

Item Position	Correct answer(s)	Standard(s)	Characteristics of High Quality Reading Items
1	B	RI.5.3, RI.5.1	<ul style="list-style-type: none"> <li>• Does the question require close reading? Yes. Students must make text-based inferences based on several sections of text that explain soap bubbles with sugar are stronger, and students must infer that stronger means the bubbles would last longer.</li> <li>• Does the question focus on central ideas and important particulars? Yes. One of the central ideas focuses on the construction of bubbles and which bubbles are strongest.</li> <li>• Does the item require textual evidence? Yes. Indirect evidence is needed to answer the question in that students must combine evidence from the text to make an inference.</li> <li>• Does the item align to the specific requirements of at least one grade 5 standard? Yes. Because of the inference made from textual evidence, the item aligns well to RI.5.1. Because the question requires that students explain the relationship between water, soap, and sugar, it aligns to RI.5.3.</li> </ul>
2 Part A	D	RI.5.4, RI.5.1	<ul style="list-style-type: none"> <li>• Does the question require close reading? Yes. Students must use context clues to determine the meaning of the tested word.</li> <li>• Does the question focus on central ideas and important particulars? Yes. “Brace” is central to understanding the</li> </ul>

2 Part B	C, F		<p>idea that the strength of bubble walls can be increased with sugar.</p> <ul style="list-style-type: none"> <li>• Does the question require textual evidence? Yes. Part B requires explicit textual evidence.</li> <li>• Does the question align to the specific requirements of at least one grade level standard? Yes. Part B requires use of evidence (e.g., context clues) called for by RI.5.1 and Part A calls for determining meaning of Tier 2 words (RI.5.4).</li> </ul>
3	C	RI.5.2, RI.5.1	<ul style="list-style-type: none"> <li>• Does the question require close reading? No. Students can simply skim the text to get the answer.</li> <li>• Does the question focus on central ideas and important particulars? No. The number of parts of a bubble wall is not a key detail.</li> <li>• Does the question align to the specific requirements of at least one grade 5 standard? No. Although RI.5.2 references details, the intent of the standard is to have students explain how important details support TWO main ideas.</li> <li>• Does the question require use of textual evidence? Yes, but weakly as the student uses the text but not to <i>prove</i> an answer.</li> </ul>
4	A	RI.5.7, RI.5.1	<ul style="list-style-type: none"> <li>• Does the question require close reading? Yes. Students must read and analysis both the text and Figure 1.</li> <li>• Does the question focus on central ideas and important particulars? Yes. The focus of Figure 1 is the construction and strength of the bubble, which is also one of the central ideas of the text.</li> <li>• Does the question align to the specific requirements of at least one grade 5 standard? Yes. The student must use the knowledge they've learned to make an inference (RI.5.1) about Figure 1, thus drawing on multiple sources of information (RI.5.7).</li> </ul>

			<ul style="list-style-type: none"> <li>Does the question require use of textual evidence? Yes. Students use indirect textual evidence to make their inference.</li> </ul>						
5	D	RI.5.4, RI.5.1	<ul style="list-style-type: none"> <li>Does the question require close reading? No. Students do not even need to read the text to answer this question.</li> <li>Does the question focus on central ideas and important particulars? Yes. The simile ties to the central idea of the strength of the bubble.</li> <li>Does the item align to the specific requirements of at least one grade 5 standard? No. The item does not require determining meaning (as required by RI.5.4).</li> <li>Does the question require use of textual evidence? No. The stem contains a sentence from the text, but students are not using that sentence as evidence for an answer.</li> </ul>						
6	<table border="1"> <thead> <tr> <th>Main Idea</th> <th>Supporting Detail</th> </tr> </thead> <tbody> <tr> <td>Bubbles act like prisms.</td> <td>Bubbles appear colorful.</td> </tr> <tr> <td>Adding things to the soapy water can strengthen bubbles.</td> <td>Bubbles with sugar last longer.</td> </tr> </tbody> </table>	Main Idea	Supporting Detail	Bubbles act like prisms.	Bubbles appear colorful.	Adding things to the soapy water can strengthen bubbles.	Bubbles with sugar last longer.	RI.5.2, RI.5.1	<ul style="list-style-type: none"> <li>Does the question require close reading: Yes. Students must read the entire text closely to discern the two main ideas and the details that are used to support each one.</li> <li>Does the question focus on central Ideas and important particulars? Yes. The item tests main/central ideas.</li> <li>Does the question align to the specific requirements of at least one grade 5 standard? Yes. This item determining two main ideas (RI.5.2) AND related supporting details – evidence (RI.5.2, RI.5.1).</li> <li>Does the question require use of textual evidence: Yes. Even though the details are paraphrases, they are taken directly from the text.</li> </ul>
Main Idea	Supporting Detail								
Bubbles act like prisms.	Bubbles appear colorful.								
Adding things to the soapy water can strengthen bubbles.	Bubbles with sugar last longer.								
7 Part A	C	RI.5.5, RI.5.1, RI.5.2	<ul style="list-style-type: none"> <li>Does the question require close reading? Yes. Students must closely read the text to answer this question.</li> <li>Does the question focus on central ideas and important particulars? Yes. Students must look for a main point in the text.</li> </ul>						

7 Part B	A		<ul style="list-style-type: none"> <li>• Does the question align to the specific requirements of at least one grade 5 standard? No. Part B of this item asks about structure, but it doesn't address two or more texts as called for by RI.5.5, so it does not align. Standard 2 doesn't apply either, as that standard requires two or more main ideas and this item only asks for one.</li> <li>• Does the question require use of textual evidence: Yes. The item requires use of indirect evidence in that students must infer from evidence in the text.</li> </ul>
8	<p>A good student response will include:</p> <p><b>Same</b></p> <ul style="list-style-type: none"> <li>• Both are round</li> <li>• Both act as prisms</li> <li>• Both teach us about/act like membranes</li> <li>• Both are made up of soap, water, and air (three walls)</li> <li>• Both can be made stronger with sugar</li> <li>• Both can teach us about life, light, and strength</li> <li>• Both have walls that act like membranes</li> </ul> <p><b>Different</b></p> <ul style="list-style-type: none"> <li>• Big bubbles are stronger and last longer</li> <li>• Little bubbles are weaker and pop sooner</li> <li>• Little bubbles are more curved</li> <li>• Big bubbles are less curved</li> <li>• Air from a smaller bubbles will pass into a larger bubble</li> </ul>	<p>W.5.2, W.5.9, RI.5.3, RI.5.2, RI.5.1, L.5.1-L.5.3</p>	<ul style="list-style-type: none"> <li>• Does the question require close reading? Yes. Students must read closely to analyze the differences between big and small bubbles.</li> <li>• Does the question focus on central ideas and important particulars? Yes. A key element of this passage is understanding how bubbles are constructed.</li> <li>• Does the question align to the specifics of at least one grade 5 standard? Yes. It aligns to RI.5.3 in that students must understand the relationships discussed in the article to articulate a correct response. Since the relationships are the main idea in this case, the item also RI.5.2. And because the item explicitly requires students to use details from the article to support their response, it aligns to RI.5.1.</li> <li>• Does the question require use of textual evidence: Yes. Students are asked to use details to support their answer.</li> </ul>