**ITEM NO. 11**

**THEME: ENVIRONMENT**

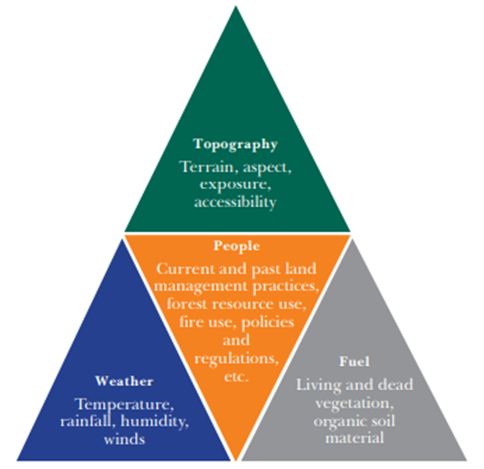
**UNIT 1 - Forest fire: A manmade disaster**

****

The Bandipur Forest fire, the 2016 Uttarakhand forest fire and many such cases are believed to be man-made disasters. This gives birth to an endless blame game between the government and the local population. Tribals depend mainly on the forest for their livelihood. As per reports, over 60% of the rural communities depend on the forest directly – for both timber and non-timber forest produce. Source: Deccan Chronicle

Some of the cultivation practices, in particular shifting cultivation practiced mostly in the North-eastern parts of India, are under immense scrutiny, since it is believed to be extremely detrimental to forest cover. Before 1865, forest dwellers could utilise all of the forest resources without any restriction, however, the British Rulers in August 1865 introduced various guidelines restricting such unsupervised use of forest resources, based on the report by the then Superintendent of forests in Burma. The National Forest Policy of Government of India, 1952 is the extension of the same 1865 act, which states that the claims of the communities residing near forests should not override national interest. This was done in order to protect the forests from incessant exploitation, thus cultivation and other related activities were allowed only in unclassified forest land.

Source: STE

****

Although this seems like a legit policy to protect forests, however, in reality, on one hand the Government has been earning huge revenues, but on the other, condition of the native communities is deteriorating. This is a classic example of a great policy, but poor execution. For example, in West Bengal, the argument of the locals is that, they, being the natives of the forest have all rights to use the forest produce. The localities were finally asked to vacate the forest, the forest officials on the other hand blamed the localities for the destruction of wildlife and wilds vegetation. All of this has given rise to another problem, wherein the locals, in the pretext of taking revenge from the forest officials, intentionally torch the forests. Considering all these issues, in 2014, the government introduced the National Mission for Green India, which aims at protecting and enhancing the forest cover of the country by involving the local communities in planning and decision-making of the same. Compensatory Afforestation Fund Management and Planning Authority (CAMPA) was introduced in 2014, to check the usage of unspent money raised by the central and the state governments. To check the money realized by the government in diverting the forest land, a bill called the Compensatory Afforestation Fund Bill (CAF) was passed in 2015. This bill itself was marred with various setbacks, which were a result of hasty planning. One of the most important examples of the failure of CAF was when Kudremukh Iron Ore Company limited (KIOCL) which had been exploiting the rainforests of the Kudremukh hills (Karnataka) from 1980-2005, tried to compensate for such massive loss of ecology by planting a huge number of trees. The problem with such large scale afforestation was that the trees planted were non-native, hence causing more harm than good. The Central Government is also providing assistance to the State Governments under the centrally sponsored scheme – the National Afforestation Program (NAP) “for regeneration of degraded forests and adjoining areas through people’s participation.” The allocated budget for the same in 2015 was Rs.2,500 crore. However, reports suggest that the NAP has not been very successful, owing to the fact that despite huge budget allocation, 40% of the forests in the country are still degraded. Source: SBS

