



Exemplar Reading Test Questions

Computer-Based Tests



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We invite educators, administrators, and policymakers to learn about ACT Aspire™ by viewing the collection of sample computer-based test (CBT) questions online and in this booklet. The questions illustrate a variety of content from across grade bands and show different types of test questions and formats. This booklet also explains the concepts being measured and provides an answer key for the exemplar questions.

The exemplar ACT Aspire test questions should be accessed online with a desktop or laptop computer rather than a tablet or smartphone. Please note that the platform in which the questions are currently housed does not represent the final platform on which the ACT Aspire assessment will be delivered.

Login Information

To view the exemplar ACT Aspire CBT questions online, visit tn.actaspire.org. Usernames and passwords for the various subject areas can be found in the following table.

Subject	Username	Password
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Writing Grade 8	writing8	actaspire
Writing Grade 7	writing7	actaspire
Writing Grade 6	writing6	actaspire
Writing Grade 5	writing5	actaspire
Writing Grade 4	writing4	actaspire
Writing Grade 3	writing3	actaspire

Technical Support

For technical support related to this exemplar set of ACT Aspire CBT questions, please contact us by phone at 888.802.7502 or by email at actaspire_implementation@actaspire.org.

Additional Information

For more information about the ACT Aspire assessment system, visit www.discoveractaspire.org.

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Introduction

Each ACT Aspire™ Reading assessment contains several passages, including literary narratives (prose fiction, memoirs, personal essays) and informational texts (social science, natural science). Within and across grade levels, the passages span a range of complexity levels in order to provide students, teachers, and parents with information about how well students understand texts of increasing difficulty. Students answer a series of selected-response, technology-enhanced, and constructed-response questions that assess their abilities to recognize meaning in, reason logically about, and make connections between and among texts. ACT Aspire Reading questions operate at various depth-of-knowledge (DOK) levels, or cognitive complexities, and reflect a range of difficulty appropriate for the grade level.¹

All levels of ACT Aspire Reading assessments include constructed-response tasks that measure the higher-order cognitive processes necessary for reading and understanding increasingly complex texts. Constructed-response tasks are scored according to rubrics that allow students to receive varying amounts of credit for responses that are correct or partially correct, enabling differentiation between multiple skill levels.

The types of constructed-response tasks in ACT Aspire Reading assessments include the following examples:

- Formulate a conclusion by making connections within a passage, and provide support using specific details from the text.
- Formulate a conclusion by making connections between a pair of passages, and provide support using specific details from both texts.
- Identify cause-and-effect relationships within a passage, and provide support using specific details from the text.
- Identify similarities and differences between the key ideas of paired passages, and provide support using specific details from both texts.

¹ Norman L. Webb, "Depth-of-Knowledge Levels for Four Content Areas," last modified March 28, 2002, <http://facstaff.wcer.wisc.edu/normw/All%20areas%20%20DOK%20levels%2032802.doc>.

Answer Key

The following pages show the grade, item type, DOK level, alignment to the ACT Aspire reporting categories, and the correct response for each question. The pages also include explanations of the items and the correct responses.

Passage A: Social Science

Using a combination of qualitative and quantitative measures, ACT staff has determined this social science passage to be of appropriate complexity for ACT Aspire Early High School (EHS) Reading assessments.

Question 1

HOME / READING EXEMPLARS / SECTION 1 / 1 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (©2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he had the genius of his art and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

The main purpose of the passage is to:

- A. explain how Ciampolini transformed an ailing biscotti bakery into a thriving business.
- B. relate the history of biscotti and of the bakery in which they were created.
- C. discuss how the differences among biscotti bakers reflect the national spirit of Italy.
- D. describe why Prato was the ideal location for biscotti to have been invented.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
1	EHS	Selected Response	3	Craft and Structure	B

This selected-response question requires students to understand the main rhetorical purpose of the text (aligns with the Common Core State Standards College and Career Readiness anchor standard [CCRA] R.6). Students must read the entire text carefully in order to infer the text's main purpose. They then must identify an accurate statement of the main purpose among answer options that include subordinate purposes or purposes for which no textual support exists.

Explanation of Correct Response

Only answer option B accurately describes the main purpose of the text. The other purposes presented are not supported by the text.

Question 2

HOME / READING EXEMPLARS / SECTION 1 / 2 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (@2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he had the genius of his art and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

The word *biscotto*, "cooked twice," comes from the Latin *biscoctus*: a second slow baking is an ancient way to dry bread to preserve it. Mattei had based his recipe on a twice-baked, sourdough-leavened bread flavored with

Complete the following sequence chart so that the events referred to in the passage are listed in the order in which they occurred chronologically. Select and drag the two events below the chart to the correct empty boxes.

- Antonio Mattei created a cookie that was baked twice.
-
-
- Renzo Guarducci took over the Mattei bakery with his cousin Paolo.

Ernesto Pandolfini inherited the Mattei bakery.

Italia Ciampolini bought the Mattei bakery.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
2	EHS	Technology Enhanced	1	Key Ideas and Details	<ol style="list-style-type: none"> Antonio Mattei created a cookie that was baked twice. Italia Ciampolini bought the Mattei bakery. Ernesto Pandolfini inherited the Mattei bakery. Renzo Guarducci took over the Mattei bakery with his cousin Paolo.

This technology-enhanced question requires students to understand sequences presented in the text (aligns with CCRA.R.3); specifically, students must understand the chronological order in which events are presented in the passage. In order to answer the question, students must read the entire passage carefully and identify when each event described in the question occurred chronologically. They must then place the two events listed below the chart in the correct chronological order.

Explanation of Correct Response

The correct order is (2) “Italia Ciampolini bought the Mattei bakery” followed by (3) “Ernesto Pandolfini inherited the Mattei bakery.” A close reading of the fourth paragraph reveals that Italia Ciampolini bought the bakery in 1904. She later left the bakery to her son, Ernesto Pandolfini.

Question 3

HOME / READING EXEMPLARS / SECTION 1 / 3 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (©2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he had the genius of his art and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

Beginning with the highlighted paragraph, the passage shifts from a:

- A. descriptive scene narrated in present tense to a historical summary narrated largely in past tense.
- B. specific description of a tourist destination to a general overview of local cuisine.
- C. picture of life in rural Italy to a discussion of how it changed during the Risorgimento.
- D. list of the variety of desserts offered at a bakery to an explanation of how one type of dessert is made.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
3	EHS	Selected Response	3	Craft and Structure	A

This selected-response question requires students to understand and draw conclusions about how the author organizes and presents the text (aligns with CCRA.R.5). Students must carefully read the entire text, recognize the purpose of the highlighted paragraph, and identify the presentation and tense shifts that occur beginning with the highlighted paragraph.

Explanation of Correct Response

Answer option A correctly describes the shift in presentation that begins with the highlighted paragraph. The first paragraph describes the Antonio Mattei bakery as it is today (narrated in the present tense). The second paragraph shifts to the past tense and describes the origins of the bakery.

Question 4

HOME / READING EXEMPLARS / SECTION 1 / 4 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (@2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he had the genius of his art and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

In the passage, the comparison of the four Pandolfini children to the ingredients of biscotti most nearly suggests that, in overseeing the bakery, the four Pandolfini children have:

- A. played distinct but essential roles.
- B. combined their ideas to create new recipes.
- C. limited their involvement to baking.
- D. retained the business methods used by Mattei.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
4	EHS	Selected Response	2	Key Ideas and Details	A

This selected-response question requires students to understand the purpose of stated comparative relationships (aligns with CCRA.R.3). Students must consider the comparison of the four Pandolfini children to the ingredients of biscotti and then infer what this comparison suggests about the children's efforts to oversee the bakery.

Explanation of Correct Response

Answer option A best captures the purpose of this comparison: to suggest that each child played a distinct, important role in the operations of the bakery (just as each one of the four ingredients used to make biscotti is essential to the recipe).

