

Item	Answer	DOK	Learning Objective	CCSS	Location
1	B	2	Describe a Story's Plot	RL.6.3	Unit 2, p. 61
2	A	3	Determine Theme	RL.6.2	Unit 7, p. 321
3	A	2	Analyze a Text	RL.6.5	Unit 4, p. 177
4	D	1	Analyze Point of View	RL.6.6	Unit 5, p. 229
5	See sample answer and Short Answer Rubric below.	3	Cite Evidence	RI.6.1	Unit 1, p. 7
6	D	2	Analyze Point of View	RL.6.6	Unit 5, p. 229
7	B	2	Describe a Story's Plot	RL.6.3	Unit 2, p. 61
8	C	2	Cite Evidence	RI.6.1	Unit 1, p. 7
9	B	2	Determine Theme	RL.6.2	Unit 7, p. 321
10	See sample answer and Short Answer Rubric below.	3	Analyze a Text	RL.6.5	Unit 4, p. 177
11	C	2	Support Analysis with Textual Evidence	RI.6.1	Unit 2, p. 77
12	B	2	Summarize	RI.6.2	Unit 5, p. 213
13	A	2	Determine the Author's Purpose	RI.6.6	Unit 7, p. 333
14	B	2	Evaluate an Argument	RI.6.8	Unit 6, p. 299
15	See sample answer and Short Answer Rubric below.	3	Evaluate an Argument	RI.6.8	Unit 6, p. 299
16	C	2	Determine the Author's Purpose	RI.6.6	Unit 7, p. 333
17	D	2	Identify the Central Idea	RI.6.2	Unit 4, p. 165
18	C	2	Support Analysis with Textual Evidence	RI.6.1	Unit 2, p. 77
19	A	2	Identify the Central Idea	RI.6.2	Unit 4, p. 165
20	See sample summary and Summary Rubric below.	3	Summarize	RI.6.2	Unit 5, p. 213
21	I, subject	2	Subject and Object Pronouns	L.6.1.A	Unit 2, p. 71
22	me, object	2	Subject and Object Pronouns	L.6.1.A	Unit 2, p. 71

Item	Answer	DOK	Learning Objective	CCSS	Location
<b>23</b>	B	2	Use Possessive Adjectives and Pronouns	L.6.1.A	Unit 7, p. 353
<b>24</b>	A	2	Use Possessive Adjectives and Pronouns	L.6.1.A	Unit 7, p. 353
<b>25</b>	C	2	Correct Unclear Pronouns	L.6.1.D	Unit 5, p. 235
<b>26</b>	D	2	Correct Unclear Pronouns	L.6.1.D	Unit 5, p. 235
<b>27</b>	A	2	Punctuate Dialogue Correctly	L.6.2	Unit 7, p. 327
<b>28</b>	C	2	Punctuate Dialogue Correctly	L.6.2	Unit 7, p. 327
<b>29</b>	B	2	Punctuate Nonrestrictive Clauses	L.6.2.A	Unit 8, p. 401
<b>30</b>	C	2	Punctuate Nonrestrictive Clauses	L.6.2.A	Unit 8, p. 401
<b>31</b>	B	2	Use Context to Infer Meaning	L.6.4.A	Unit 6, p. 277
<b>32</b>	C	2	Use Context to Infer Meaning	L.6.4.A	Unit 6, p. 277
<b>33</b>	A	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	Unit 5, p. 253
<b>34</b>	D	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	Unit 5, p. 253
<b>35</b>	C	3	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	Unit 2, p. 85
<b>36</b>	A	3	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	Unit 2, p. 85
<b>37</b>	A	2	Cause-and-Effect Word Relationships	L.6.5.B	Unit 8, p. 389
<b>38</b>	D	2	Cause-and-Effect Word Relationships	L.6.5.B	Unit 8, p. 389
<b>39</b>	B	2	Denotation and Connotation	L.6.5.C	Unit 4, p. 185
<b>40</b>	C	2	Denotation and Connotation	L.6.5.C	Unit 4, p. 185
<b>41</b>	Manually graded; see Argumentative Essay Rubric below.	4	Write an Argumentative Essay	W.6.1	Unit 5, p. 256

- 5 Sample answer:** Dr. Perkins is a veterinarian at the local koala hospital. She is caring and knowledgeable. She knows exactly how to care for injured koalas, which she shows when they find the injured koala next to the road. Dr. Perkins cares about the koalas and wishes people were more careful. She says, “I would be happiest if we had no patients at all.”

