreed to coach one of the beginning soccer teams” (paragraph 3). In addition, Kellan feels a “sense of satisfaction” (paragraph 17) after her team, the Falcons, does well. Although Coach Williams placed Kellan in charge of a beginning soccer team, he mentions in paragraph 20 only that he is proud of her coaching skills and that the “Falcons are a challenge.” He does not indicate his coaching preference.   |
| Rationale B | Readers may select this option because Kellan clearly perceives her “struggling squad” as a challenge, or “a catastrophe that never ended” (paragraph 3). In addition, Coach Williams says to Kellan, “I know the Falcons are a challenge” (paragraph 20). However, although it is clear Kellan finds her job challenging, Coach Williams does not indicate he thinks his job is challenging.  |
| Rationale C | Correct: After a disappointing first practice with the Falcons, Kellan creates a poster illustrated with “the loops of a giant chain, and each one had a team member’s name as well as a talent written on it” (paragraph 12). This poster and her encouragement motivate her scattered players to work successfully together (paragraph 17). In paragraph 20, Coach Williams gives Kellan “an encouraging pat on the back” and tells her he decided to have her coach the Falcons because she is “a strong leader.” In paragraph 21, Kellan reflects on Coach Williams: “Effective coaches seem to know how to motivate their |

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|             | players.” Kellan knew how to motivate her players, and Coach Williams knows how to motivate Kellan.  |
| Rationale D | Kellan asks Coach Williams for “some coaching tips” (paragraph 19). However, Coach Williams does not offer coaching tips because he feels Kellan is already “doing great” (paragraph 19). In addition, Kellan does not share coaching tips with other coaches in the story. She simply coaches her team. |



### Question 3

In paragraph 6, what does the simile “Like an avalanche” mean?

Select the three statements that apply.

- The players chase everything except the ball.
- The players stand in the wrong places on the field.
- The arguing among the players increases.
- The yelling between players grows louder.
- The players quickly react to one another.

*Benchmark: 8.4.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three statements that define the simile.

#### **Correct Responses**

**The arguing among the players increases:** In paragraph 5, Rory accuses Dominique of always standing in the wrong place, and Dominique retorts in paragraph 6 that Rory chases after everything except the ball. Soon, “other voices...joined the barrage of accusations and counter-accusations,” showing the arguing among players increases.

**The yelling between players grows louder:** Because the “other voices” are “coming from the sidelines,” readers can infer the yelling between players grows louder. Furthermore, an avalanche is a loud phenomenon, so comparing the voices to an avalanche indicates the voices are loud.

**The players quickly react to one another:** In paragraph 6, the “other voices...immediately joined the barrage,” indicating the other players quickly react to the exchange between Rory and Dominique and to each other. In addition, an avalanche is usually perceived as a sudden event that happens quickly.

### **Incorrect Responses**

**The players chase everything except the ball:** In paragraph 6, Dominique does accuse Rory of chasing after everything except the ball, but this statement is a response to Rory’s accusation in paragraph 5, not a clue to the meaning of “Like an avalanche.”

**The players stand in the wrong places on the field:** In paragraph 5, Rory does accuse Dominique of always standing in the wrong place, but this event does not directly relate to the meaning of “Like an avalanche.”

## Question 4

Read this sentence from paragraph 11.

The players reminded her of Fourth of July fireworks, exploding in a hundred different directions.

At the first practice under Kellan, the players seem most like “Fourth of July fireworks” because they

- A. are interested in art rather than athletics.
- B. want attention rather than achievement.
- C. are energetic rather than dedicated.
- D. act separately rather than together.

*Benchmark: 8.4.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: D*

|             |   |
|-------------|---|
| Rationale A | Rather than guard the goal, the distracted Dominique busily makes “a chain of daisies” (paragraph 2), an artistic endeavor. However, although the rest of the players are as equally distracted as Dominique, none of them create art. Jason watches a caterpillar, and Rory plays in a puddle. The players are not “exploding in a hundred different directions” because they are more interested in art than athletics.   |
| Rationale B | At the beginning of paragraph 3, Dominique sprints “off the field to present Kellan with her gift, proudly reaching up to fasten it around her neck,” which is a plea for Kellan’s attention. However, in the same paragraph, Jason and Rory have both wandered off on their own. Jason watches a caterpillar, and Rory plays in a puddle. Their actions show a lack of attention, rather than a desire for attention. In addition, none of the players, Dominique included, are interested in achieving athletic |

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|             | skills. The players are not “exploding in a hundred different directions” because they want attention rather than achievement.   |
| Rationale C | During a conversation, Luis tells Kellan the Falcons “ <i>are</i> pretty energetic” (paragraph 9). Kellan agrees. In addition, the players prove their lack of dedication by continually distracting themselves on the field. Dominique makes a daisy chain, Jason watches a caterpillar, and Rory plays in a puddle instead of focusing on the game. However, their energy does not cause Kellan to think of them as fireworks. She thinks of them as “fireworks, exploding in a hundred different directions” because “They did not recognize each other’s strengths and had no idea how to work together” (paragraph 11). |
| Rationale D | Correct: After unsuccessfully trying to rein in the distracted Falcons, Kellan realizes the players “did not recognize each other’s strengths and had no idea how to work together” (paragraph 11). Like fireworks, the players were “exploding in a hundred different directions” (paragraph 11) because they acted separately rather than together.  |

## Question 5

Why are the players “sitting up taller and smiling” in paragraph 14?

- A. They believe in their importance.
- B. They know they will have fun.
- C. They believe in their coach.
- D. They know they will win games.

*Benchmark: 8.4.3.3*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*DOK: II*

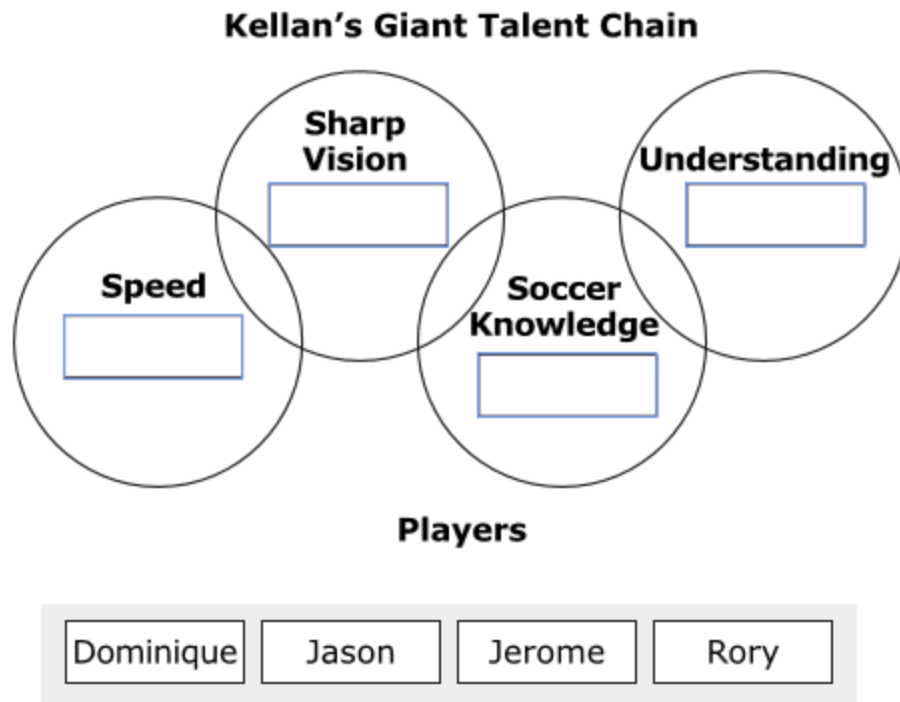
*Answer: A*

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|-------------|---|
| Rationale A | Correct: In paragraph 12, Kellan presents an illustrated poster that “showed the loops of a giant chain, and each one had a team member’s name as well as a talent written on it.” The players “sitting up taller and smiling” (paragraph 14) is a response to being recognized for their talents and shows they believe in their importance to the team.   |
| Rationale B | Kellan compliments the players by telling them their individual talents. In response, Jason excitedly proclaims “Yes!” and the other players sit taller and smile. However, text evidence does not support the players’ positive reactions are a result of them knowing they will have fun. They react positively simply because Kellan makes them feel proud of their talents and contributions to the team. |
| Rationale C | Jason and Dominique respond to Kellan with interest and enthusiasm in paragraphs 14 and 15, indicating they trust in her. However, this detail does not explain why all the players are “sitting up taller and smiling” (paragraph 14). Their postures and facial expressions reveal a belief in (and greater sense of) their own abilities rather than a belief in their coach.                              |
| Rationale D | In paragraphs 13-16, Kellan engages with her players in a motivational conversation about teamwork. Although this discussion will eventually help the Falcons work well together as a team to win games, this option is not why they sit tall and smile in paragraph 14. At this point, the players show only an interest in being recognized for their talents, not in how they are going to win games.      |

## Question 6

Complete this part of Kellan's "giant chain" of her players' talents.

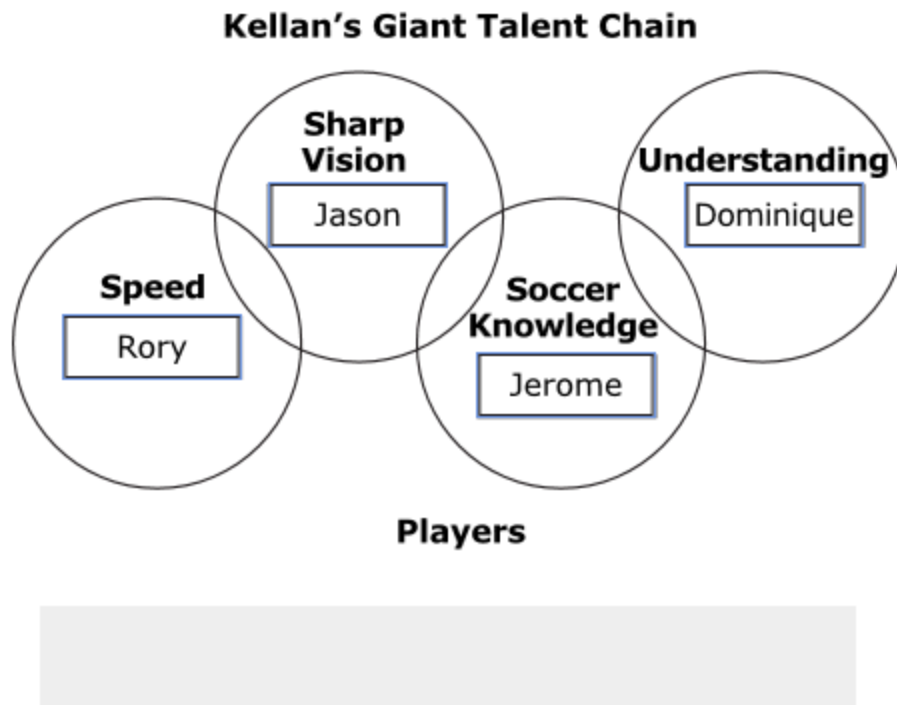
Drag each player into the loop with the correct talent.



### Question 6 Correct Answers

Complete this part of Kellan's "giant chain" of her players' talents.

Drag each player into the loop with the correct talent.



*Benchmark: 8.4.3.3*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers identify the talent of each player by dragging the player's name into the correct box.

## **Correct Responses**

### **Speed**

**Rory:** “Rory has lightning speed,” Kellen says when listing each team member’s unique strength in paragraph 13.

### **Sharp Vision**

**Jason:** In paragraph 13, Kellan tells the team that “Jason has sharp eyes for watching the ball.”

### **Soccer Knowledge**

**Jerome:** Jerome’s soccer knowledge is evident in paragraph 17 when he “showed Latisha how to push the ball with her right foot and then flip it to her left one.”

### **Understanding**

**Dominique:** Dominique’s quick response to Kellan’s question about the daisy chain (“What will happen if one link is missing?” (paragraph 14)) demonstrates her quick understanding.

## **Incorrect Responses**

The talents shown are supported by the most specific text evidence. Any other combinations are not well supported by the text.



## Question 7

Kellan experiences a range of emotions while coaching her team.

Select the emotion Kellan experiences that corresponds to each event.

| Event   | Inspired                         | Dismayed                         | Pleased                          | Embarrassed                      |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Kellan agrees to coach the Falcons.           | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Kellan discusses her first day with Luis.     | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Kellan touches her daisy chain.               | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Kellan receives feedback from Coach Williams. | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |

*Benchmark: 8.4.3.3*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the emotions that are demonstrated by the event in the first column.

