

End of Grade 5 Reading Table of Contents

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Supplemental Information about Text Passages Used for End of Grade 5		
Title of Passage	Text Type	Text Descriptors
“Why Raven’s Beak is Curved”	Literary Traditional Narrative Folktale	<ul style="list-style-type: none"> ❖ Includes familiar setting (sea, water for fishing) ❖ Varied vocabulary, but generally familiar; use of words with multiple meanings (e.g., the canoe churned) and descriptive language and imagery (e.g., it...landed ka-chonk) ❖ Content builds from familiar experiences (e.g., fishing, trickery) ❖ Straightforward text structure ❖ Character relationships become complex and change with events ❖ Range of punctuation used
“The Best Summer Night Is... (poem)” by Jill Esbaum	Literary Poetry	<ul style="list-style-type: none"> ❖ Includes familiar setting (summer night, city park) ❖ Varied vocabulary, but generally familiar; use of descriptive language and imagery (e.g., glitter stitches, starry quilt, BOOM) ❖ Use of (narrator’s) voice – told in first person ❖ Content builds from familiar experiences (e.g., summer, fireworks) ❖ Straightforward text structure ❖ Limited range of punctuation used – ellipses, dash, comma, period
“A Whale of a Tale,” from <i>Time for Kids</i> (1998)	Informational Magazine Article	<ul style="list-style-type: none"> ❖ Includes complex information presented through factual details and brief summaries ❖ Varied and challenging vocabulary, including use of technical words; content-specific terms are described or explained (e.g., baleen, use of bristles) in context ❖ Multiple ideas, based on factual content are included ❖ Text features include subheadings, pronunciation help (“buh-leen” for baleen), and inset text (Did you Know?) to support understanding ❖ Full range of punctuation used
<p>For more information about “Increasing Text Complexity,” see NECAP Reading GLEs Grades 3-8 – Appendix F</p> <p>For more information about Suggested Informational and Literary Texts, see NECAP Reading GLEs Grades 3-8 – Appendix A</p>		

Stand-Alone Reading Items	
Sample Reading Items for End of Grade 5	Information about the Items
<p>1. What does the word <u>cease</u> mean?</p> <p>A. cause to happen B. instruct C. make worse D. stop</p>	<p>R-5-3.1 (synonym) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-5-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Identifying synonyms, antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>
<p>Use the sentence in the box below to answer the question.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Many of the people who work with my grandfather like to volunteer as activity leaders at the local Boys' Club. An <u>associate</u> of my grandfather came to our school to talk about how he became involved in this work.</p> </div> <p>2. What does <u>associate</u> mean?</p> <p>A. co-worker B. relative C. teacher D. employer</p>	<p>R-5-3.2 (use context) Key: A</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-5-3.2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Selecting appropriate words or <u>explaining the use of words in context</u>, including, words with multiple meanings</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>

This Native American story explains one version of how the raven's beak became curved. Read the story and then answer the questions that follow.

Why Raven's Beak is Curved

- 1 One day as Raven walked by the sea, he saw an old man, bent and
wrinkled, paddling a canoe. Raven watched the old man cast out his fishing line.
- 2 "I think I'll have some fun," said Raven, laughing to himself. "I'll tug the
line and make the old man think he has caught a great fish."
- 3 Diving into the water, Raven took the fish bait into his beak and gave a
gentle tug, like the nibbling of a great fish before it strikes. The old man sat very
still.
- 4 Again, Raven tugged gently at the line. This time the old man was certain
that a great fish was nibbling his bait. Holding his line steady, he reached for his
net.
- 5 Raven chuckled to himself. Then swiftly and powerfully he pulled at the
line, sure he could jerk it from the old man's hand.
- 6 But the old man was strong and hungry. He wanted the great fish. He
leaned back, trying to bring the fish to the net.
- 7 Back and forth they pulled. The water around the canoe churned, white
with waves.
- 8 Raven decided that this was becoming too much like work, so he opened
his mouth to let the lines free. But the hook was stuck in Raven's beak! Raven
could not get loose!
- 9 Frightened, Raven pulled hard on the line, but still he could not break free.
Slowly, Raven's beak began to bend under, curving more with each pull.
- 10 Suddenly, Raven's beak popped off. It flew through the air and landed ka-
chonk in the canoe. The old man was very surprised. He picked it up, turning it
over and over. He had never seen anything like it before.
- 11 Embarrassed, Raven called to the man, keeping out of sight behind a tree.
"Old man, you have my beak. Give it back to me."
- 12 The old man started to laugh. "So this is a beak," he said. "Come out-I
have to be sure it is really yours."
- 13 Raven protested, but the old man would not give in.
- 14 When he saw Raven, the old man shook his fist at him. "Why did you
take my bait?" he cried. "I am hungry, and now I cannot catch a fish. I shall eat
your beak instead."
- 15 "Oh no," cried Raven. Please do not do that! I will fish for you."
The old man nodded slowly. Raven caught many fish and gave them to the old
man. When the old man was satisfied, he held out the beak. Raven snatched it
and flew home.
- 16 Raven tried to hammer out the beak's curve, but he never got it completely
straight. And ever since then, raven has had a curved beak.

