

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
1	matter	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 20
2	expert	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 5
3	surpass	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 36
4	insensitive	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 6
5	analyze	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 5
6	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 5
7	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 20
8	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 6
9	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 5
10	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 36
11	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 6
12	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 36
13	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 5
14	ability	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 6
15	devise	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 36
16	personality	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 20
17	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 5
18	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 20
19	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 36

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 20
21	trait	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 20
22	flaw	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 36
23	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 6
24	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 6
25	D	2	Cite Evidence	RI.6.1	R1 Prepare, p. 7
26	D	2	Cite Evidence	RI.6.1	R1 Prepare, p. 7
27	D	2	Cite Evidence	RI.6.1	R1 Prepare, p. 7
28	See sample answer and Short Answer Rubric below.	3	Cite Evidence	RI.6.1	R1 Prepare, p. 7
29	See sample answer and Short Answer Rubric below.	3	Cite Evidence	RI.6.1	R1 Prepare, p. 7
30	See sample answer and Asking Questions Rubric below.	2	Ask Questions		R2 Prepare, p. 21
31	See sample answer and Asking Questions Rubric below.	2	Ask Questions		R2 Prepare, p. 21
32	See sample answer and Asking Questions Rubric below.	3	Ask Questions		R2 Prepare, p. 21
33	A, D	2	Analyze the Purpose of an Anecdote	RI.6.3	R3 Prepare, p. 37
34	B, C	2	Analyze the Purpose of an Anecdote	RI.6.3	R3 Prepare, p. 37
35	B	2	Analyze the Purpose of an Anecdote	RI.6.3	R3 Prepare, p. 37
36	See sample answer and Short Answer Rubric below.	3	Analyze the Purpose of an Anecdote	RI.6.3	R3 Prepare, p. 37
37	See sample answer and Short Answer Rubric below.	3	Analyze the Purpose of an Anecdote	RI.6.3	R3 Prepare, p. 37
38	D	2	Capitalize Proper Nouns	L.6.2	R1 FOL, p. 15

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
<b>39</b>	moms and dads	2	Capitalize Proper Nouns	L.6.2	R1 FOL, p. 15
<b>40</b>	Rising Stars	2	Capitalize Proper Nouns	L.6.2	R1 FOL, p. 15
<b>41</b>	Shanghai Tower	2	Capitalize Proper Nouns	L.6.2	R1 FOL, p. 15
<b>42</b>	Doctor Sanchez	2	Capitalize Proper Nouns	L.6.2	R1 FOL, p. 15
<b>43</b>	Luisa	2	Identify Pronouns and Antecedents	L.6.1	R2 FOL, p. 31
<b>44</b>	robot	2	Identify Pronouns and Antecedents	L.6.1	R2 FOL, p. 31
<b>45</b>	Rojas-Berscia	2	Identify Pronouns and Antecedents	L.6.1	R2 FOL, p. 31
<b>46</b>	people	2	Identify Pronouns and Antecedents	L.6.1	R2 FOL, p. 31
<b>47</b>	Niko and I	2	Identify Pronouns and Antecedents	L.6.1	R2 FOL, p. 31
<b>48</b>	superhuman	3	Determine Meaning of Compound Words	L.6.4; L.6.4.D	R3 FOL, p. 45
<b>49</b>	timeline	3	Determine Meaning of Compound Words	L.6.4; L.6.4.D	R3 FOL, p. 45
<b>50</b>	daydream	3	Determine Meaning of Compound Words	L.6.4; L.6.4.D	R3 FOL, p. 45
<b>51</b>	soundproofed	3	Determine Meaning of Compound Words	L.6.4; L.6.4.D	R3 FOL, p. 45
<b>52</b>	backbreaking	3	Determine Meaning of Compound Words	L.6.4; L.6.4.D	R3 FOL, p. 45
<b>53</b>	Manually graded; see Fictional Narrative Rubric below.	4	Write a Fictional Narrative	W.6.3	PT Writing, p. 48

**28 Sample answer:** Luisa makes Arti because she wants a new best friend, but Arti clearly thinks its job is to find Luisa a human friend. Arti sees the new girl next door and says, “She appears to be in the appropriate age group.” Then it asks a store clerk and a customer about their movie and popcorn preferences. Finally, Arti interviews the girl next door and discovers that she likes the same things as Luisa. Arti says, “Luisa, meet your new best friend.”

- 29 Sample answer:** Luisa is upset at first that Arti misunderstood its purpose. She says, “Your mission was to be my new best friend.” Arti plays back Luisa’s command, “I need a new best friend.” It has been working to give Luisa her wish. Although Arti cannot be a best friend, the robot identifies a good candidate—the girl next door. Arti asks the right questions to determine that Martina likes the same movies and snack as Luisa. Then Arti says, “Luisa, meet your new best friend.” Luisa gets what she really wanted all along: a friend with similar interests
- 30 Sample answer:** What does it mean to be “smart”? What are some different kinds of ability that I know about? Do I know anyone who is not “book smart” but who has a great talent?
- 31 Sample answer:** Is verbal-linguistic intelligence about the way that someone uses words? What does *spatial-visual* mean? Will the passage give some examples of people who are smart in different ways?
- 32 Sample answer:** I still need to look up the term *spatial-visual*, but I think it is related to information you see, like pictures. Maybe it refers to great artists. I understand a lot better about the kinds of intelligence now. A talented musician is “smart” in a different way from a math genius, but both are intelligent. I wonder if Yoyoka Soma is still playing the drums.
- 36 Sample answer:** The anecdote about Luis shows that his fascination with languages started when he was just a toddler. Even at three years old, he understood the idea of different languages spoken in different countries. He declared his intention to “learn every language in the world.” Luis’s early interest in and talent for languages were signs of one of the “ways to be smart”: verbal-linguistic intelligence.
- 37 Sample answer:** At two years old, Yoyoka was already playing the drums. She started performing for other people two years later. Her video of herself drumming at age eight deeply impressed listeners and made her famous. The anecdote shows that Yoyoka was born with a specific kind of intelligence: musical talent. Her abilities are clearly of a different kind than Luis’s and Shakuntala’s. Thus her story shows yet another of the “many ways to be smart.”

