

End of Grade 7 Reading Table of Contents

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Reading Content Clusters	Item Numbers	Reading GLEs	Pages
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Supplemental Information about Text Passages Used for End of Grade 7		
Title of Passage	Text Type	Text Descriptors
“Summer Reading,” by Michael Dorris	Literary Personal Narrative	<ul style="list-style-type: none"> ❖ Personal narrative spanning 30 years of author’s life and events that affected his career path ❖ Some uncommon use of words, including words with non-literal meanings (e.g., the measure of my neighbors, plunged into the aching tragedy of the Holocaust) and more abstract vocabulary (e.g., oblivion) ❖ Varied sentence structure to convey specific meanings (e.g., “To make two long stories short...”) ❖ Prose style that matches text purpose ❖ Relationships between characters and ideas are less explicit and require inference ❖ Sophisticated theme – a book arriving at the right moment will change the course of all that follows
“Dream Variation,” by Langston Hughes	Literary Poetry	<ul style="list-style-type: none"> ❖ Vocabulary generally familiar; use of descriptive/ metaphoric language and imagery (e.g., pale evening, the white day, night – dark like me) ❖ Use of (narrator’s) voice – told in first person ❖ Content builds from familiar experience (dream) with abstract perspective (night is dark like me) ❖ Straightforward text structure; Use of repetition and rhyme ❖ Range of punctuation used – comma, period, dash, exclamation, ellipses
“The Lost People of Mesa Verde,” by Elsa Marston	Informational Magazine Article	<ul style="list-style-type: none"> ❖ Informational text includes synthesized information with factual details ❖ Word choice reflects historical and cultural context (erosion, plateau, mesa, alcoves, cliff houses) ❖ Relationship between ideas is less explicit and requires inference and conjecture ❖ Understanding content requires some general historical knowledge of the southwest
<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 7	Information about the Items
<p>1. What does the prefix <i>trans</i> mean in the word <u>transatlantic</u>?</p> <p>A. beyond B. between C. across D. against</p>	<p style="text-align: right;">Key: C</p> <p>R-7-2.1 (prefix knowledge) Item Type: MC – stand alone</p> <p>Alignment to GLE R-7-2.1: Students identify the meaning of unfamiliar vocabulary by...Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes)</p> <p>Depth of Knowledge: Level 1 - Use language structure (pre/suffix) to determine meaning of words</p>
<p>Joseph was tired and he wondered if he could <u>tolerate</u> the long bus ride home.</p> <p>2. What does <u>tolerate</u> mean?</p> <p>A. endure B. prohibit C. not like D. overlook</p>	<p style="text-align: right;">Key: A</p> <p>R-7-2.1 (use context) Item Type: MC – stand alone</p> <p>Alignment to GLE R-7-2.1: Students identify the meaning of unfamiliar vocabulary by...Using strategies to unlock meaning (e.g., context clues)</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>
<p>Read the dictionary definition below.</p> <p>thwart (thwort) <i>v</i> 1. To prevent from taking place: FRUSTRATE. 2. To challenge, oppose, or offend: ANTAGONIZE. –adj. 3. Extending, lying, or passing across something: TRANSVERSE. 4. Perverse</p> <p>When the security officer ordered him to move, the protester felt <u>thwarted</u>.</p> <p>3. Which definition of <u>thwart</u> is used in the above sentence?</p> <p>A. definition 1 B. definition 2 C. definition 3 D. definition 4</p>	
<p>3. See item above.</p>	<p style="text-align: right;">Key: B</p> <p>R-7-2.1 (use context, resources) Item Type: MC – stand alone</p> <p>Alignment to GLE R-7-2.1: Students identify the meaning of unfamiliar vocabulary by...Using strategies to unlock meaning (e.g., context clues; or other resources, such as, dictionaries)</p> <p>Depth of Knowledge: Level 2 - Use context cues or resources to identify the meaning of unfamiliar words</p>

