

TELPAS Spring 2025 Grades 4–5 Reading and Writing Rationales

Item Position	Rationale	
1	Option B is correct	In this context, the verb “gather” is the best choice to complete the sentence. The phrases “used rakes” and “into big piles” provide context for the idea that the boys are gathering the leaves.
	Option A is incorrect	To finish something is to complete it. But the boys have not yet completed their work, since they still have to put the leaves and branches into bags. Also, it does not make sense to “finish” something “into big piles,” so the word “finish” does not fit the context of the sentence.
	Option C is incorrect	The word “cover” means to put something over something else. “Cover” does not fit the context of the sentence because the boys do not use their rakes to put anything on top of the leaves and branches.
	Option D is incorrect	The word “turn” does not fit the context of the text. The phrase “turn leaves and branches into” would mean that the leaves and branches are becoming something else. The text does not support this idea.

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Item Position	Rationale	
2	Option B is correct	The phrases “stepped on” and “cleaned up the mess” both provide context for “squashed.” Stepping on a soft fruit describes the action of squashing it. Squashing a soft fruit would create a mess.
	Option A is incorrect	Grapes grow in clusters, but the verb “clustered” means crowded together in a group. The text makes it clear that Ms. Campos stepped on just one grape. The word “clustered” does not fit this context.
	Option C is incorrect	To rot means to decompose or go bad. Although a piece of fruit can sometimes rot, it cannot be “rotted” by someone stepping on it. Therefore, this answer choice does not make sense in the context of the sentence.
	Option D is incorrect	The word “reached” would not make it clear why Ms. Campos made a mess by stepping on the grape. To say she “reached it” would mean that she got to it or touched it. This does not match the context of the text.

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Item Position	Rationale	
3	Option C is correct	The words “continue to lengthen” provide context for “stretch,” as “stretch” means to reach out or lengthen.
	Option A is incorrect	To fill means to put something inside something else until all the space inside of it is completely taken up. To say that shadows “fill toward the east” has no clear meaning. The word “fill” does not effectively complete the sentence, because the shadows cannot put something inside something else.
	Option B is incorrect	Living organisms adapt, or change, so that they can survive in changing conditions. Since shadows are not living things, the word “adapt” does not fit the context of the sentence.
	Option D is incorrect	To observe means to watch carefully. Since shadows are not living things, they cannot observe anything.

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Item Position	Rationale	
4	Option C is correct	The text describes how Lucas determines the number of spaces the pan has for cupcakes. Each space is a spot, or place, to hold a cupcake. This context makes it clear that he is figuring out the number of cupcakes the pan will “hold” when the spaces are all filled.
	Option A is incorrect	“Count” does not fit the context of the sentence, as a pan is an inanimate object and cannot perform the action of counting or determining the total number of things in a group.
	Option B is incorrect	To place something is to put it somewhere. Since pans are objects, they cannot put or place something.
	Option D is incorrect	Lucas and his mom will use the pan to bake cupcakes, but the pan does not use the cupcakes. A pan is a lifeless object that cannot be said to “use 24 cupcakes.”

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5	Option B is correct	To earn a title is to gain recognition through hard work and accomplishment. The text tells how the town of Poteet “earned” its nickname through its dedication to growing and celebrating strawberries over the past century.
	Option A is incorrect	To discover something is to find it. In this context, the town of Poteet cannot be said to have discovered, or found, its nickname. A nickname is not something that can be lost or found. It is a title that a town or a person receives.
	Option C is incorrect	To say that the town improved its nickname would mean that the town had the nickname already and then somehow made it better. Poteet is described simply as having received the nickname thanks to its famous strawberries.
	Option D is incorrect	To expect something is to believe that it will happen. The text does not support this idea. Instead, the text explains what the town did to deserve its recognition and its nickname.

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6	Option D is correct	In this text, the author focuses mainly on giving information about a particular calculator known as the Pascaline. The text notes this device’s inventor, its abilities and limitations, and its popularity among early scientists and accountants.
	Option A is incorrect	The text states a specific use of the Pascaline, saying that it could “add and subtract numbers.” However, the text does not include ways that calculators are useful, or have a practical value, in general.
	Option B is incorrect	The author provides only a brief description of Blaise Pascal, calling him “a French mathematician” and recognizing him as the inventor of the Pascaline. The text presents many more facts, or information, about the device than its inventor.
	Option C is incorrect	To compare is to say how two or more things are alike or similar. The only calculator described in detail in this text is the Pascaline. Although the author indicates that this invention had fewer functions than modern calculators, this remark does not amount to a true comparison of different calculators.

