Released Items
Grade 7 ELA-Reading
AzM2

Updated September 2019

Prepared by the Arizona Department of Education
About the Released Items

The AzM2 Released Items provides details about the items, student response types, correct responses, and related scoring considerations for released AzM2 test items.

Within this guide, each item is presented with the following information:

- Domain
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item
- Option rationales (when applicable)

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AzM2 Grade 7 ELA-Reading.
Grade 7 ELA–Reading Released Items

Passage(s):

**Passage 1: Old Ironsides:**
*America’s Fighting Lady*

by Craig E. Blohm

1. The birth of the U.S.S. Constitution and the establishment of the U.S. Navy went hand in hand. In 1794, Congress passed an act to provide a naval force for protecting American merchant ships from the Barbary pirates.¹ The act called for six frigates² to be bought or built; among these was the Constitution. Philadelphia shipbuilder Joshua Humphreys and his associates worked out a design that would make the new frigates larger and more powerful than existing ships of their class. Three years later, in October 1797, Humphreys’s design came to life, as the U.S.S. Constitution slid down the ways (timbers on which a ship is built and from which it is launched) at Hartt’s shipyard in Boston.

2. The ship was two hundred four feet from stem to stern, twenty feet longer than frigates of the British Navy. Raw materials for her construction had been gathered from many states: live oak from Georgia and South Carolina, yellow and white pine from Maine, copper sheets (for plating the hull) from Paul Revere’s Boston metal shop. But the secret of the Constitution’s strength was the way in which these materials were put together. Built as solidly as much larger ships, the frames (the “skeleton” of a ship) were massive and spaced closer together than normal. Attached to these were solid oak walls nearly twenty inches thick, providing protection from enemy cannonballs. Such sturdy construction also allowed the use of heavier cannon, and more of them. The Constitution’s fifty-four guns made it a powerful fighting machine. All this weight might have resulted in a clumsy, plodding ship, but Humphreys had thought of that, too. Sleek underwater lines and a sail area of forty-three thousand square feet (nearly an acre of canvas) gave the Constitution the speed and maneuverability of a Baltimore clipper.³

¹Barbary pirates: pirates who operated out of North Africa
²frigates: warships built for speed and ease of movement
³Baltimore clipper: a type of small, fast sailing ship for trading goods

Passage 2: Old Ironsides:
Americans Build a Fighting Ship
by David L. Weitzman

3 Young John Aylwin loved to go with his father, a ship's carpenter, to Hartt Brothers Shipyard on the Boston waterfront. Sometimes he'd sit on the wharf looking out at the forest of masts, ships of every kind and size bobbing and swaying gently at their berths. But this morning he climbed the stairs of a large building to the attic. This was the mold loft. The huge space was empty except for a lone figure, down on his hands and knees, chalking the long, curved lines of a ship's hull on the wooden floor.

4 It was the biggest ship John had ever seen. His surprise must have been heard. "She is a big one, all right," the kneeling man said as he deftly drew a graceful, sweeping line against a thin wooden ship's curve. "She is a frigate and the largest ship ever built on these shores—1,576 tons."

5 John paced out the length of the frigate. It was almost 200 feet (actually 175 feet) and its beam nearly 50 (45 feet, 2 inches). He had often watched the lines laid down on this floor—brigs, schooners, and barks, all merchantmen—but a man-of-war!

6 When John remarked on the graceful sheer of the bow and the nicely raked stem and cutwater (the leading edge of the ship), the draftsman stopped midline and for the first time looked up from his work, astonished. "My name is Claghorne, George Claghorne," he said, regarding John with curiosity.

7 "Did you design her?" John asked.

8 "No. She is the work of Mr. Joshua Humphreys, at the capital down in Philadelphia," Mr. Claghorne explained. "I am in charge of her construction. She's to be called Constitution, the name chosen by President Washington himself." Then he motioned John to follow him over to a workbench at one end of the loft.

9 Mr. Claghorne showed John a beautiful wooden model. It was a frigate in miniature—well, half a frigate. Since both sides of a ship are the same, symmetrical, it was enough to just model half the hull.
John could not help running his fingers over the polished wood to get the feel of the great ship in his hands, from the rounded bow back along the keel to the tuck of the stern. He rolled and turned the model all around, looked at it from above as a soaring gull might and from below, like a whale. He imagined the bow cutting through the waves and a frothy white wake trailing behind.

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Passage 3: Old Ironsides
by Oliver Wendell Holmes

On September 14, 1830 an article appeared in the Boston Advertiser that claimed the Navy planned to scrap Constitution. In response, Holmes wrote the following poem. It became so popular and generated so much support that the Navy decided to permanently save the ship.

1 Ay, tear her tattered ensign down!
   Long has it waved on high,
   And many an eye has danced to see
   That banner in the sky;

5 Beneath it rung the battle shout,
   And burst the cannon’s roar;—
   The meteor of the ocean air
   Shall sweep the clouds no more.