Stand-Alone Reading Items	
Sample Reading Items for End of Grade 7	Information about the Items
<p>The <u>revolution</u> demonstrated that the peasants were tired of laboring for the wealthy class.</p>	
<p>4. Which sentence uses the word <u>revolution</u> in the same way?</p> <p>A. My decision to move to New England caused a <u>revolution</u> of my emotions.</p> <p>B. Starting a <u>revolution</u> against her older brother’s demands, Sarah refused to clean his car.</p> <p>C. The <u>revolution</u> of the tires on the pavement caused a thumping sound.</p> <p>D. The curfew caused a <u>revolution</u> among teenagers against their local leaders.</p>	
<p>4. See item above.</p>	<p>R-7-3.2 (multiple meanings, use context) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-7-3.2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by... Selecting appropriate words or explaining the use of words in context, including words with multiple meanings</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>

In “Summer Reading” Michael Dorris recollects an encounter that helped him become and anthropology professor (someone who studies different cultures). Read the passage and then answer the questions that follow.

Summer Reading
By Michael Dorris

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Passage-Related Reading Items for Literary Text: “Summer Reading”	
Sample Reading Items for End of Grade 7	Information about the Items
<p>1. In paragraph 13, what does <u>appraisingly</u> mean?</p> <p>A. to evaluate him very carefully B. in a way that showed he did not like him C. to show embarrassment D. in a mocking or teasing manner</p>	<p>R-7-2.1 (use of context) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-2.1: Students identify the meaning of unfamiliar vocabulary by...Using strategies to unlock meaning (e.g., context clues)</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>
<p>2. Which event is the climax of the story?</p> <p>A. The narrator accepts <i>The Last of the Just</i> from Mr. Ballou. B. The narrator becomes interested in <i>The Last of the Just</i> after reading it. C. The narrator realizes Mr. Ballou will not pay him. D. The narrator becomes an anthropology professor at college.</p>	<p>R-7-4.1 (literary elements) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying climax</p> <p>Depth of Knowledge: Level 2 - Identify and summarize the major events, problem, solution, conflicts in a literary text</p>
<p>3. Which information in the story is part of the falling action?</p> <p>A. Mr. Ballou decides not to pay the narrator. B. The narrator realizes that Mr. Ballou will never pay him. C. The narrator enjoys reading <i>The Last of the Just</i>. D. The narrator becomes an anthropology professor.</p>	<p>R-7-4.1 (literary elements) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying falling action</p> <p>Depth of Knowledge: Level 2 - Identify and summarize the major events, problem, solution, conflicts in a literary text</p>

Passage-Related Reading Items for Literary Text: “Summer Reading”	
Sample Reading Items for End of Grade 7	Information about the Items
<p>4. What does the dialogue in paragraphs 4 through 6 indicate about the characters?</p> <p>A. Mr. Ballou may not have any money but wants to give the narrator something.</p> <p>B. The narrator cares a great deal about money.</p> <p>C. Mr. Ballou is a thoughtless person.</p> <p>D. The narrator likes the other neighbors better than Mr. Ballou.</p>	<p>R-7-5.2 (character traits) Key: A Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Describing characters’ traits, motivation, or interactions</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>
<p>5. How does the narrator’s attitude change in the passage? What causes the change? Use information from the passage to support your response.</p>	<p>R-7-5.2 (character change) Key: Scoring Guide Item Type: CR – related to passage</p> <p>Alignment to GLE R-7-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Describing characters’ traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text; Analyze interrelationships among elements of the text (plot, subplots, characters, setting)</p>
<p>6. Explain the meaning of the last line. Use details from the passage to support your response.</p>	<p>R-7-5.5 (author’s message) Key: Scoring Guide Item Type: CR – related to passage</p> <p>Alignment to GLE R-7-5.5: Analyze and interpret elements of literary texts, citing evidence where appropriate by... <u>Explaining how the author’s message or theme is supported within the text</u></p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text; Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>
<p>7. Explain what lesson the narrator learns in the story. Use details from the passage to support your response.</p>	<p>R-7-5.5 (author’s message) Key: Scoring Guide Item Type: CR – related to passage</p> <p>Alignment to GLE R-7-5.5: Analyze and interpret elements of literary texts, citing evidence where appropriate by... <u>Explaining how the author’s message or theme is supported within the text</u></p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text; Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>