Short Answer Rubric for Items 28, 29, 36, and 37			
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. All exact words from the text have quotation marks around them.</li> </ul>

## Asking Questions Rubric for Items 30, 31, and 32

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Student's questions and answers reflect thoughtful anticipation of and responses to the passage's meaning.	<ul style="list-style-type: none"> <li>Doesn't answer the question or writes about something off topic.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers the question but doesn't show thoughtful consideration of the passage.</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 to generate questions and responses.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

## Fictional Narrative Rubric for Item 53

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the narrative introduced the main character and the setting.	The introduction names the main character and setting but provides no description.	The introduction briefly describes the main character and the setting but lacks details.	The introduction includes details that effectively help the reader picture the main character and the setting.
Body paragraphs describe the character and events. The narrative includes transition words and phrases that indicate the sequence of events.	Body paragraphs include few or no descriptive details about the character and events.	Body paragraphs include descriptive details but lack transitions to indicate the sequence of events.	Each body paragraph advances the narrative with descriptive details and correct use of transition words and phrases to show the sequence of events.
The narrative ends with a conclusion that provides a logical ending to the story.	The final paragraph does not provide an ending to the story.	The story has a conclusion, but the ending does not logically follow from the body of the narrative.	The final paragraph provides a logical conclusion that follows from the body of the narrative.
The narrative 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 in Unit
1	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 59
2	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 59
3	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 59
4	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 59
5	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 59
6	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 59
7	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 60
8	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 60
9	seep	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 60
10	filthy	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 60
11	equipment	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 60
12	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 60
13	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 76
14	effective	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 76
15	yield	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 76
16	harvest	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 76
17	systems	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 76
18	accumulate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 76
19	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 90
20	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 90

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
21	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 90
22	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 90
23	civilization	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 90
24	population	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 90
25	A	3	Preview and Predict		R3 Prepare, p. 91
26	B	3	Describe a Story's Plot	RL.6.3	R1 Prepare, p. 61
27	A	3	Describe a Story's Plot	RL.6.3	R1 Prepare, p. 61
28	C	3	Describe a Story's Plot	RL.6.3	R1 Prepare, p. 61
29	See sample answer and Short Answer Rubric below.	3	Describe a Story's Plot	RL.6.3	R1 Prepare, p. 61
30	See sample answer and Short Answer Rubric below.	3	Describe a Story's Plot	RL.6.3	R1 Prepare, p. 61
31	B	3	Preview and Predict		R3 Prepare, p. 91
32	C	3	Preview and Predict		R3 Prepare, p. 91
33	B	2	Support Analysis with Textual Evidence	RI.6.1	R2 Prepare, p. 77
34	C	2	Support Analysis with Textual Evidence	RI.6.1	R2 Prepare, p. 77
35	B, E	3	Support Analysis with Textual Evidence	RI.6.1	R2 Prepare, p. 77
36	See sample answer and Short Answer Rubric below.	3	Support Analysis with Textual Evidence	RI.6.1	R2 Prepare, p. 77
37	See sample answer and Short Answer Rubric below.	3	Support Analysis with Textual Evidence	RI.6.1	R2 Prepare, p. 77
38	subject pronoun: he object pronoun: him	3	Subject and Object Pronouns	L.6.1.A	R1 FOL, p. 71
39	subject pronoun: they object pronoun: them	3	Subject and Object Pronouns	L.6.1.A	R1 FOL, p. 71
40	them	3	Subject and Object Pronouns	L.6.1.A	R1 FOL, p. 71
41	he	3	Subject and Object Pronouns	L.6.1.A	R1 FOL, p. 71



Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
42	they	3	Subject and Object Pronouns	L.6.1.A	R1 FOL, p. 71
43	C	2	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	R2 FOL, p. 85
44	B	2	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	R2 FOL, p. 85
45	C	2	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	R2 FOL, p. 85
46	D	2	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	R2 FOL, p. 85
47	A	2	Consult a Dictionary for Precise Definitions and Parts of Speech	L.6.4.C	R2 FOL, p. 85
48	A	2	Verify Word Meanings	L.6.4.D	R3 FOL, p. 97
49	D	2	Verify Word Meanings	L.6.4.D	R3 FOL, p. 97
50	C	2	Verify Word Meanings	L.6.4.D	R3 FOL, p. 97
51	D	2	Verify Word Meanings	L.6.4.D	R3 FOL, p. 97
52	A	2	Verify Word Meanings	L.6.4.D	R3 FOL, p. 97
53	Manually graded; see Problem-Solution Essay Rubric below.	4	Problem-Solution Essay	W.6.2	PT Writing, p. 102

**29 Sample answer:** The author creates the rising action in this story by describing a farmhouse that seems very attractive. The farmhouse has many conveniences, such as electricity, indoor plumbing, and a modern stove. It also has three bedrooms, so everyone can have their own. However, the author also lets the reader know that Miguel doesn't get too excited, and this sets up the conflict of the story. They turn the handle at the kitchen sink, but nothing comes out but dirty water.

**30 Sample answer:** The climax of this story occurs when Mr. Vargas takes the family to an old farmhouse where "the porch was about to fall off, the roof was missing shingles, and there wasn't a speck of paint." There's also no indoor plumbing. This sets it up where the family will be disappointed yet again. The family then notices the trees and the grassy pasture, and Mr. Vargas says that's because there is a creek. Mr. Vargas leads them to a well in the yard, where Papa tests for water by dropping a pebble and then cranks up a bucket of clean water, which is the most exciting and important event in the story. This directly leads to the resolution, when Papa shakes Mr. Vargas's hand and agrees to buy the farmhouse.



**36 Sample answer:** The Inca engineers used gravity to design their water system because their city was built on a mountainside. First, they built a stone wall to gather water from the surrounding springs. Then they built a long canal that carried the water down from the springs. The water “flowed down steps and created a series of fountains.” The stream was “just the right size to fill clay water jugs,” so the Incas could get fresh water all the time anywhere in the city.

**37 Sample answer:** Bingham’s first view of the city took his breath away because he had finally found this “Lost City of the Incas” that had been hidden by the jungle for hundreds of years, and it was an amazing feat of engineering and design. Firstly, it was built very high on the steep mountainsides of the Andes Mountains. Secondly, it had “hundreds of terraces” to prevent the city from falling down the mountain. Thirdly, it had an advanced water system that consisted of a series of fountains. Finally, the Incas built all this without “steel tools, carts with wheels, or other modern devices.”