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Item Position	Rationale	
7	Option C is correct	The sentences "A line segment is part of a line," "It is straight," and "A line segment has two endpoints and includes all the points between the two endpoints" all provide support for identifying the marks and ropes as line segments. The marks and ropes shown in the picture form straight paths that have visible endpoints at or near the edges of the pool.
	Option A is incorrect	The marks and ropes cannot be lines, because the language in the text states that "A line continues forever" and "a line never ends." The painted markings and the ropes can be seen to have endpoints, so in the context of this text, they do not qualify as lines.
	Option B is incorrect	The marks and ropes shown here cannot be rays, since paragraph 3 states, "A ray has one endpoint, but it goes on forever in the opposite direction." The reader can tell from the picture that the marks and ropes have endpoints at each end of the pool.
	Option D is incorrect	The text explains that endpoints are used to form line segments and rays. The marks on the bottom of the pool and ropes have clear endpoints; however, they are more than just endpoints. In addition, the marks and ropes do not include arrows, so there is no evidence for this as the correct response.

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Item Position	Rationale	
8	Option A is correct	The words “have” and “yet” indicate that this question asks whether you have already had lunch. The present-perfect tense of the verb is required here. The present-perfect forms of the verb “eat” are “has eaten” and “have eaten,” so “eaten” is the correct way to complete this sentence.
	Option B is incorrect	The verb “eats” is a present-tense form of the verb “to eat.” However, the words “have” and “yet” indicate that the present-perfect tense is required here. For this reason, “eats” does not appropriately complete the sentence.
	Option C is incorrect	The word “eat” is the present-tense form of the verb. However, the words “have” and “yet” indicate that the present-perfect tense is needed to make the sentence grammatically correct. For this reason, “eat” does not appropriately complete the sentence.
	Option D is incorrect	The word “eating” is the progressive form of the verb. This word can be combined with “is” or “was,” but not with “have.” The word “eating” does not fit the context of this sentence.

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Item Position	Rationale	
9	Option C is correct	The word “whoever” matches the context of this sentence, since Ms. Rocca seems unsure as to which person created the mess. In this context, the word “whoever” means “the person who did this.”
	Option A is incorrect	The word “who” is used at the beginning of a question, as in “Who made this mess?” Since this is a statement and not a question, “who” is grammatically incorrect here.
	Option B is incorrect	“Whose” does not fit the context of this sentence. It is a possessive pronoun that indicates ownership, as in “Whose toy is this?”
	Option D is incorrect	The word “who’s” is a contraction of the words “who” and “is.” This contraction would not make sense in the context of this sentence, where it would be followed by “made this mess.”

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Item Position	Rationale
10	"Is" is a helping verb used in the present continuous tense, as in "is wearing." It is incorrect in the context of this sentence, which is in the simple present tense. "Do" is the correct helping verb to use in the simple present tense. Replacing the word "is" with "do" corrects the error in the original sentence.

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Item Position	Rationale
11	This sentence states a comparison between two different schools. In the context of the phrase “as big,” the word “than” does not correctly complete the comparison. Replacing “than” with the comparison word “as” corrects the error in the original sentence.

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Item Position	Rationale	
12	Part A	
	"told" is the error	The use of the word "told" is not grammatically correct in this sentence. Replacing "told" with "tell" corrects the error in the original sentence: "During your visit, did your grandfather tell you about his childhood?"
	"did" is not an error	The helping verb "did" is used correctly in asking a question about the grandfather. The word "did" should not be changed.
	"his" is not an error	The use of the possessive pronoun "his" is correct in this sentence. It has the same meaning here as the phrase "your grandfather's." The word "his" should not be changed.
	Part B	
	The sentence that needs to be corrected is a question that asks about something that happened in the past. When forming a question in the past tense, the helping verb "did" is used (past tense) with the present tense form of the main verb. The main verb in the sentence is to tell. Replacing "told" with "tell" corrects the error in the original sentence.	

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Item Position	Rationale
13	For information about scoring sentence rewrite items, refer to the grades 4-5 writing scoring guide available on the TELPAS Released Test Questions webpage.