- 10 Sample answer:** The author stops the action to share Aria's thoughts to show the theme of the rewards of solving problems with one's own skill. Aria realizes that she doesn't need the best tools to complete her projects. She suddenly sees that finding a way to complete projects without the tools will be a challenge in itself, and she finds that exciting.
- 15 Sample answer:** The author begins with the claim that consumers "can make big and small changes" to improve efficiency. The claim is supported with useful specific examples. The big changes are supported with a description of how electricity producers have saved water by using solar and wind technologies. The small changes are supported by evidence of people fixing leaky faucets. The author's argument is well-organized and sufficiently supported.
- 20 Sample summary:** *N. albomarginata* is a carnivorous plant, which means it eats meat. Most carnivorous pitcher plants eat all kinds of insects, but *N. albomarginata* only eats termites. The termites are attracted to the hairs that line the plant's pitcher. Then they fall in and are eaten. These plants benefit the trees in their area by protecting them from termites.

## Short Answer Rubric for Items 5, 10, and 15

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> <li>Doesn't answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

## Summary Rubric for Item 20

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Student's summary describes the central idea and key details in his/her own words.	<ul style="list-style-type: none"> <li>Doesn't summarize the text accurately or may include nonessential ideas.</li> <li>Uses some phrasing from the original text.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes the central idea but does not include all key details. May include one or two nonessential ideas.</li> <li>Uses mostly his/her own words.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes the central idea, including key details, without any nonessential ideas.</li> <li>Uses his/her own words.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

Argumentative Essay Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the essay introduces the argument in a clear thesis statement.	The introduction states the topic but may lack a clearly defined thesis.	The introduction states the topic and provides a thesis about the topic.	The introduction describes the topic and provides a clearly stated thesis about the topic.
Three body paragraphs state reasons for the argument and provide evidence for the reasons.	Body paragraphs include information about the topic, with some reasons and evidence to support the thesis.	Each body paragraph gives a reason in support of the thesis. Examples and evidence are provided to substantiate most reasons.	Each body paragraph gives a reason that supports the thesis and elaborates on that reason. Important points are substantiated by evidence and examples.
The essay ends with a concluding paragraph that restates the thesis and summarizes the reasons for the argument.	The conclusion is missing or does not summarize the reasons for the argument.	The conclusion summarizes the reasons for the argument.	The conclusion restates the thesis and summarizes the reasons for the argument.
The essay uses correct grammar and mechanics.	Ideas are communicated but with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors and a variety of sentence structures.

Item	Answer	DOK	Learning Objective	CCSS	Location
1	B	2	Describe a Story's Plot	RL.6.3	Unit 2, p. 61
2	A, E	3	Cite Evidence	RI.6.1	Unit 1, p. 7
3	C	2	Analyze Point of View	RL.6.6	Unit 5, p. 229
4	A	2	Determine Theme	RL.6.2	Unit 7, p. 321
5	See sample answer and Short Answer Rubric below.	3	Analyze a Text	RL.6.5	Unit 4, p. 177
6	C	2	Analyze Point of View	RL.6.6	Unit 5, p. 229
7	D	2	Describe a Story's Plot	RL.6.3	Unit 2, p. 61
8	B	2	Analyze a Text	RL.6.5	Unit 4, p. 177
9	C	2	Cite Evidence	RI.6.1	Unit 1, p. 7
10	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.6.2	Unit 7, p. 321
11	B	2	Evaluate an Argument	RI.6.8	Unit 6, p. 299
12	C	2	Evaluate an Argument	RI.6.8	Unit 6, p. 299
13	A	2	Determine the Author's Purpose	RI.6.6	Unit 7, p. 333
14	B	2	Support Analysis with Textual Evidence	RI.6.1	Unit 2, p. 77
15	See sample summary and Summary Rubric below.	3	Summarize	RI.6.2	Unit 5, p. 213
16	C	2	Determine the Author's Purpose	RI.6.6	Unit 7, p. 333
17	A	2	Identify the Central Idea	RI.6.2	Unit 4, p. 165
18	D	2	Summarize	RI.6.2	Unit 5, p. 213
19	B	2	Identify the Central Idea	RI.6.2	Unit 4, p. 165
20	See sample answer and Short Answer Rubric below.	3	Support Analysis with Textual Evidence	RI.6.1	Unit 2, p. 77
21	We, subject	2	Subject and Object Pronouns	L.6.1.A	Unit 2, p. 71
22	me, object	2	Subject and Object Pronouns	L.6.1.A	Unit 2, p. 71
23	her	2	Use Possessive Adjectives and Pronouns	L.6.1.A	Unit 7, p. 353