Short Answer Rubric for Items 29, 30, 36, and 37			
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 part 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>

Problem-Solution Essay Rubric for Item 53			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the essay includes a title and introduction that explains the importance of the issue.	The introduction states the issue but may lack a clearly defined statement of the problem or clear description of the importance of the issue.	The introduction states the issue and attempts a description or explanation of the importance of the issue.	The introduction describes the issue and provides a clear statement about the importance of the issue.
Body paragraphs consist of one paragraph describing the problem with facts and examples and another paragraph describing a solution with facts and examples.	Body paragraphs provide a problem and maybe a solution, but no examples and evidence are provided.	Body paragraphs provide a problem and a solution, but examples and evidence are either lacking or thinly developed.	The first body paragraph describes the problem with facts and examples, and the second body paragraph describes a solution with facts and examples. Important points are substantiated by evidence and examples.
The essay ends with a conclusion that describes the impact of the solution.	The conclusion is missing or does not summarize the issue.	The conclusion summarizes the problem-solution.	The conclusion summarizes the problem-solution and its importance.
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, a variety of sentence structures, and very few or no errors in spelling and punctuation.

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
1	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 111
2	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 111
3	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 111
4	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 111
5	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 111
6	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 112
7	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 112
8	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 112
9	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 112
10	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 112
11	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 126
12	circumstance	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 111
13	defensive	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 112
14	decision	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 126
15	under pressure	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 126
16	surround	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 138
17	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 126
18	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 126
19	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 126

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 138
21	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 138
22	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 138
23	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 138
24	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 138
25	C	2	Analyze Key Events	RI.6.3	R2 Prepare, p. 127
26	A	2	Analyze Key Events	RI.6.3	R2 Prepare, p. 127
27	B, E	3	Analyze Key Events	RI.6.3	R2 Prepare, p. 127
28	See sample answer and Short Answer Rubric below.	3	Analyze Key Events	RI.6.3	R2 Prepare, p. 127
29	See sample answer and Short Answer Rubric below.	3	Analyze Key Events	RI.6.3	R2 Prepare, p. 127
30	B	2	Monitor Comprehension		R1 Prepare, p. 113
31	C, D	3	Monitor Comprehension		R1 Prepare, p. 113
32	See sample answer and Short Answer Rubric below.	3	Monitor Comprehension		R1 Prepare, p. 113
33	B	2	Identify the Central Idea of a Story	RL.6.2	R3 Prepare, p. 139
34	A, C	3	Identify the Central Idea of a Story	RL.6.2	R3 Prepare, p. 139
35	D	3	Identify the Central Idea of a Story	RL.6.2	R3 Prepare, p. 139
36	See sample answer and Short Answer Rubric below.	3	Identify the Central Idea of a Story	RL.6.2	R3 Prepare, p. 139
37	See sample answer and Short Answer Rubric below.	3	Identify the Central Idea of a Story	RL.6.2	R3 Prepare, p. 139
38	reflexive, intensive	1	Understand Intensive and Reflexive Pronouns	L.6.1.B	R1 FOL, p. 121
39	can	2	Understand Intensive and Reflexive Pronouns	L.6.1.B	R1 FOL, p. 121

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
40	cannot	2	Understand Intensive and Reflexive Pronouns	L.6.1.B	R1 FOL, p. 121
41	can	2	Understand Intensive and Reflexive Pronouns	L.6.1.B	R1 FOL, p. 121
42	can	2	Understand Intensive and Reflexive Pronouns	L.6.1.B	R1 FOL, p. 121
43	C	1	Use a Thesaurus	L.6.4.C	R2 FOL, p. 133
44	A	2	Use a Thesaurus	L.6.4.C	R2 FOL, p. 133
45	B	2	Use a Thesaurus	L.6.4.C	R2 FOL, p. 133
46	B	2	Use a Thesaurus	L.6.4.C	R2 FOL, p. 133
47	D	2	Use a Thesaurus	L.6.4.C	R2 FOL, p. 133
48	B	2	Use Word Relationships (Part/Whole)	L.6.5.B	R3 FOL, p. 149
49	D	2	Use Word Relationships (Part/Whole)	L.6.5.B	R3 FOL, p. 149
50	C	2	Use Word Relationships (Part/Whole)	L.6.5.B	R3 FOL, p. 149
51	A	2	Use Word Relationships (Part/Whole)	L.6.5.B	R3 FOL, p. 149
52	A	2	Use Word Relationships (Part/Whole)	L.6.5.B	R3 FOL, p. 149
53	Manually graded; see Informational Report Rubric below.	4	Report on a Common Phobia	W.6.2	PT Writing, p. 152

- 28 Sample answer:** The author wrote this passage to tell Juliane's story and to show that it is important to remain calm under pressure. Juliane was all alone when she landed in the jungle after the plane she was on crashed. Instead of panicking, she was able to stay calm. She used her knowledge of the jungle to guide her decisions rather than making decisions out of fear. By remaining calm, Juliane was able to make her way to safety.
- 29 Sample answer:** Luck helped Juliane survive the plane crash. It was luck that helped her land safely in the trees when no one else on the plane was able to do so. As a result of this, she didn't have any severe injuries and was able to walk to safety. It was also because of luck that she found the boat, which helped her make it out of the jungle.

- 32 Sample answer:** Juliane's experience in the jungle was made more complicated because she lost one shoe and her eyeglasses during her fall from the plane. She couldn't see well, which made the situation more dangerous. She used her foot with the shoe to help detect dangers she might not be able to see as she was walking through the jungle. This helped Juliane to travel safely through the jungle.
- 36 Sample answer:** The author included the details in paragraph 2 to show why Akil has an opportunity to face his fear. Mr. Zuberi understands how Akil feels because he used to feel the same way. The teacher wants to help Akil overcome his fear by giving him a second chance to give his speech. Mr. Zuberi believes in Akil and thinks that he will do a better job on his speech this time.
- 37 Sample answer:** A central idea of the passage is that it is important to face your fears. Akil was very afraid to speak in public. The first time he tried to give his speech to his class, he couldn't do it. After he was given another chance, he practiced with his grandmother but was still nervous. Akil learned from his classmate Imara that sometimes you have to put your fears aside for an important cause.