### **Correct Responses**

#### **Kellan agrees to coach the Falcons**

**Dismayed:** In paragraph 3, Kellan is dismayed at the lack of skill the Falcons exhibit as a team. Paragraph 3 states, “When she agreed to coach one of the beginning soccer teams, she had no idea that Coach Williams would assign her the Falcons. This struggling squad was like a catastrophe that never ended.” Working with the group

leaves her feeling "...limp and exhausted, as though she had run a marathon" (paragraph 6).

### **Kellan discusses her first day with Luis**

**Embarrassed:** Kellan is jealous her friend Luis is working with a skilled and "agile" (paragraph 7) group of players and reveals her embarrassment of her team when she says, "I'm, uh, working with the Falcons" (paragraph 8). Kellan's embarrassment continues in the conversation after Luis tries "searching for something positive to say" (paragraph 9). Kellan can only respond, "Sure," quietly in paragraph 10.

### **Kellan touches her daisy chain**

**Inspired:** In paragraph 11, Kellan thinks about the practice and her team, and "As she twirled the daisy chain still hanging from her neck, an idea slowly started taking shape in her mind." She is inspired with an idea, and in paragraph 12 she presents a poster she created for the team to share their individual strengths. On the poster, "The illustration showed the loops of a giant chain, and each one had a team member's name as well as a talent written on it."

### **Kellan receives feedback from Coach Williams**

**Pleased:** In paragraph 20, Coach Williams tells Kellan she is doing a great job coaching the team despite the many challenges she has faced as their leader. In paragraph 21, she shows she is pleased with the feedback she has received and says, "Thanks!" Her sense of being pleased is reiterated as she leaves the field: "She chuckled to herself as she grabbed her poster and her duffel bag."

### **Incorrect Responses**

The emotion/event pairings shown are supported by the most specific text evidence. Other combinations are not well supported by the text.

## Question 8

Which idea does Dominique’s daisy chain come to represent in the passage?

- A. The spirit of winning
- B. The power of teamwork
- C. The importance of trying
- D. The purpose of friendship

*Benchmark: 8.4.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: B*

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|-------------|---|
| Rationale A | Kellan is frustrated with the Falcons because they “had no idea how to work together” (paragraph 11), which causes the opposing team to score many goals. However, text evidence does not indicate Kellan is concerned about winning. She simply wants “everyone to work together” (paragraph 16) as a team, and Dominique’s daisy chain inspires her to draw a model representing the idea that teamwork is important. |
| Rationale B | Correct: Kellan says, “In order for us to be a team, we need everyone to work together, like links in a chain” (paragraph 16). She received the idea from the daisy chain made by Dominique, and she wears the daisy necklace as she coaches the Falcons.   |
| Rationale C | Kellan explains why everyone on the team needs to work together, saying, “I’m wearing Dominique’s daisy chain to help you remember that. It won’t be easy, but I want every person to try” (paragraph 16). However, as is made clear by Kellan’s statement, the daisy chain represents the idea that the formation of teams requires teamwork; it does not represent the importance of trying to form a team.           |
| Rationale D | Although Dominique’s daisy chain “gift” (paragraph 3) to Kellan is a friendly gesture, the daisy chain does not come to represent the idea of friendship. In the end, it represents the idea that maintaining a strong team requires all players “to work together, like links in a chain” (paragraph 16).  |

## Question 9

Read this sentence from paragraph 10.

Kellan then raised her head and, with renewed confidence, quickened her pace enough that Luis had to run to catch up to her.

The author uses this sentence most likely to illustrate that Kellan is

- A. physically fit.
- B. impatient with Luis.
- C. determined.
- D. angry at Luis.

*Benchmark: 8.4.6.6*

Analyze how differences in the points-of-view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

*DOK: 1*

*Answer: C*

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| Rationale A | Some readers might select this option, thinking the reason Kellan is able to walk fast is because she is a coach and is thus physically fit. However, Kellan’s quick pace is sparked by a sudden “feeling of determination” (paragraph 10). In addition, text evidence does not indicate whether Kellan is physically fit or not.   |
| Rationale B | In paragraphs 7-10, Luis talks about his team’s exceptional talent, while Kellan focuses on her team’s disorganization. Because Kellan feels a “stab of jealousy” (paragraph 8) toward Luis and his capable team, readers might think she is becoming impatient with Luis’s bragging. However, it is Luis’s comments about his team that ultimately make Kellan realize that “If Luis could teach the Jets how to dribble, then she could teach the Falcons” (paragraph 10). Kellan’s pace quickens because she is inspired and determined. |
| Rationale C | Correct: Although Kellan feels a “stab of jealousy” (paragraph 8) toward Luis and his team, ultimately the “envy sparked a feeling of determination, too” (paragraph 10). Inspired by Luis’s successes, Kellan  |

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|             | is becoming enthusiastic about the possibilities of her team, and this enthusiasm is reflected in her quick gait.  |
| Rationale D | Because Kellan is jealous of Luis and his talented team, readers may think she is angry at him, especially since she tries “to avoid eye contact” (paragraph 8). However, her sudden “renewed confidence” (paragraph 10) at his words indicates she is inspired by, rather than angry at, Luis. Kellan walks quickly because she is determined to help her team. |

## Section 2: The Calorie

### Question 1

The author's most likely purpose for writing this article was to

- A. explain a way to safely lose weight.
- B. recommend certain foods over others.
- C. give readers a basic understanding of the calorie.
- D. help readers determine their ideal caloric intakes.

*Benchmark: 8.5.6.6*

Determine an author's point-of-view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

*DOK: II*

*Answer: C*

|             |  |
|-------------|--|
| Rationale A | In paragraph 4, the author explains how to lose weight: "we have to burn more calories than we take into our bodies, a process accomplished by reducing our caloric intake or by burning calories through exercise." However, most of the article does not discuss losing weight. Rather, it focuses on using one's understanding of the relationship between calories and weight gain to make good eating choices such as determining proper caloric intake (paragraph 6), using sensible portion sizes (paragraph 8), and avoiding excessively high-calorie meals (paragraph 9). |
| Rationale B | Readers might select this option because the author generalizes about certain foods to avoid: foods with "[a]n excess of fat calories" (paragraph 5) and "foods that have large amounts of calories" (paragraph 9), while using other foods like cereal, strawberries, and meat to illustrate sensible portion sizes. However, the author avoids making any direct statements that some foods are better than others.  |
| Rationale C | Correct: The author takes a balanced, neutral tone while discussing the calorie, which strongly indicates that his/her purpose is to provide readers with facts they can use to make their own nutritional decisions. In paragraph 1 the author gives an abstract scientific definition of the calorie and stresses how important calories are for health. Yet the   |

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|-------------|--|
|             | author also carefully explains in paragraph 3 (and by implication in paragraphs 7 and 9) how calories can cause people to gain weight. The author concludes the article by restating the value of calories but also cautions against poor nutritional choices.   |
| Rationale D | The author of the article spends ample time discussing caloric intake for adults and teens. Paragraph 2 explains the approximate number of calories adults need per day (between 1,400 and 2,000 calories), and paragraph 6 discusses factors teens must consider when trying to determine their proper caloric intake, such as metabolism and activity level. However, paragraph 6 also emphatically states the recommended caloric intake will be different for each individual and that people should go to registered dietitians rather than refer to “dietary caloric intake charts,” which have “large discrepancies” (paragraph 6). |

## Question 2

Which three statements should appear in a summary of the article?

Select the appropriate statements.

- Some fast-food meals have so many calories that they exceed the recommended daily caloric intake for adults.
- People require a minimum number of calories each day, but that number is different for each person.
- A person must consume more than 3,500 calories to gain one pound of fat.
- Our bodies need calories to perform tasks and function properly.
- Consuming too many calories causes weight gain.
- Calories come from carbohydrates, fat, or protein.

*Benchmark: 8.5.2.2*

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three appropriate statements.

### **Correct Responses**

**People require a minimum number of calories each day, but that number is different for each person:** One of the article's key points is that there can be



substantial variations in the daily number of calories needed between different people. In paragraph 2, the author defines the resting metabolic rate (RMR) as the number of calories needed by a body at rest, which is “a variable number that is dependent on age, gender, and muscle mass.” This idea is continued in paragraph 6, where the author notes “each teenager’s body burns calories at a different rate,” and “Everyone has unique caloric requirements.” This statement is one of the article’s most salient points, and would belong in a summary.

**Our bodies need calories to perform tasks and function properly:** A central idea throughout the article is that calories are used as energy for our bodies. In paragraph 1, the author explains, “Without sufficient calories in our bodies, our hearts would cease to pump, our muscles would deteriorate, and our brains would not be able to process information.” In paragraph 6, the article discusses calorie needs for teenagers, saying “As teens grow, they require more fuel, especially if they exercise for more than one hour a day.” Finally, the article’s final paragraph reminds the reader that calories “give us the energy to perform countless tasks.” This can be seen as a critical piece of information which would be needed in an article summary.

**Consuming too many calories causes weight gain:** Throughout the article, there are numerous references to the ease with which calories can be overconsumed, which then results in weight gain. In paragraph 3, the article notes most adults will maintain a steady weight on about 2,000 calories a day. “However, if they consume an additional 500 calories daily, they will gain one pound in one week. Those additional 500 calories can come from merely eating several handfuls of nuts or sampling a few extra cookies.” In paragraph 5, the author notes people “gain weight if they eat more calories than their bodies require.” Paragraph 7 discusses how a lack of knowledge about portion size and serving size can affect overeating. “Since people often pay no attention to the serving size, they are unaware of how many calories they are consuming. As many as 150 calories are in a serving of fourteen potato chips. Think of the total number of calories a person takes in when devouring an entire bag of potato chips!” And in paragraph 9, the article advises readers to pay attention to fast-food intake, noting “Just one meal can exceed the recommended daily caloric intake for an adult.” From the evidence above, readers can surmise a summary of the article would include this option.

### **Incorrect Responses**

**Some fast-food meals have so many calories that they exceed the recommended daily caloric intake for adults:** Although readers are advised in paragraph 9 to “pay attention” to foods that are high in calories, such as fast food, this option is just one fact about fast food—it is not a key or central idea in the article.

**A person must consume more than 3,500 calories to gain one pound of fat:**

Although it is beneficial to understand the relationship between calories and weight gain, this detail, which appears in paragraph 3 of the article, is a minor point in the article and should not appear in an article summary.

**Calories come from carbohydrates, fat, or protein:** This option is a minor detail related to calories, and is only touched on briefly in paragraph 5. This small piece of information is not critical to understanding the article as a whole, and would not be worthy of inclusion in a summary of the article.

### Question 3

Read this sentence from paragraph 1.

Without sufficient calories in our bodies, our hearts would cease to pump, our muscles would deteriorate, and our brains would not be able to process information.

What does the word deteriorate mean?

- A. Cause pain
- B. Become weak
- C. Work even harder
- D. Use available nourishment

*Benchmark: 8.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: B*

|             |   |
|-------------|---|
| Rationale A | Readers may choose this option because pain is a negative physical effect, and the rest of the statement describes extremely negative effects on the human body: “our hearts would cease to pump” and “our brains would not be able to process information.” However, the effect of insufficient calories on a person’s heart or brain is more urgent than discomforting; it involves the cessation of activity. Therefore, the reader can conclude the effect on the muscles must be more extreme than causing pain. |
| Rationale B | Correct: The rest of the information in paragraph 1 describes how the heart and brain would completely fail to function. The idea of organ failure correlates with the idea of becoming weak, or <u>deteriorating</u> .   |
| Rationale C | At first glance, the phrase “work even harder” seems to work as a replacement for <u>deteriorate</u> in that the statement describes a body in  |

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|             | jeopardy; it is logical that parts of that body would “work harder” to prevent the loss of heart and brain function. However, because the heart and brain require calories to function, readers should conclude it would be impossible for the muscles to “work even harder” while activity had ceased in the heart and brain.             |
| Rationale D | Readers may choose this option because the setup in the statement is that the body lacks “sufficient calories,” and, therefore, all organs would have to compete for any available nourishment. However, the statement gives no indication the muscles would fare any better than the heart or brain when it comes to seeking nourishment. |

## Question 4

Why does the author define “calorie” in the second sentence of paragraph 1?