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Item Position	Rationale	
14	Option B is correct	Dad's own words in paragraph 6 inform the reader of why he comes into the room. He says, "Haley, you are being very loud." Dad goes to Haley's room because he hears the noise that she is making there.
	Option A is incorrect	In the story, Dad goes to Haley's room before he knows that Haley has a problem. He does not go to her room because he wants to help her. He offers to help her later, in paragraph 8.
	Option C is incorrect	Haley does want some water at the beginning of the story. However, Dad does not know this and it is therefore not why he goes into her room.
	Option D is incorrect	After Patches has been found, Dad fixes the cage so that the hamster cannot get out again. This is described in paragraph 12, and it occurs after Dad and Haley find Patches. It is not why Dad goes to Haley's room.

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Item Position	Rationale	
15	Option B is correct	Paragraphs 9 and 10 indicate where Haley finds Patches. After she “hears a sound in her closet” (paragraph 9), she opens the door and finds Patches in a box inside the closet (paragraph 10).
	Option A is incorrect	Haley and Dad look under the blanket on her bed, as described in paragraph 9. The context here makes it clear that Patches is not under the blanket, because Haley goes on to look in the closet.
	Option C is incorrect	Paragraph 5 describes how Haley looks for Patches around and behind the bookshelf, just before Dad comes in. But Patches is not there. Therefore, she and Dad continue to look for her pet.
	Option D is incorrect	Paragraph 4 states clearly that “the cage is empty.” This is why Haley begins searching for Patches and finally finds him in the closet.

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Item Position	Rationale	
16	Option C is correct	The action of Haley running to the cage and her expression, “Oh no!” in paragraph 4 make it clear that she is worried about Patches.
	Option A is incorrect	Paragraph 4 describes how Haley “runs to the cage” after she sees that its door is open. This context indicates that she is alert and active, not sleepy.
	Option B is incorrect	There is no support in paragraph 4 for the idea that Haley is angry. The way she is described shows that she is puzzled and worried, not angry.
	Option D is incorrect	The language in paragraph 4 does not indicate that Haley feels hurt when she discovers that her hamster has gotten out of its cage. She is focused on her missing pet, not on any pain of her own.

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Item Position	Rationale	
17	Option A is correct	The sentences “Now the door is tight,” and “Patches cannot get out again” in paragraph 12 both provide context for the meaning of <u>secure</u> as being difficult to open.
	Option B is incorrect	The sentence “He wraps the wire around the door and the bars of the cage” shows that the door remains in the same place as it originally was. There is no language in the story indicating that Dad put the door in a different place.
	Option C is incorrect	“Always the same” does not fit the context of the story. Haley and Dad want the door to be different in some way so that Patches does not open it again.
	Option D is incorrect	Doors are objects and cannot “go” or be “ready to go” anywhere. “Ready to go” does not fit the context of this story.

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Item Position	Rationale
18	<p>The student response below has been identified by Texas educators as meeting the requirement for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 4-5 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>In this picture I can see that all the stages of an orange tree are different from one another and that each stage gets taller and taller. Three facts that I can learn from this illustration is the way the orange tree grows, how it looks at each stage, and at what part of the growing process do the oranges grow. The image shows all seven stages of an orange tree and its very clear that in the first three stages, there is barely any growth, until it reaches the fourth stage. In the fourth stage, you can see it grew a lot, but in the fifth stage is where the orange tree stops growing. Lastly in the sixth stage is where the oranges start to form, but in the last stage is where the growing process is done and completed. Even though the orange tree looks good in the last stage, doesn't mean every process goes exactly like this because some can go wrong. For example; if the small version of the orange tree was stepped on, the orange tree could end up looking messed up when the process is over. In conclusion, if I wanted to help any plant grow I would water them, try to help the plant stay straight, and I wouldnt step on the plant.</p>

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Item Position	Rationale	
19	Option B is correct	Paragraphs 3 and 18 clearly indicate that Martin feels unnoticed and wants people to pay attention to him. The language in paragraphs 5, 9, and 10 also provides strong support for this being his main problem in this story.
	Option A is incorrect	Paragraph 2 describes how observant Martin is and how he notices things other people do not see. There is no language in the story to support the idea that these observation skills are a problem. In fact, paragraphs 7 and 15 make it clear that this ability is a positive trait.
	Option C is incorrect	It is true that Martin does not feel lucky about being able to detect storms before other people. However, this is not his main problem in the story. Paragraphs 3 and 18 clearly state his main problem: a feeling of not being noticed and a desire to get other people to pay attention to him.
	Option D is incorrect	Paragraph 12 narrates Martin’s discovery of a fire in one of the fields. The fire could potentially be a very serious problem for the villagers, but paragraphs 13, 14, and 15 make it clear that Martin is able to warn the villagers and keep the fire from spreading. Therefore, this is not Martin’s main problem in the story.