Short Answer Rubric for Items 28, 29, 32, 36, and 37			
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>

Informational Report Rubric for Item 53			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the report includes a hook and introduces the phobia.	The introduction does not include a hook. It states the phobia but may lack clear information.	The introduction includes a weak hook. It states information about the phobia.	The introduction includes a strong hook and describes the phobia clearly.
Body paragraphs state information to help people better understand the phobia and tell how it can be overcome.	Body paragraphs include information about the phobia with minimal or no supporting details.	Body paragraphs give more information about the phobia and how to overcome it. Some details may be missing or irrelevant.	Each body paragraph is developed with relevant information about the phobia and how to overcome it, and elaborates on that information.
The report ends with a conclusion that restates the main ideas of the report.	The conclusion is missing or does not summarize the main ideas of the report.	The conclusion summarizes the main ideas of the report.	The conclusion restates the main ideas and summarizes the details.
The report 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 in Unit
1	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 163
2	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 163
3	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 163
4	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 163
5	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 163
6	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 164
7	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 164
8	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 164
9	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 164
10	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 164
11	perception	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 163
12	slightly	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 176
13	adolescence	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 190
14	associate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 190
15	Supervision	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 164
16	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 176
17	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 176
18	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 176
19	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 176

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
<b>20</b>	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 176
<b>21</b>	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 190
<b>22</b>	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 190
<b>23</b>	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 190
<b>24</b>	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 190
<b>25</b>	B	2	Identify the Central Idea	RI.6.2	R1 Prepare, p. 165
<b>26</b>	A	2	Identify the Central Idea	RI.6.2	R1 Prepare, p. 165
<b>27</b>	C, D	3	Identify the Central Idea	RI.6.2	R1 Prepare, p. 165
<b>28</b>	See sample answer and Short Answer Rubric below.	3	Identify the Central Idea	RI.6.2	R1 Prepare, p. 165
<b>29</b>	See sample answer and Short Answer Rubric below.	3	Identify the Central Idea	RI.6.2	R1 Prepare, p. 165
<b>30</b>	C	2	Analyze a Text	RL.6.5	R2 Prepare, p. 177
<b>31</b>	D, E	3	Analyze a Text	RL.6.5	R2 Prepare, p. 177
<b>32</b>	A	2	Analyze a Text	RL.6.5	R2 Prepare, p. 177
<b>33</b>	See sample answer and Short Answer Rubric below.	3	Analyze a Text	RL.6.5	R2 Prepare, p. 177
<b>34</b>	See sample answer and Short Answer Rubric below.	3	Analyze a Text	RL.6.5	R2 Prepare, p. 177
<b>35</b>	D	2	Identify Cohesive Devices		R3 Prepare, p. 191
<b>36</b>	B	3	Identify Cohesive Devices		R3 Prepare, p. 191
<b>37</b>	C	3	Identify Cohesive Devices		R3 Prepare, p. 191
<b>38</b>	They, it	2	Pronoun Agreement	L.6.1.C	R1 FOL, p. 171
<b>39</b>	it	2	Pronoun Agreement	L.6.1.C	R1 FOL, p. 171

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
40	her, them, she	2	Pronoun Agreement	L.6.1.C	R1 FOL, p. 171
41	they	2	Pronoun Agreement	L.6.1.C	R1 FOL, p. 171
42	It	2	Pronoun Agreement	L.6.1.C	R1 FOL, p. 171
43	unique	3	Denotation and Connotation	L.6.5.C	R2 FOL, p. 185
44	relaxed	3	Denotation and Connotation	L.6.5.C	R2 FOL, p. 185
45	B, C	3	Denotation and Connotation	L.6.5.C	R2 FOL, p. 185
46	A	3	Denotation and Connotation	L.6.5.C	R2 FOL, p. 185
47	D	3	Denotation and Connotation	L.6.5.C	R2 FOL, p. 185
48	A	2	Understand Analogies	L.6.5.B	R3 FOL, p. 197
49	C	2	Understand Analogies	L.6.5.B	R3 FOL, p. 197
50	B	2	Understand Analogies	L.6.5.B	R3 FOL, p. 197
51	B	2	Understand Analogies	L.6.5.B	R3 FOL, p. 197
52	D	2	Understand Analogies	L.6.5.B	R3 FOL, p. 197
53	Manually graded; see How-to Article Rubric below.	4	Write a How-to Article	W.6.2	PT Writing, p. 200

**28 Sample answer:** The details in paragraph 3 emphasize the idea that entering adulthood is an important transition in people's lives. During their speeches, community figures let the new adults know that they are viewed as more trustworthy and able to take on greater responsibilities. By sharing advice, they are building confidence in the new adults. They are telling them that even though they will face more challenges as adults, they should continue to try their best and work hard.

**29 Sample answer:** Japan thinks that it is so important to respect its new adults that it has a national holiday to celebrate their transition into adulthood. The government hosts the celebration for this holiday. Older generations also share valuable advice with youth as they become adults. This tradition is a sign of respect because it shows that older Japanese citizens want to help younger ones be successful.

**33 Sample answer:** The author included the flashback in paragraph 17 to show why Min is so serious about studying. Getting into Academy San Marco was a big deal to both Min and her family. Min wants to make sure she does well on her schoolwork so she doesn't let her family down. This flashback helps the reader understand why Min is having a hard time deciding between going ice skating and studying for her exam.

**34 Sample answer:** Min feels like an outsider with her roommates. She sees that her roommates are close friends because they are all sitting together on one bed. Their beds are bright and exciting, which is how Min views her roommates. Min's bed looks different than her roommates' beds because it is boring and colorless, which makes Min feel like even more of an outsider.

Short Answer Rubric for Items 28, 29, 33, and 34			
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>

How-to Article Rubric for Item 53			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The article should include a clear introduction that introduces the topic.	The introduction is missing.	An introduction is included but does not properly introduce the topic.	The introduction is clear and properly introduces the topic.
The article should include a list of materials.	The list of materials is missing.	The list of materials is included but is incomplete.	The list of materials is included and is complete.
The article should include clear step-by-step instructions with at least four steps.	The step-by-step instructions are not clear, and there are fewer than four steps.	Step-by-step instructions are clear, but there are fewer than four steps.	The article includes clear step-by-step instructions with at least four steps.
The article should include sequence words and phrases.	The article does not include sequence words and phrases.	The sequence words and phrases used are either lacking or not appropriate.	Appropriate sequence words and phrases are used in the article.
The article should include a clear conclusion.	The article is missing a conclusion.	The article includes a conclusion, but it is not clear.	The article includes a clear conclusion.
The article 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 in Unit
1	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 211
2	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 211
3	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 211
4	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 211
5	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 211
6	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 211
7	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 212
8	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 212
9	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 212
10	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 228
11	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 212
12	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 212
13	reason	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 212
14	discern	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 228
15	observe	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 228
16	imitate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 228
17	predicament	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 228
18	reasoning	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 228
19	solution	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 240
20	fluke	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 240