Question 5

HOME / READING EXEMPLARS / SECTION 1 / 5 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (©2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he **had the genius of his art** and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

As it is presented in the passage, Artusi's claim that Antonio Mattei "had the genius of his art" (see highlighted text) most nearly means that Mattei:

- A. obtained the education necessary to become a baker.
- B. relied on recipes invented by other famous bakers.
- C. was nearing the end of his baking career.
- D. possessed an immense gift for baking.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
5	EHS	Selected Response	2	Craft and Structure	D

This selected-response question requires students to determine the meaning of a phrase in context (aligns with CCRA.R.4, CCRA.L.3–6). Students must read the entire quotation that contains the highlighted phrase in order to infer the intended meaning of this phrase.

Explanation of Correct Response

Answer option D is the only choice that accurately describes the meaning of Artusi's claim. "[G]enius of his art" implies that Mattei had an immense gift for baking (in context, "art" clearly refers to baking).

Question 6

HOME / READING EXEMPLARS / SECTION 1 / 6 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (@2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he had the genius of his art and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

In the passage, the worldwide recognition that Antonio Mattei's biscotti received is most directly attributed to the:

- A. strength of Mattei's reputation in Prato.
- B. awards Mattei received at international fairs.
- C. positive reviews of tourists who visited Mattei's bakery.
- D. popularity of Mattei's recipe among farmers from other countries.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
6	EHS	Selected Response	1	Key Ideas and Details	B

This selected-response question requires students to understand cause-and-effect relationships described in the text (aligns with CCRA.R.3). Students must read the text carefully in order to identify the key details necessary to determine why Antonio Mattei's biscotti received worldwide recognition.

Explanation of Correct Response

Answer option B is the only choice supported by the text. In the second paragraph, the passage states that Mattei received "important awards from the international fairs," resulting in the "launching [of] the cookie into the greater world."

Question 7

HOME / READING EXEMPLARS / SECTION 1 / 7 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (©2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he had the genius of his art and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

According to the passage, the ancient technique of a second slow baking had historically been used to:

- A. improve bread's flavor.
- B. help bread rise.
- C. preserve bread.
- D. soften bread.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
7	EHS	Selected Response	1	Key Ideas and Details	C

This selected-response question requires students to identify important details clearly stated in the text (aligns with CCRA.R.1). Students must read the text carefully in order to identify the key details needed to select the option that identifies the historical use of a second slow baking.

Explanation of Correct Response

Answer option C correctly identifies the historical use of a second slow baking as preserving bread. This detail can be found in the first sentence of the third paragraph.

Question 8

HOME / READING EXEMPLARS / SECTION 1 / 8 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "Biscotti di Prato" by Pamela Sheldon Johns (©2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as "that good man from Prato . . . he had the genius of his art and was honest and industrious." In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

Describe one similarity and one difference between how Antonio Mattei's biscotti were made and how the bread he based his biscotti on was made.

900

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
8	EHS	Constructed Response	2	Key Ideas and Details	See scoring guide.

This constructed-response task requires students to understand comparisons and contrasts described in the text (aligns with CCRA.R.3). The student must read the passage carefully in order to pick out key details about how the twice-baked, sourdough-leavened bread was made and how Mattei's biscotti were made. Students then must construct a written response that describes a difference and a similarity in how the two recipes were made.

Scoring Guide

Interpret Information

Describe one similarity and one difference between how Antonio Mattei's biscotti were made and how the bread he based his biscotti on was made.

Scoring Framework

This Interpret Information task is scored on a 0–2-point scale. A full-credit response includes the following components:

<p>Claim of Similarity an accurate similarity between how the bread and the biscotti were made (1 pt)</p>	<p>Claim of Difference an accurate difference between how the bread and biscotti were made (1 pt)</p>
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Acceptable Responses

The following list is not a definitive list of acceptable responses. Other responses will also be included in the anchor papers and practice sets.

Similarities

- Both were baked twice.
- Both relied on an ancient technique used to dry and preserve baked food.
- Both used *biscoctus* (a second slow baking).

Differences

- Mattei's biscotti dough was egg-based and sweetened, but the bread was sourdough-leavened and flavored with aniseed.
- Mattei's biscotti were different because they were egg-based.
- Mattei's biscotti were sweet, but the original bread was unsweetened.
- The bread was made to last a long time, but Mattei's was more about being a dessert.

An acceptable difference does not have to mention both Mattei's biscotti and the bread he based them on, but it should be clear that a contrast between the two is being established.

Unacceptable Responses

The following list is not a definitive list of unacceptable responses. Other responses will also be included in the anchor papers and practice sets.

- Both of them tasted good.
- Both of them are sold at Mattei's bakery today.
- Mattei's biscotti were cookies, and the bread was a bread.
- The original was called *biscoctus*, and Mattei called his biscotti.

Scoring Rubric and Guidelines

2	<p>The answer includes one accurate similarity and one accurate difference.</p> <p>EXAMPLE 1 They are similar because both are baked twice. They are different because only biscotti is sweet.</p> <p>EXAMPLE 2 biscotti and bread=<i>biscoctus</i> bread=every meal biscotti=dessert</p>	<ul style="list-style-type: none"> • Responses do not have to be in complete sentences or paragraphs. Even a one- or two-word response can receive 1 point. (See Example 2.) • If a response gives the same answer or support twice using different words, it only earns 1 point. (See Example 4.) • Extraneous material in a response, as long as it doesn't contradict the appropriate response, is not taken into consideration when assigning a score. • An appropriate response can be verbatim, paraphrased, or a logical inference based on the information in the text.
1	<p>The answer includes an accurate similarity or an accurate difference.</p> <p>EXAMPLE 3 Bread is baked twice and so are biscotti. They both use <i>biscoctus</i>.</p> <p>EXAMPLE 4 Mattei's biscotti dough was egg-based and sweetened, but the bread was sourdough-leavened and flavored with aniseed.</p>	
0	<p>The answer shows effort but does not include an accurate similarity or an accurate difference.</p> <p>EXAMPLE 5 Mattei's was baked in a wood-burning oven.</p>	

Passage B: Social Science

Using a combination of qualitative and quantitative measures, ACT staff has determined this social science passage to be of appropriate complexity for ACT Aspire Grade 8 Reading assessments.

Question 9

HOME / READING EXEMPLARS / SECTION 1 / 9 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "A Capital Capitol" by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L'Enfant was asked to design America's grand capital city. L'Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city's "Congress House." The U.S. government decided to hold a contest to find the best design for the new country's Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

Which of the following statements best describes the main purpose of the passage?

- A. To provide an overview of the stages through which the Capitol was designed and built
- B. To describe the places Congress met during times when the Capitol couldn't be used
- C. To analyze the interactions between the people who designed the Capitol and those who built it
- D. To argue for the continued restoration and maintenance of the Capitol

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
9	8	Selected Response	3	Craft and Structure	A

This selected-response question requires students to understand the main rhetorical purpose of the text (aligns with CCRA.R.6). Students must read the entire text carefully in order to infer the text's main purpose. They then must identify an accurate statement of main purpose among answer options that include subordinate purposes or purposes for which no textual support exists.

Explanation of Correct Response

Only answer option A accurately describes the main purpose of the text. The other purposes presented are either subordinate issues or are not supported by the text.

Question 10

HOME / READING EXEMPLARS / SECTION 1 / 10 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "A Capital Capitol" by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L'Enfant was asked to design America's grand capital city. L'Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city's "Congress House." The U.S. government decided to hold a contest to find the best design for the new country's Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

By 1796, though, construction already was behind schedule. Worried lawmakers decided to focus on completing the north wing of the Capitol, but parts of that still were unfinished in 1800. Both branches of Congress, the Supreme Court, the District of Columbia courts, and the Library of Congress

Complete the following sequence chart so that the events referred to in the passage are listed in the order in which they occurred chronologically. Select and drag the two events below the chart to the correct empty boxes.