   Her deck, once red with heroes’ blood,

10 Where knelt the vanquished foe,
   When winds were hurrying o’er the flood,
   And waves were white below,
   No more shall feel the victor’s tread,
   Or know the conquered knee;—

15 The harpies of the shore shall pluck
   The eagle of the sea!
Oh, better that her shattered bulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale!

“Old Ironsides” by Oliver Wendell Holmes. In the public domain.
Item(s)

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<th>Domain</th>
<th>Cluster</th>
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<td>Reading for Literature</td>
<td>Key Ideas and Details</td>
<td>RL7.3</td>
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In Passage 2, paragraph 8, what does the dialogue between John and Mr. Claghorne emphasize?

- **the ship’s national importance**
- **John’s interest in wooden ship models**
- **John’s past experiences in the shipyard**
- **the effort that went into building the ship**

(1 Point) Student selected the correct option.

Option Rationales

**Choice A: Key** - Mr. Claghorne explains to John that the ship was named by the president himself, which alludes to the fact that the ship is of national significance.

**Choice B**: While the passage makes clear that John is interested in wooden ship models, this is not seen through the dialogue between the two characters, but rather through narration.

**Choice C**: While the passage does describe some of John's past experiences in the shipyard, this information is passed along through the narrator rather than through the dialogue between the two characters.

**Choice D**: While the passage emphasizes the ship's size, there is no acknowledgement through the dialogue between the two characters about the effort that went into building the ship.
Option Rationales

Part A
Choice A: Although the passage implies that the new ship will be a great achievement, there is no discussion of sacrifice.

Choice B: Although the passage is about a new kind of ship being built in America, it is not a new discovery.
**Choice C: Key** - John is awestruck by the new design (including both its size and new design methods) of the Constitution as well as the fact that it is a kind of ship that has never been built in America.

**Choice D:** Although the passage highlights John’s knowledge of shipbuilding, it does not emphasize either persistence or hard work as leading to that knowledge.

**Part B**

**Choice A:** Although this option gives an example of John looking at and learning about ships, it does not support the theme in part A.

**Choice B:** Although this option shows George showing off his work, it does not support the theme in part A.

**Choice C:** Although this option shows John examining the model, it does not support the theme from part A.

**Choice D: Key** - This sentence shows that John is awe-struck as he examines the new design of the ship.
(1 Point) Student selected the correct option.

Option Rationales

Choice A: Although the poem begins with a command, the command is not a literal call to action.

Choice B: Although stanza 1 mentions the ship's cannons firing, stanza 3 does not discuss its uniqueness.

Choice C: Although stanza 3 talks about elements of the ship's design (mast, bulk), these are not connected to the ship's importance.

Choice D: Key - The poem highlights the ship's importance by showing what it has done in the past and how it should be dealt with now that it is not in battle any longer.
How is the curiosity of the characters in Passage 2 different?

A. John is curious about the new ship’s importance, while Mr. Claghorne is curious about who wants the ship built.

B. John is curious about what Mr. Claghorne is doing, while Mr. Claghorne is curious about John’s interest in shipbuilding.

C. John is curious about the drawing on the floor, while Mr. Claghorne is curious about the model ship.

D. John is curious about who will man the ship, while Mr. Claghorne is curious about the size of the ship.

(1 Point) Student selected the correct option.

Option Rationales

Choice A: George tells John about the need for the ship, but John is not curious about that; George already knows who wants the ship built.

Choice B: Key - John is not curious about George. Instead, once John begins knowledgably speaking about shipbuilding, George becomes curious about John and introduces himself.

Choice C: While John is curious about the drawing, he is more interested in the man making the drawing; John is the one who picks up the model ship, and George explains it.

Choice D: While there is discussion about the ship's size, this information comes from George; there is no mention of how many people it will take to man the ship.
In ancient Greek mythology, harpies were monsters who stole food from their victims. The word harpy means “snatcher” in Greek.

Why does Holmes use this word in line 15 of Passage 3?

A. to separate the eagle from other winged creatures
B. to connect the U.S.S. Constitution to important historical events
C. to show his scorn for the people who will be dismantling the ship
D. to describe why he thinks that the U.S.S. Constitution should be sunk

(1 Point) Student selected the correct option.

Option Rationales

Choice A: While Holmes does use "eagle" as a metaphor, he is talking about the U.S.S. Constitution and not actual eagles.

Choice B: Holmes does make a strong appeal to the Constitution's tie to history, but is not doing so with this reference.

Choice C: Key - Holmes is calling the people who will scrap Old Ironsides scavengers and monsters with this metaphor.

Choice D: The third stanza addresses this idea, but Holmes has not yet brought it up in line 15.