- A. To explain how water is affected by calories
- B. To describe the many uses of calories
- C. To establish the fact that food contains calories
- D. To promote a discussion about calories

*Benchmark: 8.5.6.6*

Determine an author’s point-of-view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

*DOK: II*

*Answer: D*

|             |  |
|-------------|--|
| Rationale A | Readers may choose this option because the definition of “calorie” in paragraph 1 includes the mention of water: “a calorie (cal) is defined as the amount of energy required to raise the temperature of one gram of water one degree Celsius, or 1.8 degrees Fahrenheit.” However, the remainder of the article deals with the relationship of calories to nutrition rather than their effect on water.  |
| Rationale B | Immediately after defining “calorie” in paragraph 1, the author states they are “crucial to human health” and explains how they keep our hearts, muscles, and brains functioning. Nonetheless, the definition itself does not address the uses of calories (heating one gram of water by one degree is not especially useful). Therefore, the logical conclusion is that the author chose the particular definition of “calorie” to spark a discussion about the calories with which people are most familiar. |
| Rationale C | Readers may choose this option because paragraph 1 states, “when we ask how many calories are in a slice of bread, we are really asking how much potential energy is contained in the bread.” From this and other sentences in the article, readers will deduce that calories come from food. However, before mentioning bread, the author gives a definition of a calorie that has nothing to do with food: “the amount of energy required to raise the temperature of one gram of water one degree Celsius.” |

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| Rationale D | <p>Correct: The article opens with the following statement: “Although we use the word ‘calorie’ quite frequently, how many of us can explain what a calorie actually is?” and then provides the definition of the term. Clearly, the remainder of the article, which discusses the relationship of calories to the human energy system, depends on readers’ understanding of the term’s meaning.</p> |
|-------------|--|

## Question 5

What is the author's underlying argument in the article?

- A. Meals with many calories are unhealthy.
- B. Each teenager has different nutritional needs.
- C. People should try to develop healthy eating habits.
- D. Active people can eat more than those who avoid exercise.

*Benchmark: 8.5.8.8*

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

*DOK: III*

*Answer: C*

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| Rationale A | Readers may select this option because in paragraph 9 the author states, "People should also pay attention to those foods that have large amounts of calories. Many fast-food meals average more than 800 calories." The reader can conclude from what the author has previously said about daily caloric intake that these meals have too many calories and thus are unhealthy. However, the author does not argue that the meals themselves are unhealthy, just that they contain too many calories and should be avoided.   |
| Rationale B | In paragraph 6, the author explains that, just as cars are different from one another, teens' bodies are, too, and, therefore, all teens will have "unique caloric requirements." However, the author does not focus on this point elsewhere in the article.   |
| Rationale C | Correct: The idea that people need to make healthy choices is the underlying idea beneath the factual information about calories. In paragraph 4, the author states, "Combining a balanced caloric intake with exercise is the answer to keeping weight under control." In other paragraphs, the author makes general recommendations, such as avoiding too many fat calories (paragraph 5); investigating what one's caloric intake should be (paragraph 6); reducing portion size (paragraph 8); and being aware of fast food, which often contains large amounts of calories (paragraph 9). The author concludes the article by stating, "The key is to develop and maintain healthy eating habits throughout our |

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|             | lives so that our bodies will continue to operate efficiently for a long, long time” (paragraph 10).  |
| Rationale D | This conclusion is supported by paragraphs 4 and 9 of the article. Paragraph 4 explains how exercise burns calories, and paragraph 9 warns that the excess calories in fast-food meals are especially detrimental “for people with sedentary or inactive lifestyles.” Nevertheless, the article as a whole focuses more on people’s consumption of calories than it does on exercise. |



## Question 6

According to the article, serving size is most closely related to

- A. identifying foods high in calories.
- B. obtaining energy from calories.
- C. controlling intake of calories.
- D. exercising to burn calories.

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: C*

|             |   |
|-------------|---|
| Rationale A | Readers may choose this option because both high-calorie foods, discussed in paragraph 9, and overly large portions, discussed in paragraphs 7 and 8, lead to weight gain and should be avoided. However, by discussing high-calorie foods in a separate paragraph, the author indicates high-calorie foods are a separate issue from overly large portions. Simply identifying high-caloric foods will not address the problem of large portions. Readers will conclude that people gain weight from consuming portions of food that are too large even if the foods are not high in calories. |
| Rationale B | Paragraphs 1 and 2 establish the importance of calories in providing energy for human bodies. In paragraph 1, the author states, “our bodies require energy to function.” Paragraph 2 states, “Most adults require 1,000 to 1,400 calories just to keep their body systems functioning properly.” However, neither of these paragraphs discusses portion size.  |
| Rationale C | Correct: The point of paragraph 7, in which the idea of serving size is first introduced, is that “people often pay no attention” to how many calories they consume. They eat without observing the serving size guidelines, use large plates or bowls, or dine in restaurants that serve huge portions. Therefore, to control calories, a person must pay close attention to portion sizes.  |
| Rationale D | In paragraph 4, the author explains the two ways people can lose weight: “by reducing our caloric intake or by burning calories through exercise.” Although this statement implies there is a link between portions (or “caloric intake”) and exercise, the author does not explicitly discuss portion size in this paragraph.  |

## Question 7

Read paragraph 6 from the article. Which context clues in the paragraph help readers define discrepancies?

Select the four appropriate phrases.

Just as cars **come in all sizes and shapes** and require different amounts of gasoline, each teenager's body burns calories **at a different rate**. As teens grow, they require more fuel, especially if they exercise for **more than one hour** a day. Everyone has **unique caloric requirements**; large *discrepancies*, therefore, **exist among organizations** that publish dietary caloric intake charts. Registered **dietitians can certainly help** individuals learn what caloric intake is **right for them**.

*Benchmark: 8.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the four phrases that help define the vocabulary term.

### **Correct Responses**

**come in all sizes and shapes:** Because discrepancies can be defined as variances or differences between two or more entities, using differently-shaped and sized cars as a metaphor in this option helps readers understand that teenagers come in a variety of shapes and sizes; this, in turn, determines their individual caloric needs.

**at a different rate:** This option highlights the fact that discrepancies entail variation, and enables readers to understand that calorie-burning differences will exist between individuals.

**unique caloric requirements:** Since discrepancies are the noted differences between entities, this option highlights the result of the differences between individuals: that each person has an individual caloric requirement that is based on their particular set of personal factors.

**right for them:** Since the focus of this paragraph is on individual caloric requirements, this response helps readers understand the meaning of discrepancies by referring to the need for personalized help determining this need, as opposed to a “one-size-fits-all” method.

### **Incorrect Responses**

**more than one hour:** This option is not a comparison and is not pointing out differences, but a time measurement used to describe the amount of exercise some teenagers get. It does not help readers understand the meaning of discrepancies.

**exist among organizations:** This is an attractive option if the discrepancies were referring to the organizations themselves; however, it is the data in the caloric intake charts that is being referred to, and not the organizations, so this option does not help the reader discern the meaning of discrepancies.

**dietitians can certainly help:** This option is not concerned with differences or variations, but merely points out a role dietitians can play in determining appropriate caloric intake.

## Question 8

Based on paragraph 7, readers can conclude that people today

- A. eat out more than they did many years ago.
- B. understand the nutritional value of calories.
- C. find serving size recommendations useful.
- D. eat more than they did many years ago.

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: D*

|             |  |
|-------------|--|
| Rationale A | Fast-food meals are discussed in paragraph 9, which might lead some readers to select this option. However, the main focus of paragraph 7 is the increased calorie consumption coming from large portions. With this focus, readers are able to draw the conclusion that people today tend to consume more food, not that they eat out more.   |
| Rationale B | Some readers may consider this option attractive because the sources of calories are discussed in paragraph 5: "For a balanced and healthy diet, however, carbohydrate and protein calories are more nutritionally acceptable than fat calories." However, the conclusion that can be drawn from paragraph 7, which focuses on increased calories from larger portions, is that people today tend to eat more.   |
| Rationale C | The paragraph says "a serving size is the recommended amount of food. For example, the information on a box of cereal may indicate that three-fourths of a cup of cereal contains 90 calories." Since the article earlier focused on the importance of consuming the right amount of calories, readers will recognize that serving size is a useful concept. However, paragraph 7 then says, "Since people often pay no attention to the serving size, they are unaware of how many calories they are consuming." Therefore, the paragraph does not support this option. |
| Rationale D | Correct: Paragraph 7 offers evidence that people today eat more than people did in the past. It cites a study that indicates people eat and drink more when "packages, plates, glasses, and spoons are larger," and then explains how, "Since 1960, our plates and bowls have grown by 36 percent." It also states that "Restaurant portions have doubled or even tripled from what they used to be."  |

## Question 9

Read this article about calories. Then answer the questions. Some questions may ask you about certain paragraphs. The paragraphs are numbered on the left side.

### The Calorie

written for the Minnesota Department of Education

#### How Much Potential Energy Can You Burn?

1 Although we use the word "calorie" quite frequently, how many of us can explain what a calorie actually is? "Calorie" is a general term referring to two specific units of energy. To scientists, a calorie (cal) is defined as the amount of energy required to raise the temperature of one gram of water one degree Celsius, or 1.8 degrees Fahrenheit. However, most people associate the word calorie with food. The specific type of calorie referred to when discussing food is known as a "food calorie" (Cal), and this unit of energy is equal to 1,000 calories (cal). Food calories are the focus of this article. So when we ask how many calories are in a slice of bread, we are really asking how much potential energy is contained in the bread. Calories are crucial to human health. Like a cell phone that needs recharging periodically, our bodies require energy to function. Without sufficient calories in our bodies, our hearts would cease to pump, our muscles

2 So why are food calories often considered to be negative things that should be avoided? The answer can be found not in the calorie itself, but rather in the number of calories we put into our bodies. Most adults require 1,000 to 1,400 calories just to keep their body systems functioning properly. The minimum number of calories is referred to as the resting metabolic rate (RMR), a variable number that is dependent on age, gender, and muscle mass. However, because we do not just rest all day, we need more than this minimal

6 Just as cars come in all sizes and shapes and require different amounts of gasoline, each teenager's body burns calories at a different rate. As teens grow, they require more fuel, especially if they exercise for more than one hour a day. Everyone has unique caloric requirements; large discrepancies, therefore, exist among

7 One of the reasons people consume more calories than they need is because of portion size. A portion is the amount of food that we normally serve ourselves, while a serving size is the recommended amount of food. For example, the information on a box of cereal may indicate that three-fourths of a cup of cereal contains 90 calories. Since people often pay no attention to the serving size, they are unaware of how many calories they are consuming. As many as 150 calories are in a serving of fourteen potato chips. Think of the total number of calories a person takes in when devouring an entire bag of potato chips! Brian Wansink, PhD, a Cornell University professor and researcher, has found that when packages, plates, glasses, and spoons are larger, we tend to eat and drink more by increasing our portions. Since 1960, our plates and bowls have grown by 36 percent. Restaurant portions have doubled or even tripled from what they used to be.

10 So, are calories friends or foes? They give us the energy to

The author uses several techniques to help readers understand the concepts in the passage.

Select one technique the author uses at least three times in the article.

Then, scroll through the entire article to identify three examples of that technique.

#### Techniques

Uses analogies

Provides expert advice

Contrasts two opinions

(To see the entire passage text, refer to the Reading Item Sampler.)

*Benchmark: 8.5.6.6*

Determine an author's point-of-view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select a technique used at least three times and the three examples of that technique.

### **Correct Responses**

#### **Technique**

**Uses analogies:** In the article, the author compares two different objects or ideas (analogy) to explain key concepts and ideas that readers may not understand.

#### **Analogies**

**“Like a cell phone that needs recharging periodically, our bodies require energy to function”:** In paragraph 1, the author compares the human body to a cell phone that requires recharging to explain how the human body uses calories for energy. According to the author, “Without sufficient calories in our bodies, our hearts would cease to pump, our muscles would deteriorate, and our brains would not be able to process information.”

**“Just as cars come in all sizes and shapes and require different amounts of gasoline, each teenager’s body burns calories at a different rate”:** In paragraph 6, the author compares the human body to cars to explain how each body is unique in the amount of calories it requires and burns. The author points out that “As teens grow, they require more fuel, especially if they exercise for more than one hour a day.”

**“So, are calories friends or foes”:** In paragraph 10, the author compares calories to being our friends because they are essential and “They give us the energy to perform countless tasks.” The author uses an analogy of a foe to help explain that although calories are essential, if we don’t choose the type of calorie we consume wisely, it could have negative consequences. For example, in paragraph 5, the author explains “an excess of fat calories can have serious negative health effects.”