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Passage-Related Reading Items for Literary Text: “Why Raven’s Beak Is Curved”	
Sample Reading Items for End of Grade 5	Information about the Items
<p>1. A synonym for <u>embarrassed</u> is</p> <p>A. joyful. B. agreeable. C. hopeful. D. uncomfortable.</p>	<p>R-5-3.1 (synonym) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Identifying synonyms, antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>
<p>2. An antonym for <u>protested</u> is</p> <p>A. agreed. B. aided. C. worried. D. complained.</p>	<p>R-5-3.1 (antonym) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Identifying synonyms, antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>
<p>3. What causes Raven to first pull on the fishing line?</p> <p>A. He is trying to get the fish. B. He wants to get back at the man. C. He is trying to fool the man. D. He thinks he will save the fish.</p>	<p>R-5-4.1 (identify problem) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying or describing problem/ solution, major events, or plot, as appropriate to text</p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>
<p>4. Why does Raven decide to let go of the fishing line?</p> <p>A. He decides it is too difficult. B. He decides he is no longer hungry. C. He wants to go home. D. He loses his anger for the man.</p>	<p>R-5-4.1 (identify problem) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying or describing problem/ solution, major events, or plot, as appropriate to text</p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>

Passage-Related Reading Items for Literary Text: “Why Raven’s Beak Is Curved”	
Sample Reading Items for End of Grade 5	Information about the Items
<p>5. Raven’s beak becomes curved because he</p> <p>A. was greedy for fish. B. does not listen to the man. C. is mean to the man. D. tries to play a joke on the man.</p>	<p>R-5-4.2 (summarize key idea) Key: D Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-4.2: Demonstrate initial understanding of elements of literary texts by... Paraphrasing or summarizing key ideas/plot</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>
<p>6. Which word best describes Raven?</p> <p>A. greedy B. happy C. tricky D. confused</p>	<p>R-5-5.2 (describe character traits) Key: C Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...<u>Describing characters’</u> personality traits or <u>interactions</u></p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>
<p>7. Describe the relationship between the man and Raven. Use specific information from the story to support your response.</p>	<p>R-5-5.2 (character interactions) Key: Scoring Guide Item Type: CR – related to passage</p> <p>Alignment to GLE R-5-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...<u>Describing characters’</u> physical characteristics, personality traits, or <u>interactions</u>; or providing examples of thoughts, words, or actions that reveal characters’ personality traits or <u>their changes over time</u></p> <p>Depth of Knowledge: Level 3 - Analyze interrelationships among elements of the text (plot, subplots, characters, setting); Explain, generalize, or connect ideas, using supporting evidence from the text</p>
<p>8. Explain how and why Raven changes in the story. Use specific details from the story to support your response.</p>	<p>R-5-5.2 (character change) Key: Scoring Guide Item Type: CR – related to passage</p> <p>Alignment to GLE R-5-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...<u>Describing characters’</u> physical characteristics, personality traits, or <u>interactions</u>; or providing examples of thoughts, words, or actions that reveal characters’ personality traits or <u>their changes over time</u></p> <p>Depth of Knowledge: Level 3 - Analyze interrelationships among elements of the text (plot, subplots, characters, setting); Explain, generalize, or connect ideas, using supporting evidence from the text</p>