During the British rule, fires were controlled by removing forest litter like dry leaves and twigs along the forest lines during the summer season. This would prevent the fire from spreading to the other parts of the forest. This plan is way too simple to be applied to forests which range widely in terms of size. Keeping that in mind a National Master Plan for Forest Fire Control has been established which aims to: Prevent fires by educating the people about the same and increasing people participation in Joint Forest Fire Management. Early detection and warning system through a well-co-ordinate system of observation points, efficient ground patrolling and communication network. Increase emphasis on training, research, and education. A good plan, but most of it was executed only on paper. Forests fires have in fact increased over the years. Disaster management teams and the forest officials have also not been effective. Oftentimes, such cases have no solutions and lead to a lot of blame games. The need of the hour is to regularly keep track of the state of the forest through images taken from satellites, increased ground staff and establishing a relation between the officials and the tribal people for increased co-operation to avoid such incidents in the future.

**Q1.1** This article regards Forest fires as manmade disasters due to human

i) irresponsibility

ii)greed

iii)carelessness

iv)revenge

1. i&iii B. ii&iv C. i&iv D. iii&iv

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: Environment** | Class(es): VIII  Expected time:15 minutes  Class(es): IX ,X  Expected time:15 minutes  Total Credit:2  Partial Credit :1  No Credit : 0 |
| **Description of item:**   |  |  | | --- | --- | | **Continuous** | Text | | **embedded** | Image | |  | Table | | **topography** | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT) Understand the central idea and locate details in the text | |

**Reading Literacy**

|  |  |
| --- | --- |
| FRAMEWORK | CHARACTERISTICS |
| Situation/Scenario/Context | public |
| Text Format | *Mixed* |
| Text Type | *Exposition* |
| Cognitive process | *Integrate and generate inference* |
| Item Format | *Complex MCQ* |
| Proficiency Level | *2* |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: c)i&iv  Partial Credit: NA  Nil Credit: Any other option or off task |

**Q1.2** What are the most important causes of forest fire?

A. tourists and deforestation

B. wild animals and human conflict

C. deforestation and human greed

D. tribal interference and revenge

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: Health and Medicine** | Class(es): IX , X  Expected time:15 minutes  Total Credit:2  Partial Credit :1  No Credit : 0 |
| **Description of item:**   |  |  | | --- | --- | | **Continous** | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT) Understand the central idea and locate details in the text  Make connections and draw inferences | |

**Reading Literacy**

|  |  |
| --- | --- |
| FRAMEWORK | CHARACTERISTICS |
| Situation/Scenario/Context | public |
| Text Format | *Mixed* |
| Text Type | *Exposition* |
| Cognitive process | *Integrate and generate inference* |
| Item Format | *Complex MCQ* |
| Proficiency Level | *2* |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: iv Tribal interpretation and revenge  Partial Credit: NA  Nil Credit: Any other option or off task |

**Q1.3** Prevention of forest fires can best be summed up by a proverb. Can you think of a proverb and suggest its applicability?

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: Environment** | Class(es): IX , X  Expected time:15 minutes  Total Credit:2  Partial Credit :1  No Credit : 0 |
| **Description of item:**   |  |  | | --- | --- | | **Continous** | Text | | **Embedded picture** | Image | | Learning Outcome:  (As per NCERT) Make connections and draw inferences  Understand the central idea and locate details in the text (familiar and unfamiliar). Use his/her critical/thinking faculty to read between the lines and go beyond the text. | |

**Reading Literacy**

|  |  |
| --- | --- |
| FRAMEWORK | CHARACTERISTICS |
| Situation/Scenario/Context | Personal |
| Text Format | continuous |
| Text Type | Argument |
| Cognitive process | Reflect and infer |
| Item Format | Open constructed response |
| Proficiency Level | 2 |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: United we stand, divided we fall how forest fire can be prevented by the forest department and local people.  Any other a stitch in time saves nine. Show the connection between the proverb and its implementation  Partial Credit: if correct proverb is mentioned and lines from text to elucidate  Nil Credit: if incorrect proverb with no connection mentioned  Only proverb mentioned. Answer is vague and irrelevant |

**Q1.4** The article mentions various policies of the government in order to check the exploitation of the forest. Comment on its effectiveness.

