

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
1	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 20
2	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 5
3	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 20
4	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 5
5	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 20
6	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 6
7	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 20
8	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 6
9	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 5
10	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 34
11	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 5
12	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 34
13	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 6
14	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 6
15	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 5
16	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 34
17	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 34
18	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 20
19	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 6

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	confide	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 20
21	durable	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 34
22	command	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 6
23	cooperation	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 5
24	bond	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 34
25	D	3	Determine Theme	RL.7.2	R1 Prepare, p. 7
26	C	3	Determine Theme	RL.7.2	R1 Prepare, p. 7
27	D	3	Determine Theme	RL.7.2	R1 Prepare, p. 7
28	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.7.2	R1 Prepare, p. 7
29	See sample answer and Short Answer Rubric below.	3	Determine Theme	RL.7.2	R1 Prepare, p. 7
30	compare and contrast	3	Analyze Text Structure	RI.7.5	R2 Prepare, p. 21
31	A	2	Analyze Text Structure	RI.7.5	R2 Prepare, p. 21
32	B	2	Analyze Text Structure	RI.7.5	R2 Prepare, p. 21
33	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure	RI.7.5	R2 Prepare, p. 21
34	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure	RI.7.5	R2 Prepare, p. 21
35	C	2	Paraphrase		R3 Prepare, p. 35
36	D	2	Paraphrase		R3 Prepare, p. 35
37	See sample answer and Paraphrase Rubric below.	2	Paraphrase		R3 Prepare, p. 35
38	of teens' daily lives	3	Identify Prepositional Phrases	L.7.1.A	R2 FOL, p. 29
39	on social media	3	Identify Prepositional Phrases	L.7.1.A	R2 FOL, p. 29
40	of teens	3	Identify Prepositional Phrases	L.7.1.A	R2 FOL, p. 29

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
41	among teens	3	Identify Prepositional Phrases	L.7.1.A	R2 FOL, p. 29
42	Over the holidays, in the village	3	Identify Prepositional Phrases	L.7.1.A	R2 FOL, p. 29
43	B	3	Use Context Clues to Infer Meaning	L.7.4.A	R1 FOL, p. 15
44	B	3	Use Context Clues to Infer Meaning	L.7.4.A	R1 FOL, p. 15
45	C	3	Use Context Clues to Infer Meaning	L.7.4.A	R1 FOL, p. 15
46	D	3	Use Context Clues to Infer Meaning	L.7.4.A	R1 FOL, p. 15
47	B	3	Use Context Clues to Infer Meaning	L.7.4.A	R1 FOL, p. 15
48	B	3	Understand Latin Roots: <i>dic/dict</i> and <i>port</i>	L.7.4.B	R3 FOL, p. 43
49	C	3	Understand Latin Roots: <i>dic/dict</i> and <i>port</i>	L.7.4.B	R3 FOL, p. 43
50	C	3	Understand Latin Roots: <i>dic/dict</i> and <i>port</i>	L.7.4.B	R3 FOL, p. 43
51	D	3	Understand Latin Roots: <i>dic/dict</i> and <i>port</i>	L.7.4.B	R3 FOL, p. 43
52	C	3	Understand Latin Roots: <i>dic/dict</i> and <i>port</i>	L.7.4.B	R3 FOL, p. 43
53	Manually graded; see Skit Rubric below.	4	Write a Skit	W.7.3	PT Writing, p. 46

28 Sample answer: At the beginning of the passage, Seo-jun reacts to working with Do-yun very negatively. He thinks this “has to be a joke,” and he also thinks Do-yun never stops talking. However, by the end of the story, Seo-jun enjoys working with Do-yun by taking notes and commenting on his suggestions. He realizes they both have ideas they can share to make the project better.

29 Sample answer: The theme of the passage “The Rivalry” is that collaboration or working together can improve projects and be fun. This is shown when Do-yun has the big idea of building a drone, and Seo-jun adds the more detailed idea that the drone needs lighter materials. It is also shown when the boys write down their plans at the end of the story, and realize their different talents have made the project better.

33 Sample answer: The author discusses how social media can put pressure on teens by using description. For example, the author states that social media can make teens feel invisible. The author also includes a quote from a teen who experienced “silence” and feeling invisible in online friendships.

34 Sample answer: The structure used in paragraphs 5 and 6 is compare and contrast. First, the writer states a positive aspect of online friendships: They can feel more intimate. The writer then contrasts this idea with a negative effect of online friendships: Online friendships can create false friendships.

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"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

37 Sample answer: Friendships are made in different ways and places. Some people have friends from when they were very young. We often feel comfortable telling these old friends our secrets. Another way people make friends is in certain situations or certain places. They may be friends people meet at work or places they go in the area where they live. We can also make friends with people who do similar activities.

Paraphrase Rubric for Item 37

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Student's paraphrase reflects a clear understanding of the paragraph and the ability to restate it.	<ul style="list-style-type: none"> Doesn't paraphrase the paragraph accurately. Uses mostly the author's words instead of synonyms or his/her own words. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Paraphrases the central idea but not all key supporting ideas. Uses some synonyms or his/her own words. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Paraphrases both the central idea and key supporting ideas. Uses synonyms and his/her own words. Makes few, if any, errors in punctuation, spelling, and grammar.