1.
2. The Library of Congress moved into the Capitol that Thornton had designed.
3. Congress first appointed Latrobe to oversee construction of the Capitol.
4.

The Senate and House began to meet in a brick structure where the Supreme Court building stands today.

President Washington laid the cornerstone on Jenkins Hill.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
10	8	Technology Enhanced	1	Key Ideas and Details	<ol style="list-style-type: none"> 1. President Washington laid the cornerstone on Jenkins Hill. 2. The Library of Congress moved into the Capitol that Thornton had designed. 3. Congress first appointed Latrobe to oversee construction of the Capitol. 4. The Senate and House began to meet in a brick structure where the Supreme Court building stands today.

This technology-enhanced question requires students to understand sequences presented in the text (aligns with CCRA.R.3); specifically, students must understand the chronological order in which events are presented in the passage. In order to answer the question, students must read the entire passage carefully and identify when each event described in the question occurred chronologically. They must then place the two events listed below the chart in the correct chronological order.

Explanation of Correct Response

The correct order is (1) “President Washington laid the cornerstone on Jenkins Hill” and (4) “The Senate and House began to meet in a brick structure where the Supreme Court building stands today.” A close reading of the third through sixth paragraphs reveals the cornerstone was laid before the events already placed in the sequence chart, and the Senate and House met in a brick structure after the other events in the chart occurred.

Question 11

HOME / READING EXEMPLARS / SECTION 1 / 11 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "A Capital Capitol" by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L'Enfant was asked to design America's grand capital city. L'Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city's "Congress House." The U.S. government decided to hold a contest to find the best design for the new country's Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

By 1796, though, construction already was behind schedule. Worried lawmakers decided to focus on completing the north wing of the Capitol, but parts of that still were unfinished in 1800. Both branches of Congress, the Supreme Court, the District of Columbia courts, and the Library of Congress moved in anyway.

The passage suggests that compared to how much the War of 1812 slowed the construction of the Capitol, the Civil War slowed construction of the Capitol:

- A. much less.
- B. to an equal degree.
- C. slightly more.
- D. much more.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
11	8	Selected Response	2	Key Ideas and Details	A

This selected-response question requires students to understand comparisons and contrasts described in the text (aligns with CCRA.R.3). Students must read the passage carefully in order to pick out key details about how the construction of the US Capitol was affected by the War of 1812 and the Civil War. Students must then infer what the passage is suggesting about the comparison between how these two wars affected the rate of the Capitol's construction.

Explanation of Correct Response

In the fifth paragraph, the passage states that during the War of 1812, Congress "refused to worry about the [Capitol] building project." The last paragraph describes the Civil War as only briefly interrupting the construction of the Capitol. Therefore, answer option A is the best and only option (the Civil War slowed construction "much less" than the War of 1812).

Question 12

HOME / READING EXEMPLARS / SECTION 1 / 12 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "A Capital Capitol" by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L'Enfant was asked to design America's grand capital city. L'Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city's "Congress House." The U.S. government decided to hold a contest to find the best design for the new country's Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

The passage indicates that L'Enfant contributed to the US capital city by designing the:

- A. general layout of the city.
- B. interior of the wings of the Capitol.
- C. structure of the first dome of the Capitol.
- D. Supreme Court building.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
12	8	Selected Response	1	Key Ideas and Details	A

This selected-response question requires students to locate important details stated in the text (aligns with CCRA.R.1). Students must read the text carefully in order to identify key details that correctly identify L'Enfant's contribution to the US capital.

Explanation of Correct Response

Answer option A correctly identifies L'Enfant's contribution as designing the city's general layout. This detail can be found in the first two sentences of the second paragraph.

Question 13

HOME / READING EXEMPLARS / SECTION 1 / 13 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "A Capital Capitol" by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L'Enfant was asked to design America's grand capital city. L'Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city's "Congress House." The U.S. government decided to hold a contest to find the best design for the new country's Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

By 1796, though, construction already was behind schedule. Worried lawmakers decided to focus on completing the north wing of the Capitol, but parts of that still were unfinished in 1800. Both branches of Congress, the Supreme Court, the District of Columbia courts, and the Library of Congress moved in anyway.

According to the passage, why did Walter design a new Capitol dome?

- A. The original dome was disliked by several members of Congress.
- B. The size of the new wings of the Capitol made the original dome seem too small.
- C. The original dome had been damaged and had become a safety hazard.
- D. President Fillmore had asked Walter to design a new dome.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
13	8	Selected Response	1	Key Ideas and Details	B

This selected-response question requires students to understand cause-and-effect relationships described in the text (aligns with CCRA.R.3). Students must read the text carefully in order to identify the key details needed to determine why Walter designed a new Capitol dome.

Explanation of Correct Response

Answer option B correctly identifies the reason Walter designed a new dome. This cause-and-effect relationship can be found in the third sentence of the eighth paragraph.

Question 14

HOME / READING EXEMPLARS / SECTION 1 / 14 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "A Capital Capitol" by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L'Enfant was asked to design America's grand capital city. L'Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city's "Congress House." The U.S. government decided to hold a contest to find the best design for the new country's Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

By 1796, though, construction already was behind schedule. Worried lawmakers decided to focus on completing the north wing of the Capitol, but parts of that still were unfinished in 1800. Both branches of Congress, the Supreme Court, the District of Columbia courts, and the Library of Congress moved in anyway.

The passage most strongly suggests that Latrobe resigned in 1813 from his duties overseeing construction of the Capitol because:

- A. he wanted to find a new project since the construction was nearly complete.
- B. Bulfinch had been appointed to take over some of Latrobe's tasks, which made Latrobe angry.
- C. the British army had damaged the Capitol, which led to work on it being stopped indefinitely.
- D. he was unhappy with Congress's lack of interest in the Capitol project during the war.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
14	8	Selected Response	2	Key Ideas and Details	D

This selected-response question requires students to use information and ideas in the text to make a supportable inference (aligns with CCRA.R.1). To answer this question, students must read the passage carefully in order to identify details relevant to Latrobe's 1813 resignation. Students must then draw a reasonable conclusion as to why Latrobe resigned, selecting the best reason from among answer choices that include reasons not supported by the text.

Explanation of Correct Response

The fifth paragraph states that Congress refused to worry about the Capitol progress during the War of 1812, followed immediately by the statement that "a frustrated Latrobe resigned." Answer option D states the most supportable conclusion: Latrobe was unhappy with Congress's lack of interest in the project.

Question 15

HOME / READING EXEMPLARS / SECTION 1 / 15 OF 35

SOCIAL SCIENCE: This passage is adapted from the article "A Capital Capitol" by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L'Enfant was asked to design America's grand capital city. L'Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city's "Congress House." The U.S. government decided to hold a contest to find the best design for the new country's Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

By 1796, though, construction already was behind schedule. Worried lawmakers decided to focus on completing the north wing of the Capitol, but parts of that still were unfinished in 1800. Both branches of Congress, the Supreme Court, the District of Columbia courts, and the Library of Congress moved in anyway.

What reason, if any, does the passage give for why the north wing of the Capitol was in need of repair in 1811?

A. Poor workmanship had resulted in weak floors.

B. Fire and water had damaged the walls.

C. Damage caused by dust had occurred during construction of the south wing.

D. The passage doesn't provide a reason why the north wing needed repair in 1811.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
15	8	Selected Response	2	Integration of Knowledge and Ideas	D

This selected-response question requires students to recognize a logical weakness in the passage (a missing cause in a cause-and-effect relationship) (aligns with CCRA.R.8). Students must read the passage carefully in order to identify details related to why the north wing of the Capitol was in need of repair. Given that such details are absent, the student must take care *not* to infer a reason that is not supported by the passage.

Explanation of Correct Response

Answer option D correctly states that the passage does not explain why the north wing needed repair. Though answer options A, B, and C all seem plausible, they are not supported by the text.

Question 16

The passage introduced in this question is adapted from “A Capital Vision From a Self-Taught Architect” by Fergus M. Bordewich (©2008 by Smithsonian Institution).