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
21	species	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 240
22	manipulate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 240
23	reason	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 240
24	instinctive	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 240
25	B	3	Summarize	RI.6.2	R1 Prepare, p. 213
26	C	2	Summarize	RI.6.2	R1 Prepare, p. 213
27	D	2	Summarize	RI.6.2	R1 Prepare, p. 213
28	See sample answer and Short Answer Rubric below.	3	Summarize	RI.6.2	R1 Prepare, p. 213
29	See sample answer and Summary Rubric below.	3	Summarize	RI.6.2	R1 Prepare, p. 213
30	See sample answer and Short Answer Rubric below.	3	Make Text-to-Self Connections		R3 Prepare, p. 241
31	A	2	Analyze Point of View	RL.6.6	R2 Prepare, p. 229
32	D	2	Analyze Point of View	RL.6.6	R2 Prepare, p. 229
33	B, D	2	Analyze Point of View	RL.6.6	R2 Prepare, p. 229
34	See sample answer and Short Answer Rubric below.	3	Analyze Point of View	RL.6.6	R2 Prepare, p. 229
35	See sample answer and Short Answer Rubric below.	3	Analyze Point of View	RL.6.6	R2 Prepare, p. 229
36	See sample answer and Short Answer Rubric below.	3	Make Text-to-Self Connections		R3 Prepare, p. 241
37	See sample answer and Short Answer Rubric below.	3	Make Text-to-Self Connections		R3 Prepare, p. 241
38	C, D	3	Correct Unclear Pronouns	L.6.1.D	R2 FOL, p. 235
39	A, D	3	Correct Unclear Pronouns	L.6.1.D	R2 FOL, p. 235
40	D	3	Correct Unclear Pronouns	L.6.1.D	R2 FOL, p. 235



Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
41	B	3	Correct Unclear Pronouns	L.6.1.D	R2 FOL, p. 235
42	C	3	Correct Unclear Pronouns	L.6.1.D	R2 FOL, p. 235
43	B, E	3	Understand Similes	RL.6.5	R1 FOL, p. 223
44	C, D	3	Understand Similes	RL.6.5	R1 FOL, p. 223
45	B	3	Understand Similes	RL.6.5	R1 FOL, p. 223
46	C	3	Understand Similes	RL.6.5	R1 FOL, p. 223
47	D	3	Understand Similes	RL.6.5	R1 FOL, p. 223
48	A	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	R3 FOL, p. 253
49	C	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	R3 FOL, p. 253
50	A	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	R3 FOL, p. 253
51	B	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	R3 FOL, p. 253
52	A	2	Use Greek and Latin Roots and Suffixes	L.6.4.B	R3 FOL, p. 253
53	Manually graded; see Argumentative Essay Rubric below.	4	Write an Argumentative Essay	W.6.1	PT Writing, p. 256

**28 Sample answer:** Orangutan tool use shows us that orangutans can think ahead and plan. It also shows that orangutans understand how things work and can learn from others. They can evaluate a situation and make improvements.

**29 Sample answer:** Orangutans are very intelligent and skilled at using tools. They mostly use tools to get food. They also use resources and tools to build nests. The way orangutans use tools also proves they can plan, learn from others, and solve problems.

**30 Sample answer:** These sentences made me think about tools I use every day. Mostly I use my phone and computer. I didn't know much about orangutans before, except they are reddish-orange. This helped me understand there is a lot to know about how orangutans think and make tools. It also helped me realize that orangutans are intelligent, like humans.

**34 Sample answer:** The author may have chosen to use third-person point of view in order to describe the events of the story from the narrator's point of view instead of Abuela's or Xavier's. That way, the reader understands what both characters are doing and feeling. The reader learns that Abuela is surprised and Xavier likes bird watching.

**35 Sample answer:** The author may have chosen to use first-person point of view in order to describe the thoughts and feelings of Abuela in depth. Readers learn that Abuela feels happy Xavier went birdwatching with her. They also learn she is excited to do things Xavier likes to do.

**36 Sample answer:** This text made me think about my grandmother and the times she taught me to cook. It made me feel happy that I have those special memories. Xavier is lucky his grandmother is still around and wants to do things with him. This helped me understand that Xavier has a meaningful relationship with his grandmother.

**37 Sample answer:** This paragraph reminded me of how my family likes dogs. I don't like dogs. This is like Xavier not liking birdwatching even though Abuela does. This helped me understand that sometimes people can compromise about things to make each other happy. This is exactly what Xavier and Abuela did with spending time birding and playing Castaway Escape.

## Short Answer Rubric for Items 28, 30, 34, 35, 36, and 37

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 29**

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Student's summary describes the central idea and three 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 three 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 three 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 53**

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The essay has an introductory paragraph that states the thesis and three reasons for the thesis.	The introduction may describe the topic but does not state a thesis.	The introduction states a thesis with one or two reasons for the thesis.	The introduction clearly states the thesis and three reasons for the thesis.
The essay has three body paragraphs that explain the three reasons for the thesis, supported by evidence.	There may be fewer than three body paragraphs, and they do not describe clear reasons and/or evidence for the thesis.	The three body paragraphs describe the reasons for the thesis, but with limited evidence.	The three body paragraphs explain the three reasons for the thesis, supported by clear evidence.
The essay has a concluding paragraph that restates the thesis and summarizes the reasons for the thesis.	The conclusion is missing or does not clearly restate the thesis.	The conclusion restates the thesis but does not summarize the reasons.	The conclusion restates the thesis and summarizes the reasons for the thesis.
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 in Unit
1	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 267
2	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 267
3	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 267
4	perspective	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 267
5	potential	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 267
6	ignorance	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 267
7	continents	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 268
8	tributary	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 268
9	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 268
10	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 268
11	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 268
12	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 282
13	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 282
14	odds	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 282
15	qualifications	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 282
16	represent	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 282
17	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 298
18	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 282
19	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 298

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 298
21	commerce	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 298
22	advancements	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 298
23	humanity	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 298
24	B	3	Analyze Character and Plot	RL.6.3	R2 Prepare, p. 283
25	D	3	Analyze Character and Plot	RL.6.3	R2 Prepare, p. 283
26	C	3	Analyze Character and Plot	RL.6.3	R2 Prepare, p. 283
27	B	3	Visualize		R1 FOL, p. 269
28	See sample answer and Short Answer Rubric below.	3	Analyze Character and Plot	RL.6.3	R2 Prepare, p. 283
29	See sample answer and Short Answer Rubric below.	3	Analyze Character and Plot	RL.6.3	R2 Prepare, p. 283
30	B, E	3	Evaluate an Argument	RI.6.8	R3 Prepare, p. 299
31	C, D	3	Evaluate an Argument	RI.6.8	R3 Prepare, p. 299
32	B, C	3	Evaluate an Argument	RI.6.8	R3 Prepare, p. 299
33	A	3	Visualize		R1 FOL, p. 269
34	B	3	Visualize		R1 FOL, p. 269
35	See sample answer and Short Answer Rubric below.	3	Evaluate an Argument	RI.6.8	R3 Prepare, p. 299
36	See sample answer and Short Answer Rubric below.	3	Evaluate an Argument	RI.6.8	R3 Prepare, p. 299
37	2	2	Use Dashes	L.6.2.A	R2 FOL, p. 293
38	1	2	Use Dashes	L.6.2.A	R2 FOL, p. 293
39	1	2	Use Dashes	L.6.2.A	R2 FOL, p. 293
40	2	2	Use Dashes	L.6.2.A	R2 FOL, p. 293
41	3	2	Use Dashes	L.6.2.A	R2 FOL, p. 293