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Item Position	Rationale	
20	Option D is correct	Paragraph 6 establishes a context in which the word <u>detected</u> has the same meaning as “sensed” or “felt.” Martin can “tell that rain is coming” because he senses the coolness and the scent of rain in the air.
	Option A is incorrect	To compare is to say how two or more things are alike or similar. The language in paragraph 6 does not support the idea that Martin compared the coolness of the air with the scent of rain. Instead, he has noticed these two things as signs of a coming rainstorm.
	Option B is incorrect	This answer choice does not fit the context of the sentence. To predict means to say that something is going to happen in the future. Martin did not predict a faint coolness. Rather, he used the faint coolness and scent in the air to predict that it would rain soon.
	Option C is incorrect	The word “watched” does not fit the context of this sentence. Coolness and the scent of rain cannot be seen or watched.

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Item Position	Rationale	
21	Option A is correct	Paragraph 9 states, "Martin decided to spend the next day, Saturday, coming up with something that would help him stand out." Paragraphs 9 and 10 describe how Martin tries to memorize and recite a poem and then tries to learn to juggle. He clearly hopes that one of these skills will make people notice him more.
	Option B is incorrect	In paragraph 6, Martin does warn his neighbor about the rain. However, the language of the story does not support the idea that he does this to make himself more noticeable. He is just sharing what he notices so he can be helpful to his neighbor.
	Option C is incorrect	Martin warns the villagers about the fire, but the context provided in paragraph 13 indicates that Martin is just alarmed about the damage the fire could cause. He is not seeking attention for himself or trying to be noticed.
	Option D is incorrect	The description in paragraph 4 of Martin's performance makes it clear that by singing in the choir, Martin was "just another face in the crowd." He knew that his performance would not be noticed.

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Item Position	Rationale	
22	Option A is correct	The language in paragraph 4 provides clear support for the idea that Martin feels disappointed about singing in the choir. The text says, “Martin desperately wanted a solo too. But he didn’t have a talent or skill to show off. So instead, he would be singing in the choir—just another face in the crowd.”
	Option B is incorrect	There is no text to support the idea that Martin thinks he would be better at reciting a poem or juggling than singing. Martin does try to memorize a poem and teach himself to juggle in paragraphs 9 and 10. However, the language in those paragraphs makes it clear that Martin does not succeed at those tasks and does not want to perform them in front of others.
	Option C is incorrect	Martin’s actions and language do not suggest that he is nervous about a lot of people attending the school celebration. Paragraphs 3, 4, and 5 make it clear that Martin wants to stand out and get attention from people. The language of paragraph 4 suggests that Martin believes that no one will notice him in the choir, because he will be “just another face in the crowd.”
	Option D is incorrect	There is no information in the story to support the idea that Martin prefers other activities to singing or that he feels annoyed. The language of paragraph 4 shows Martin’s feelings of disappointment, not annoyance, about singing in the choir. Paragraphs 5, 9, and 10 make it clear that Martin is looking for another activity because he wants to do something to get people’s attention, not because he does not like singing.

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Item Position	Rationale	
23	Option A is correct	Paragraph 13 states that Martin realizes “nearly every farmer was at the market today,” so he knows that he must go to the marketplace to find the people to warn them about the fire.
	Option B is incorrect	The language in paragraph 11 states that the marketplace is “at the edge of the village.” However, this is not presented as the reason Martin goes to the marketplace. It is clear that he goes there because nearly everyone is there for market day.
	Option C is incorrect	The river near the farms is important to the story because the river is a source of water that can be used to put out the fire. But this does not show why Martin goes to the marketplace. He knows that it will take people to carry the water to put out the fire, and the people are in the marketplace.
	Option D is incorrect	There is no language in the story to support the idea that Martin runs to the marketplace because he wants to be noticed. Rather, he goes to the marketplace to share what he <i>has</i> noticed.

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Item Position	Rationale	
24	Option D is correct	In this sentence from paragraph 18, Martin states the important lesson he learns: he can best receive attention by just being who he is, with his own special talents. He does not need to make a special effort to be noticed.
	Option A is incorrect	The sentence from paragraph 2 describes Martin’s ability to notice and pay attention to everything going on around him. It does not mention something important that Martin has learned.
	Option B is incorrect	What Martin says to Mrs. Hopper in paragraph 6 indicates his ability to notice details and make predictions based on those details. However, his remark is not about something very important that he has learned.
	Option C is incorrect	The sentence from paragraph 9 reports Martin’s decision to learn a new skill that will help him be more noticeable. It does not give information about something he has learned already.