HOME / READING EXEMPLARS / SECTION 1 / 16 OF 35

SOCIAL SCIENCE: This passage is adapted from the article “A Capital Capitol” by Gina DeAngelis (©2006 Carus Publishing Company).

The U.S. Capitol in Washington, D.C., one of the most recognizable buildings in the world, has been the working site of the U.S. Congress for more than 200 years.

In January 1791, French engineer Pierre L’Enfant was asked to design America’s grand capital city. L’Enfant submitted his idea to commissioners in August. It included a grand vista about a mile long, at one end of which would be the city’s “Congress House.” The U.S. government decided to hold a contest to find the best design for the new country’s Capitol. The winner was a physician named William Thornton.

Construction began in 1793, when President George Washington used a silver trowel to lay the cornerstone on Jenkins Hill (known today as Capitol Hill). It was hoped that Congress, which had been meeting in Philadelphia, Pennsylvania, could move in by the turn of the century.

By 1796, though, construction already was behind schedule. Worried lawmakers decided to focus on completing the north wing of the Capitol, but parts of that still were unfinished in 1800. Both branches of Congress, the Supreme Court, the District of Columbia courts, and the Library of Congress moved in anyway.

Think about the preceding passage as you read the following.

Thornton’s design, however brilliant, was not perfect. Although the Capitol’s exterior was magnificent, Thornton lacked the architect’s ability to picture an interior in three dimensions. Thus, when professional builders examined his plans, it became clear that its columns were spaced too widely and that the staircases lacked sufficient headroom. The conference room’s interior colonnade, Thomas Jefferson objected, “will obstruct the view of the members: and if taken away, the ceiling is too wide to support itself.” Key sections of the building lacked sufficient light and air. The president’s office had no ventilation at all, while the Senate chamber was allotted only three windows.

However, elements of Thornton’s design remain, including the original western facade of the wings, the stately Law Library Door at the southeast corner of the old North Wing and much of the eastern facade. “He established

Explain what new information this excerpt from “A Capital Vision From a Self-Taught Architect” adds to the discussion, begun in the passage from “A Capital Capitol,” of the problems involved in building the US Capitol. Using both the passage and the excerpt, provide three pieces of evidence to support your answer.

1800

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
16	8	Constructed Response	3	Integration of Knowledge and Ideas	See scoring guide.

This constructed-response task requires students to make connections between information and ideas in two texts (aligns with CCRA.R.9). Specifically, this task requires students to determine how the information provided in the excerpt supplements the ideas developed in the main passage. Students must read both the passage and the excerpt carefully, compare the information provided in the two texts, and then determine how the information is related. Students must then construct a written response explaining the connection between the information in the two texts, citing evidence from both the main passage and the excerpt to support their answer.

Scoring Guide

Synthesis–Compare

Explain what new information this excerpt from “A Capital Vision From a Self-Taught Architect” adds to the discussion begun in the passage from “A Capital Capitol” about the problems involved in building the US Capitol. Using both the passage and the excerpt, provide three pieces of evidence to support your answer.

Scoring Framework

This Synthesis–Compare task is scored on a 0–4-point scale. A full-credit response includes the following components:

<p>Claim an explanation of how the information in the excerpt adds more information about the problems involved in building the US Capitol (1 pt)</p>		
<p>Evidence a detail from the <i>passage or excerpt</i> that supports the claim (1 pt)</p>	<p>Evidence a detail from the <i>passage</i> that supports the claim (1 pt)</p>	<p>Evidence a detail from the <i>excerpt</i> that supports the claim (1 pt)</p>

Acceptable Responses

The following chart is not a definitive list of acceptable responses. Other responses will also be included in the anchor papers and practice sets.

Claims	Evidence
<ul style="list-style-type: none"> • The excerpt goes into detail about the flaws in Thornton's design. • The excerpt helps explain why building was delayed in 1796. • The excerpt gives more details about Thornton's design. • The excerpt tells the features of Thornton's design that survived the fire. 	<ul style="list-style-type: none"> • Columns were spread too widely. • Staircases lacked sufficient headroom. • Interior colonnade would obstruct views. • Lacked sufficient light and air. • western facade • Law Library • eastern facade

Scoring Rubric and Guidelines

Claims in the examples are underlined.

<p>4</p>	<p>The answer includes an accurate claim, one accurate piece of evidence from the passage, one accurate piece of evidence from the excerpt, and one accurate piece of evidence from the passage or excerpt.</p> <p>EXAMPLE 1</p> <p>The passage says that building was delayed in 1796. <u>The excerpt says that Thornton's design had many flaws</u> like columns spread too widely, staircases that lacked sufficient headspace, and interior colonnade that obstructed views. So, the excerpt helps explain why building was delayed.</p>	<ul style="list-style-type: none"> • Extraneous material in a response, as long as it does not contradict the appropriate response, is not taken into consideration when assigning a score. • Some students may offer two or more pieces of evidence that work together to communicate an implied claim. In this case, 1 point is awarded for each textual detail but not for the implied claim. (See Example 3.)
<p>3</p>	<p>The answer includes an accurate claim, one accurate piece of evidence from the passage, and one accurate piece of evidence from the excerpt.</p> <p>EXAMPLE 2</p> <p>The passage says that Thornton won the contest in 1773. <u>The excerpt tells of some of the strong features of his design</u>, like the western facade.</p> <p>The answer includes three accurate pieces of evidence, with at least one from the passage and one from the excerpt.</p> <p>EXAMPLE 3</p> <ol style="list-style-type: none"> 1. Thornton won the contest in 1773. 2. western facade 3. eastern facade 4. Law Library 	<ul style="list-style-type: none"> • The maximum score for a response that offers four or more pieces of evidence but no claim is score point of 3. (See Example 3.) • A supporting detail must relate logically to the claim made, or it does not earn credit. • Responses do not have to be in complete sentences or paragraphs. Even a one- or two-word response can receive 1 point. (See Examples 3 and 5.) • A claim must be paraphrased or interpreted. Supporting details include but aren't limited to facts, figures, quotations, paraphrases, and other information and ideas from the passage. • If a response gives the same answer or support twice using different words, it only earns 1 point.
<p>2</p>	<p>The answer includes an accurate claim and one accurate piece of evidence from either the passage or the excerpt.</p> <p>EXAMPLE 4</p> <p><u>There was a fire in 1815</u>. But the excerpt describes some of Thornton's design that can still be seen today, so these must have survived the fire.</p> <p>The answer includes two accurate pieces of evidence: one from the passage and one from the excerpt.</p> <p>EXAMPLE 5</p> <ol style="list-style-type: none"> 1. lacked air and light 2. columns spread too widely 	
<p>1</p>	<p>The answer is a single claim.</p> <p>EXAMPLE 6</p> <p><u>The excerpt explains how Thornton's design had a lot of problems.</u></p> <p>The answer is a piece of evidence.</p> <p>EXAMPLE 7</p> <p>There was a fire in 1815.</p>	
<p>0</p>	<p>The answer shows effort but offers neither an acceptable claim, nor acceptable pieces of evidence.</p> <p>EXAMPLE 8</p> <p>The passage is about many events.</p>	

Passage C: Literary Narrative

Using a combination of qualitative and quantitative measures, ACT staff has determined this literary narrative passage to be of appropriate complexity for ACT Aspire Grade 6 Reading assessments.

Question 17

HOME / READING EXEMPLARS / SECTION 1 / 17 OF 35

LITERARY NARRATIVE This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf, while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

From whose point of view is the passage told?

A. Old One Eye

B. The gray cub

C. An unnamed narrator who mainly describes the feelings and actions of the gray cub

D. An unnamed narrator who describes the thoughts and feelings of each character equally

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
17	6	Selected Response	3	Craft and Structure	C

This selected-response question requires students to understand the point of view from which the passage is told (aligns with CCRA.R.6). To answer the question, students must read the entire text carefully to determine from whose point of view the passage is told. Students must be familiar with aspects of narrative point of view and narrative voice. The correct answer is selected among answer options that mistake point of view or misattribute perspective.

