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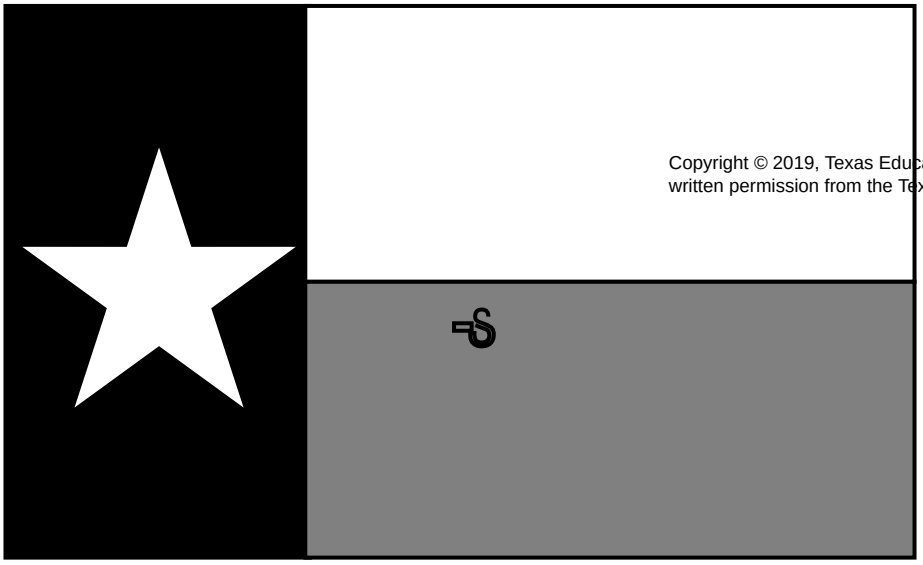

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READING

Presentation Instructions for Question 2

- € Present Stimulus 2a and 2b. Communicate: Here is more of the article •Brothers by Choice.Ž
- € Direct the student to Stimulus 2a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 2b. Communicate: These boys are playing basketball. These boys are playing football.
- € Communicate: Find what Kris and Nate played in high school.

Stimulus 2a

Presentation Instructions for Question 4

- € Present Stimulus 4a and 4b. Communicate: Here is the conclusion of the article •Brothers by Choice.Ž
- € Direct the student to Stimulus 4a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- € Communicate: Find what the reader can learn about Kris and Nate•s relationship.

Stimulus 4a

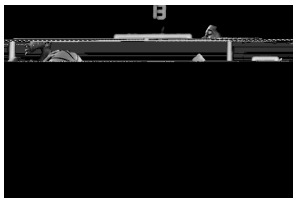


Photo by Ronald Martinez/Getty Images

When Kris and Nate were high school seniors, they decided to play basketball for different colleges. Kris played for Villanova University, and Nate played for the University of North Carolina. The closeness of the brothers continued into college. But they were not rivals playing against each other until the 2016 college championship.

Kris and Nate were excited about the opportunity. ÒWe know how much work we put into this game,Ó Kris said. ÒFor us to play against each other at the highest stage in our career is something special.Ó

AP Photo/David J. Phillip, File

AP Photo/Matt Rourke, file

With three seconds left in a tied game, Kris shot the ball into the basket. The crowd cheered as Villanova celebrated its win. As the fans celebrated, Nate rushed over to congratulate Kris. These two young men would always be close friends, great rivals, and true brothers by choice.

Stimulus 4b

Kris and Nate wanted to play basketball at the same school while they were in college.

Kris and Nate would be closer if they were real brothers.

* Kris and Nate would have been just as happy if Nate had made the winning shot.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •Kris and Nate would have been just as happy if Nate had made the winning shotŽ in Stimulus 4b,		mark A for question 4 and move to question 5.
If the student does not find •Kris and Nate would have been just as happy if Nate had made the winning shotŽ in Stimulus 4b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •Kris and Nate would have been just as happy if Nate had made the winning shotŽ in Stimulus 4b,		mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find •Kris and Nate would have been just as happy if Nate had made the winning shotŽ in Stimulus 4b,		mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- € Present Stimulus 5. Communicate: Here is the persuasive article •From the Farm to Your Table.Ž
- € Direct the student to Stimulus 5. Communicate the text.
- € Communicate: Find the people shopping at the farmers• market.