Passage-Related Reading Items for Literary Text: “Why Raven’s Beak Is Curved”	
Sample Reading Items for End of Grade 5	Information about the Items
<p>9. This story is being told by</p> <p>A. Raven. B. an unnamed narrator. C. the man. D. every person.</p>	<p>R-5-5.4 (identify narrator) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-5.4: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Identifying the narrator</p> <p>Depth of Knowledge: Level 2 - Recognize appropriate generalizations about text</p>
<p>10. What is a lesson that can be learned from the story? Use specific details from the story to support your answer.</p>	<p>R-5-5.5 (author’s message) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-5-5.5: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Identifying author’s message or theme (implied or stated, as in a fable)</p> <p>Depth of Knowledge: Level 3 - Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>
<p>11. In paragraph 7, the image, “The water around the canoe churned, white with waves,” is used to show how</p> <p>A. much Raven and the man struggled. B. this situation is dangerous. C. much Raven truly wants the fish. D. the weather is unpredictable like Raven.</p>	<p>R-5-6.1 (author’s craft – imagery) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... <u>Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works</u></p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Use context cues to identify the meaning of unfamiliar words</p>

Below is a poem about a summer night. Read the poem and then answer the questions that follow.

The Best Summer Night is . . .
By Jill Esbaum

CRICKET magazine, July 2004, Vol. 31, No. 11, text © 2004 by Jill Esbaum.

Passage-Related Reading Items for Literary Text: “The Best Summer Night Is . . .” SEE GRADE 5 for additional sample items.									
Sample Reading Items for End of Grade 5	Information about the Items								
1. In line 14, <u>glitter stitches</u> means A. a colorful hem on a piece of clothing. B. a thin light from the fireworks. C. a bunch of stars. D. a hole in the quilt.	<p>R-5-6.1 (author’s craft - imagery) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... <u>Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works</u></p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Use context cues to identify the meaning of unfamiliar words</p>								
2. In the poem, the speaker uses words or phrases to create images of sights and sounds. Choose one group of words or phrase from the poem that is used to create an image. Then describe the image that is created by those words.									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Words or phrase from the poem</th> <th style="width: 50%;">The image that is created by these words</th> </tr> </thead> <tbody> <tr> <td>Example: BOOM</td> <td>Boom is written in capital letters to show the big, loud sound of fireworks.</td> </tr> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> </tbody> </table>		Words or phrase from the poem	The image that is created by these words	Example: BOOM	Boom is written in capital letters to show the big, loud sound of fireworks.	1.	1.	2.	2.
Words or phrase from the poem	The image that is created by these words								
Example: BOOM	Boom is written in capital letters to show the big, loud sound of fireworks.								
1.	1.								
2.	2.								
2. See item above.	<p>R-5-6.1 (author’s craft - imagery) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-5-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... <u>Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works</u></p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Use context cues to identify the meaning of unfamiliar words</p>								

This article tells about a whale named J.J. that scientists are preparing to release into the ocean. Read the article and then answer the questions that follow.

A Whale of a Tale

A gray whale raised at Sea World must learn to live in the Sea

1 As a scientist studying gray whales, Jim Sumich needs a lot of patience. He has spent years out at sea quietly waiting for baby gray whales to come to the surface. Sometimes he uses small balloons to trap the air from their blowholes, the openings on the tops of their heads. By studying their breathing, Sumich hopes to learn more about how a gray whale's body works.

2 One day in January 1997, Sumich got a big break. A 1,660-pound newborn gray whale washed up on a California shore. Animal-rescue workers brought the tired, hungry orphan, a female, to Sea World in San Diego and named her J.J. "Suddenly we had this week-old gray whale drop in our laps," Sumich says. J.J.'s arrival gave scientists the rare chance to study one of the sea's great giants up close. They learned new information about how gray whales breathe, hear and feed. But the scientists had an even bigger plan for J.J. They decided that someday they would try to release her back into the ocean.