Item	Answer	DOK	Learning Objective	CCSS	Location
24	mine	2	Use Possessive Adjectives and Pronouns	L.6.1.A	Unit 7, p. 353
25	C	2	Correct Unclear Pronouns	L.6.1.D	Unit 5, p. 235
26	A	2	Correct Unclear Pronouns	L.6.1.D	Unit 5, p. 235
27	A	2	Punctuate Dialogue Correctly	L.6.2	Unit 7, p. 327
28	A	2	Punctuate Dialogue Correctly	L.6.2	Unit 7, p. 327
29	B	2	Punctuate Nonrestrictive Clauses	L.6.2.A	Unit 8, p. 401
30	C	2	Punctuate Nonrestrictive Clauses	L.6.2.A	Unit 8, p. 401
31	D	2	Use Context to Infer Meaning	L.6.4.A	Unit 6, p. 277
32	C	2	Use Context to Infer Meaning	L.6.4.A	Unit 6, p. 277
33	B	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	Unit 5, p. 253
34	B	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	Unit 5, p. 253
35	A	3	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	Unit 2, p. 85
36	D	3	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	Unit 2, p. 85
37	B	2	Cause-and-Effect Word Relationships	L.6.5.B	Unit 8, p. 389
38	C	2	Cause-and-Effect Word Relationships	L.6.5.B	Unit 8, p. 389
39	B	2	Denotation and Connotation	L.6.5.C	Unit 4, p. 185
40	D	2	Denotation and Connotation	L.6.5.C	Unit 4, p. 185
41	Manually graded; see Argumentative Essay Rubric below.	4	Write an Argumentative Essay	W.6.1	Unit 5, p. 256

**5 Sample answer:** The discussion of the science class provides important information about bees. In this section, readers learn *why* it is important to help bees. For example, bees are responsible for the fruit and vegetables we eat. It also explains why the bees are in trouble. The flowers and plants they need are disappearing because of people developing land.

**10 Sample answer:** One theme in “Scenes from Kenya” is about humans’ duty to take care of the land and the animals who live on it. The poaching of the elephant stresses the threats that wild animals face. Jonathon’s words in paragraph 10 convey the theme clearly: “We must take care of” the land for the animals who live there. Also, the main character’s reflection in the last paragraph reinforces the theme: “I will work to make sure it will be just as beautiful then.”

**15 Sample summary:** Bamboo is a better building material than hardwood because it has less of a negative impact on the environment. Bamboo grows much quicker than hardwood, so it takes less time to replace the bamboo that has been harvested. Also, bamboo is very strong and flexible. Though some people say it doesn’t last long enough, it can last a very long time if it is protected from the weather. More people should consider products made from bamboo.

**20 Sample answer:** Sharks benefit the ocean ecosystem by hunting prey, which keeps the ecosystem in balance. The article explains that “tiger sharks eat plant-eating animals, such as sea turtles.” Those sea turtles eat temperate seagrass when there are few sharks. Temperate seagrass is important to the environment. It “traps large amounts of carbon dioxide, which contributes to climate change.” The sea turtles are forced by sharks to move to different areas, where they eat seagrass that is less important for the environment.