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: Environment** | Class(es): IX  Expected time:20 minutes  Total Credit:2  Partial Credit :1  No Credit : 0 |
| **Description of item:**   |  |  | | --- | --- | | **Continuous** | Text | | **Embedded picture** | Image | | Learning Outcome:  (As per NCERT)  Understand the central idea and locate details in the text (familiar and unfamiliar). use his/her critical/thinking faculty to read between the lines and go beyond the text. | |

**Reading Literacy**

|  |  |
| --- | --- |
| FRAMEWORK | CHARACTERISTICS |
| Situation/Scenario/Context | Personal |
| Text Format | *continuous* |
| Text Type | *Argument* |
| Cognitive process | *Reflect and infer* |
| Item Format | *Complex MCQ* |
| Proficiency Level | *2* |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| **Full Credit** : It is not effective as a forest ion often leads to planting of non native trees not suitable in that particular climate  Tribals often interfere in the policy matters  Their interest clash with govt. policies.  Lead to the problem of unemployment  Allocation of funds not properly used.  (Any three points)  **Partial Credit**: Any two points  **No Credit**: Vague or irrelevant It is not effective.  It is not done.  Policies are ineffective |

**Q1.5** The National Forest Policy of Government of India 1952 is a good plan but executed on papers. Give two reasons.

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: Environment** | Class(es): X  Expected time:15 minutes  Total Credit:2  Partial Credit :1  No Credit : 0 |
| **Description of item:**   |  |  | | --- | --- | | **Continuous** | Text | | **picture** | Image | | Learning Outcome:  (As per NCERT).  Understand the central idea and locate details in the text (familiar and unfamiliar). Make connections and draw inferences | |

**Reading Literacy**

|  |  |
| --- | --- |
| FRAMEWORK | CHARACTERISTICS |
| Situation/Scenario/Context | Personal |
| Text Format | Continuous |
| Text Type | Argument |
| Cognitive process | Reflect and infer |
| Item Format | Closed constructed response |
| Proficiency Level | *2* |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| **Full Credit** : Forest fires have increased over the years  Though high revenue is generated. The native communities are affected.  **Partial credit** : any one  **Nil Credit**: policy is not good  Government should be more responsible  We should stop forest fires  Any other vague or irrelevant answer. |

**Name of the Teacher/Item Writer: Mrs. Sudarshana Roy**

**Email:** [**sudarshanasanyal@gmail.com**](mailto:sudarshanasanyal@gmail.com)

**Phone No: 98300024324**

**Name of the Vidyalaya: KV COMMAND HOSPITAL, ALIPORE**

**KVS Region: KOLKATA**

**Theme: ENVIRONMENT**

**UNIT 2**

****

**Q2.1** The length of an adult crow will be

1. more than 21 cm
2. equal to 21 cm
3. less than 21 cm
4. approx 21 cm

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | 11.1 |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | Integrate and generate inferences |
| Item Format | Simple MCQ |
| Proficiency Level | 1b |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: Option (a) more than 21 cm  No Credit: any other response/missing response |

**Q2.2** According to the passage it can be said that Delhi is a

1. union territory
2. state
3. sub division
4. municipality

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **11.2** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **Retrieve information** |
| Item Format | **Simple Mcq** |
| Proficiency Level | **1a** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit:(b) state  No Credit: any other response /missing response |

**Q2.3** Quote the bullet point in the image that mentions that Delhi is the capital of India.

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI to VIII  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **11.3** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **Access information** |
| Item Format | **Close construct response** |
| Proficiency Level | **1b** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: The line which express-- “experts say its presence……”  No Credit: Any other answer/missing response. |