Explanation of Correct Response

Only answer option C correctly identifies the point of view as “an unnamed narrator who mainly describes the feelings and actions of the gray cub.” The other points of view presented mistake first person for third person (A, B) or misattribute perspective (D).

Question 18

HOME / READING EXEMPLARS / SECTION 1 / 18 OF 35

LITERARY NARRATIVE This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf; while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

What is the main purpose of the first paragraph?

- A. To introduce the gray cub and show how he is unique from his siblings
- B. To describe the relationship between the gray cub and his mother
- C. To describe a litter of cubs and show how they feel about the gray cub
- D. To introduce a conflict between the gray cub and Old One Eye

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
18	6	Selected Response	3	Craft and Structure	A

This selected-response question requires students to analyze the rhetorical role of a paragraph (aligns with CCRA.R.5). To answer the question, students must read the entire first paragraph carefully, determine its implied purpose, and distinguish this purpose from functions that are subordinate or for which no text support exists.

Explanation of Correct Response

Only answer option A accurately describes the main purpose of the first paragraph (to introduce the gray cub and his uniqueness). The other answer options are not supported by the text.

Question 19

HOME / READING EXEMPLARS / SECTION 1 / 19 OF 35

LITERARY NARRATIVE. This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf, while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

Select the three statements that were true of the gray cub BEFORE his eyes were open.

- He played with his brothers and sisters.
- He ventured outside of his cave.
- He felt sunlight.
- He attempted to follow his father.
- He recognized his mother.
- He thought that his world was gloomy.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response						
19	6	Technology Enhanced	1	Key Ideas and Details	<table border="1"> <tr> <td>He played with his brothers and sisters.</td> <td>He ventured outside of his cave.</td> <td>He felt sunlight.</td> </tr> <tr> <td>He attempted to follow his father.</td> <td>He recognized his mother.</td> <td>He thought that his world was gloomy.</td> </tr> </table>	He played with his brothers and sisters.	He ventured outside of his cave.	He felt sunlight.	He attempted to follow his father.	He recognized his mother.	He thought that his world was gloomy.
He played with his brothers and sisters.	He ventured outside of his cave.	He felt sunlight.									
He attempted to follow his father.	He recognized his mother.	He thought that his world was gloomy.									

This technology-enhanced question requires students to locate and understand details in the text (aligns with CCRA.R.1). To answer the question, students must read the text closely, locate relevant details (stated both clearly and subtly) about the gray cub, and determine at what point the provided statements were true of the cub. Students must then distinguish correct responses from responses for which no textual support exists.

Explanation of Correct Response

The highlighted statements accurately describe what was true of the gray cub *before* his eyes were open. The other options are not supported by the text (“He ventured outside of his cave”; “He attempted to follow his father”) or misinterpret the text (“He thought that his world was gloomy”).

Question 20

HOME / READING EXEMPLARS / SECTION 1 / 20 OF 35

LITERARY NARRATIVE This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already **betrayed** the reddish hue inherited from their mother, the she-wolf, while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

As it is used in the passage, what does the highlighted word *betrayed* most nearly mean?

A. Tricked

B. Misled

C. Revealed

D. Failed

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
20	6	Selected Response	2	Craft and Structure	C

This selected-response question requires students to determine the meaning of words and phrases in context (aligns with CCRA.R.4, CCRA.L.4–6). To answer the question, students must carefully read the sentence containing the highlighted word *betrayed*, determine from context how the word is being used, and distinguish the meaning from other legitimate meanings of *betrayed* that are contextually inappropriate.

Explanation of Correct Response

Only option C correctly identifies the meaning of the word as it is used in the passage (“revealed”). The other options offer meanings of *betrayed* that are contextually inappropriate.

Question 21

HOME / READING EXEMPLARS / SECTION 1 / 21 OF 35

LITERARY NARRATIVE This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf, while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

According to the passage, what is the one difference between the gray cub and his father?

- A. The gray cub has some red hair.
- B. The gray cub is a wolf.
- C. The gray cub lives in a cave.
- D. The gray cub has two eyes.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
21	6	Selected Response	1	Key Ideas and Details	D

This selected-response question requires students to understand a contrast between two characters in the text (aligns with CCRA.R.3). To answer the question, students must read the text closely, understand a stated comparative relationship between the gray cub and his father, and distinguish the correct response from answer options that include similarities mistaken for differences and differences for which no textual support exists.

Explanation of Correct Response

Only answer option D correctly identifies a difference between the gray cub and his father (the gray cub had two eyes, whereas his father only had one). The other options describe ways in which the gray cub is similar to his father (B, C) or are not supported by the text (A).

Question 22

HOME / READING EXEMPLARS / SECTION 1 / 22 OF 35

LITERARY NARRATIVE This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf, while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

Based on the passage, what does the author most nearly mean when he says that the gray cub is "never oppressed by the narrow confines of his existence" (see highlighted text)?

- A. The gray cub is curious about the outside world.
- B. The gray cub feels trapped in one area of the cave.
- C. The gray cub feels neglected by his brothers and sisters.
- D. The gray cub is content in his lair.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
22	6	Selected Response	2	Craft and Structure	D

This selected-response question requires students to determine the meaning of a phrase in context (aligns with CCRA.R.4, CCRA.L.3–6). Students must read the entire paragraph that contains the highlighted phrase in order to infer the intended meaning of the phrase.

Explanation of Correct Response

Answer option D is the only choice that accurately describes the meaning of the highlighted phrase. Within the context of the paragraph and the sentence, it is clear that the gray cub did not feel confined or trapped in his lair, but was, in fact, satisfied because he knew no other type of existence.

Question 23

HOME / READING EXEMPLARS / SECTION 1 / 23 OF 35

LITERARY NARRATIVE: This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

he was coming to learn his world quite well. His world was gloomy, but he did not know that, for he knew no other world. It was dim-lighted, but his eyes had never had to adjust themselves to any other light. His world was very small. Its limits were the walls of the lair; but as he had no knowledge of the wide world outside, he was never oppressed by the narrow confines of his existence.

But he had early discovered that one wall of his world was different from the rest. This was the mouth of the cave and the source of light. He had discovered that it was different from the other walls long before he had any thoughts of his own, any conscious volitions. It had been an irresistible attraction before ever his eyes opened and looked upon it. The light from it had beat upon his sealed lids, and the eyes and the optic nerves had pulsed to little, sparklike flashes, warm-colored and strangely pleasing. The life of his body, and of every fibre of his body, the life that was the very substance of his body and that was apart from his own personal life, had yearned toward this light and urged his body toward it in the same way that the cunning chemistry of a plant urges it toward the sun.

What is the main point of the highlighted paragraph?

- A. The gray cub is frightened of the world outside the cave.
- B. The gray cub's natural instinct is to be in sunlight.
- C. The gray cub sleeps most peacefully in complete darkness.
- D. The gray cub's home is no longer a cave.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
23	6	Selected Response	3	Key Ideas and Details	B

This selected-response question requires students to determine the implied main point of a paragraph (aligns with CCRA.R.2). To answer the question, the student must read the entire highlighted paragraph carefully, determine its main point, and, in order to select the correct answer option, distinguish the main point from points that are subordinate ideas or for which no textual evidence exists.

Explanation of Correct Response

Only answer option B accurately describes the main point of the highlighted paragraph; the majority of the paragraph deals directly with the cub's attraction to the sunlight. The other answer options are not supported by the text.

Question 24

HOME / READING EXEMPLARS / SECTION 1 / 24 OF 35

LITERARY NARRATIVE: This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf, while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

What is the primary purpose of the comparison in the highlighted sentence?