Stimulus 5

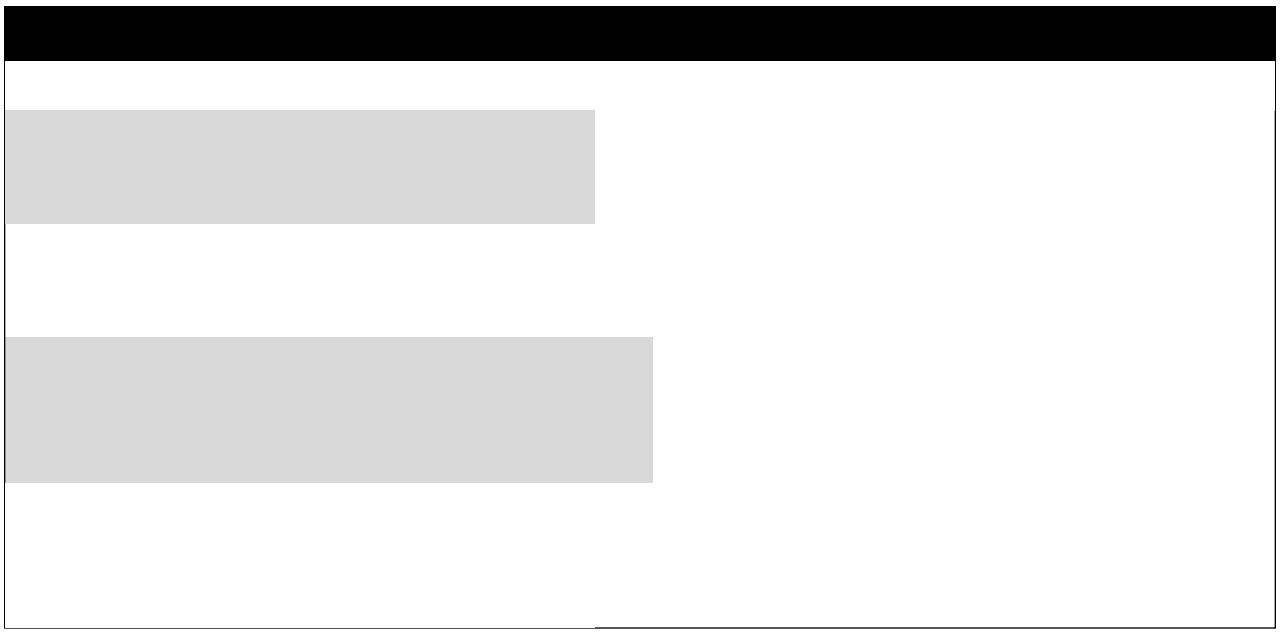
From the Farm to Your Table

*

Presentation Instructions for Question 6

- € Present Stimulus 6a and 6b. Communicate: Here is more of the persuasive article •From the Farm to Your Table.Ž
- € Direct the student to Stimulus 6a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 6b. Communicate: This woman is buying produce at a grocery store. This woman is buying produce at a farmers• market.
- € Communicate: Find the woman buying produce at a farmers• market.

Stimulus 6a



Presentation Instructions for Question 9

- € Present Stimulus 9. Communicate: How a word is used in a sentence helps the reader know the meaning of the word.
- € Direct the student to Stimulus 9. Communicate:

Presentation Instructions for Question 10

- € Present Stimulus 10a and 10b. Communicate: How a word is used in a sentence helps the reader know the meaning of the word.
- € Direct the student to Stimulus 10a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 10b. Communicate: This woman is putting her clothes into a washing machine. This woman is reading a book.
- € Communicate: Find the woman using an appliance.

Stimulus 10a

Appliances can help people with chores in their home. Stoves, refrigerators, microwaves, and washing machines are appliances many people use every day.

Stimulus 10b

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the woman putting her clothes into the washing machine in Stimulus 10b,		mark A for question 10 and move to question 11.
If the student do002Bfo findsthe woman putting hTj T* (Ser)lus 10b,		

Presentation Instructions for Question 11

- € Present Stimulus 11a and 11b. Communicate: How a word is used in a sentence helps the reader know the meaning of the word.
- € Direct the student to Stimulus 11a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 11b. Communicate the text in each answer choice.
- € Communicate: Find what the word •fixtureŽ means.

Stimulus 11a

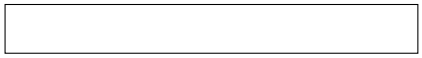
The worker is screwing a light bulb into a fixture on the ceiling. Now the kitchen will be light and bright.