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Item Position	Rationale	
25	Option “Deep in thought” is correct	The phrase “deep in thought” provides the context that best helps the reader understand the meaning of <u>pondered</u> in the first sentence. To ponder something is to think about it or consider it deeply.
	Option “walked home” is incorrect	The phrase “walked home” tells what Martin was doing when his thinking takes place. It does not explain the meaning of <u>pondered</u> .
	Option “gazed down” is incorrect	To gaze means to look at something intently. The phrase “gazed down” refers to something Martin did while he <u>pondered</u> , but it does not explain what it means to ponder.
	Option “turned his attention” is incorrect	That something “turned his attention” means that something distracted Martin’s thoughts. This phrase does not help the reader understand what <u>pondered</u> means.

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Item Position	Rationale
26	<p>The student response below has been identified by Texas educators as meeting the requirement for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 4-5 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>The first job my robot would do is wiping the table and sweeping the floors. my robot could use an eyeglass as strong as a microscope to see the little bits of food and stuff on the floor. I would want the robot to do these because these are my chores. I really dislike doing my chores because it takes a while, and most of the time I get in bed by 9:30 and wake up at 6:45. I would also like my robot to be able to go shopping for us. I would want my robot to do this because we are always out of something, and we never know until we need the thing that we're out of. This way, the robot could go out to the store for us right when we need it. The third job I would like my robot to do is the garden work, like raking, digging up weeds, and planting new flowers and bushes. I would like my robot to do this because we have ginormous oak trees that shed every month. We end up raking in the summer, or in the winter when our trees are supposed to be already bare. Also, our flowers never end up living the whole year. They always die in the Texas summer heat. Our robot could water the plants for us when we are at school or work and don't have time to water. These are the three jobs I would want my robot to do for me.</p>

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Item Position	Rationale	
27	Option B is correct	This answer choice gives the best summary of the selection. It mentions the main topics covered in the text: what the basket cars are, where they can be found, how the sleds move, and who pushes and steers them.
	Option A is incorrect	Here the answer choice mentions only two details about basket cars that can be found in the text: what the cars are made of and how speedy they are. This omits much of the basic information the selection presents to the reader.
	Option C is incorrect	The section called "Skillful Guides" (paragraphs 3 through 6) includes facts and details about the drivers of the sleds in Madeira. However, this information is the focus of just one section of the text. It does not include information about the important ideas covered in the rest of the selection.
	Option D is incorrect	This answer choice lists one major fact about the sleds (the visitors who come to ride) and one minor detail (the number of people who can ride in one sled). It leaves out everything else the reader learns in the text about the sleds and their drivers. Therefore, this is not an effective summary of the selection.

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Item Position	Rationale	
28	Option C is correct	The language in paragraph 4 clearly supports the idea that the numbers tell the carreiros when it is their turn to guide a sled. The sentence “These numbers tell the men when they will next guide a sled” specifically states this.
	Option A is incorrect	In paragraph 5, it is noted that when a new carreiro starts his job, he “assumes the number of his trainer.” This makes it clear that the numbers do not indicate how much experience the drivers have.
	Option B is incorrect	This cannot be what the numbers show, since the reader is informed in the first sentence of paragraph 4 that the drivers work “in teams of two.” Paragraph 1 provides additional context that supports the idea that there are always two drivers pushing and steering each sled.
	Option D is incorrect	While it is true that the carreiros need to learn many skills before they can operate a sled, the text in paragraph 4 makes it clear that the numbers “tell the men when they will next guide a sled,” not how many skills they need.

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Item Position	Rationale	
29	Option C is correct	In this sentence from paragraph 6, the phrases “these days” and “many more carreiros” indicate that the job has changed over time. With the new need for more drivers, the job is no longer limited to members of certain families.
	Option A is incorrect	This sentence from paragraph 3 describes the style of dress adopted by the carreiros. The context suggests that this is a traditional style that has long been worn to show that a person is authorized to do this job. The sentence provides no support for the idea that the job of guiding basket cars has changed over time.
	Option B is incorrect	Although it is true that some carreiros do not work every day, there is no indication in the text that this is a new feature of the job. This answer choice is unsupported.
	Option D is incorrect	This sentence describes a feature of the basket cars and how the carreiros work. It does not indicate any kind of change, and there is no textual support suggesting that either of these things is new.