- A. To describe the strong attraction the gray cub has to light
- B. To support the idea that the gray cub depends on his mother for survival
- C. To support the idea that the gray cub will never leave the cave
- D. To explain a scientific concept about plants

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
24	6	Selected Response	3	Craft and Structure	A

This selected-response question requires students to analyze the rhetorical role of a literary device in the text (aligns with CCRA.R.5). To answer the question, the student must read the highlighted text carefully in order to identify the comparison and determine the main function of this comparison within the sentence. The student must then select the answer option that best describes the purpose of this simile, distinguishing the primary purpose from subordinate functions or functions for which no textual support exists.

Explanation of Correct Response

Only answer option A accurately describes the purpose of the simile (to describe the cub's strong attraction to sunlight). The other options are not supported by the text (B, C) or describe a subordinate function (D).

Question 25

The passage introduced in this question is adapted from *Black Beauty* by Anna Sewell (©1911 by Barse & Hopkins).

HOME / READING EXEMPLARS / SECTION 1 / 25 OF 35

LITERARY NARRATIVE This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf, while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

Most of the first month of his life had been passed thus in sleeping; but now

Think about the preceding passage as you read the following excerpt. The excerpt is narrated by Black Beauty, a horse.

The first place that I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a nice warm shed near the grove.

—Adapted from *Black Beauty* by Anna Sewell (©1911 by Barse & Hopkins)

Identify one way in which the gray cub's life in the passage from *White Fang* differs from the horse's life in the excerpt from *Black Beauty*. Use one detail from the passage and one detail from the excerpt to support your answer.

1800

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
25	6	Constructed Response	3	Integration of Knowledge and Ideas	See scoring guide.

This constructed-response task requires students to make cross-text connections between information and ideas in two texts (aligns with CCRA.R.9). Specifically, this task requires students to determine how the life experiences of the narrator of the excerpt (*Black Beauty*) differ from the experiences of the main character in the main passage (the gray cub). Students must read both the passage and the excerpt carefully, compare the information provided in the two texts, and contrast how the experiences of these two characters differed. Students must then construct a written response identifying one difference in the characters' experiences, citing evidence from both the main passage and the excerpt in order to support their answer.

Scoring Guide

Synthesis—Compare

Identify one way in which the gray cub's life in the passage from *White Fang* differs from the horse's life in the excerpt from *Black Beauty*. Use one detail from the passage and one detail from the excerpt to support your answer.

Scoring Framework

This Synthesis–Compare task is scored on a 0–3-point scale. A full-credit response includes the following components:

<p>Claim of Similarity a general statement that tells one difference between the lives of the gray cub and the horse (1 pt)</p>	
<p>Evidence a detail from the passage that supports the claim (1 pt)</p>	<p>Evidence a detail from the excerpt that supports the claim (1 pt)</p>

Acceptable Responses

The following chart is not a definitive list of acceptable responses. Other responses will be included in the anchor papers and practice sets.

Claims	Evidence
<ul style="list-style-type: none"> • The horse lives outdoors, but the gray cub lives in a cave. • The gray cub has brothers and sisters to play with, but the horse plays only with his mother. • The horse’s life is more active. • The horse can see the outside world, but the gray cub can’t. • The horse knows many places, but the gray cub knows only the cave. 	<ul style="list-style-type: none"> • The horse lives in a meadow. • The horse can enjoy shady trees. • The horse has a view of a pond. • The gray cub likes to “romp” and “squabble” with the other cubs. • The cave is “dim-lighted.” • The cave is small.

Unacceptable Responses

The following chart is not a definitive list of unacceptable responses. Other responses will be included in the anchor papers and practice sets.

<ul style="list-style-type: none"> • One lives in a cave, and the other lives in a meadow. • The gray cub runs in the meadow, but the horse lives in a cave. • The excerpt is more cheerful than the passage. • Both love their mothers. • The horse is bigger than the gray cub. 	<ul style="list-style-type: none"> • Creditable responses must properly identify the horse and the gray cub. Responses that offer pronouns (see first bullet) are not creditable. • To earn credit, the response must compare the lives of the two animals. Responses that compare other aspects of the text are not creditable (see third bullet). • Only claims of difference are creditable. Claims of similarity, even if accurate, are not creditable (see fourth bullet).
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Scoring Rubric and Guidelines

Claims in the examples are underlined.

<p>3</p>	<p>The answer includes a claim and two pieces of evidence. EXAMPLE 1 <u>The horse lives in beautiful nature.</u> He can enjoy the pond and the trees of the meadow. <u>The gray cub lives in a cave.</u> He can only feel the sunlight from the opening of the cave. EXAMPLE 2 <u>The horse's life is more active.</u> He runs with his mother. The gray cub sleeps most of the time.</p>	<ul style="list-style-type: none"> • A supporting detail must relate logically to the claim, or it does not earn credit. • A claim and one or more pieces of evidence can appear in a single statement or sentence. (See Example 3.) • Two or more pieces of evidence may offer an implied claim. In this case, the student may earn 1 point for each piece of evidence but no point for the claim. Responses that contain only evidence but no claim may earn a maximum of 2 points. (See Example 4.)
<p>2</p>	<p>The answer includes a claim and one piece of evidence. EXAMPLE 3 <u>The horse goes more places,</u> like down to the pond. <u>The cub stays in the dark</u> but feels the light from outside. The answer includes two pieces of evidence. EXAMPLE 4 The horse can see the plowed field, the master's house, and the meadow. The gray cub "had no knowledge of the wide world outside."</p>	<ul style="list-style-type: none"> • Supporting details include but aren't limited to facts, figures, quotations, paraphrases, and other information and ideas from the passage. • Responses do not have to be in complete sentences or paragraphs. Even a one- or two-word response can receive 1 point. (See Example 6.) • If a response gives the same answer or support twice using different words, it only earns 1 point. (See Example 5.)
<p>1</p>	<p>The answer is a single claim. EXAMPLE 5 <u>The horse knows nature but the cub's world is limited.</u> The cub does not know the outside world. The answer is a piece of evidence. EXAMPLE 6 Cub=dark cave</p>	<ul style="list-style-type: none"> • Extraneous material in a response, as long as it does not contradict the appropriate response, is not taken into consideration when assigning a score.
<p>0</p>	<p>The answer shows effort but offers neither an acceptable claim, nor acceptable pieces of evidence. EXAMPLE 7 Both play with a family member.</p>	

Question 26

HOME / READING EXEMPLARS / SECTION 1 / 26 OF 35

LITERARY NARRATIVE: This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

he was coming to learn his world quite well. His world was gloomy; but he did not know that, for he knew no other world. It was dim-lighted; but his eyes had never had to adjust themselves to any other light. His world was very small. Its limits were the walls of the lair, but as he had no knowledge of the wide world outside, he was never oppressed by the narrow confines of his existence.

But he had early discovered that one wall of his world was different from the rest. This was the mouth of the cave and the source of light. He had discovered that it was different from the other walls long before he had any thoughts of his own, any conscious volitions. It had been an irresistible attraction before ever his eyes opened and looked upon it. The light from it had beat upon his sealed lids, and the eyes and the optic nerves had pulsed to little, sparklike flashes, warm-colored and strangely pleasing. The life of his body, and of every fibre of his body, the life that was the very substance of his body and that was apart from his own personal life, had yearned toward this light and urged his body toward it in the same way that the cunning chemistry of a plant urges it toward the sun.

The passage states that the gray cub “had early discovered that one wall of his world was different from the rest” (see highlighted text). Explain how the gray cub feels about this discovery. Use two details from the passage to support your answer.

900

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
26	6	Constructed Response	2	Key Ideas and Details	See scoring guide.

This constructed-response task requires students to use ideas in the text to draw a reasonable generalization, and to support this generalization with evidence from the text (aligns with CCRA.R.1). To respond to the task, the student must read the passage carefully, focusing on the highlighted text and details related to the cub’s “discovery.” Students must then construct a written response in which they make a reasonable generalization about how the cub feels about this discovery, citing evidence from the passage to support their answer.