## Short Answer Rubric for Items 5, 10, and 20

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

## Summary Rubric for Item 15

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Student’s summary describes the central idea and key details in his/her own words.	<ul style="list-style-type: none"> <li>Doesn’t summarize the text accurately or may include nonessential ideas.</li> <li>Uses some phrasing from the original text.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes the central idea but does not include all key details. May include one or two nonessential ideas.</li> <li>Uses mostly his/her own words.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes the central idea, including key details, without any nonessential ideas.</li> <li>Uses his/her own words.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

Argumentative Essay Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the essay introduces the argument in a clear thesis statement.	The introduction states the topic but may lack a clearly defined thesis.	The introduction states the topic and provides a thesis about the topic.	The introduction describes the topic and provides a clearly stated thesis about the topic.
Three body paragraphs state reasons for the argument and provide evidence for the reasons.	Body paragraphs include information about the topic, with some reasons and evidence to support the thesis.	Each body paragraph gives a reason in support of the thesis. Examples and evidence are provided to substantiate most reasons.	Each body paragraph gives a reason that supports the thesis and elaborates on that reason. Important points are substantiated by evidence and examples.
The essay ends with a concluding paragraph that restates the thesis and summarizes the reasons for the argument.	The conclusion is missing or does not summarize the reasons for the argument.	The conclusion summarizes the reasons for the argument.	The conclusion restates the thesis and summarizes the reasons for the argument.
The essay uses correct grammar and mechanics.	Ideas are communicated but with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors and a variety of sentence structures.



Item	Answer	DOK	Learning Objective	CCSS	Location
1	D	2	Analyze Point of View	RL.6.6	Unit 5, p. 229
2	A, D	2	Cite Evidence	RI.6.1	Unit 1, p. 7
3	C	3	Analyze a Text	RL.6.5	Unit 4, p. 177
4	C	2	Describe a Story's Plot	RL.6.3	Unit 2, p. 61
5	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.6.2	Unit 7, p. 321
6	D	2	Analyze Point of View	RL.6.6	Unit 5, p. 229
7	B	2	Describe a Story's Plot	RL.6.3	Unit 2, p. 61
8	A	2	Analyze a Text	RL.6.5	Unit 4, p. 177
9	D	2	Determine Theme	RL.6.2	Unit 7, p. 321
10	See sample answer and Short Answer Rubric below.	3	Cite Evidence	RI.6.1	Unit 1, p. 7
11	A, C	2	Determine the Author's Purpose	RI.6.6	Unit 7, p. 333
12	D	2	Evaluate an Argument	RI.6.8	Unit 6, p. 299
13	A	2	Support Analysis with Textual Evidence	RI.6.1	Unit 2, p. 77
14	D	2	Evaluate an Argument	RI.6.8	Unit 6, p. 299
15	See sample summary and Summary Rubric below.	3	Summarize	RI.6.2	Unit 5, p. 213
16	B	2	Identify the Central Idea	RI.6.2	Unit 4, p. 165
17	A	2	Determine the Author's Purpose	RI.6.6	Unit 7, p. 333
18	D	2	Summarize	RI.6.2	Unit 5, p. 213
19	C	2	Support Analysis with Textual Evidence	RI.6.1	Unit 2, p. 77
20	See sample answer and Short Answer Rubric below.	3	Identify the Central Idea	RI.6.2	Unit 4, p. 165
21	they, subject	2	Subject and Object Pronouns	L.6.1.A	Unit 2, p. 71
22	them, object	2	Subject and Object Pronouns	L.6.1.A	Unit 2, p. 71