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Item Position	Rationale	
30	Option A is correct	The context of paragraph 2 describes what it is like to live in some of the villages on the island of Madeira. The phrase “needed a way to get from one village to another quickly” provides support for this answer choice. In addition, people living on the island, or <u>residents</u> , are contrasted with visitors, who come from all over the world.
	Option B is incorrect	In paragraph 2, the <u>residents</u> of the island are described as coming up with a new method of transportation that features riders and drivers. The idea that <u>residents</u> all “do something the same way” does not match the context of the selection.
	Option C is incorrect	The language of paragraph 2 contrasts <u>residents</u> with the people who come to Madeira to visit. So, this cannot be the meaning of the word <u>residents</u> .
	Option D is incorrect	Nothing in the language of paragraph 2 suggests that <u>residents</u> refers to a special group of people who all enjoy the same activities.

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Item Position	Rationale	
31	Option A is correct	The text in paragraph 2 states that the people of Madeira “needed a way to get from one village to another quickly.” This provides direct support for this answer choice.
	Option B is incorrect	Although the use of basket cars does provide jobs for the carreiros who drive them, there is no support in the selection for the idea that this was the purpose of introducing the sleds.
	Option C is incorrect	People started using the sleds, according to paragraph 2, not because the local streets were so narrow, but because the streets were so hilly and steep. The hills on the island are mentioned repeatedly in the selection (in paragraphs 1, 2, 7, and 8) to help the reader understand the reason people started using the sleds.
	Option D is incorrect	Paragraph 2 states that using the sleds “has grown into a fun activity for visitors.” This indicates that attracting visitors was not the original purpose for using the sleds.

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Item Position	Rationale	
32	Option B is correct	Paragraph 8 is filled with descriptions of what the experience of riding a basket car is like. Some phrases from the paragraph that support this idea are “riders race down the hill,” “glide past the stone walls,” “zoom around street corners,” “see far down the city below,” and “past beautiful gardens and houses.”
	Option A is incorrect	In paragraphs 1 and 7, the author mentions how the drivers ensure the riders’ safety. However, there is no information about safety in paragraph 8.
	Option C is incorrect	While the language of paragraph 8 includes a description of some of the scenes and structures that can be seen during a basket car ride, there is nothing in the paragraph that amounts to mapping out “the route of a basket car ride.”
	Option D is incorrect	Paragraph 8 does include a statement that basket car rides last “about 10 minutes.” However, that is just one detail and is not the main focus of the paragraph.

TELPAS Spring 2025 Grades 4–5 Reading and Writing Rationales

Item Position	Rationale
33	<p>The student response below has been identified by Texas educators as meeting the requirement for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 4-5 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>This story starts off with a little boy going to a party inside a house in the afternoon. One thing the little boy did not know was that this was a costume party because he didnt read it in the invitation note.Once the boy gets inside the house, he realizes he didnt wear a costume likethe other kids and is embaressed. When the host of the party noticed his friend was not dressed up. He told him that it was ok and that he will give him a costume to wear so that he looks part of the party. He gets taken to the friends room and is given a big brown hat, a black belt and a redscarf from a closet filled with clothes. At the end they sit down to eat at a table and they enjoy the rest of the party with everyone who was invited.</p>

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Item Position	Rationale	
34	Option A is correct	The word "assure" means to give words of comfort or confidence to someone. The sentence "Don't worry" in paragraph 12 best helps the reader understand the meaning of <u>assured</u> . With these words, Gabe tries to tell his brother that he already knows how to make banana bread. He is telling Hector that everything is OK.
	Option B is incorrect	The phrase "thousands of times" refers to a number of something and does not provide enough context for the reader to understand the word <u>assured</u> .
	Option C is incorrect	The phrase "Hold on" means to wait. It does not illustrate the meaning of <u>assured</u> . When Hector says this phrase, it is his way of saying that he does not believe that Gabe should make the bread without a recipe to guide him. This shows that Hector is not confident that what Gabe wants to do will work.
	Option D is incorrect	The phrase "measure everything" is not related to the meaning of <u>assured</u> in paragraph 12. To measure means to find an exact amount of something. It indicates part of what Gabe needs to do when he prepares the banana bread.