## Incorrect Responses

### Technique

#### Provides expert advice

**“Brian Wansink, PhD, a Cornell University professor and researcher, has found that when packages, plates, glasses, and spoons are larger, we tend to eat and drink more by increasing our portions”:** The author does not present this information as expert advice on how to decrease portion sizes, but rather states the facts provided by the expert. Also, this use of expert content is not a figurative comparison but a utilization of an authority in the scientific field to provide information.

#### Contrasts two opinions

**“Everyone has unique caloric requirements; large discrepancies, therefore, exist among organizations that publish dietary caloric intake charts”:** The author includes only this general comparison and does not explain in detail the contrasting opinions on calorie requirements. Also, this use of opinions is not a figurative comparison but an introduction to two possibly opposing areas of thought concerning caloric intake.

### Analogies

**“The specific type of calorie referred to when discussing food is known as a ‘food calorie’ (Cal), and this unit of energy is equal to 1,000 calories (cal)”:** The author is comparing two types of calories to help clarify the concept. However, this statement is not a figurative comparison but an observation of fact that adds scientific support to the text.

**“The minimum number of calories is referred to as the resting metabolic rate (RMR), a variable number that is dependent on age, gender, and muscle mass”:** This statement is not a figurative comparison but a scientific statement of fact.

**“Restaurant portions have doubled or even tripled from what they used to be”:** The author is comparing past and present portion sizes. However, this statement is not a figurative comparison but an observation of change not supported with further evidence.

## Question 10

Read this sentence from paragraph 7.

Think of the total number of calories a person takes in when devouring an entire bag of potato chips!

Based on paragraph 7, the word devouring suggests eating that is

- A. messy.
- B. uncontrolled.
- C. unsatisfying.
- D. enjoyable.

*Benchmark: 8.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: B*

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|-------------|--|
| Rationale A | “Messy” is one of the connotations of the word <u>devouring</u> . However, paragraph 7 is about increasing portion sizes, not sloppy eating.   |
| Rationale B | Correct: The context of paragraph 7, which focuses on “the reasons people consume more calories than they need,” indicates the author chooses the word <u>devouring</u> for its connotation of unmonitored eating. A person who eats in an uncontrolled fashion (i.e., consuming an entire bag of potato chips without looking at the recommended serving size) will take in many excess calories. |
| Rationale C | Because paragraph 7 states “One of the reasons people consume more calories than they need is because of portion size,” this option may appeal to readers because individuals may continue to eat if the portion size does not satisfy or fill them. However, context indicates individuals <u>devour</u> “an entire bag of chips” because they eat uncontrollably without regard to portion size. |
| Rationale D | The word <u>devouring</u> can suggest eating something with extreme pleasure, as when food is so delicious that people cannot prevent themselves from eating it quickly. However, this connotation of <u>devouring</u> is not supported by the context of the paragraph, which focuses mainly on how easy it is to eat too many calories.  |



## Question 11

Which statement from the article supports the idea that people who want to avoid gaining weight must pay attention to how they eat?

- A. “Those additional 500 calories can come from merely eating several handfuls of nuts or sampling a few extra cookies.”  
(paragraph 3)
- B. “An excess of fat calories can have serious negative health effects.”  
(paragraph 5)
- C. “Registered dietitians can certainly help individuals learn what caloric intake is right for them.”  
(paragraph 6)
- D. “Since 1960, our plates and bowls have grown by 36 percent.”  
(paragraph 7)

*Benchmark: 8.5.2.2*

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

*DOK: II*

*Answer: A*

|             |   |
|-------------|---|
| Rationale A | Correct: Paragraph 3, in which this statement is found, explains people gain weight when they eat too many calories. The quoted statement shows that unmonitored snacking—grabbing a couple of handfuls of nuts or cookies each day without acknowledging portion size—will lead to consuming too many extra calories. This will, in turn, lead to weight gain. |
| Rationale B | Readers may choose this option from paragraph 5 because it mentions fat calories, while the item stem refers to gaining weight. However, although the statement indicates fat calories can have “serious negative health effects,” it neglects to specify what these effects are or to overtly link fatty foods with weight gain.                               |
| Rationale C | Although this statement from paragraph 6 addresses specific dietary issues that relate to individual needs, it does not address guidelines that apply to the general population’s ability to avoid gaining weight by  |

|             |  |
|-------------|--|
|             | monitoring basic eating habits.  |
| Rationale D | Readers may select this option because paragraph 7 makes a link between bigger plates and bowls and increased portion size, and increased portion size could presumably lead to weight gain. However, the link between big bowls and plates and weight gain is not as strong or well-defined as the link between unmonitored eating and weight gain. |

## Question 12

Which four recommendations for maintaining a healthy weight are supported by the article?

Drag the appropriate recommendations into the boxes.

### Recommendations for Maintaining a Healthy Weight

|  |  |
|--|--|
|  |  |
|  |  |

### Recommendations

|  |                                      |
|--|--------------------------------------|
| Use a chart to find your recommended caloric intake. | Keep track of every calorie you eat. |
| Exercise to combat extra calorie intake.             | Make sure to eat mostly protein.     |
| Avoid eating an excess of fat calories.              | Limit your intake of fast food.      |
| Eat 1,000 to 1,400 calories per day.                 | Keep your portions small.            |

## Question 12 Correct Answers

Which four recommendations for maintaining a healthy weight are supported by the article?

Drag the appropriate recommendations into the boxes.

**Recommendations for Maintaining a Healthy Weight**

|  |                                 |
|--|---------------------------------|
| Avoid eating an excess of fat calories.  | Limit your intake of fast food. |
| Exercise to combat extra calorie intake. | Keep your portions small.       |

### Recommendations

|  |                                      |
|--|--------------------------------------|
| Use a chart to find your recommended caloric intake. | Keep track of every calorie you eat. |
| Make sure to eat mostly protein.                     | Eat 1,000 to 1,400 calories per day. |

(Options may appear in any order.)

*Benchmark: 8.5.2.2*

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers identify the recommendations for healthy weight maintenance by dragging the recommendations into the appropriate boxes.

## Correct Responses

**Avoid eating an excess of fat calories:** Paragraph 5 discusses the various types of calories that humans consume; although the article states that “A calorie is a calorie, regardless of whether it comes from protein, fat, or carbohydrates,” it goes on to say that “For a balanced and healthy diet, however, carbohydrate and protein calories are more nutritionally acceptable than fat calories. An excess of fat calories can have serious negative health effects.” This implies that those concerned with healthy weight maintenance should consume fat calories in moderation.

**Limit your intake of fast food:** In paragraph 9, the author discusses fast foods, which can contain up to 1,500 calories a meal, and notes, “Just one meal can exceed the recommended daily caloric intake for an adult.” For those who are interested in weight maintenance, therefore, it can be beneficial to limit the number of times fast food is eaten.

**Exercise to combat extra calorie intake:** This option is stated clearly in paragraph 4 of the article, which notes that “Combining a balanced caloric intake with exercise is the answer to keeping weight under control.”

**Keep your portions small:** The article stresses portion-size and serving-size awareness as key to healthy weight management. In paragraph 7, the author notes, “One of the reasons people consume more calories than they need is because of portion size.” The author goes on to say “Since people often pay no attention to the serving size, they are unaware of how many calories they are consuming.” The increased size of bowls, plates, and other serving utensils has also confused modern awareness of appropriate serving size. Thus, the author notes at the end of paragraph 8, “Portion size is important when determining daily caloric intake.”

## Incorrect Responses

**Use a chart to find your recommended caloric intake:** Although this may seem like a logical option to readers, paragraph 6 details the physiological variances between individuals, noting that “each teenager’s body burns calories at a different rate.” It also goes on to say “Everyone has unique caloric requirements; large discrepancies, therefore, exist among organizations that publish dietary caloric intake charts.”

**Keep track of every calorie you eat:** This option might be appealing given the author’s discussion of calories in paragraph 1, combined with a general lack of awareness of serving size in paragraph 7 (“Since people often pay no attention to the serving size, they are unaware of how many calories they are consuming.”) However, the article’s overall message is of portion-size awareness and mindfulness of high-calorie foods,

such as fast-food meals. Nothing in the article suggests rigid calorie-counting as a method for maintaining a healthy weight.

**Make sure to eat mostly protein:** In paragraph 5, the author states “protein calories are more nutritionally acceptable than fat calories,” which might seem to endorse this option. However, carbohydrate calories are included in that statement as well. Ultimately, there is nothing explicit in the article suggesting this is beneficial for healthy weight maintenance.

**Eat 1,000 to 1,400 calories per day:** According to paragraph 2, “Most adults require 1,000 to 1,400 calories just to keep their body systems functioning properly.” This number, however, is considered the minimum number of calories for a body at rest, and does not take into account the number of calories needed to carry out daily-living activities. Paragraph 2 goes on to say “For most adults, this means an additional 400 to 600 calories per day;” in other words, 1,400 to 2,000 calories a day are required for maintaining a healthy weight.

### Section 3: Ode to My Socks

#### Question 1

Which word best describes the speaker's attitude toward the socks?

- A. Generous
- B. Indecisive
- C. Grateful
- D. Critical

*Benchmark: 8.4.3.3*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*DOK: II*

*Answer: C*

|             |  |
|-------------|--|
| Rationale A | The speaker receives the socks as a gift (lines 1-3) and later resists the urge “to save them / as schoolboys / keep / fireflies, / as scholars / collect / sacred documents, / I resisted / the wild impulse / to put them / in a golden / cage” (lines 49–60). Readers might think the speaker is resisting the urge to keep the socks and is instead sharing them. In these lines, however, the speaker is trying to convince him/herself to use the beautiful socks rather than preserve them. |
| Rationale B | Readers may select this option because throughout the poem the speaker is trying to decide whether to wear the socks or admire them from a distance. However, the speaker's overwhelming awe for the “heavenly” (line 32) and “beautiful” (line 35) socks is the reason for his/her indecisiveness. The prevailing attitude is the speaker's thankfulness for the socks, which have “honored” (line 28) his/her feet with their beauty.  |
| Rationale C | Correct: Throughout the poem, the speaker celebrates the wonderfully “Outrageous” (line 17) socks. The speaker's feet are transformed by the socks in many fascinating ways, and the speaker feels that his/her “feet / were honored / in this way / by / these / heavenly / socks” (lines 27-33). The speaker is grateful for the gift and the experience.  |
| Rationale D | Throughout the poem, the speaker observes the merits of the socks, namely the positive, transformative effects the socks have on the   |

|  |   |
|--|---|
|  | <p>speaker's feet. Of the socks many qualities, the speaker points out the socks "were / so beautiful / that for the first time / my feet seemed to me / unacceptable / like two decrepit / firemen, firemen / unworthy / of that embroidered / fire, / of those luminous / socks" (lines 34-45). Readers might think the speaker is criticizing the socks in this statement. However, this speaker views, for the first time in the stanza, his/her feet and the socks as separate. The speaker's feet are the "decrepit" objects, "unworthy" of the socks' "luminous" presence. The speaker criticizes his/her feet, not the socks.</p> |
|--|---|



## Question 2

Based on lines 1–7, what can readers infer?

- A. Sheep wool is softer than rabbit fur.
- B. Maru Mori's hands are old and worn.
- C. Hand-knit socks are more durable than manufactured socks.
- D. Maru Mori used wool from her sheep for the socks.

*Benchmark: 8.4.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: D*

|             |  |
|-------------|--|
| Rationale A | Some readers may select this option because lines 6-7 states, “two socks as soft / as rabbits.” However, the speaker indicates in this simile that sheep wool and rabbit fur are equally soft.   |
| Rationale B | Readers might think “shepherd hands” (line 5) look old and worn due to the nature of the job they carry out. However, text evidence does not indicate Maru Mori's hands are old and worn.  |
| Rationale C | Readers might think because the homemade socks were knitted with wool by “shepherd hands” (line 5), that they are stronger than mass-produced socks. However, text evidence does not indicate a comparative judgment between hand-knit socks and manufactured socks. |
| Rationale D | Correct: A “shepherd” (line 5) who knits is likely to use wool from her own sheep to make the socks.   |

### Question 3

What happens when the speaker first wears the new socks?

- A. The speaker's feet feel much warmer.
- B. The speaker imagines the socks are blackbirds or cannons.
- C. The speaker's feet actually turn into fish.
- D. The speaker feels silly wearing the socks.