**Q2.4** What common device has led to the increase of radiation towers?

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI to VIII  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **11.4** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **Access information** |
| Item Format | **Close constructed response** |
| Proficiency Level | **1a** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full credit : Mobile/cell phones  No credit: Any other answer/missing response. |

**Q2.5** How did old buildings help sparrows build nests that new ones usually do not?

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **11.5** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **Integrate and generate inferences** |
| Item Format | **short response** |
| Proficiency Level | **1a** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full credit : They had ventilators, cornices, skylights, niches...Could be used as nesting sites (something which means this)  Partial credit : any one of the above  No credit: Any other answer/missing response. |

**Q2.6** The sparrow at the bottom of the picture is peeping out of a -------------------------------.

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **11.6** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **locate** |
| Item Format | **Close constructed response** |
| Proficiency Level | **1a** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full credit : Nesting box  No credit: Any other answer/missing response. |

**UNIT 3**

****

**Q3.1**. How many years will it take a can of Coke or Pepsi to biodegrade?

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VII  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | 12.1 |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | Integrate and generate inferences |
| Item Format | Close constructed response |
| Proficiency Level | 2 |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: look at graph on bottom left for aluminium cans 200 years  No Credit: any other response/off task |

**Q3.2** If you throw something as garbage today from your home, in what time might it reach the pacific garbage patch?

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **12.2** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **locate** |
| Item Format | **Close constructed response** |
| Proficiency Level | **1b** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: one year  No Credit: any other response /off task. |

**Q3.3** Which bad habit among human adds to the most common debris found in the garbage patch?

* 1. smoking
  2. spitting
  3. jaywalking
  4. drinking

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI to VIII  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **12.3** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **Retrieve information** |
| Item Format | **Simple mcq** |
| Proficiency Level | **1b** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full Credit: option a. smoking  No Credit: Any other answer/off task. |

**Q3.4**. If we add another R word to Reduce, Reuse and Recycle so that the message is similar, which of the following is the least applicable choice in your opinion?

* 1. Remove
  2. Repurpose
  3. Refuse
  4. Recover

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI to VIII  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **12.4** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **Evaluate and reflect** |
| Item Format | **Complex mcq** |
| Proficiency Level | **1a** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full credit : option a. Remove  No credit: Any other answer/off task. |

**Q3.5**. Why do you think fish eat plastic?

|  |  |  |
| --- | --- | --- |
| **Domain:** Reading Literacy | **Theme: ENVIRONMENT** | Class(es): VI  Expected time: 15 minutes  Total Credit: 2  Partial credit: 0  No credit: 0 |
| **Description of item:**   |  |  | | --- | --- | | **mixed** | Text | | **EMBEDDED** | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome:  (As per NCERT)   * understand the central idea and locate details in the text (familiar and unfamiliar). * use his/her critical/thinking faculty to read between the lines and go beyond the text. * report events to peers, accurately and appropriately make connections and draw inferences. * infers the meaning of unfamiliar words by reading them in context | |

**Reading Literacy**

|  |  |
| --- | --- |
| **FRAMEWORK** | **CHARACTERISTICS** |
| QUESTION | **12.5** |
| Situation/Scenario/Context | Public |
| Text Format | Mixed |
| Text Type | Description |
| Cognitive process | **reflect** |
| Item Format | **Open constructed response** |
| Proficiency Level | **2** |

**Credit Pattern:**

Description of Answer Key and Credits:

|  |
| --- |
| Full credit: They mistake it for their natural food.  Partial credit: fish mistake food for plastic.  No credit: Fish gets no food and so eats only plastic/missing response. |

**Name of the Teacher/Item Writer: Mrs. Moumi Chattopadhyay**

**Designation: TGT ENGLISH**

**Email: moumi.chattopadhyay@gmail.com**

**Phone No: 9073184592**

**Name of the Vidyalaya: KV Ballygunge**

**KVS Region: KOLKATA**