J.J.'s Jumbo Progress

3 Before she could return to her natural home, J.J. had to grow strong. She needed to gain a lot of weight, so workers cooked up a high-fat formula that was like whale's milk. The recipe? Heavy cream, clams and powdered milk. It may sound fishy to you, but J.J. gulped it down and started growing and growing and growing. Since arriving at Sea World, J.J. has been gaining about two pounds every hour! She now weighs more than 17,000 pounds and is 29 feet long. And she's not nearly full grown.

4 J.J. is so healthy that scientists think she is almost ready to return to the ocean. They hope to release her in the next few weeks, when gray whales are migrating from southern Pacific waters near Mexico to colder waters near Alaska. "She'll have other gray whales to follow and to teach her where to feed," says Kevin Robinson, J.J.'s chief caretaker at Sea World.

A Risky Return

5 But J.J.'s release won't be easy. For one thing, she's huge! A 32-foot long sling has been designed to load her onto the back of a truck and then onto a boat. "Anything could happen," says Keith Yip, Sea World's supervisor of animal care. "Nothing like this has ever been done before."

6 Scientists are also concerned that J. J. may have problems eating on her own. J.J. is a baleen (buh-leen) whale, which means she has stiff bristles instead of teeth. The bristles trap tiny, shrimplike creatures called krill, as well as small fish and worms. It takes a lot of krill to fill a gray whale's giant belly-2,400

pounds a day! It's too hard for scientists to collect that much krill, so they've fed her squid and fish instead. Now they are hoping that J.J. will learn to eat krill once she's back in the ocean.

- 7 Even if J.J. does develop a taste for krill, scientists are worried she may not realize that killer whales have a taste for her! Killer whales are a natural enemy of gray whales. But J.J.'s tank at Sea World is near the killer whale tank, and she may not fear them the way she should.

Riding a Wave of Support

- 8 Still, J.J.'s sheltered life at Sea World may give her some advantages. "She is probably the healthiest, best rested 14 month-old gray whale on this planet," says Sumich.

Did You Know?

The blue whale is the world's largest animal. An elephant can fit on a blue whale's tongue!

Gray whales were hunted almost to extinction during the 19th and early 20th centuries. But their population has bounced back since they gained legal protection in 1946. Today there are more than 20,000 of them.

A Whale's skin is coated with oil to help it slide through the water. The skin feels smooth and rubbery, like a hard-boiled egg.

A whale's tooth forms a new ring every year, just like a tree. Scientists can tell a whale's age by cutting a tooth in half and counting the rings.

A blue whale's heart weighs as much as a Volkswagen Beetle car!

Whales are able to grow to such a huge size because their weight is held up by the water in the ocean. Their bones are lightweight and full of holes, like sponges.

Killer whales are the fastest whales-they can swim as fast as 34 miles an hour! They got their name because they rule as the ocean's top hunters. They eat fish, seals, dolphins and other whales. But they do not eat humans.

Whales cannot see well underwater, but they have very good hearing. Whales and bats are the only animals to use a system called echolocation. They find their way by following sounds and echoes. They also use sounds to find food.

Male humpback whales sing to attract females. Each whale has his own song. A recording of humpback songs flew onboard the Voyager spacecraft as a greeting from Planet Earth!

The humpback has the longest flippers of any whale, up to 17 feet!

Whales, like humans, are mammals. Baby whales are called calves, and they drink milk from their mothers.