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
42	D	3	Use Context to Infer Meaning	L.6.4.A	R1 FOL, p. 277
43	B	3	Use Context to Infer Meaning	L.6.4.A	R1 FOL, p. 277
44	A	3	Use Context to Infer Meaning	L.6.4.A	R1 FOL, p. 277
45	A, C	3	Use Context to Infer Meaning	L.6.4.A	R1 FOL, p. 277
46	D	3	Use Context to Infer Meaning	L.6.4.A	R1 FOL, p. 277
47	research	3	Use Word Categories	L.6.5.B	R3 FOL, p. 305
48	mood	3	Use Word Categories	L.6.5.B	R3 FOL, p. 305
49	landscapes	3	Use Word Categories	L.6.5.B	R3 FOL, p. 305
50	certification	3	Use Word Categories	L.6.5.B	R3 FOL, p. 305
51	commercial	3	Use Word Categories	L.6.5.B	R3 FOL, p. 305
52	Manually graded; see Informational Essay Rubric below.	4	Write an Informational Essay	W.6.2	PT Writing, p. 308

**28 Sample answer:** The main conflict in the story involves the fact that Mei’s friend, Sakura, has put their community at risk by sneaking out of the biodome to feed two cute little kittens because “everyone loves kittens.” Sakura’s statement inspires Mei to show her mother and her mother’s team the kittens. It is clear from their reaction that, indeed, everyone DOES love kittens. Mei’s mother is convinced, then, that the director will let the kittens into the biodome. In this way, Mei has resolved two problems: her friend’s illegal feeding of the kittens outside the biodome and her mother’s attempts to boost team morale.

**29 Sample answer:** When Mei finds Sakura—with a bag of old food—she is surprised. When Sakura shows her the two kittens, Mei becomes upset and is in disbelief that her friend is risking everyone’s life by going outside the dome. However, when Mei sees how irresistible the kittens are, she realizes she can help her mother to boost morale. So, Mei ends up pleased that Sakura showed her the kittens.

**35 Sample answer:** The author believes that, due to the fast-growing recreational space flight industry, independent and global regulation standards are needed to ensure these flights are safe and not environmentally damaging. The first argument the author uses is the fact that the industry's safety record is not well-established enough. Secondly, the author believes unregulated space flight will emit too much carbon into the atmosphere and contribute to global climate change. In sum, the author believes we should limit and regulate recreational space flights until we better understand their overall environmental impact and safety record.

**36 Sample answer:** The author does not develop the environmental argument well enough and needs more solid support for the idea that space tourism will harm the environment. Paragraph 4 mentions that liquid hydrogen is "environmentally friendly" because it leaves behind harmless water vapor. Though the next example was of a hybrid liquid-and-solid fuel engine, there is no hard evidence about the potential dangers of this type of engine "spewing soot like a giant burning candle." Paragraph 5 also lacks good evidence like definite facts. It says the black soot "may" stay in the stratosphere for up to four years and the carbon particles "may" affect the earth's ozone layer.

Short Answer Rubric for Items 28, 29, 35, and 36			
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>



Informational Essay Rubric for Item 52			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The essay begins with an introduction that captures the reader's attention, introduces the topic, and explains the invention's impact.	The introduction introduces the invention but may lack a clear description and/or explanation of how the invention has impacted the way we live.	The introduction describes the invention and mentions the impact the invention has had.	The introduction describes the invention in a way that captures the reader's attention and provides a clear statement about how it has impacted the way we live.
The body consists of at least two paragraphs that describe advantages and disadvantages, with supporting ideas.	The body paragraphs provide a description, but may not include both advantages and disadvantages, with very few supporting details provided.	The body paragraphs provide a description, including advantages and disadvantages, but supporting ideas are lacking or are thinly developed.	There are at least two body paragraphs that describe the advantages and disadvantages, with ample supporting details and examples.
The essay ends with a conclusion that restates the main ideas and reflects on the information.	The conclusion is missing or does not restate the main ideas.	The conclusion restates the main ideas.	The conclusion restates the main ideas and reflects on the information.
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 in Unit
1	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 332
2	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 332
3	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 319
4	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 319
5	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 319
6	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 332
7	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 320
8	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 320
9	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 320
10	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 320
11	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 332
12	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 332
13	adjust	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 319
14	traditional	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 319
15	Technology	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 319
16	Regular	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 320
17	absorb	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 332
18	attempt	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 346
19	cursor	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 346

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	participant	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 346
21	target	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 346
22	experiments	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 346
23	rotate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 346
24	D	2	Determine Theme	RL.6.2	R1 Prepare, p. 321
25	D	2	Determine Theme	RL.6.2	R1 Prepare, p. 321
26	A, B, E	2	Determine Theme	RL.6.2	R1 Prepare, p. 321
27	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.6.2	R1 Prepare, p. 321
28	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.6.2	R1 Prepare, p. 321
29	See sample answer and Short Answer Rubric below.	4	Make Text-to-Self Connections		R3 Prepare, p. 347
30	A	2	Determine the Author's Purpose	RI.6.6	R2 Prepare, p. 333
31	B	2	Determine the Author's Purpose	RI.6.6	R2 Prepare, p. 333
32	D	2	Determine the Author's Purpose	RI.6.6	R2 Prepare, p. 333
33	See sample answer and Short Answer Rubric below.	3	Determine the Author's Purpose	RI.6.6	R2 Prepare, p. 333
34	See sample answer and Short Answer Rubric below.	3	Determine the Author's Purpose	RI.6.6	R2 Prepare, p. 333
35	See sample answer and Short Answer Rubric below.	4	Make Text-to-Self Connections		R3 Prepare, p. 347
36	See sample answer and Short Answer Rubric below.	4	Make Text-to-Self Connections		R3 Prepare, p. 347
37	D	2	Punctuate Dialogue Correctly	L.6.2	R1 FOL, p. 327
38	C	2	Punctuate Dialogue Correctly	L.6.2	R1 FOL, p. 327
39	... speech," said ...	2	Punctuate Dialogue Correctly	L.6.2	R1 FOL, p. 327