*Benchmark: 8.4.3.3*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*DOK: 1*

*Answer: B*

|             |   |
|-------------|---|
| Rationale A | Readers might think the speaker's feet become warm because he/she compares the socks to "embroidered / fire" (lines 42-43) and his/her feet to firemen. However, this comparison, like all previous comparisons in lines 17-33, describes the socks' appearance, not their warmth.                          |
| Rationale B | Correct: When the speaker first wears the "Outrageous socks" (line 17), the speaker's imagination takes over and the speaker's feet begin to resemble a variety of pairs: "two fish" (line 19), "two gigantic blackbirds" (line 25), and "two cannons" (line 26).   |
| Rationale C | The speaker does not intend for readers to take the statement in lines 18-19, "my feet became / two fish," literally. Rather, the speaker conveys figuratively how his/her feet appeared after he/she donned the socks.   |
| Rationale D | Because the speaker calls the socks "Outrageous" (line 17), readers might think the speaker feels silly wearing them. However, after the litany of comparisons, the speaker states, "my feet / were honored / in this way / by / these / heavenly / socks" (lines 27-33). It is an honor to wear the socks. |

## Question 4

How does the poet emphasize that the socks are a pair?

- A. Rhyme: words that have final syllables sounding alike
- B. Metaphor: comparing one person or item to another
- C. Repetition: the same word or word pattern over and over
- D. Alliteration: repeating the beginning sounds of words

*Benchmark: 8.4.5.5*

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

*DOK: III*

*Answer: C*

|             |   |
|-------------|---|
| Rationale A | Readers might think repeated sounds represent the paired socks, but the poet does not use rhyme as a literary device in the poem.   |
| Rationale B | The poet uses various metaphors in lines 19-26, all of which are preceded by the term “two.” The metaphors, however, help readers understand the speaker’s wonder and appreciation for the socks and do not serve to emphasize that the speaker has a pair of socks. The repetition of “two” in the metaphors is the device that emphasizes the speaker’s socks are a pair.                                   |
| Rationale C | Correct: The poet repeats the word “two” in the metaphors listed in lines 19-26: “two fish / made of wool, / two long sharks / of ultramarine blue / crossed / by one golden hair, / two gigantic blackbirds, / two cannons.” In addition, in lines 81-84, the poet repeats “beauty” and “good,” emphasizing that “beauty” and “good” are “doubly” evident in “two / woolen socks / in winter” (lines 85-87). |
| Rationale D | Readers might think repeated sounds represent paired socks, but the poet does not use alliteration as a literary device in the poem.  |

## Question 5

The speaker in the poem vividly describes a pair of socks.

Read lines 56–63.

I resisted  
the wild impulse  
to put them  
in a golden  
cage  
and each day give them  
birdseed  
and chunks of pink melon.

Select the words that complete the sentence.

In these lines, the speaker compares the socks to  to  
illustrate that people attempt to  treasured  
possessions so they are not .

## Question 5 Correct Answers

Select the words that complete the sentence.

In these lines, the speaker compares the socks to  to  
illustrate that people attempt to  treasured  
possessions so they are not .

*Benchmark: 8.4.4.4*

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the words in each dropdown that correctly complete the sentence.

### **Correct Responses**

#### **1<sup>st</sup> inline choice**

**birds in a cage:** In lines 56-63, the speaker considers putting the socks in a “cage” (line 60) and feeding them “birdseed / and chunks of pink melon” like one would feed birds (lines 62-63). Also, line 62 cues the reader with the use of “birdseed” as a food source for the “birds.”

#### **2<sup>nd</sup> inline choice**

**protect:** In lines 56-63, the speaker expresses a desire to protect the socks as treasured items by putting them away in a safe place where they could be observed and admired like birds in a cage. In lines 56-60, the speaker states, “I resisted / the wild impulse / to put them / in a golden / cage.” The word “golden” in line 59 indicates something of great value to be protected and cared for. The use of “wild impulse” in line 57 also emphasizes this same intense need to care for the pair of “birds.”

#### **3<sup>rd</sup> inline choice**

**ruined:** In lines 56-63, the speaker worries about ruining the color and brilliance of the socks by wearing them. In lines 61-63, the speaker states he/she will take care of them like something living “and each day give them / birdseed / and chunks of pink melon” to prevent them from being ruined, or dying, as birds would if not given the proper care.

### **Incorrect Responses**

#### **1<sup>st</sup> inline choice**

**chunks of melon:** Although the speaker mentions “chunks of pink melon” (line 63), the socks are not being compared to chunks of melon. In these lines, the speaker is instead comparing the socks to birds that should be kept in a “cage”—a safe place—where they can be protected. The “chunks of melon” are simply the food for the “two birds.”

## **2<sup>nd</sup> inline choice**

**capture:** Although in lines 56-63 of the poem the speaker mentions putting the socks away like two birds placed in a “cage” (line 60), the speaker states this is a “wild impulse” (line 57) to emphasize an interest in protecting and caring for the “birds.”

## **3<sup>rd</sup> inline choice**

**unsatisfied:** In lines 56-63 of the poem the speaker considers whether to store the socks “and each day give them / birdseed / and chunks of pink melon” (lines 61-63) as one would do for caged birds. However, the speaker is not worried about the socks being unsatisfied in the same way one might worry about birds’ hunger being unsatisfied. In lines 61-63, the speaker states he/she will take care of them like something living to prevent them from being ruined.

## Question 6

Which sentence best expresses the main idea of the poem?

- A. Cost is unimportant when people give gifts.
- B. The best things in life cost nothing.
- C. Clothes should look unusual and amazing.
- D. People enjoy ordinary items for their comfort and beauty.

*Benchmark: 8.4.2.2*

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

*DOK: II*

*Answer: D*

|             |  |
|-------------|--|
| Rationale A | The speaker states, “Maru Mori brought me / a pair / of socks / which she knitted with her own / shepherd hands” (lines 1-5) and then spends the remainder of the poem celebrating the socks. Readers might think the speaker’s appreciation for the hand-knit socks, which did not have to be purchased, embodies the poem’s main idea. However, the speaker does not address the idea that the cost of gifts is unimportant elsewhere in the poem. |
| Rationale B | The pair of “heavenly” (line 32), “beautiful” (line 35) socks is a gift to the speaker, and thus cost the speaker nothing. However, the idea that the best things in life cost nothing does not appear elsewhere in the poem.  |
| Rationale C | The speaker appreciates the socks and describes them as “Outrageous” (line 17), a characteristic weaving throughout the remainder of the poem’s metaphors, depicting the socks as intriguing animals and objects. However, text evidence does not indicate that the main idea of the poem is that clothes should look unusual and amazing. In fact, no other items of clothing are referred to besides the socks.                                    |
| Rationale D | Correct: In the last lines of the poem, the speaker states, “And the moral of my ode / is this: / beauty is twice / beauty / and what is good is doubly / good / when it’s a matter of two / woolen socks / in winter” (lines 79-87).The speaker ultimately enjoys the socks for their “beauty” and the comforting warmth they bring during “winter.”  |

## Question 7

The poet most likely assumes readers

- A. know what hand-knit, woolen socks are like.
- B. use socks every day without appreciating them.
- C. want to own socks like the pair described in the poem.
- D. share his enthusiasm for a good pair of socks.

*Benchmark: 8.4.6.6*

Analyze how differences in the points-of-view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

*DOK: II*

*Answer: B*

|             |   |
|-------------|---|
| Rationale A | The poet immediately indicates the socks are woolen and handmade: “socks / which she knitted with her own / shepherd hands” (lines 3-5). However, that the socks are handmade is not mentioned again, and that the socks are “woolen” (line 86) reappears only near the end of the poem. Readers’ understanding of the poem’s content and intention is clearly not dependent upon a familiarity with hand-knit, woolen socks, or any specific type of sock for that matter.   |
| Rationale B | Correct: Because the poet goes to such elaborate lengths to celebrate something as mundane as a pair of socks, it is likely he assumes readers use socks every day without appreciating them. This assumption is reflected in the speaker’s realization that the socks were “so beautiful / that for the first time / my feet seemed to me / unacceptable / like two decrepit / firemen, firemen / unworthy / of that embroidered / fire, / of those luminous / socks” (lines 35-45). Like the speaker, many readers will be perceiving socks differently and with more appreciation for “the first time” (line 36) as they read this poem. |
| Rationale C | The poet spends a wealth of time depicting the socks as alluring. In lines 47-55, the poet indicates the speaker must fight his desire to preserve the beloved socks rather than wear them: “I resisted / the sharp temptation / to save them / as schoolboys / keep / fireflies, / as scholars / collect / sacred documents.” However, the poet is not attempting to appeal to readers who desire a similar pair of socks.   |



|             |  |
|-------------|--|
|             | Understanding the poem's content and intention is not dependent upon a desire for the same socks.  |
| Rationale D | Because the poet's primary intention is to reveal the intrinsic value of socks, which are typically perceived as ordinary, it is unlikely the poet assumes readers share his enthusiasm for a good pair of socks. In fact, even the speaker in the poem is witnessing the incredible nature of the socks "for the first time" (line 36). |

## Question 8

In the poem, who is the speaker most like?

- A. “explorers / in the jungle” who consume their prey  
(lines 64–70)
- B. “schoolboys” who “keep / fireflies”  
(lines 50–52)
- C. “scholars” who “collect / sacred documents”  
(lines 53–55)
- D. “firemen” who are “unworthy / of that embroidered / fire”  
(lines 40–43)

*Benchmark: 8.4.3.3*

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*DOK: III*

*Answer: A*

|             |   |
|-------------|---|
| Rationale A | Correct: The speaker wears the special socks “with remorse” (line 70) rather than preserve them like the explorers who acknowledge the rarity of their prey but consume it nonetheless.   |
| Rationale B | The speaker is compared to “schoolboys” (line 50). However, unlike schoolboys, the speaker successfully “resisted / the sharp temptation” (lines 47-48) to trap the socks “as schoolboys / keep / fireflies” (lines 50-52). The speaker pulls the socks onto his/her feet in lines 71-76, allowing the socks to perform their daily tasks freely. |
| Rationale C | The speaker is compared to “scholars” (line 53). However, unlike the scholars, who “collect / sacred documents” (lines 54-55), the speaker does not preserve the socks by adding them to an unused collection of socks. The speaker pulls the socks on and makes practical use of them.   |
| Rationale D | In lines 39-43, a comparison involving “decrepit / firemen” occurs. However, the speaker does not compare him/herself to the firemen. The speaker describes his/her feet as “firemen, firemen / unworthy / of that embroidered / fire, / of those luminous / socks” (lines 40-45).  |

## Question 9

What does the poet most likely want readers to know?

- A. The importance of giving valuable items as gifts
- B. People should use rather than save treasured items
- C. The importance of treasuring gifts based on who gives them
- D. People should value objects based on their appearance

*Benchmark: 8.4.6.6*

Analyze how differences in the points-of-view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

*DOK: III*

*Answer: B*

|             |   |
|-------------|---|
| Rationale A | The speaker indicates the socks are a cherished handmade gift (lines 1-5) and expresses thankfulness for the socks. However, the poet is not attempting to promote giving valuable items as gifts. The details throughout the poem primarily focus on the idea that it is better to use, rather than preserve, practical objects.   |
| Rationale B | Correct: The socks are special, and the speaker is continually tempted to preserve, or save, rather than use them. However, like jungle explorers “who hand over the rare / green deer / to the roasting spit / and eat it / with remorse” (lines 66-70), the speaker chooses to make use of the special hand-knit socks. At the end of the poem, the speaker speaks directly to the readers: “And the moral of my ode / is this: / beauty is twice / beauty / and what is good is doubly / good / when it’s a matter of two / woolen socks / in winter” (lines 79-87). In other words, the intrinsic value of an object increases when that object is put to its intended use. |
| Rationale C | The speaker identifies “Maru Mori” (line 1) as the person who knits and gives him/her the socks. However, despite the emphasis made in line 1 by including the giver’s name, this name is not mentioned or inferred elsewhere. The poet is not trying to make the point that the gift should be treasured because of who gives it. The poem’s intention centers on the idea that it is wise to embrace the usefulness of beautiful objects.   |

|             |  |
|-------------|--|
| Rationale D | The speaker is enthralled with the “heavenly” (line 32), “beautiful” (line 35) socks and offers unique descriptions of the socks throughout the poem. However, the poet concludes the poem with the idea that beauty and usefulness are valued equally, especially “when it’s a matter of two / woolen socks / in winter” (lines 85-87). |
|-------------|--|

## Question 10

The speaker uses many comparisons in the poem to describe the qualities of a pair of socks.

