



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2010**

**Grade 4  
Reading**

**NECAP 2010 RELEASED ITEMS  
GRADE 4 READING**

**3.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

1 In the word colder, the ending *-er* means

- A. able.
- B. small.
- C. more.
- D. make.

**3.3.2** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey, or words with multiple meanings)

2 Which sentence uses the word fair to mean “honest”?

- A. There will be games at the school fair.
- B. When the weather is fair we can go outside.
- C. Please be fair when you play the game.
- D. We saw live animals at the summer fair.

## A People and a Tree Informational Text

**3.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

- 3 Based on the first paragraph, a cradle is a kind of
- A. bed.
  - B. house.
  - C. craft.
  - D. weapon.

**3.8.3** Analyze and interpret informational texts, citing evidence where appropriate by making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant

- 4 Why did the Northwest Coast Indian tribes call the western cedar tree the “Tree of Life”?
- A. They were difficult trees to kill.
  - B. The trees were used in important ways.
  - C. Babies were born under the trees.
  - D. The trees were planted where the Indian tribes lived.

## A People and a Tree Informational Text

**3.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 5 According to paragraph 5, Indian women who made things out of bark
- A. used bark in place of using heavy tools.
  - B. took only as much bark as they needed.
  - C. used the oldest bark they could find.
  - D. thought the bark was difficult to work with.

**3.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 6 What did the Indians make out of whole tree trunks?
- A. boxes
  - B. masks
  - C. canoes
  - D. baskets

## A People and a Tree

### Informational Text

**3.1.1** Applies word identification/ decoding strategies by identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought)

7 Fill in the chart.

<b>Choose four words from the Word Box that have the same vowel sound as <u>coast</u>:</b>	<b>Word Box</b>
1. _____	could float must stood first blows hour stone toe
2. _____	
3. _____	
4. _____	

**NECAP 2010 RELEASED ITEMS  
GRADE 4 READING**

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>4</b>	Response includes four correct words from the Word Box in the chart.
<b>3</b>	Response includes three correct words from the Word Box in the chart.
<b>2</b>	Response includes two correct words from the Word Box in the chart.
<b>1</b>	Response includes one correct word from the Word Box in the chart.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

**Training Notes:**

<b>Words from the Word Box that have the same vowel sound as <u>coast</u>:</b>
float blows stone toe

**Note:** Words need not appear in sequential order.

NECAP 2010 RELEASED ITEMS  
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SCORE POINT 4

7 Fill in the chart.

Choose four words from the Word Box that have the same vowel sound as <u>coast</u> :	Word Box
1. <u>float</u>	could float must stood first blows hour stone toe
2. <u>stone</u>	
3. <u>blows</u>	
4. <u>toe</u>	

Response includes four correct words from the Word Box in the chart.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 3

7 Fill in the chart.

Choose four words from the Word Box that have the same vowel sound as <u>coast</u> :	Word Box
1. <u>sloat</u>	<del>could</del> <del>float</del> must stood first <del>blows</del> hour stone <del>toe</del>
2. <u>blows</u>	
3. <u>could</u>	
4. <u>toe</u>	

Response includes three correct words from the Word Box in the chart.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 2

7 Fill in the chart.

Choose four words from the Word Box that have the same vowel sound as <u>coast</u> :	Word Box
1. <u>float</u>	could float must stood first blows hour stone toe
2. <u>could</u>	
3. <u>stood</u>	
4. <u>blows</u>	

Response includes two correct words from the Word Box in the chart.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 1

7 Fill in the chart.

Choose four words from the  
Word Box that have the same  
vowel sound as coast:

1. float
2. hour
3. could
4. stood

Word Box

could  
float  
must  
stood  
first  
blows  
hour  
stone  
toe

Response includes one correct word from the Word Box in the chart.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 0

7 Fill in the chart.

Choose four words from the  
Word Box that have the same  
vowel sound as coast:

1. could
2. must
3. hour
4. food

Word Box

could  
float  
must  
stood  
first  
blows  
hour  
stone  
toe

Response is totally incorrect or irrelevant.