Scoring Guide

Claim and Support

The highlighted text states that the gray cub “had early discovered that one wall of his world was different from the rest.” Explain how the gray cub feels about this discovery. Use two details from the passage to support your answer.

Scoring Framework

This Claim and Support task is scored on a 0–3-point scale. A full-credit response includes the following components:

<p>Claim a general explanation of how the gray cub feels about his discovery (1 pt)</p>	
<p>Evidence a detail from the passage that supports the claim (1 pt)</p>	<p>Evidence a detail from the passage that supports the claim (1 pt)</p>

Acceptable Responses

The following chart is not a definitive list of acceptable responses. Other responses will also be included in the anchor papers and practice sets.

Claims	Evidence
<ul style="list-style-type: none"> • The gray cub is drawn to the opening of the cave. • The cub likes the way the light feels. • The cub feels cozy. • The cub probably feels surprised. 	<ul style="list-style-type: none"> • The light on his sealed lids is “strangely pleasing.” • The cub’s body “had yearned toward this light.” • The author says the cub is drawn to the light the same way the plant is drawn to the sun. • He likes how the sunlight makes “spark-like flashes.” • The light is “warm-colored.”
<p>A student may offer a claim that is more subjective than interpretive (see fourth bullet). A subjective claim may be creditable as long as it does not contradict information in the passage.</p>	<p>Acceptable evidence should come from lines 20– 27 in the text. A student may use evidence from lines 14 to 19 if it ties logically to the claim or offers a contrast to the light. For example: <u>The cub likes the way the light feels.</u> It makes “spark-like flashes.” He probably likes this because the inside of the cave is “dim-lighted.”</p>

Unacceptable Responses

The following chart is not a definitive list of unacceptable responses. Other responses will also be included in the anchor papers and practice sets.

<ul style="list-style-type: none"> • He feels afraid. • The gray cub wants to go out of the cave.

Scoring Rubric and Guidelines

Claims in the examples are underlined.

3	<p>The answer includes a claim and two pieces of evidence. EXAMPLE 1 <u>The gray cub feels that the sunlight that enters the opening of the cave is pleasing.</u> The author shows us this by saying he turns toward the light like a plant does. The light “had beat upon” his closed lids.</p>	
2	<p>The answer includes a claim and one piece of evidence. EXAMPLE 2 <u>I think the cub probably feels surprised</u> because the text says, “he knew no other world.”</p> <p>The answer includes two pieces of evidence. EXAMPLE 3 “The light from it had beat upon his sealed lids, and the eyes and the optic nerves had pulsated to little spark-like flashes...”</p>	<ul style="list-style-type: none"> • A supporting detail must relate logically to the claim, or it does not earn credit. • Supporting details include but aren't limited to facts, figures, quotations, paraphrases, and other information and ideas from the passage. • A claim and one or more pieces of evidence can appear in a single statement or sentence. (See Example 2.) • Responses do not have to be in complete sentences or paragraphs. Even a one- or two-word response can receive 1 point. (See Example 5.) • If a response gives the same answer or support twice using different words, it only earns 1 point. • Responses that offer more than one claim but no evidence will receive a maximum score point of 1. (See Example 4.) Responses that offer more than two pieces of evidence but no claim will receive a maximum score point of 2. (See Example 3.)
1	<p>The answer is a single claim. EXAMPLE 4 <u>The cub likes the way the light feels.</u></p> <p>The answer is a piece of evidence. EXAMPLE 5 “warm-colored”</p>	<ul style="list-style-type: none"> • Extraneous material in a response, as long as it does not contradict the appropriate response, is not taken into consideration when assigning a score.

Passage D: Natural Science

Using a combination of qualitative and quantitative measures, ACT staff has determined this natural science passage to be of appropriate complexity for ACT Aspire Grade 4 Reading assessments.

Question 27

HOME / READING EXEMPLARS / SECTION 1 / 27 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

What is the main purpose of the passage?

- A. To inform readers about citizen science and the Monarch Larva Monitoring Project
- B. To entertain readers with stories of catching butterflies
- C. To persuade readers to help professional scientists save the monarch butterfly
- D. To explain why butterflies migrate north in the spring

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
27	4	Selected Response	3	Craft and Structure	A

This selected-response question requires students to identify the main rhetorical purpose of a text (aligns with CCRA.R.6). To answer the question, students must read the entire passage carefully, determine its implied purpose, and distinguish this purpose from functions that are subordinate or for which no text support exists.

Explanation of Correct Response

Only answer option A accurately describes the main purpose of the passage (“To inform readers about citizen science and the Monarch Larva Monitoring Project”). The other options are not supported by the text.

Question 28

HOME / READING EXEMPLARS / SECTION 1 / 28 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

The Monarch Larva Monitoring Project is a great example of citizen science in action. The goal of the project is to better understand how the monarch population changes over time. Monarch butterflies spend their winters in Mexico.

Complete the following diagram so that the events from the passage are listed in order. Click and drag the three missing events to the correct empty boxes in the diagram.

1.
- ↓
2.
- ↓
3.
- ↓
4. Type location of larva and milkweed plant on websites.

Search for monarch larva.

Record current location.

Search for milkweed plants.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
28	4	Technology Enhanced	1	Key Ideas and Details	<ol style="list-style-type: none"> 1. <input type="text" value="Search for milkweed plants."/> ↓ 2. <input type="text" value="Search for monarch larva."/> ↓ 3. <input type="text" value="Record current location."/> ↓ 4. <input type="text" value="Type location of larva and milkweed plant on websites."/>

This technology-enhanced question requires students to understand the steps in a procedure (aligns with CCRA.R.3). To answer the question, students must read the first paragraph carefully and place in correct sequence the three steps a student takes during her expedition as a citizen scientist for the Monarch Larva Monitoring Project.

Explanation of Correct Response

The steps should be placed in the following order: (1) search for milkweed plants, (2) search for monarch larva, (3) record current location. Any other sequence is not supported by the text.

Question 29

HOME / READING EXEMPLARS / SECTION 1 / 29 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

What is the main purpose of the first paragraph?

- A. To persuade readers to become citizen scientists
- B. To inform readers about what monarch larvae eat
- C. To provide readers with an example of citizen science
- D. To describe the Monarch Larva Monitoring Project website

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
29	4	Selected Response	3	Craft and Structure	C

This selected-response question requires students to analyze the rhetorical role of a paragraph (aligns with CCRA.R.5). To answer the question, students must read the entire highlighted paragraph carefully, determine its implied purpose, and distinguish this purpose from functions that are subordinate or for which no text support exists.

Explanation of Correct Response

Only answer option C accurately describes the main purpose of the first paragraph (“To provide readers with an example of citizen science”). The other answer options are not supported by the text.

Question 30

HOME / READING EXEMPLARS / SECTION 1 / 30 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. **She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food.** She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

Which of the following quotations, highlighted in the passage, includes an opinion?

- A. "She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food."
- B. "Monarch butterflies spend their winters in Mexico, and then in the spring fly almost 3,000 miles to the northern United States and Canada."
- C. "The eggs eventually hatch and become caterpillars, which are the larva of the monarch butterfly."
- D. "By assisting with this research, citizen scientists are ensuring that future generations can enjoy the monarch, one of the most beautiful butterflies in the world."

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
30	4	Selected Response	2	Integration of Knowledge and Ideas	D

This selected-response question requires students to determine whether the highlighted statements from the passage are matters of fact, opinion, or reasoned judgment (aligns with CCRA.R.8). To answer the question, students must read each statement carefully and determine which one contains an opinion.

Explanation of Correct Response

Only option D includes an opinion ("one of the most beautiful butterflies in the world"). The other options contain only facts.

Question 31

HOME / READING EXEMPLARS / SECTION 1 / 31 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

Based on the passage, what do measuring snowfall and counting monarch larva have in common?