Drag the quality that matches the comparison used to describe the speaker's socks.

| <b>Comparison</b> | <b>Quality</b> |
|-------------------|----------------|
| Lines 21-22       |                |
| Lines 41-45       |                |
| Lines 49-52       |                |
| Lines 64-70       |                |

### **Qualities**

color

brilliance

value

## Question 10 Correct Answers

The speaker uses many comparisons in the poem to describe the qualities of a pair of socks.

Drag the quality that matches the comparison used to describe the speaker's socks.

| Comparison  | Quality    |
|-------------|------------|
| Lines 21–22 | color      |
| Lines 41–45 | brilliance |
| Lines 49–52 | value      |
| Lines 64–70 | value      |

### Qualities

|       |            |       |
|-------|------------|-------|
| color | brilliance | value |
|-------|------------|-------|

*Benchmark: 8.4.4.4*

Analyze how differences in the points-of-view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the appropriate quality for the comparison presented in each set of lines into the correct box.

### Correct Responses

#### Lines 21-22

**color:** In lines 21-22 of the poem, the poet uses metaphor to compare the appearance and color of the socks to “two long sharks / of ultramarine blue.”

### **Lines 41-45**

**brilliance:** In lines 41-45 of the poem, the speaker describes the brilliance or radiance of the “embroidered / fire, /of those luminous / socks.”

### **Lines 49-52**

**value:** In lines 49-52 of the poem, the speaker communicates the desire to not wear the socks and instead to preserve and value them “as schoolboys / keep / fireflies,” indicating that precious or delicate objects are “saved” and treasured.

### **Lines 64-70**

**value:** In lines 64-70 of the poem, the poet uses a simile to compare the speaker to “explorers / in the jungle / who hand over the rare / green deer / to the roasting spit / and eat it / with remorse,” eating the meat (or wearing the socks) out of necessity while recognizing they are being sacrificed. This idea ties to the mention of the “explorers” eating “with remorse” as they know the animal should be valued. This same “remorse” is extended to the socks, which are worn and will eventually wear out.

### **Incorrect Responses**

The quality/comparison pairings shown are supported by the most specific text evidence. Any other combinations are not well supported by the text.

## Section 4: Got Game? (How to Know for Sure) / The Game that Taught a Theory

### Question 1

According to the article, today's rapid growth of games is a result of

- A. advancing technology in electronic devices.
- B. increasing the challenges for youth in sports.
- C. emerging specialties in individual sports.
- D. changing the culture of international competitions.

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: A*

|             |   |
|-------------|---|
| Rationale A | Correct: Paragraph 3 states the continued development “of electronic devices has unleashed an explosion of new games upon the world.”   |
| Rationale B | Paragraph 3 states ludologists study games in an effort to help designers “come up with new, better, even more fun ways to fill your hours.” Readers might conflate this information about <i>games</i> with <i>sports</i> —which enters the discussion in paragraph 4—and thus interpret the statement as: <i>Ludologists study sports in an effort to help make them more challenging</i> . However, the article refers to games in general, not sports alone. In addition, paragraph 3 clearly states, “the evolution of electronic devices has unleashed an explosion of new games upon the world.” |
| Rationale C | Readers may select this option because ludology itself is a “hip new specialty” (paragraph 3). However, the emergence of this new specialty is a result of today's rapid growth of new games. In addition, the article refers to games in general, not sports alone. Finally, and most significantly, paragraph 3 clearly states, “the evolution of electronic devices has unleashed an explosion of new games upon the world.”   |
| Rationale D | Paragraph 3 states “games are part of every culture” and then goes on to explain that “the evolution of electronic devices has unleashed an   |



|  |   |
|--|---|
|  | <p>explosion of new games upon the world.” Readers may connect the two ideas in such a way as to conclude that since games are part of every culture, and because technology has allowed many new games to emerge all over the world, games are played among cultures in international competitions. However, text evidence does not support this idea. Most significantly, paragraph 3 clearly states, “the evolution of electronic devices has unleashed an explosion of new games upon the world.”</p> |
|--|---|

## Question 2

According to the article, which three effects are produced by successful ludemes?

Select the three effects that apply.

- Education of game players
- A challenge to the human brain
- Creation of universal questions
- An increase in game excitement

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three effects.

### **Correct Responses**

**Education of game players:** Paragraph 6 discusses the “job of ludemes”: “They create a challenge that entices your brain to do what it does best: Analyze choices, make decisions, and manage risk and reward” (paragraph 7). In addition, readers are informed in paragraph 8 that “Games are more than mere child’s play. Games teach us a lot.” Educating game players is another successful effect of ludemes.

**A challenge to the human brain:** In paragraph 6, the author writes, “It’s the job of ludemes to present you, the game player, with a challenging situation. Ludemes set up some kind of problem for you to solve, or they confront you with a series of obstacles to overcome.” Thus, readers can discern that a successful ludeme will be challenging.

**An increase in game excitement:** In order to keep the players interested in continuing the game, the author notes “ludemes straddle the thin line that separates boredom from

frustration. If you resolve the ludemes' challenge too quickly and too easily, then you will become bored" (paragraph 6). A ludeme that is successful will offer the player enough excitement to assure continued engagement.

### **Incorrect Responses**

**Creation of universal questions:** Readers may be drawn to this answer if they misinterpret the author's message in paragraph 8, which states "Games are universal because they explore the core of what human beings essentially are." Although games can *reveal* much about human nature, they do not, in themselves, *create* universal questions.

### Question 3

Based on paragraph 6, the phrase “straddle the thin line” suggests a player’s

- A. tendency to panic.
- B. need for balance between pace and difficulty.
- C. urge to quit.
- D. desire for strength over speed.

*Benchmark: 8.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: B*

|             |  |
|-------------|--|
| Rationale A | Readers might think the phrase “straddle the thin line,” if read literally, suggests a tendency to panic if, for example, a player should lose his or her balance and fall during a game. However, the expression is intended figuratively, and no physical danger exists for the players in question. The phrase means striking a mentally engaging balance between ease and difficulty in the design of games to achieve the perfect pace, which prevents a player’s boredom or frustration.   |
| Rationale B | Correct: To “straddle the thin line” means a slight imbalance in a game’s ease or difficulty could lead to an unreasonable pace, causing a player to feel either boredom or frustration and thus have “a rotten gaming experience” (paragraph 6). Extreme caution when designing games is required to prevent this. Paragraph 6 states the job of a ludeme is to present the player with a stimulating challenge but not cause the player to feel frustration. Paragraph 7 echoes and elaborates on this idea: “Well-designed ludemes work together to strike the perfect balance. They create a challenge that entices your brain to do what it does best.” |
| Rationale C | This is an attractive option because ludemes that do not “straddle the thin line,” or strike a balance between ease and difficulty to create the perfect pace, can cause players to have “a rotten gaming experience” (paragraph 6). If the game ends too quickly or drags on too long,  |

|             |  |
|-------------|--|
|             | players will likely quit. However, as long as the ludemes are “straddling the thin line,” players are less likely to feel the urge to quit. It is only when the ludeme fails to “straddle the thin line” that the player experiences the urge to quit.   |
| Rationale D | Readers might select this option because the phrase “straddle the thin line” implies a struggle to maintain a certain position, which can require physical or mental strength. However, as used in the text, this phrase implies balance, not strength. Paragraph 7 states, “Well-designed ludemes work together to strike the perfect balance” between ease and difficulty to create the perfect pace. Although paragraph 6 mentions the element of speed (games that move too quickly or take too long cause player frustration), the relationship between strength and speed is not implied in the article. |

## Question 4

Which sentence states the main idea of paragraph 8?

- A. Games help us to view ourselves as individuals.
- B. Games allow us to see ourselves as explorers.
- C. Games allow us to understand each other.
- D. Games help us to compete better against each other.

*Benchmark: 8.5.2.2*

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

*DOK: II*

*Answer: C*

|             |  |
|-------------|--|
| Rationale A | This option may attract readers because paragraph 8 states that games “teach us about the individuals who play them.” However, this statement does not imply that we should view ourselves as separate people. Rather, it implies the exact opposite: Games allow players to understand and learn about one another, to “explore the core of what human beings essentially are” (paragraph 8).                                 |
| Rationale B | This option may attract readers because paragraph 8 concludes, “Games are universal because they explore the core of what human beings essentially are.” However, in this statement, games, not the players, are treated as explorers.   |
| Rationale C | Correct: Paragraph 8 states that games teach us about individuals, individual minds, and even cultures, allowing us to understand and “explore the core of what human beings essentially are.”   |
| Rationale D | Paragraph 8 states, “They teach us about the brains that wrestle with them.” The term “wrestling” has a competitive connotation, leading readers to think that games help us learn to compete with one another. However, the statement refers not to the idea of competitive sports, but to the idea that understanding the human brain helps us better “explore the core of what human beings essentially are” (paragraph 8). |

### Question 5

Read paragraph 6 of the article. Then complete the diagram by pairing effects with causes that illustrate why some ludemes fail.

Drag two effects into the appropriate boxes.

#### Why Some Ludemes Fail

| Cause                     | Effect |
|---------------------------|--------|
| The simplicity of ludemes |        |
| The difficulty of ludemes |        |

#### Effects

|                                     |                                    |
|-------------------------------------|------------------------------------|
| The player experiences excitement   | The player experiences boredom     |
| The player experiences satisfaction | The player experiences frustration |

### Question 5 Correct Answers

Read paragraph 6 of the article. Then complete the diagram by pairing effects with causes that illustrate why some ludemes fail.

Drag two effects into the appropriate boxes.

#### Why Some Ludemes Fail

| Cause                     | Effect                             |
|---------------------------|------------------------------------|
| The simplicity of ludemes | The player experiences boredom     |
| The difficulty of ludemes | The player experiences frustration |

#### Effects

The player experiences excitement

The player experiences satisfaction

*Benchmark: 8.5.3.3*

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers identify the effect of each cause by dragging each effect into the appropriate box.

#### Correct Responses

##### The simplicity of ludemes

**The player experiences boredom:** This is the correct effect for this cause. As noted in paragraph 6, “If you resolve the ludemes’ challenge too quickly and too easily, then you will become bored.”



## **The difficulty of ludemes**

**The player experiences frustration:** This is the correct effect for this cause. As noted in paragraph 6, “If you fail to meet their challenge no matter what you do or how hard you try, then you will soon become frustrated.”

## **Incorrect Responses**

**The player experiences excitement:** This item asks students why some ludemes fail. Having the player experience excitement is what makes a ludeme a success, not a failure. As noted in the beginning of paragraph 6, “It’s the job of ludemes to present you, the game player, with a challenging situation.”

**The player experiences satisfaction:** This is an example of a successful ludeme. As paragraph 7 states, “If everything goes according to plan, then ludemes will successfully capture your attention. They will make you crave them.”

### Question 6

Complete the diagram to show which three human needs were part of The Landlord's Game.

Drag the three needs into the boxes in the diagram.

**Three Human Needs**

[ ] + [ ] + [ ]

**Needs**

|            |            |               |
|------------|------------|---------------|
| Food       | Safety     | Warmth        |
| Relaxation | Friendship | Entertainment |

### Question 6 Correct Answers

Complete the diagram to show which three human needs were part of The Landlord's Game.

Drag the three needs into the boxes in the diagram.

**Three Human Needs**

Food + Warmth + Safety

**Needs**

|            |            |               |
|------------|------------|---------------|
| Relaxation | Friendship | Entertainment |
|------------|------------|---------------|

(Options may appear in any order.)

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the three needs into the boxes.

### **Correct Responses**

**Food:** In paragraph 12, the author mentions that bread was considered one of the “absolute necessities,” and therefore, a spot was included where players would be forced to buy it.

**Warmth:** Magie considered clothing and coal as “absolute necessities” (paragraph 12). The game board included coal and clothing tax spots where players purchase these necessities for five dollars apiece.

**Safety:** Shelter was included as a necessity on The Landlord’s Game board, and as noted in paragraph 12, “rents varied from \$1 to \$22,” a cost players would have to pay each time they landed on that space.

### **Incorrect Responses**

**Relaxation:** This answer might be compelling if playing The Landlord’s Game is viewed as a form of relaxation. However, nothing in the game itself indicates “Relaxation” is a basic human need.

**Friendship:** While the possibility exists that The Landlord’s Game would be played with friends, nothing in Magie’s game design indicates she considered “Friendship” a necessity.

**Entertainment:** Paragraph 11 notes Magie designed The Landlord’s Game “with the goal of making the somewhat arid subject of economics more interesting.” However, there is no evidence in Magie’s game design indicating she considered “Entertainment” a necessity.