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
40	...phones,."	2	Punctuate Dialogue Correctly	L.6.2	R1 FOL, p. 327
41	... "oOpportunity ...	2	Punctuate Dialogue Correctly	L.6.2	R1 FOL, p. 327
42	B	1	Use Possessive Adjectives and Pronouns	L.6.1.A	R3 FOL, p. 353
43	D	2	Use Possessive Adjectives and Pronouns	L.6.1.A	R3 FOL, p. 353
44	B	2	Use Possessive Adjectives and Pronouns	L.6.1.A	R3 FOL, p. 353
45	his	2	Use Possessive Adjectives and Pronouns	L.6.1.A	R3 FOL, p. 353
46	mine	2	Use Possessive Adjectives and Pronouns	L.6.1.A	R3 FOL, p. 353
47	D	2	Use Greek and Latin Prefixes and Roots	L.6.4.B	R2 FOL, p. 341
48	B	2	Use Greek and Latin Prefixes and Roots	L.6.4.B	R2 FOL, p. 341
49	A	2	Use Greek and Latin Prefixes and Roots	L.6.4.B	R2 FOL, p. 341
50	C	2	Use Greek and Latin Prefixes and Roots	L.6.4.B	R2 FOL, p. 341
51	D	2	Use Greek and Latin Prefixes and Roots	L.6.4.B	R2 FOL, p. 341
52	Manually graded; see Personal Narrative Rubric below.	4	Write a Personal Narrative	W.6.3	PT Writing, p. 356

**27 Sample answer:** The author wants the reader to learn that the character Julieta enjoys gardening. She "plucked weeds" with her friend. The author also wants the reader to learn that Julieta wishes she could "shovel up the school garden" and preserve it in the time capsule. That's how much she loves the school garden. She is sad she has to leave it.

**28 Sample answer:** The theme of the story is that memories can help people adjust to change. This is shown when Julieta is very sad about leaving the garden. The time capsule project helps Julieta to think about what is important to her: the garden. She makes a time capsule for herself, filled with reminders of the garden. This helps Julieta adjust to the change of moving schools and losing the garden.

- 29 Sample answer:** I had an experience similar to Julieta when I had to move overseas with my family. I was sad because I felt like I was leaving my whole world behind. This is similar to how Julieta felt about leaving the garden. But my parents made sure I was able to take my bed and all my toys and books. Having my old things really helped me make the change, just like the time-capsule items helped Julieta.
- 33 Sample answer:** The author's purpose in paragraph 6 is to inform the reader about Bell's continuing curiosity and contributions. This is shown by the use of unemotional language like "he contributed to scientific education." It is also shown by the use of facts like "He helped launch *Science* magazine."
- 34 Sample answer:** In paragraph 1, the author wants to inform the reader that there is much more to know about Alexander Graham Bell than commonly believed and known. This is shown when the author says, "the telephone invention is well known" but people don't know about Bell's path to develop the technology. These facts get the reader ready to learn more information.
- 35 Sample answer:** I don't know very much about the technology developed by Alexander Graham Bell except that he invented the telephone. However, this prepared me to read and understand the passage because I already knew that Bell could develop very complicated items and was a great scientist. So knowing about the telephone helped prepare me to learn that he invented wireless communication.
- 36 Sample answer:** One thing I knew is that family can influence the subjects that people are interested in. I'm interested in sports partly because my family loves sports like running. This helped me understand how Bell's family influenced him. Bell was interested in sound because his mother was hearing impaired. He became a university professor like his father. It makes sense to me that Bell's family interest in sound and communication influenced him to study those subjects.

Short Answer Rubric for Items 27, 28, 29, 33, 34, 35, and 36			
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>

Personal Narrative Rubric for Item 52			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The personal narrative addresses the prompt and has an introduction that describes the setting and people in the story.	The narrative doesn't adequately address the prompt. The introduction is missing or has an unclear description of the setting and people.	The narrative partially addresses the prompt. The introduction describes the place where events occur and some people in the story.	The narrative fully addresses the prompt. The introduction describes the time and place where events occur, and all people in the story.
The personal narrative has a sequence of events developed through description and dialogue.	The sequence of events is unclear, and dialogue is sparse or lacking.	The narrative has several events developed through description and dialogue.	The narrative fully develops the sequence of events through description and dialogue.
The personal narrative has a conclusion that emphasizes the theme.	The conclusion is missing or does not convey the theme.	The conclusion ends the narrative and may mention a theme.	The conclusion ends the narrative and clearly emphasizes the theme.
The personal narrative 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 in Unit
1	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 367
2	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 367
3	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 367
4	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 368
5	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 368
6	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 368
7	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 368
8	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 380
9	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 394
10	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 394
11	generate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 367
12	irreversible	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 367
13	nonetheless	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	Academic Vocab, p. 367
14	heaved	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 368
15	litter	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R1 Key Vocab, p. 368
16	spoil	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 380
17	opponents	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 380
18	renewable	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 380
19	breakthrough	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 380



Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	catastrophic	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 394
21	harsh	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 394
22	Rehabilitating	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 394
23	extensive	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R3 Key Vocab, p. 394
24	drawback	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.6.6	R2 Key Vocab, p. 380
25	D	3	Identify the Poet's Purpose	RL.6.6	R1 Prepare, p. 369
26	A	3	Identify the Poet's Purpose	RL.6.6	R1 Prepare, p. 369
27	A	3	Identify the Poet's Purpose	RL.6.6	R1 Prepare, p. 369
28	See sample answer and Short Answer Rubric below.	3	Identify the Poet's Purpose	RL.6.6	R1 Prepare, p. 369
29	See sample answer and Short Answer Rubric below.	3	Identify the Poet's Purpose	RL.6.6	R1 Prepare, p. 369
30	A, B	2	Analyze Sidebars	RI.6.5	R3 Prepare, p. 395
31	D	2	Analyze Sidebars	RI.6.5	R3 Prepare, p. 395
32	C, D	2	Analyze Sidebars	RI.6.5	R3 Prepare, p. 395
33	See sample answer and Short Answer Rubric below.	3	Analyze Sidebars	RI.6.5	R3 Prepare, p. 395
34	See sample answer and Short Answer Rubric below.	3	Analyze Sidebars	RI.6.5	R3 Prepare, p. 395
35	See sample answer and Short Answer Rubric below.	3	Paraphrase Text		R2 Prepare, p. 381
36	See sample answer and Paraphrase Rubric below.	3	Paraphrase Text		R2 Prepare, p. 381
37	See sample answer and Paraphrase Rubric below.	3	Paraphrase Text		R2 Prepare, p. 381
38	which is lighter than the air around it.)	2	Punctuate Nonrestrictive Clauses	L.6.2.A	R3 FOL, p. 401