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Item Position	Rationale	
35	Option D is correct	Paragraphs 5 through 7 provide an understanding of Gabe’s main problem at the beginning of the story. Gabe realizes that he forgot to talk with his dad about baking banana bread for the Scout meeting, and now Dad is too busy to do it.
	Option A is incorrect	When Hector gets home, he does help Gabe make the banana bread, as described in paragraphs 15 through 18. This answer choice does not match the context and details of the story.
	Option B is incorrect	Gabe does need help in making the banana bread, and Hector ends up providing that help. But at the beginning of the story, Gabe had thought that his dad would make the bread. Gabe’s problem at that point is that he forgot to ask Dad, and now Dad is busy working.
	Option C is incorrect	The language in paragraphs 8 and 16 makes it clear that Gabe easily finds all the ingredients he needs for making the banana bread. The ingredients are already in the house.

TELPAS Spring 2025 Grades 4–5 Reading and Writing Rationales

Item Position	Rationale	
36	Option A is correct	The language in paragraphs 16 through 18 mostly describes the steps that Gabe follows in making the banana bread. Phrases such as “measured each ingredient,” “combined the butter and sugar,” “added two eggs,” “scraped the batter into the pan,” and “put the pan in the oven” all provide support for this answer choice.
	Option B is incorrect	Most of the ingredients for the banana bread are listed in paragraph 16. But the focus of paragraphs 16 through 18 is not on the ingredients themselves. It is on what Gabe does with the ingredients.
	Option C is incorrect	Paragraphs 16 through 18 do provide some details about how Hector helps Gabe by reading the recipe and holding the mixing bowl. However, the language here is mostly about what Gabe does to prepare the banana bread.
	Option D is incorrect	Paragraph 16 mentions that Gabe “carefully measured each ingredient,” as he followed the recipe, but his actions are not described in detail. The reader does not learn how to measure the ingredients in this section of the story.

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Item Position	Rationale	
37	Option B is correct	The second sentence in paragraph 7 describes what Gabe did after he could not reach his brother on the phone. He “sighed loudly and slumped on the sofa.” This behavior, in the context of his knowing that Dad can’t make the banana bread, suggests that Gabe is disappointed.
	Option A is incorrect	The language in paragraph 7 does not support the idea that Gabe is nervous. He is described as feeling sad and let down by not having a snack to take to his Scout meeting.
	Option C is incorrect	To be impatient is to be eager for something to happen. But in paragraph 7, Gabe is thinking that he will not be able to treat his friends to the banana bread that he has bragged about. There is no language here to support Gabe being impatient.
	Option D is incorrect	There is no indication in paragraph 7 that Gabe is hungry. His attention is on not being able to share his dad’s delicious bread at the Scout meeting.

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Item Position	Rationale	
38	Option B is correct	The language in paragraph 4 (“His dad frowned” and “Did you tell me about this?”) provide support for definition number 2 of the word <u>checked</u> . Dad is looking at his calendar to get information about whether he had agreed to bake banana bread for the next day.
	Option A is incorrect	There is no support in paragraph 4 or elsewhere in the story for definition number 1 of the word <u>checked</u> as the correct response. Dad does not slow or stop his calendar. He looks at it to get information about an event.
	Option C is incorrect	The language in paragraphs 1 through 6, as well as Gabe’s actions later in the story, make it clear that the task of baking banana bread is not yet completed. Dad’s question in paragraph 4 emphasizes that he did not know he was supposed to make banana bread. Therefore, definition number 3 of <u>checked</u> is not how the word is used in the story.
	Option D is incorrect	To ask for permission means to seek approval to do something. There is no language in the story to support definition number 4 of the word <u>checked</u> as the correct answer. Dad does not look to his calendar for permission.

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Item Position	Rationale	
39	Option D is correct	The language in paragraph 23 directly states that Gabe is at the meeting where he and the other Scouts are enjoying the banana bread he has made.
	Option A is incorrect	Paragraph 23 indicates that Gabe is no longer in his kitchen at the end of the story. It is now “the next afternoon,” and he is with his friends at the Scout meeting.
	Option B is incorrect	There is no evidence in the story to support the idea that Gabe is in an office at the end. He visits his dad’s office at the beginning of the story, but at the end he is at the Scout meeting sharing his banana bread.
	Option C is incorrect	There is no language in the story that describes Gabe as being in a classroom. This answer choice does not fit the context of this story.