## Question 7

Based on “The Game that Taught a Theory,” Elizabeth Magie was most likely a person with

- A. ambitions for wealth.
- B. a selfish attitude.
- C. much private property.
- D. a sense of fairness.

*Benchmark: 8.5.3.3*

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

*DOK: II*

*Answer: D*

|             |   |
|-------------|---|
| Rationale A | Because “Elizabeth Magie invented a game that was the forerunner to the modern Monopoly game” (paragraph 11), which was eventually purchased by a larger game company, readers might think she invented the game for the strict purpose of eventually making money. However, the article states Magie “invented the [original] game as a way to educate people” (paragraph 10) and actually “encouraged variations” (paragraph 14) from other game designers. Text evidence clearly indicates Magie sought knowledge for all, not personal fortune.   |
| Rationale B | Because “Elizabeth Magie invented a game that was the forerunner to the modern Monopoly game” (paragraph 11), and because the game of Monopoly involves purchasing as much property as possible and attempting to force your opponents out of business, readers might think Magie was selfish. However, the modern rules of Monopoly were devised after Magie’s original invention, which was intended purely to “educate people” (paragraph 10). Magie even “encouraged variations” (paragraph 14) of her game so knowledge could extend further and in different settings. Text evidence indicates Magie was giving, not selfish. |
| Rationale C | Readers might select this option because Magie’s original game, “The Landlord’s Game,” was based on the ideas of “Henry George, a writer who believed that responsible land ownership and fair taxation were necessary for community growth” (paragraph 11). Spaces on Magie’s game board represented personal “property” (paragraph 13). However,  |

|             |   |
|-------------|---|
|             | text evidence does not indicate whether Magie owned property or not.  |
| Rationale D | Correct: Magie’s primary goal when inventing her game was to “educate people” (paragraph 10), as she designed the game around “the theories of Henry George, a writer who believed that responsible land ownership and fair taxation were necessary for community growth” (paragraph 11). |

## Question 8

What is the main purpose of the opening paragraph of “The Game that Taught a Theory”?

- A. To instruct readers on the history of board games
- B. To offer readers background information about Monopoly
- C. To educate readers about the historical roots of Monopoly
- D. To enlighten readers with the basic principles of economics

*Benchmark: 8.5.6.6*

Determine an author’s point-of-view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

*DOK: II*

*Answer: B*

|             |   |
|-------------|---|
| Rationale A | The opening paragraph states Monopoly is “ <i>known for its unique game pieces, featuring objects such as thimbles, lanterns, rocking horses, and top hats, which were once common in households across the United States,</i> ” indicating the objects are historical. However, this statement, as well as the paragraph in its entirety, offers background information about Monopoly to acquaint readers with the article’s topic. In addition, the paragraph (and article) discusses Monopoly specifically, not board games in general. |
| Rationale B | Correct: The opening paragraph defines the economic term “ <i>monopoly</i> ” and summarizes how the game Monopoly is played, concluding with an interesting fact about the “ <i>unique game pieces.</i> ” The paragraph’s purpose is to familiarize readers with the topic of the article.  |
| Rationale C | The opening paragraph states Monopoly is “ <i>known for its unique game pieces, featuring objects such as thimbles, lanterns, rocking horses, and top hats, which were once common in households across the United States.</i> ” These objects are historical. However, they are the only reference in the paragraph to Monopoly’s history. The roots of the game are discussed later, throughout the body of the article.  |
| Rationale D | Readers may be attracted to this option because the opening paragraph states “ <i>the goal is to become the wealthiest player by buying, renting and selling property,</i> ” which are economic principles.   |

|  |  |
|--|--|
|  | <p>However, they are mentioned in the context of the Monopoly game, not in an attempt to enlighten readers with basic principles of economics. The purpose of the opening paragraph is simply to familiarize readers with the article's topic.</p> |
|--|--|

## Question 9

Which paragraphs describe the diagram of the 1904 board game?

Select the two appropriate paragraph numbers.

Paragraph 11

Paragraph 12

Paragraph 13

Paragraph 14

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: 1*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two appropriate paragraph numbers.

### **Correct Responses**

**Paragraph 12:** In this paragraph, the author describes how “Magie included spots that required purchases of ‘absolute necessities’” which “included bread, clothing, shelter, and coal. With one of these spaces on each row of the game board, all players would eventually be forced to pay for these necessities.” This description directly corresponds to the diagram included in the passage.

**Paragraph 13:** This paragraph includes a number of visual details about the 1904 board. “No properties had street names but were instead blocks labeled with the amount of rent owed if a player happened to land in that space.” The author also describes how the utilities and railroads were labeled, and the manner in which the estate of Lord Blueblood functioned in the same way as the modern Monopoly “Go to Jail” space.



## **Incorrect Responses**

**Paragraph 11:** Paragraph 11 describes Elizabeth Magie's motivation for creating The Landlord's Game; it does not, however, describe the diagram of the game.

**Paragraph 14:** Readers might be attracted to this answer because paragraph 14 states, "Magie encouraged variations of Monopoly from other game creators." It goes on to say, "The names and arrangement of properties, utilities and 'absolute necessities' were changed." However, these changes occur to the 1904 game board in question; also, no explicit details are given about what the changes looked like.

## Question 10

Based on paragraph 15, with which statement would the author most likely agree?

- A. Henry George thought people should live simply.
- B. Elizabeth Magie’s game was more meaningful than Monopoly.
- C. Henry George’s economic theories were superior to other theories.
- D. Elizabeth Magie thought the company that purchased Monopoly was greedy.

*Benchmark: 8.5.6.6*

Determine an author’s point-of-view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

*DOK: III*

*Answer: B*

|             |   |
|-------------|---|
| Rationale A | Henry George “believed that responsible land ownership and fair taxation were necessary for community growth” (paragraph 11). Elizabeth Magie admired his theories and attempted to teach them to the public through a board game, which “was very basic” (paragraph 13). Although the inspired board game was basic, or simple, text evidence does not indicate George Henry thought people should live simply. Besides the fact that his theories lost popularity (paragraph 15), the article provides no further discussion regarding the economic theories of Henry George.                                   |
| Rationale B | Correct: Interested “in the issues facing Americans of her day, especially those involving economics” (paragraph 11), Elizabeth Magie created an educational board game. She wanted to teach the public about important economic theories. In 1935, however, when people became less interested in economics and “more interested in having fun building a fortune in play money” (paragraph 14), all versions of the board game were bought by a large game company. The company’s purpose was clearly to make a profit. Magie’s game was meaningful and purposeful, and the modern day game of Monopoly is not. |
| Rationale C | Magie greatly admired and sought to teach “the theories of Henry George, a writer who believed that responsible land ownership and fair   |

|             |   |
|-------------|---|
|             | taxation were necessary for community growth” (paragraph 11). However, neither Magie nor the author indicates the theories of Henry George were superior to other economic theories. In addition, no other economic theories are discussed in the article; therefore, no comparisons are drawn.     |
| Rationale D | Because the game company bought Monopoly and “all other versions of the game, thus ensuring the company would have a monopoly on Magie’s creation” (paragraph 15), readers might think the company was greedy. However, text evidence offers no indication that Magie had an opinion on the matter. |

## Question 11

According to paragraph 14, over time Monopoly players wanted

- A. more fun.
- B. different games.
- C. more education.
- D. different theories.

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: 1*

*Answer: A*

|             |   |
|-------------|---|
| Rationale A | Correct: Paragraph 14 states, "People became less interested in understanding the complicated financial ideas of Henry George and more interested in having fun building a fortune in play money." This statement reveals the game's evolution from a teaching tool into a competitive game.  |
| Rationale B | Some readers may select this option because paragraph 14 states, "Magie encouraged variations of Monopoly." As a result, various aspects of the game changed. However, text evidence does not indicate the players either wanted or requested these changes. Text evidence makes clear players' attitudes toward the purpose of games changed; they did not express a desire to play different games.   |
| Rationale C | Although Magie designed the game "as a method of demonstrating an economic theory" (paragraph 14), players eventually lost interest in the educational aspect of the game. They "became less interested in understanding the complicated financial ideas" and more concerned with the concept of amassing an imaginary "fortune" (paragraph 14).  |
| Rationale D | According to paragraph 14, after Magie encouraged others to create variations of her game, "People became less interested in understanding the complicated financial ideas of Henry George and more interested in having fun building a fortune in play money." However, text evidence does not indicate players sought out different versions of the game to learn alternative economic theories. In reality, players no longer wanted to learn; they simply wanted to have fun. |

## Question 12

Which statements reveal Elizabeth Magie's goals?

Select the two statements that represent her goals.

- To inspire people to become game designers
- To demonstrate how to make a fortune
- To teach lessons about everyday life
- To help people understand economic principles

*Benchmark: 8.5.3.3*

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two statements that reveal the character's goals.

### **Correct Responses**

**To teach lessons about everyday life:** Paragraph 12 discusses Magie's arrangement of the game board, which "included spots that required purchases of 'absolute necessities.' These included bread, clothing, shelter, and coal." Additionally, other costs included transportation, utilities, and rent. The paragraph goes on to state "These expenses reflected the real-life lessons that Magie wanted to teach."

**To help people understand economic principles:** According to paragraph 10, Magie "invented the game as a way to educate people about a complicated economic theory." Paragraph 11 goes on to say Magie "created The Landlord's Game as a way to simplify some aspects of George's theory." From these passages, readers should recognize Magie's goal was educational.

## **Incorrect Responses**

**To inspire people to become game designers:** No textual evidence in “The Game that Taught a Theory” supports Elizabeth Magie had any other intent for her game, aside from using it as a teaching tool for an economic theory she admired.

**To demonstrate how to make a fortune:** According to the article’s preface, the goal of the modern game of Monopoly, “*is to become the wealthiest player by buying, renting and selling property.*” In contrast, Elizabeth Magie’s original version, The Landlord’s Game, was based on the economic theories of Henry George and was designed to teach about the costs of daily living (buying bread, coal, clothing, utilities and so on). In direct contrast to teaching about a practical economic theory, the modern Monopoly “evolved over the years to become the game where pretend fortunes are made” (paragraph 15). Readers who confuse the facts may have not made associations based on direct evidence in the text.

### Question 13

Read this quotation from paragraph 15.

George's economic theories became less popular over time. However, the game continued evolving until 1935, when a version called 'Monopoly' was bought by a large game company.

In this quotation, what does evolving mean?

- A. Constantly developing
- B. Failing attempts
- C. Losing enthusiasm
- D. Finally ending

*Benchmark: 8.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

*DOK: II*

*Answer: A*

|             |   |
|-------------|---|
| Rationale A | Although the popularity of George's theories dwindled, the game itself "continued" (paragraph 15). This indicates that although the ideas behind the game lost strength, the game's popularity was unaffected by the weakening ideas. In addition, the phrase "a version called 'Monopoly'" implies this version was one among many versions. Therefore, the game never stopped <u>evolving</u> , or constantly developing into alternate versions, until a company bought the <u>games' rights</u> . |
| Rationale B | Because "George's economic theories became less popular over time," readers might think the phrase "However, the game continued <u>evolving</u> " implies the theorists kept trying, unsuccessfully, to reinforce their theories in the minds of players. The theorists' continued tries, therefore, were "failing attempts." However, text evidence clearly indicates the game, not the theory, was the object <u>evolving</u> . The theory  |

|             |  |
|-------------|--|
|             | faded, while the game lived on.  |
| Rationale C | Although people lost enthusiasm for the economic theories (paragraph 15), the use of the conjunctive adverb “However” (paragraph 15) indicates people’s enthusiasm for the game itself followed the opposite route. The game continued to thrive and <u>evolve</u> , even while the theories that originally inspired its creation faded.  |
| Rationale D | The year “1935” is when all versions of the game were monopolized by a single company, and thus prevented from being further developed by outside parties. Readers might therefore read the phrase “ <u>evolving</u> until 1935” as “finally ending in 1935.” However, the term “until” indicates something continued to happen all the way up to a certain point. Therefore, the game continued to develop, or <u>evolve</u> , all the way up to 1935, when its evolution was halted by a monopoly. |



## Question 14

Which of the following characteristics apply to The Landlord's Game, and which characteristics apply to ludemes?

Drag each phrase into the appropriate box.

**The Landlord's  
Game**

**Ludemes**

**Characteristics**

Originated  
by Elizabeth  
Magie

Originated  
by Ben  
Cousins

Based on a  
study of  
game theory

Based on  
economic  
theory

Part of a  
new  
specialty

Created  
more than a  
century ago

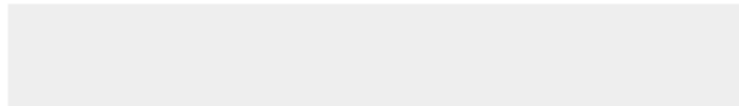
### Question 14 Correct Answers

Which of the following characteristics apply to The Landlord's Game, and which characteristics apply to ludemes?