- A. Both are recorded on the Monarch Larva Monitoring Project website.
- B. Both assure that future generations can become citizen scientists.
- C. Both are examples of citizen science projects.
- D. Both are tasks done exclusively by professional scientists.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
31	4	Selected Response	2	Key Ideas and Details	C

This selected-response question requires students to understand a comparison between ideas in a text (aligns with CCRA.R.3). To answer the question, students must carefully read the appropriate parts of the passage and identify an accurate similarity between measuring snowfall and counting monarch larva.

Explanation of Correct Response

Only answer option C accurately describes a similarity (“Both are examples of citizen science projects”). The other answer options state similarities that are not supported by the text.

Question 32

HOME / READING EXEMPLARS / SECTION 1 / 32 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

According to the passage, during which season do monarch butterflies lay their eggs?

A. Fall

B. Winter

C. Spring

D. Summer

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
32	4	Selected Response	1	Key Ideas and Details	C

This selected-response question requires students to locate a detail that is subtly stated in the text (aligns with CCRA.R.1). To answer the question, students must read the text closely and identify the season in which monarch butterflies lay their eggs.

Explanation of Correct Response

Only answer option C accurately describes when monarch butterflies lay their eggs (in spring). The other answer options are not supported by the text.

Question 33

HOME / READING EXEMPLARS / SECTION 1 / 33 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

According to the passage, why do researchers rely on citizen scientists for the Monarch Larva Monitoring Project?

- A. Researchers want to join the community of citizen scientists.
- B. Researchers need help finding the caterpillars because there are so many of them.
- C. Researchers need help understanding where monarch butterflies spend the winter.
- D. Researchers want to determine how much city light affects stargazing.

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
33	4	Selected Response	1	Key Ideas and Details	B

This selected-response question requires students to understand causal connections between events (aligns with CCRA.R.3). To answer the question, students must read the text closely to identify why researchers rely on citizen scientists for the Monarch Larva Monitoring Project.

Explanation of Correct Response

Only answer option B identifies a legitimate cause for why researchers rely on citizen scientists for the Monarch Larva Monitoring Project. The other answer options are not supported by the text.

Question 34

HOME / READING EXEMPLARS / SECTION 1 / 34 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

As it is used in the passage, what does the highlighted word *track* most nearly mean?

- A. A course for racing
- B. To record the path of
- C. A footprint
- D. To travel over

Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
34	4	Selected Response	2	Craft and Structure	B

This selected-response question requires students to determine the meaning of words and phrases in context (aligns with CCRA.R.4, CCRA.L.4–6). To answer the question, students must read the sentence containing the highlighted word *track* closely, determine from context how the word is being used, and distinguish the meaning from other legitimate meanings of *track* that are contextually inappropriate.

Explanation of Correct Response

Only answer option B correctly identifies the meaning of the word *track* as it is used in the passage (“to record the path of”). The other answer options offer meanings of *track* that are contextually inappropriate.

Question 35

HOME / READING EXEMPLARS / SECTION 1 / 35 OF 35

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website. She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists collect, they become valuable members of the scientific community.

Explain why scientists are interested in studying the monarch butterfly. Provide two details from the passage to support your answer.

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Sequence	Grade	Item type	DOK level	ACT Aspire reporting category	Correct response
35	4	Constructed Response	2	Key Ideas and Details	See scoring guide.

This constructed-response task requires students to use ideas in the text to make a reasonable generalization and to support this generalization with evidence from the text (aligns with CCRA.R.1). To respond to the question, the student must read the passage carefully, focusing on the highlighted text and details related to the scientists’ interest in studying monarch butterflies. Students must then construct a written response in which they make a reasonable generalization about why scientists are interested in studying the monarch butterfly, citing evidence from the passage in order to support their answer.

Scoring Guide

Claim and Support

Explain why scientists are interested in studying the monarch butterfly. Provide two details from the passage to support your answer.

Scoring Framework

This Claim and Support task is scored on a 0–3-point scale. A full-credit response includes the following components:

Claim a general explanation of why scientists are interested in studying the monarch butterfly (1 pt)	
Evidence a detail from the passage that supports the claim (1 pt)	Evidence a detail from the passage that supports the claim (1 pt)

Acceptable Responses

The following chart is not a definitive list of acceptable responses. Other responses will also be included in the anchor papers and practice sets.

Claims	Evidence
<ul style="list-style-type: none"> • The monarch butterfly pattern changes over time, and scientists want to understand why. • Scientists want to find ways to protect the monarch butterfly. • Because monarch butterflies are beautiful. 	<ul style="list-style-type: none"> • The monarch butterflies spend winters in Mexico. • They fly 3,000 miles to the northern United States. • They spend spring in northern United States and Canada. • During migration, monarch butterflies lay eggs in different locations. • The monarch butterfly is threatened. • Climate change threatens monarch butterflies. • Destruction of milkweed plants threatens the monarch butterfly. • Predators threaten the monarch butterfly. • “[F]uture generations can enjoy the monarch, one of the most beautiful butterflies in the world.”
<p>A student may offer a claim that is more subjective than interpretive (see third bullet). A subjective claim may be creditable as long as it does not contradict information in the passage. However, please note that the text may not offer enough evidence to support a subjective claim (e.g., third bullet).</p>	<p>Acceptable evidence should come from lines 11 to 20 in the text.</p>

Unacceptable Responses

The following chart is not a definitive list of unacceptable responses. Other responses will also be included in the anchor papers and practice sets.

<ul style="list-style-type: none"> • It is a scientist's job to study things like butterflies. • The scientists want to help the citizen scientists. 	<p>The response must focus on why scientists want to study monarch butterflies. Responses that explain the role of citizen scientists are not creditable unless such evidence has a logical connection to the claim.</p>
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Scoring Rubric and Guidelines

Claims in the examples are underlined.

<p>3</p>	<p>The answer includes a claim and two pieces of evidence. EXAMPLE 1 <u>The scientists study monarch butterflies so they can find ways to protect them.</u> When the monarch butterfly migrates, it lays its eggs on milkweed plants. But these milkweed plants are being destroyed. <u>If they can find the places where monarch butterflies lay their eggs, they can help save them.</u></p>	<ul style="list-style-type: none"> • A supporting detail must relate logically to the claim, or it does not earn credit. • Supporting details include but aren't limited to facts, figures, quotations, paraphrases, and other information and ideas from the passage. • A claim and one or more pieces of evidence can appear in a single statement or sentence. (See Example 2.)
<p>2</p>	<p>The answer includes a claim and one piece of evidence. EXAMPLE 2 <u>I think the scientists want to learn why the population of monarch butterflies changes</u> so they track all the places the butterflies go to when they migrate.</p> <p>The answer includes two pieces of evidence. EXAMPLE 3</p> <ol style="list-style-type: none"> 1. Monarch butterflies migrate 3,000 miles. 2. They lay eggs on milkweed plants. 3. Destruction of milkweed plants threaten the monarch butterfly. 	<ul style="list-style-type: none"> • Responses do not have to be in complete sentences or paragraphs. Even a one- or two-word response can receive 1 point. (See Example 5.) • If a response gives the same answer or support twice using different words, it only earns 1 point. • Responses that offer more than two pieces of evidence but no claim will receive a maximum score point of 2. (See Example 3.) Responses that offer more than one claim but no evidence will receive a maximum score point of 1. (See Example 4.)
<p>1</p>	<p>The answer is a single claim. EXAMPLE 4 <u>The scientists want future generations to enjoy the beautiful butterfly.</u> They want to protect this beautiful butterfly.</p> <p>The answer is a piece of evidence. EXAMPLE 5 winter in Mexico</p>	<ul style="list-style-type: none"> • Extraneous material in a response, as long as it does not contradict the appropriate response, is not taken into consideration when assigning a score.
<p>0</p>	<p>The answer shows effort but offers neither an acceptable claim, nor acceptable pieces of evidence. EXAMPLE 6 Citizen scientists help find the monarch butterfly eggs.</p>	