Passage-Related Reading Items for Literary Text: “Summer Reading”	
Sample Reading Items for End of Grade 7	Information about the Items
<p>8. In Paragraph 13, the simile “he regarded me as though measuring me for a suit” is used to show how</p> <p>A. strange the narrator felt when asked about books.</p> <p>B. closely Mr. Ballou looked at the narrator.</p> <p>C. Mr. Ballou did not know how to act around other people.</p> <p>D. poorly dressed the narrator felt he was.</p>	<p>R-7-6.1 (author’s craft - simile) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... Demonstrating knowledge of use of literary elements and devices (i.e., imagery) to analyze literary works</p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Make basic inferences or draw basic conclusions about information presented in text; Recognize appropriate generalizations about text (e.g., possible titles, main ideas)</p>
<p>9. In paragraph 7, the author most likely uses exaggeration, “I saw that books were stacked everywhere,” to show how</p> <p>A. insecure the narrator felt about his reading abilities.</p> <p>B. amazed the narrator was at the number of books.</p> <p>C. messy the room was.</p> <p>D. poor Mr. Ballou was.</p>	<p>R-7-6.1 (author’s craft – exaggeration) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works</p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Make basic inferences or draw basic conclusions about information presented in text; Recognize appropriate generalizations about text (e.g., possible titles, main ideas)</p>

Read the poem “Dream Variation” by the famous African-American poet Langston Hughes. Then answer the questions that follow.

Dream Variation
By Langston Hughes

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Passage-Related Reading Items for Literary Text: “Dream Variation” SEE END OF GRADE 6 for additional sample items for this passage.	
Sample Reading Items for End of Grade 7	Information about the Items
<p>1. In line 7, the use of personification, “While night comes on gently,” is used to</p> <p>A. suggest the character traits of the night. B. contrast the night with the speaker’s life. C. illustrate the uncertainty of the night. D. suggest the conflicted feelings of the speaker.</p>	<p>R-7-6.1 (author’s craft – personification) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... Demonstrating knowledge of use of literary elements and devices (i.e., imagery, <u>personification</u>) to analyze literary works</p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Recognize appropriate generalizations about text</p>
<p>2. What is the main purpose of the use of repetition in the poem?</p> <p>A. It causes the reader to believe the information is important. B. It makes the reader doubt the information. C. It suggests that the reader should question the speaker’s feelings. D. It makes the reader understand the speaker’s conflict.</p>	<p>R-7-6.1 (author’s craft – repetition) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... Demonstrating knowledge of use of literary elements and devices (i.e., <u>repetition</u>) to analyze literary works</p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Recognize appropriate generalizations about text</p>
<p>3. In this poem, the use of repetition helps build a mood of</p> <p>A. nostalgia. B. uncertainty. C. excitement. D. observation.</p>	<p>R-7-6.1 (author’s craft - repetition) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... Demonstrating knowledge of use of literary elements and devices (i.e., <u>repetition</u>) to analyze literary works</p> <p>Depth of Knowledge: Level 2 - Identify use of literary devices; Recognize appropriate generalizations about text</p>
<p>4. In this poem, the author uses repetition to build a particular mood. Use details from the poem to explain what mood is created through the use of repetition.</p>	<p>R-7-6.1 (author’s craft - repetition) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-7-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by... Demonstrating knowledge of use of literary elements and devices (i.e., <u>repetition</u>) to analyze literary works</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text; Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>

The Anasazi people first settled in Colorado in 500 AD. Read the article to find out more about them and then answer the questions that follow.