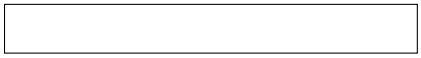
Stimulus 11b

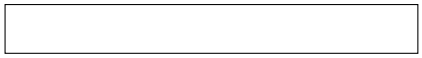
* something attached to a specific spot

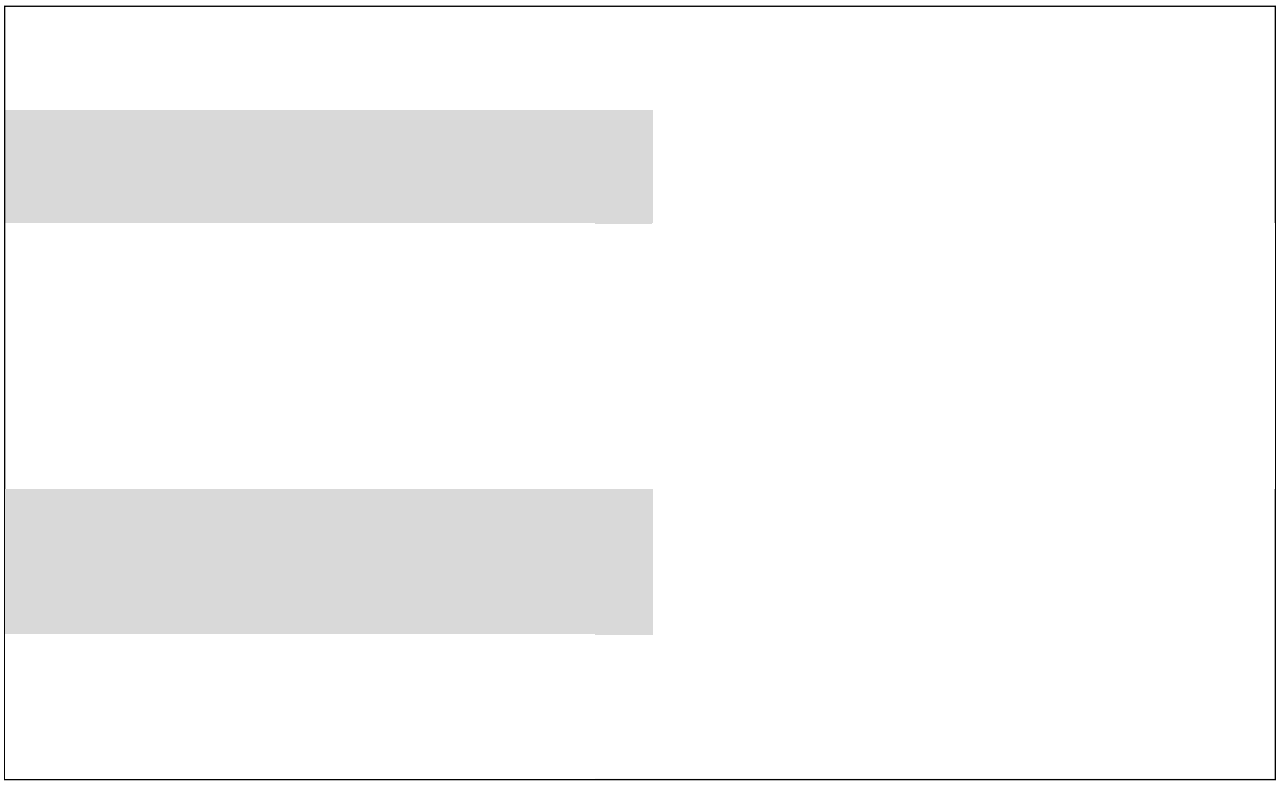
the electricity in a new house

the switch that turns on a light









Presentation Instructions for Question 16

- € Present Stimulus 16a and 16b. Communicate: Here is the conclusion of the story •Starring the Set Designers.Ž
- € Direct the student to Stimulus 16a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
- € Communicate: Find the sentence that shows Lisa realizes why the sets are important.

Stimulus 16a

As Lisa watched the play rehearsal with no sets, she realized what she had done. She felt a lump in the bottom of her stomach and sweat on her forehead. ÒI imagined stepping in at the last minute to save the play, but instead, I am ruining it,Ó she thought. ÒWithout the sets, it is going to be hard for the audience to imagine the actors on a tropical island.Ó Lisa decided that if she could not act, she could help tell the story with great sets. ÒI can be the star of set design,Ó she thought.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'" in Stimulus 16b,		mark A for question 16 and move to question 17.
If the student does not find "'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'" in Stimulus 16b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'" in Stimulus 16b,		mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find "'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'" in Stimulus 16b,		mark C for question 16 and move to question 17.