## A People and a Tree Informational Text

**3.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 8 The inner bark of cedar trees was used to make
- A. tools.
  - B. canoes.
  - C. boxes.
  - D. diapers.

## A People and a Tree Informational Text

**3.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, or homonyms/homophones; or categorizing words

9 Read the words in the box.

masks  
canoes  
beams

What do the words show?

- A. things traded for cedar trees by the Northwest Coast Indians
- B. things found by the Northwest Coast Indians when looking for cedar trees
- C. things made by the Northwest Coast Indians from cedar trees
- D. things used by the Northwest Coast Indians when growing new cedar trees

## A People and a Tree Informational Text

**3.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or details

- 10 Which part of the passage gives information about building Indian homes?
- A. Bark
  - B. Wood
  - C. Branches
  - D. Roots

**3.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, or homonyms/homophones; or categorizing words

- 11 In paragraph 11, what do the words to its fullest **most likely** mean?
- A. with each other
  - B. some of the time
  - C. with other tribes
  - D. as much as they could

## A People and a Tree Informational Text

**3.8.1** Analyze and interpret informational texts, citing evidence where appropriate by connecting information *within* a text.

- 12 Explain how the cedar tree was important to the Northwest Coast Indians. Use details from the passage.

### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the cedar tree was important to the Northwest Coast Indians. Response includes relevant details from the passage.
3	Response provides an explanation of how the cedar tree was important to the Northwest Coast Indians. Response includes some relevant details from the passage.
2	Response provides a partial explanation of how the cedar tree was important to the Northwest Coast Indians. Response includes limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

### Training Notes:

A thorough response will support the idea that the Indians of the northwest coast relied on the western red cedar in every part of their lives.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 4

- 12 Explain how the cedar tree was important to the Northwest Coast Indians. Use details from the passage.

The cedar tree was important because that was the tree they trusted. If the indians didn't have the cedar tree they wouldn't of survived. They made cradles, canoes, rope houses, blankets, and more. These are most of the the things they needed to survive. The cedar tree was so important, the women said special prayers to the tree before they took bark off it. They named the tree "The Tree of Life!"

Response provides a thorough explanation of how the cedar tree was important to the Northwest Coast Indians. Response includes relevant details from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 3

- 12 Explain how the cedar tree was important to the Northwest Coast Indians. Use details from the passage.

The Northwest coast Indians lived off cedar. They made every thing they could with cedar. They used the branches for pulling boats and whale carves, they used the hole trunk for canoes and long houses. They used the bark for diapers, boxes and other containers and the bark was also used to weave to make mats (table mats and bed dividers). The roots were used to make very pretty baskets.

Response provides an explanation of how the cedar tree was important to the Northwest Coast Indians. Response includes some relevant details from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 2

- 12 Explain how the cedar tree was important to the Northwest Coast Indians. Use details from the passage.

It was important because it made houses, cribs, headband  
diapers, tools, sewing and many more. They respected the cedar  
tree and relied on it cause they used it to  
make many different usefull things.

Response provides a partial explanation of how the cedar tree was important to the Northwest Coast Indians. Response includes limited details from the passage.

NECAP 2010 RELEASED ITEMS  
GRADE 4 READING

SCORE POINT 1

- 12 Explain how the cedar tree was important to the Northwest Coast Indians. Use details from the passage.

The ceader tree was important because it was good for making things like diapers, masks, canoes and beams and more

Response is vague or minimal.

SCORE POINT 0

- 12 Explain how the cedar tree was important to the Northwest Coast Indians. Use details from the passage.

Beccasue without the cedar tree they won't breathe without air. The tree lets out air to breathe.

Response is totally incorrect or irrelevant.

## Grade 4 Reading Released Item Information - 2010

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand <sup>1</sup>	WV	WV	WV	IA	II	II	WV	II	WV	II	WV	IA
GLE Code	3-2	3-3	3-2	3-8	3-7	3-7	3-1	3-7	3-3	3-7	3-3	3-8
Depth of Knowledge Code	1	1	2	2	1	1	1	1	1	1	2	2
Item Type <sup>2</sup>	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	C	C	A	B	B	C		D	C	B	D	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

<sup>1</sup>Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,  
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response