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Passage-Related Reading Items for Informational Text - “A Whale of a Tale”	
Sample Reading Items for End of Grade 5	Information about the Items
<p>1. What is the meaning of <u>rare</u> as used in paragraph 2?</p> <p>A. uncommon B. typical C. popular D. lightly cooked</p>	<p>R-5-3.2 (multiple meanings) Key: A Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-3.2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Selecting appropriate words or explaining the use of words in context, including, words with multiple meanings</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>
<p>2. Which section would you most likely find information about what life in the ocean will be like for J.J.?</p> <p>A. the first section B. “J.J.’s Jumbo Progress” C. “A Risky Return” D. “Did You Know?”</p>	<p>R-5-7.1 (use text features - subheadings) Key: C Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-7.1: Demonstrate initial understanding of informational texts (expository) by... Obtaining information from text features (e.g., headings, subheadings)</p> <p>Depth of Knowledge: Level 2 - Obtain information using text features of informational text</p>
<p>3. The headings in this article are used to show</p> <p>A. the different stages of J.J.’s life. B. what each section will be about. C. the conflict J.J. faces in each of the sections. D. what information the author feels is the most important.</p>	<p>R-5-7.1 (use text features - subheadings) Key: B Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-7.1: Demonstrate initial understanding of informational texts (expository) by... Obtaining information from text features (e.g., headings, subheadings)</p> <p>Depth of Knowledge: Level 2 - Obtain information using text features of informational text</p>
<p>4. According to the article, the scientists are waiting to release J.J. until</p> <p>A. she gains enough weight. B. it is time to migrate. C. she has learned to protect herself from killer whales. D. they find better equipment to help her.</p>	<p>R-5-7.2 (key details) Key: A Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-7.2: Demonstrate initial understanding of informational texts (expository) by... Using information from the text to answer questions related to key details</p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>
<p>5. According to the article, which is one way that J.J.’s life will be different when she is released?</p> <p>A. She will eat more in the wild. B. She will become dangerous to people. C. She will sing more songs. D. She will need to eat different things.</p>	<p>R-5-7.2 (key details) Key: D Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-7.2: Demonstrate initial understanding of informational texts (expository) by... Using information from the text to answer questions related to key details</p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>

Passage-Related Reading Items for Informational Text - “A Whale of a Tale”

Sample Reading Items for End of Grade 5

Information about the Items

6. Fill in the chart using information from the article.

What will help J.J. survive in the ocean?	How will this help J.J. survive in the ocean?
1.	1.
2.	2.

6. See item above.

R-5-7.3 (organize information) Key: Scoring Guide
Item Type: CR – related to passage
Alignment to GLE R-5-7.3: Demonstrate initial understanding of informational texts (expository and practical texts) by...Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, paraphrasing, summarizing)
Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text

7. Fill in the chart comparing and contrasting J.J.’s life at Sea World with what her life will most likely be like in the ocean. Use details from the article as support.

Categories	J.J.’s life at <u>Sea World</u>	J.J.’s life in the <u>ocean</u>
Food and Diet	1.	1.
Safety	2.	2.

7. See item above.

R-5-7.3 (organize information) Key: Scoring Guide
Item Type: CR – related to passage
Alignment to GLE R-5-7.3: Demonstrate initial understanding of informational texts (expository) by...Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, paraphrasing, summarizing, or comparing/contrasting)
Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text

Passage-Related Reading Items for Informational Text - “A Whale of a Tale”	
Sample Reading Items for End of Grade 5	Information about the Items
8. Describe the relationship between J.J. and the scientists. Use details from the article to support your response.	<p>R-5-8.1 (connect information in text) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-5-8.1: Analyze and interpret informational text, citing evidence as appropriate by... Connecting information <i>within</i> a text</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text</p>
9. The boxed information is most likely included in the article to	<p>R-5-8.3 (inference - author’s purpose) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-8.3: Analyze and interpret informational text, citing evidence as appropriate by... Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, <u>persuade</u>) or message</p> <p>Depth of Knowledge: Level 3 - Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>
10. Which sentence from the article is a statement of fact?	<p>R-5-8.4 (fact/opinion) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-5-8.4: Analyze and interpret informational text, citing evidence as appropriate by... Distinguishing fact from opinion</p> <p>Depth of Knowledge: Level 2 - Distinguish between fact and opinion</p>
11. What dangers does J.J. face once she is released into the ocean? Use specific details from the article to explain the dangers.	<p>R-5-8.5 (inference - cause-effect) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-5-8.5: Analyze and interpret informational text, citing evidence as appropriate by... Making inferences about causes or effects</p> <p>Depth of Knowledge: Level 3 - Make and support inferences about implied causes and effects</p>