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
39	which in turn affects the weather of North America and Europe(.)	2	Punctuate Nonrestrictive Clauses	L.6.2.A	R3 FOL, p. 401
40	“who is a marine biologist” is set off by commas	2	Punctuate Nonrestrictive Clauses	L.6.2.A	R3 FOL, p. 401
41	“which explained the differences between ice sheets and alpine glaciers” is set off by commas	2	Punctuate Nonrestrictive Clauses	L.6.2.A	R3 FOL, p. 401
42	“which came from various sources” is set off by commas	2	Punctuate Nonrestrictive Clauses	L.6.2.A	R3 FOL, p. 401
43	C	3	Understand Connotation and Nuance	L.6.5.C	R1 FOL, p. 375
44	C	3	Understand Connotation and Nuance	L.6.5.C	R1 FOL, p. 375
45	D	3	Understand Connotation and Nuance	L.6.5.C	R1 FOL, p. 375
46	A	3	Understand Connotation and Nuance	L.6.5.C	R1 FOL, p. 375
47	B	3	Understand Connotation and Nuance	L.6.5.C	R1 FOL, p. 375
48	<u>results</u>	3	Cause-and-Effect Word Relationships	L.6.5.B	R2 FOL, p. 389
49	<u>Because</u>	3	Cause-and-Effect Word Relationships	L.6.5.B	R2 FOL, p. 389
50	<u>affect</u>	3	Cause-and-Effect Word Relationships	L.6.5.B	R2 FOL, p. 389
51	D	3	Cause-and-Effect Word Relationships	L.6.5.B	R2 FOL, p. 389
52	B	3	Cause-and-Effect Word Relationships	L.6.5.B	R2 FOL, p. 389
53	Manually graded; see Poem Rubric below.	4	Write a Poem	W.6.3	PT Writing, p. 404

- 28 Sample answer:** The poet wrote this poem to express frustration about how humans are failing to take care of Earth. Repeating “I’ve given” points out how much Earth has given and how much humans have taken. However, humans are not giving back enough. The poet worries that the damage done might be too great. By suggesting that humans should “mother the mother of all,” the poet is saying humans should be the ultimate caretakers of Earth.

- 29 Sample answer:** The tone of the poem shifts from fearful in the sixth stanza to hopeful in the seventh stanza. The poet's purpose is to make the reader want to take action and help take care of Earth. By making the reader first feel fearful, the poet makes the reader scared that humans could no longer survive. However, changing to a hopeful tone makes the reader realize that change can save Earth and humankind and makes the reader want to do this.
- 33 Sample answer:** The sidebar gives the reader more information about ice sheets. Each bullet shares one fact about Antarctica's ice sheets: their thickness, and how much ice and fresh water they can hold. The information in the bullets helps the reader understand how large these sheets are and the amount of water that would be added to our oceans if the ice sheets were to melt.
- 34 Sample answer:** I think that the author decided to separate the information in the sidebar from the text because the information is interesting and gives facts but isn't needed in the main text. The sidebar gives facts that help the reader understand how much water could possibly be added to our oceans if the ice sheets melted. It is a tremendous amount of water, so the risk of oceans rising is quite real.
- 35 Sample answer:** The paraphrase is bad because it seems to only replace certain words with synonyms and just slightly moves around certain phrases. The sentence structures remain practically the same, and there are no phrases, like "according to the author," that show the information in the paraphrase is not original. The sentence "The melting ice changes the ocean currents and the weather in North America and Europe" also seems to change the meaning a bit. The original states that the change in ocean currents is what affects the weather, but the paraphrase doesn't make this clear.
- 36 Sample answer:** Glaciers, which have been around for thousands of years, leave behind many resources when they move through mountains, valleys, and lakes. According to the author, people today use the sand and gravel left behind by glaciers to produce things like concrete and asphalt. They also use the rich soil left behind by glaciers in farming.
- 37 Sample answer:** The steady warming of the planet over the past hundred years is causing the glaciers to melt at a surprisingly fast pace. People are the main cause, climate experts claim, through their use of fossil fuels like oil, gas, and coal. These fuel sources increase the amount of harmful gases, such as carbon dioxide, in the atmosphere, which prevents the sun's heat from escaping. This causes an overall increase in the earth's temperature. Today many people are trying to save the earth by reducing global warming and finding alternative sources of fuel.

### Short Answer Rubric for Items 28, 29, 33, 34, and 35

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>

### Paraphrase Rubric for Items 36 and 37

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
The paraphrase uses synonyms, changes in sentence length and structure, and phrases that acknowledge the original author.	<p>The paraphrase:</p> <ul style="list-style-type: none"> <li>uses no synonyms</li> <li>does not change sentence length and structure</li> <li>does not include phrases that acknowledge the original author</li> <li>makes many errors in punctuation, spelling, and grammar.</li> </ul>	<p>The paraphrase:</p> <ul style="list-style-type: none"> <li>uses few synonyms</li> <li>barely changes sentence length and structure</li> <li>may or may not include phrases that acknowledge the original author</li> <li>makes some errors in punctuation, spelling, and grammar.</li> </ul>	<p>The paraphrase:</p> <ul style="list-style-type: none"> <li>uses synonyms</li> <li>changes sentence length and structure</li> <li>uses phrases that acknowledge the original author</li> <li>makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

### Poem Rubric for Item 53

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The poem includes a title that captures the reader's interest.	The title is missing or does not relate to the poem.	The title somewhat captures the reader's interest.	The title captures the reader's interest.
The poem includes words and sounds to engage the reader's senses (sight, hearing, smell, taste, and touch) and that create meaning and tone.	Few or no sensory words or sounds are included; meaning and tone are not successfully conveyed.	Words and sounds occasionally engage the reader's senses, and meaning and tone are somewhat conveyed.	Words and sounds engage a variety of senses, and meaning and tone are successfully conveyed.
The poem illustrates creativity with poetic structure (e.g., line breaks and stanzas) and grammatical rules.	Ideas are poorly communicated with no emphasis on poetic structure.	Ideas are communicated somewhat creatively with some attention to poetic structure.	Ideas are communicated in a creative way with an emphasis on poetic structure.