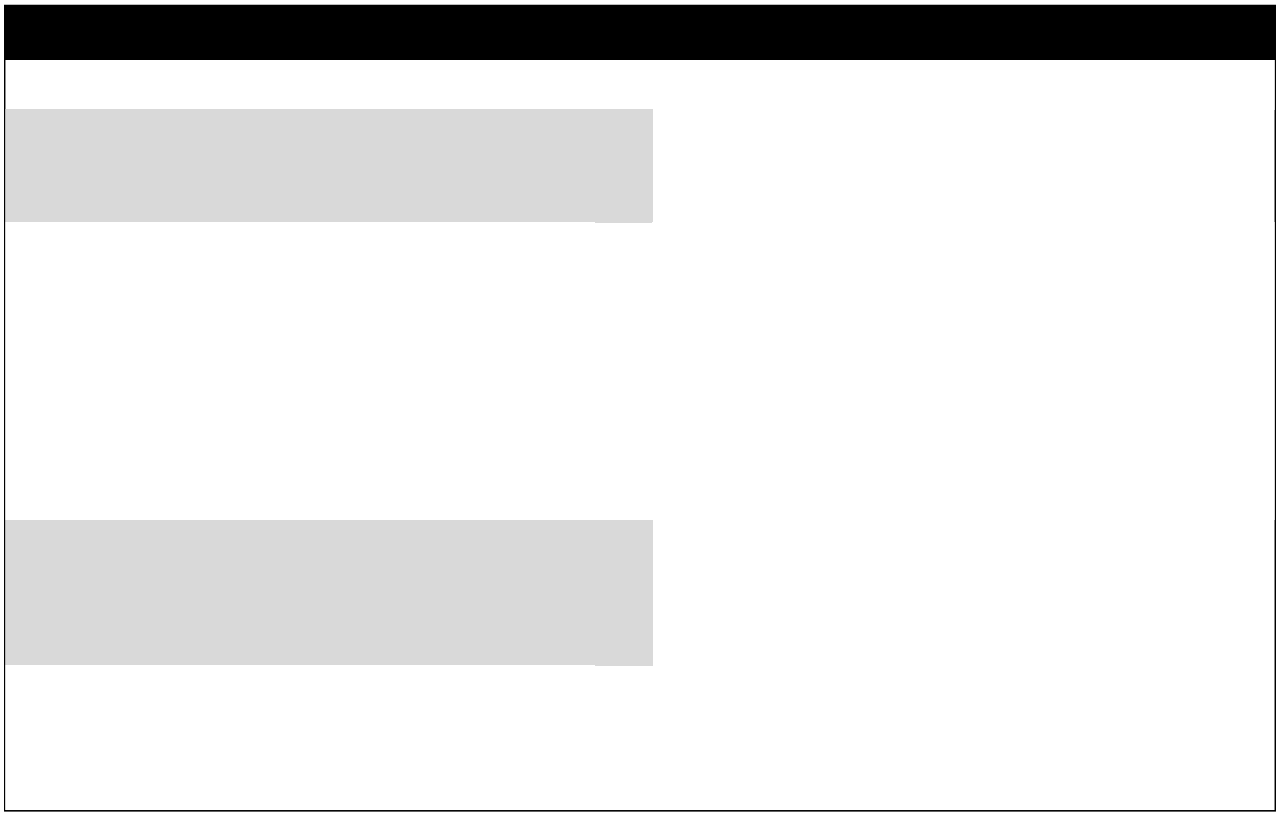
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the older adults playing pickleball in Stimulus 18b,		mark A for question 18 and move to question 19.
If the student does not find the older adults playing pickleball in Stimulus 18b,		€ model the desired student action by finding the older adults playing pickleball in Stimulus 18b and communicate •Older adults play pickleball more than any other age groupŽ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the older adults playing pickleball in Stimulus 18b,		mark B for question 18 and move to question 19.

Presentation Instructions for Question 19

- € Present Stimulus 19a and 19b. Communicate: Here is more of the article •Pickleball.Ž
- € Direct the student to Stimulus 19a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 19b. Communicate the text in each answer choice.
- € Communicate: Find why the Pritchard kids created a new game.

Stimulus 19a

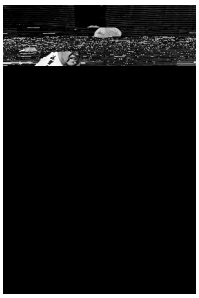
Pickleball began on an island near Seattle, Washington, a little more than 50 years ago. Joel Pritchard and his family lived in a cabin that had an old badminton court in the back. When another family came to visit, all the kids were bored. Pritchard had a badminton set with a net, but he did not have any rackets. He did have ping-pong paddles and the family dog s plastic ball that was the size of a softball. Pritchard gave the paddles and the ball to the kids and left them on the court to play. When Pritchard returned hours later, the kids were



Presentation Instructions for Question 20

- € Present Stimulus 20a and 20b. Communicate: Here is the conclusion of the article •Pickleball.Ž
- € Direct the student to Stimulus 20a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 20b. Communicate the text in each answer choice.
- € Communicate: Find what this section of the article is mainly about.

Stimulus 20a



Soon Pritchard and his friends also began playing the game his kids had made up.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •People of all ages in all 50 states can play and win pickleballŽ in Stimulus 20b,		mark A for question 20.
If the student does not find •People of all ages in all 50 states can play and win pickleballŽ in Stimulus 20b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •People of all ages in all 50 states can play and win pickleballŽ in Stimulus 20b,		mark B for question 20.
After the teacher repeats the instructions, if the student does not find •People of all ages in all 50 states can play and win pickleballŽ in Stimulus 20b,		mark C for question 20.