The Lost People of Mesa Verde **By Elisa Marston**

1 In the dry land of southwestern Colorado a beautiful plateau rises. It has so many trees that early Spanish explorers called it Mesa Verde, which means “green table.” For about eight hundred years Native Americans called the Anasazi lived on this mesa. And then they left. Ever since the cliffhouses were discovered a hundred years ago, scientists and historians have wondered why.

2 Anasazi is a Navajo word meaning “the ancient ones.” When they first settled there, around 500 A.D., the Anasazi lived in alcoves in the walls of the high canyons. Later they moved to the level land on top, where they built houses of stone and mud mortar. As time passed, they constructed more elaborate houses, like apartment buildings, with several families living close together.

3 The Anasazi made beautiful pottery, turquoise jewelry, fine sashes of woven hair, and baskets woven tightly enough to hold water. They lived by hunting and by growing corn and squash. Their way of life went on peacefully for several hundred years.

4 Then around 1200 A.D. something strange happened, for which the reasons are no quite clear. Most of the people moved from the level plateau back down into alcoves in the cliffs. The move must have made their lives difficult because they had to climb back up to the plateau to do the farming. But it seems the Anasazi planned to stay in the canyon walls, for they soon filled the alcoves with amazing cliff dwellings. “Cliff Palace,” the most famous of these, had more than two hundred rooms.

5 For all the hard work that went into building these new homes, the Anasazi did not live in them long. By 1300 A.D. the cliff dwellings were empty. Mesa Verde was deserted and remained a ghost country for almost six hundred years. Were the people driven out of their homes by enemies? No sign of attack or fighting, or even the presence of other tribes, has been found.

6 Archeologists who have studied the place now believe there are other reasons. Mesa Verde, the beautiful green table, was no longer a good place to live. For one thing, in the second half of the thirteenth century there were long periods of cold, and very little rain fell—or else it came at the wrong time of year. Scientists know this from examining the wood used in the cliff dwellings. The growth rings in trees show good and bad growing seasons. But the people had survived drought and bad weather before, so there must have been another reason.

7 As the population grew, more land on the mesa top had to be farmed in order to feed the people. That meant that trees had to be cut to clear the land and also to use for houses and fuel. Without the forests, the rain began to wash away the mesa top.

8 How do we know about erosion problems that happened about eight hundred years ago? The Anasazi built many low dams across the smaller valleys on the mesa to slow down rain runoff. Even so, good soil washed away, and the

- people could no longer raise enough food. As the forests dwindled, the animals, already over-hunted, left the mesa for mountainous areas with more trees.
- 9 And as mesa “wore out,” so did the people. It appears that the Anasazi were not healthy. Scientists can learn a lot about ancient people’s health by studying the bones and teeth found in burials. The mesa dwellers had arthritis, and their teeth were worn down by the grit in corn meal, a main part of their diet.
- 10 As food became scarce, people grew weaker. Not many lived beyond their twenties. Women died very young, and few babies survived. Living so close together in the cliff houses, where everyone was hungry and worried, the people must have suffered from emotional strain. They probably quarreled often.
- 11 In the end, the Anasazi must have given up hope that things would get better. Families packed up and went away. Of course, the “ancient ones” did not simply disappear. They moved southeast to another area mingled with other peoples. After a while their heritage as the people of the Mesa Verde was forgotten.
- 12 In time, the trees grew back and the plateau became green once more. But, for the Anasazi it was too late. Although they respected nature and tried to farm wisely, land that was used too hard could not support them forever.
- 13 Yet in their cliff houses and crafts, the “ancient ones” left us a superb monument. It is truly one of the most fascinating pictures of America’s past.