Item	Answer	DOK	Learning Objective	CCSS	Location
<b>23</b>	mine	2	Use Possessive Adjectives and Pronouns	L.6.1.A	Unit 7, p. 353
<b>24</b>	our	2	Use Possessive Adjectives and Pronouns	L.6.1.A	Unit 7, p. 353
<b>25</b>	A	2	Correct Unclear Pronouns	L.6.1.D	Unit 5, p. 235
<b>26</b>	D	2	Correct Unclear Pronouns	L.6.1.D	Unit 5, p. 235
<b>27</b>	B	2	Punctuate Dialogue Correctly	L.6.2	Unit 7, p. 327
<b>28</b>	C	2	Punctuate Dialogue Correctly	L.6.2	Unit 7, p. 327
<b>29</b>	B	2	Punctuate Nonrestrictive Clauses	L.6.2.A	Unit 8, p. 401
<b>30</b>	C	2	Punctuate Nonrestrictive Clauses	L.6.2.A	Unit 8, p. 401
<b>31</b>	C	2	Use Context to Infer Meaning	L.6.4.A	Unit 6, p. 277
<b>32</b>	D	2	Use Context to Infer Meaning	L.6.4.A	Unit 6, p. 277
<b>33</b>	D	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	Unit 5, p. 253
<b>34</b>	C	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	Unit 5, p. 253
<b>35</b>	C	3	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	Unit 2, p. 85
<b>36</b>	B	3	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	Unit 2, p. 85
<b>37</b>	A	2	Cause-and-Effect Word Relationships	L.6.5.B	Unit 8, p. 389
<b>38</b>	C	2	Cause-and-Effect Word Relationships	L.6.5.B	Unit 8, p. 389
<b>39</b>	A	2	Denotation and Connotation	L.6.5.C	Unit 4, p. 185
<b>40</b>	C	2	Denotation and Connotation	L.6.5.C	Unit 4, p. 185
<b>41</b>	Manually graded; see Argumentative Essay Rubric below.	4	Write an Argumentative Essay	W.6.1	Unit 5, p. 256

**5 Sample answer:** A theme of the story is the importance of being a good loser, especially when one believes they will win. Divya always wins the math competitions and loves competing. When she loses, at first, she is shocked and embarrassed. Then she takes a minute to think about how Mahira has struggled as a new student. Divya congratulates Mahira even though it is difficult to overcome her disappointment.

- 10 Sample answer:** Though Sofia dreams of learning to ride a horse, she is afraid when she first sees Angel. The author writes, “Sofia felt her excitement suddenly go away.” Sofia had to gather up her courage to even touch Angel. When the horse jerked away, “Sofia jumped back, frightened.”
- 15 Sample summary:** Protecting wolves is very important because they help keep the ecosystem balanced. Wolves manage elk herds by hunting the weak, which leads to a healthier herd. Reducing the number of elk also reduces overgrazing and starvation. Also, wolves kill far fewer livestock than farmers had feared. Despite these benefits, hunters still target wolves and have killed too many since the wolves’ removal from the endangered species list.
- 20 Sample answer:** The central idea of “The Hunt Is On” is that dolphins use their social skills to improve their hunting abilities. The author includes details about how dolphins work together, such as one dolphin tossing a fish and another catching it. Another example is a dolphin hitting the water’s surface to scare prey out for others to catch.

Short Answer Rubric for Items 5, 10, and 20			
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Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

Summary Rubric for Item 15			
Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Student’s summary describes the central idea and key details in his/her own words.	<ul style="list-style-type: none"> <li>Doesn’t summarize the text accurately or may include nonessential ideas.</li> <li>Uses some phrasing from the original text.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes the central idea but does not include all key details. May include one or two nonessential ideas.</li> <li>Uses mostly his/her own words.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes the central idea, including key details, without any nonessential ideas.</li> <li>Uses his/her own words.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

Argumentative Essay Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the essay introduces the argument in a clear thesis statement.	The introduction states the topic but may lack a clearly defined thesis.	The introduction states the topic and provides a thesis about the topic.	The introduction describes the topic and provides a clearly stated thesis about the topic.
Three body paragraphs state reasons for the argument and provide evidence for the reasons.	Body paragraphs include information about the topic, with some reasons and evidence to support the thesis.	Each body paragraph gives a reason in support of the thesis. Examples and evidence are provided to substantiate most reasons.	Each body paragraph gives a reason that supports the thesis and elaborates on that reason. Important points are substantiated by evidence and examples.
The essay ends with a concluding paragraph that restates the thesis and summarizes the reasons for the argument.	The conclusion is missing or does not summarize the reasons for the argument.	The conclusion summarizes the reasons for the argument.	The conclusion restates the thesis and summarizes the reasons for the argument.
The essay uses correct grammar and mechanics.	Ideas are communicated but with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors and a variety of sentence structures.