TELPAS Spring 2025 Grades 4–5 Reading and Writing Rationales

Item Position	Rationale	
40	Option B is correct	"I'll read the recipe, and you do what it says," is a direct quote in paragraph 15 by Hector describing how he will help Gabe. Paragraphs 16 and 17 provide additional context that supports the idea that this is how Hector mostly helps.
	Option A is incorrect	This sentence from paragraph 14 shows why Gabe is surprised that Hector offers to help. But the sentence does not show how Hector helps Gabe.
	Option C is incorrect	In this sentence, Hector shares an observation with Gabe to help him follow the recipe properly. But this detail is only one part of how Hector helps Gabe. The text suggests that his biggest contribution is reading the instructions in the recipe to his little brother.
	Option D is incorrect	The sentence does indicate a specific way that Hector helps Gabe. But the main way that Hector helps is by reading the recipe aloud while Gabe measures, mixes, and stirs the ingredients before the pan goes into the oven. The language in paragraphs 16 through 18 supports this idea.

TELPAS Spring 2025 Grades 4–5 Reading and Writing Rationales

Item Position	Rationale	
41	Option A is correct	Paragraph 1 includes an explanation of why peanuts are not “real nuts.” Nuts mostly grow on trees, while peanuts grow on plants instead. Paragraph 2 explains that peanuts grow “under the ground, near the roots” of those plants.
	Option B is incorrect	Paragraph 4 includes the statement that “people eat peanuts as a snack.” But there is no support in the text for the idea that this makes peanuts different from real nuts.
	Option C is incorrect	People sometimes make cookies using peanuts, as mentioned in paragraph 4. But nothing here suggests that real nuts are not also used in making cookies. This answer choice is not supported by the text.
	Option D is incorrect	Paragraph 3 confirms that peanuts are grown in many parts of the world. However, there is no language in the text that indicates that real nuts are not grown worldwide also. The text does not suggest that this is what makes peanuts different.

TELPAS Spring 2025 Grades 4–5 Reading and Writing Rationales

Item Position	Rationale	
42	Option C is correct	The language in paragraph 4 tells the reader of many foods that are made with peanuts, including cookies, candy, sauces, soups, and peanut butter. This is clearly what the paragraph is mostly about.
	Option A is incorrect	"How peanuts grow" is the main topic in paragraphs 1 and 2 of the text. It is not described in paragraph 4.
	Option B is incorrect	Paragraph 4 is mainly about how people use peanuts in different foods. It does not inform the reader about who those people are.
	Option D is incorrect	Making peanut butter is the central topic of paragraph 5, but peanut butter is only mentioned in paragraph 4 as one of the foods made with peanuts. The language in the text does not support the idea that this is what paragraph 4 is mostly about.

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Item Position	Rationale	
43	Option B is correct	The sentence "To roast peanuts, workers put the peanuts into a hot oven" in paragraph 5 provides clear context to determine that the meaning of <u>roasted</u> is "cooked."
	Option A is incorrect	The context of <u>roasted</u> in this paragraph does not support the idea that it means "planted." A peanut is planted when it is put into the ground to grow a new peanut plant. That is not a step in making peanut butter.
	Option C is incorrect	It is clear in paragraph 5 that the peanuts are all <u>roasted</u> before they are put into the grinder. They are mixed after they are in the grinder.
	Option D is incorrect	Paragraph 5 does indicate that <u>roasted</u> peanuts taste good. But "tasted" does not provide any context for the meaning of <u>roasted</u> .

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Item Position	Rationale	
44	Option D is correct	Paragraph 5 of the selection indicates that the grinder “chops the peanuts into small pieces,” while it also “mixes and presses the pieces.” This is clear context describing the purpose of putting peanuts in a grinder.
	Option A is incorrect	It is clear from the context that it is roasting that makes the peanuts taste good. There is no textual evidence that the grinder makes the peanuts taste good.
	Option B is incorrect	This answer choice is not supported by the language of the selection. The grinder is used to make peanut butter out of peanuts that have already been dug from the ground and roasted.
	Option C is incorrect	As paragraph 5 indicates clearly, a grinder is used in making peanut butter, not candy. There is no textual evidence to support this answer choice.

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Item Position	Rationale	
45	Option C is correct	The word “pod” is introduced in paragraph 2 of the selection. Pods are described here as the bumpy and brown parts of a peanut plant in which peanuts grow underground.
	Option A is incorrect	There is no language in the text that describes a pod as a kind of peanut. Instead, it is described as a bumpy case that holds one to four peanuts as they grow.
	Option B is incorrect	There is no language in the text that supports the idea that a pod is a machine. Paragraph 2 provides a clear explanation of how a pod is part of the peanut plant.
	Option D is incorrect	There is no textual evidence in the selection to support the idea that a pod is a snack.