Drag each phrase into the appropriate box.

| <b>The Landlord's Game</b>      | <b>Ludemes</b>                  |
|---------------------------------|---------------------------------|
| Originated by Elizabeth Magie   | Originated by Ben Cousins       |
| Based on economic theory        | Part of a new specialty         |
| Created more than a century ago | Based on a study of game theory |
|                                 |                                 |

**Characteristics**



(In each box, options may appear in any order.)

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag each characteristic into the appropriate box.

## Correct Responses

### The Landlord's Game

**Originated by Elizabeth Magie:** In paragraph 11, the article states, "Elizabeth Magie invented a game that was the forerunner to the modern Monopoly game." Later in the paragraph, the author identifies it as "The Landlord's Game."

**Based on economic theory:** Paragraph 11 discusses Magie's interest in Henry George's economic theories, noting that "Magie agreed with these ideas and created The Landlord's Game as a way to simplify some aspects of George's theory."

**Created more than a century ago:** In paragraph 12, the article notes "Magie created the original game board and rules in 1903." Readers can discern that this is more than 100 years ago.

### Ludemes

**Originated by Ben Cousins:** The article defines ludemes in paragraph 3, and states Ben Cousins is the "originator of the word ludeme."

**Part of a new specialty:** Paragraph 3 begins by saying "Ludemes are the focus of a hip new specialty called *ludology*."

**Based on a study of game theory:** The author gives a brief explanation of ludemes and ludology in paragraph 3. "Ludology (from the Latin *ludus* or 'play') is the study of games." Later in the same paragraph, the author says, "ludologists try to figure out what makes games tick and why people like to play them." Readers can infer from these sentences that ludemes are based on the study of game theory.

## Incorrect Responses

There are no extra responses. Readers who switch characteristics may misunderstand the difference between them or have failed to make correct associations based on passage evidence.

## Question 15

Paragraph 4 of “Got Game?” states, “Games are about uncertainty.” In “The Game that Taught a Theory,” which part of Elizabeth Magie’s game represents the most uncertainty?

- A. Playing with a particular game piece
- B. Paying \$180 to buy a game property
- C. Earning \$100 for going around the game board
- D. Landing on a particular spot on the game board

*Benchmark: 8.5.1.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: III*

*Answer: D*

|             |  |
|-------------|--|
| Rationale A | Paragraph 15 concludes with the statement, “pretend fortunes are made by moving a top hat around a game board.” Because acquiring a fortune is partially dependent upon where on the board the game piece lands, risk, or uncertainty, exists within that game. However, that uncertainty has no correlation to the particular game piece a player uses. The game piece has no effect on whether a player acquires a fortune or not. |
| Rationale B | Uncertainty may arrive after the \$180 purchase is made, but the purchase itself is a choice, with a predetermined price for a certain property, as the game board diagram at the end of paragraph 12 shows. Landing on the square is a product of chance, but the decision to purchase the property is not.   |
| Rationale C | Players receive wages “of \$100 each time they rounded the board” (paragraph 12). How many times a player might round the board is uncertain, but \$100 is a certainty each time it happens.   |
| Rationale D | Correct: The phrase “if a player happened to land in that space” (paragraph 13) indicates that where on the board a player’s game piece lands is completely unpredictable.   |

## Question 16

The concept of the game Monopoly has evolved over time.

Drag the events of “The Game that Taught a Theory” into the order in which they happened with the first event at the top.

Elizabeth Magie developed an easier and more enjoyable way to teach people about Henry George’s economic theory.

The Landlord’s Game utilized spots for life’s everyday basic needs.

Over time, people lost interest in Henry George’s economic theories.

Monopoly was created based on previous versions and established by a large corporation.

*Benchmark: 8.5.3.3*

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

*DOK: 1*

*Answer: x*

*Rationale:*

For a full credit response, readers stack the events of the article in the order in which they happened.

### **Correct Responses**

**1<sup>st</sup> Elizabeth Magie developed an easier and more enjoyable way to teach people about Henry George’s economic theory:** As paragraph 11 explains, Elizabeth Magie was interested in making the “arid subject of economics more interesting;” she was “acquainted with the theories of Henry George, a writer who believed that responsible land ownership and fair taxation were necessary for community growth.”

**2<sup>nd</sup> The Landlord's Game utilized spots for life's everyday basic needs:** Paragraph 12 provides the information that Magie's game "included spots that required purchases of 'absolute necessities'" such as "bread, clothing, shelter, and coal."

**3<sup>rd</sup> People lost interest in Henry George's economic theories:** Paragraph 14 mentions "people became less interested in understanding the complicated financial ideas of Henry George and more interested in having fun building a fortune in play money."

**4<sup>th</sup> Monopoly was created based on previous versions and established by a large corporation:** Paragraph 15 explains a large game company bought a version of the game called "Monopoly" and "the rights to all other versions of the game" thereby creating its own monopoly.

### **Incorrect Responses**

Any other order presented is incorrect because it will not reflect the order in which events happened.

## Question 17

Read this summary of the article "Got Game? (How to Know for Sure)."

Which sentence is an unnecessary detail that should be removed from the summary?

Select the sentence that should be removed from the summary.

Ludology is the study of games and their players. There are six qualifications that a game must employ in order to be classified as a game, including the incorporation of a ludeme. A ludeme is a situation that is set up to challenge the player and present a balance of a game being too easy or too difficult. **While a ludeme might add a reward as an enticement, doing chores the fastest or the best does not qualify as a real ludeme.** Playing the game and conquering a ludeme reveals much about the personality, culture, and cognitive ability of a player.

*Benchmark: 8.5.2.2*

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the unnecessary detail that should be removed from the summary of the article.

## Correct Response

**“While a ludeme might add a reward as an enticement, doing chores the fastest or the best does not qualify as a real ludeme”:** The summary describes the study of ludemes (ludology) and their players. All of the sentences combine to provide an overview of how ludemes work together to form a game and how the challenge of the game reveals information about its players. The incorrect sentence does not offer information about ludology; rather, it offers a specific detail about what is not considered a ludeme. Compared to the other sentences, it offers an interesting, but unrelated, detail that is not necessary in a summary.

## Incorrect Responses

**“There are six qualifications that a game must employ in order to be classified as a game, including the incorporation of a ludeme”:** This broad statement offers readers concrete information about what ludologists look for when determining whether a game can really be classified as a game. This sentence follows logically from the sentence before it.

**“A ludeme is a situation that is set up to challenge the player and present a balance of a game being too easy or too difficult”:** A “ludeme” is introduced in the previous sentence, so this sentence logically follows and provides readers additional information about what a ludeme is and how it operates.

**“Playing the game and conquering a ludeme reveals much about the personality, culture, and cognitive ability of a player”:** This last sentence of the paragraph continues and expands upon the idea of why ludologists are interested in studying various games and their ludemes and what they might learn from their studies.



**MCA-III Item Sampler Paper Answer Key  
Grade 8 Reading**

**Segment 1  
7 Questions**

| Item # | Correct Answer | Item Type | Online Sampler Location | Skill Domain          | SSB     | Depth of Knowledge |
|--------|----------------|-----------|-------------------------|-----------------------|---------|--------------------|
| 1      | A              | MC        | Sec. 1, #1              | Craft and Structure   | 8.4.4.4 | II                 |
| 2      | C              | MC        | Sec. 1, #2              | Key Ideas and Details | 8.4.3.3 | II                 |
| 3      | D              | MC        | Sec. 1, #4              | Craft and Structure   | 8.4.4.4 | II                 |
| 4      | A              | MC        | Sec. 1, #5              | Key Ideas and Details | 8.4.3.3 | II                 |
| 5      | B              | MC        | N/A                     | Key Ideas and Details | 8.4.1.1 | II                 |
| 6      | B              | MC        | Sec. 1, #8              | Craft and Structure   | 8.4.4.4 | II                 |
| 7      | C              | MC        | Sec. 1, #9              | Craft and Structure   | 8.4.6.6 | I                  |

**Segment 2  
9 Questions**

| Item # | Correct Answer | Item Type | Online Sampler Location | Skill Domain                       | SSB     | Depth of Knowledge |
|--------|----------------|-----------|-------------------------|------------------------------------|---------|--------------------|
| 8      | C              | MC        | Sec. 2, #1              | Craft and Structure                | 8.5.6.6 | II                 |
| 9      | B              | MC        | Sec. 2, #3              | Craft and Structure                | 8.5.4.4 | II                 |
| 10     | D              | MC        | Sec. 2, #4              | Craft and Structure                | 8.5.6.6 | II                 |
| 11     | C              | MC        | Sec. 2, #5              | Integration of Knowledge and Ideas | 8.5.8.8 | III                |
| 12     | C              | MC        | Sec. 2, #6              | Key Ideas and Details              | 8.5.1.1 | II                 |
| 13     | D              | MC        | Sec. 2, #8              | Key Ideas and Details              | 8.5.1.1 | II                 |
| 14     | A              | MC        | N/A                     | Craft and Structure                | 8.5.6.6 | II                 |
| 15     | B              | MC        | Sec. 2, #10             | Craft and Structure                | 8.5.4.4 | II                 |
| 16     | A              | MC        | Sec. 2, #11             | Key Ideas and Details              | 8.5.2.2 | II                 |

**Segment 3  
8 Questions**

| Item # | Correct Answer | Item Type | Online Sampler Location | Skill Domain          | SSB     | Depth of Knowledge |
|--------|----------------|-----------|-------------------------|-----------------------|---------|--------------------|
| 17     | C              | MC        | Sec. 3, #1              | Key Ideas and Details | 8.4.3.3 | II                 |
| 18     | D              | MC        | Sec. 3, #2              | Key Ideas and Details | 8.4.1.1 | II                 |
| 19     | B              | MC        | Sec. 3, #3              | Key Ideas and Details | 8.4.3.3 | I                  |
| 20     | C              | MC        | Sec. 3, #4              | Craft and Structure   | 8.4.5.5 | III                |
| 21     | D              | MC        | Sec. 3, #6              | Key Ideas and Details | 8.4.2.2 | II                 |
| 22     | B              | MC        | Sec. 3, #7              | Craft and Structure   | 8.4.6.6 | II                 |
| 23     | A              | MC        | Sec. 3, #8              | Key Ideas and Details | 8.4.3.3 | III                |
| 24     | B              | MC        | Sec. 3, #9              | Craft and Structure   | 8.4.6.6 | III                |

**Segment 4**  
**9 Questions**

| Item # | Correct Answer | Item Type | Online Sampler Location | Skill Domain          | SSB     | Depth of Knowledge |
|--------|----------------|-----------|-------------------------|-----------------------|---------|--------------------|
| 25     | A              | MC        | Sec. 4, #1              | Key Ideas and Details | 8.5.1.1 | II                 |
| 26     | B              | MC        | Sec. 4, #3              | Craft and Structure   | 8.5.4.4 | II                 |
| 27     | C              | MC        | Sec. 4, #4              | Key Ideas and Details | 8.5.2.2 | II                 |
| 28     | D              | MC        | Sec. 4, #7              | Key Ideas and Details | 8.5.3.3 | II                 |
| 29     | B              | MC        | Sec. 4, #8              | Craft and Structure   | 8.5.6.6 | II                 |
| 30     | B              | MC        | Sec. 4, #10             | Craft and Structure   | 8.5.6.6 | III                |
| 31     | A              | MC        | Sec. 4, #11             | Key Ideas and Details | 8.5.1.1 | I                  |
| 32     | A              | MC        | Sec. 4, #13             | Craft and Structure   | 8.5.4.4 | II                 |
| 33     | D              | MC        | Sec. 4, #15             | Key Ideas and Details | 8.5.1.1 | III                |

**Passage Characteristics**

| Segment | Title  | Type | Online Sampler Location | Lexile   | Word Count |
|---------|--|------|-------------------------|----------|------------|
| 1       | The Best Coach   | L    | Sec. 1                  | 990      | 986        |
| 2       | The Calorie  | I    | Sec. 2                  | 1200     | 854        |
| 3       | Ode to My Socks  | L    | Sec. 3                  | N/A      | 216        |
| 4       | Got Game? (How to Know for Sure) / The Game that Taught a Theory | I/I  | Sec. 4                  | 950/1160 | 1290       |