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Passage-Related Reading Items for Informational Text: “The Lost People of Mesa Verde”	
Sample Reading Items for End of Grade 7	Information about the Items
<p>1. An antonym for <u>erosion</u> is</p> <p>A. building up. B. breaking out. C. falling down. D. washing away.</p>	<p>R-7-3.1 (antonym) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and 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. What does <u>mingled</u> mean as used in paragraph 11?</p> <p>A. separated B. thought C. conquered D. mixed</p>	<p>R-7-3.2 (use context) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-3.2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by... Selecting appropriate 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>3. Based on the article, describe how the life of the Anasazi changed. Use information from the article to support your response.</p>	<p>R-7-7.2 (main idea, details) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-7-7.2: Demonstrate initial understanding of informational texts (expository text) by... Using information from the text <u>to state the main/central ideas or to provide supporting details</u></p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text; Summarize or compare information within text passage</p>

Passage-Related Reading Items for Informational Text:

“The Lost People of Mesa Verde”

Sample Reading Items for End of Grade 7	NECAP Reading Items
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4. Use your own words and the information from the text to complete this timeline.

Date
500 AD
1200 AD
1300 AD

Event

4. See item above.

R-7-7.3 (organize information) Key: Scoring Guide

Item Type: CR – related to passage

Alignment to GLE R-7-7.3: 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)

Depth of Knowledge: Level 2 - Locate information to answer questions related to explicit or implicit central ideas in informational texts; Organize information presented in informational text using mapping, charting

Date
500 AD
1200 AD

1300 AD

Event

Anasazi first settled Mesa Verde

Most people moved down into the alcoves in the cliffs

Cliff dwellings empty

5. According to the article, which statement below belongs in the empty box on the timeline?

A. Anasazi made pottery, jewelry, and baskets.

B. ~~Food became scarce and people became unhealthy.~~

C. ~~Anasazi moved up to the plateau.~~

D. Enemies drove them out of their homes.

5. See item above.

R-7-7.3 (organize information)

Key: B

**Passage-Related Reading Items for Informational Text:
“The Lost People of Mesa Verde”**

Sample Reading Items for End of Grade 7	Information about the Items
<p>6. Explain the meaning of the title. Use information from the article to support your response.</p>	<p>R-7-8.2 (synthesize information within text) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-7-8.2: Analyze and interpret informational text, citing evidence as appropriate by... Synthesizing information within text(s) (e.g., formulating assertions or controlling ideas)</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text; Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>
<p>7. The author’s main purpose for writing the article is to</p> <p>A. entertain with an interesting story about Mesa Verde.</p> <p>B. inform about the interesting place and people of Mesa Verde.</p> <p>C. teach readers about the dangers of over farming.</p> <p>D. convince people how and why people of Mesa Verde disappeared.</p>	<p>R-7-8.3 (author’s purpose) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-8.3 Analyze and interpret informational text, citing evidence as appropriate by... Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message</p> <p>Depth of Knowledge: Level 3 - Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>
<p>8. Based on the information in the article, what most likely caused the mesa top to wash away?</p> <p>A. The animals ate all the grass.</p> <p>B. The soil was farmed too often.</p> <p>C. The rain storms were too forceful.</p> <p>D. The people cut too many trees.</p>	<p>R-7-8.3 (cause and effect) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-8.3 Analyze and interpret informational text, citing evidence as appropriate by... <u>Using supporting evidence to form or evaluate</u> opinions/judgments and assertions about the central ideas that are relevant</p> <p>Depth of Knowledge: Level 2 - Locate information to answer questions related to explicit or implicit central ideas in informational texts</p>
<p>9. For which information about the Anasazi are there opposing points presented in the article?</p> <p>A. when they left the plateau of Mesa Verde</p> <p>B. whether they were responsible farmers</p> <p>C. whether they were resourceful people</p> <p>D. when they made their pottery and jewelry</p>	<p>R-7.8.4 (conflicting information) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-7-8.4: Analyze and interpret informational text, citing evidence as appropriate by... Identifying possible <u>conflicting information within text</u></p> <p>Depth of Knowledge: Level 2 - Locate information to answer questions related to explicit or implicit central ideas in informational texts</p>