Skit Rubric for Item 53			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the skit introduces the characters, scene, and situation.	The introduction has one character start the conversation.	The introduction has one character start the conversation and sets the scene.	The introduction has one character start the conversation, sets the scene, and makes the situation clear.
The skit conveys something one character wants from another where two or more characters speak at least 6 times each.	The skit includes information about a situation about two characters but lacks a problem, solution, or wants from either character.	The skit includes information about a character that wants something from the other with at least 4 lines per character.	The skit includes information about a character that wants something from the other. Two characters speak at least 6 times.
The skit has a conclusion that clearly and positively ends the conversation and teaches the audience something about resolving conflict.	The conclusion is missing or does not clearly end the conversation.	The conclusion clearly and positively ends the conversation but does not teach anything about resolving conflict.	The conclusion clearly and positively ends the conversation and teaches the audience something about resolving conflict.
The skit 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.7.6	Academic Vocab, p. 57
2	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 57
3	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 58
4	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 86
5	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 86
6	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 57
7	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 58
8	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 58
9	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 72
10	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 86
11	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 86
12	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 72
13	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 72
14	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 86
15	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 72
16	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 86
17	involved	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 57
18	emerge	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 57
19	Inspire	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 72

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	embody	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 58
21	contrast	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 57
22	vessel	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 58
23	flags	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 58
24	pesticides	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 72
25	C	3	Compare Viewpoints	RL.7.6	R3 Prepare, p. 87
26	B	3	Compare Viewpoints	RL.7.6	R3 Prepare, p. 87
27	D	3	Compare Viewpoints	RL.7.6	R3 Prepare, p. 87
28	See sample answer and Short Answer Rubric below.	3	Compare Viewpoints	RL.7.6	R3 Prepare, p. 87
29	See sample answer and Short Answer Rubric below.	3	Compare Viewpoints	RL.7.6	R3 Prepare, p. 87
30	dangerous, nuisance, banned	3	Identify Tone	RI.7.4	R1 Prepare, p. 59
31	A, C	2	Identify Tone	RI.7.4	R1 Prepare, p. 59
32	C	2	Identify Tone	RI.7.4	R1 Prepare, p. 59
33	See sample answer and Short Answer Rubric below.	3	Identify Tone	RI.7.4	R1 Prepare, p. 59
34	See sample answer and Short Answer Rubric below.	3	Identify Tone	RI.7.4	R1 Prepare, p. 59
35	B	2	Identify Cohesive Devices		R2 Prepare, p. 73
36	D	2	Identify Cohesive Devices		R2 Prepare, p. 73
37	C	2	Identify Cohesive Devices		R2 Prepare, p. 73
38	B	3	Identify Modifiers	L.7.1.C	R1 FOL, p. 67
39	D	3	Identify Modifiers	L.7.1.C	R1 FOL, p. 67
40	B	3	Identify Modifiers	L.7.1.C	R1 FOL, p. 67
41	B	3	Identify Modifiers	L.7.1.C	R1 FOL, p. 67

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
42	C, D	3	Identify Modifiers	L.7.1.C	R1 FOL, p. 67
43	B	3	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 81
44	B	3	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 81
45	C	3	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 81
46	D	3	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 81
47	B	3	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 81
48	B	3	Use a Dictionary and Thesaurus	L.7.4.C	R3 FOL, p. 95
49	C	3	Use a Dictionary and Thesaurus	L.7.4.C	R3 FOL, p. 95
50	C	3	Use a Dictionary and Thesaurus	L.7.4.C	R3 FOL, p. 95
51	C	3	Use a Dictionary and Thesaurus	L.7.4.C	R3 FOL, p. 95
52	C	3	Use a Dictionary and Thesaurus	L.7.4.C	R3 FOL, p. 95
53	Manually graded; see Argumentative Essay Rubric below.	4	Write an Argumentative Essay	W.7.1	PT Writing, p. 98

- 28 Sample answer:** Zara and Jackson have contrasting views about Zara’s leadership. As the story begins, Zara is very nervous. She does not have confidence in her leadership ability. Jackson, however, feels that Zara has great ideas. Even before the campaign, he urged her to “run for something.” This shows he is confident about her leadership ability.
- 29 Sample answer:** At the beginning of the story, Jackson thinks you need to be in the spotlight to make a difference. He “had been running for something . . . since early in primary school,” and he encouraged Zara to do the same. By the end of the passage, he realizes you don’t need a spotlight to enact change. In the last line of the story, he repeats what Zara had always said: “I don’t need a spotlight to make a difference.”
- 33 Sample answer:** The writer has a positive tone in this paragraph. The writer has a good opinion of skateboarders learning from friends and family. The writer shows this positive tone by pointing out how talented the skateboarders were at an early age. For example, the writer describes fun scenes like Leal skating in a fairy princess costume and doing difficult tricks.

- 34 Sample answer:** The writer creates a positive tone in paragraph 6 through word choice and description of events. The positive tone is created by words like “strengthens” and “connecting” that are actions that show good outcomes for the skaters. The writer then shares how skaters are encouraged by other skaters. The scene of skaters supporting each other with “helmet pats and standing ovations” creates a positive atmosphere and tone.

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"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Argumentative Essay Rubric for Item 53

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the essay introduces the argument and includes a 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.
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. An opposing viewpoint is mentioned.	Each body paragraph gives a reason that supports the thesis and elaborates on that reason. Important points are substantiated by evidence and examples. An opposing viewpoint is explained.
The essay ends with a conclusion that 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 in Unit
1	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 109
2	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 109
3	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 109
4	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 109
5	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 109
6	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 109
7	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 126
8	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 142
9	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 126
10	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 142
11	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 126
12	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 126
13	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 110
14	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 110
15	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 142
16	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 142
17	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 142
18	startled	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 110
19	exhibit	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 142
20	merge	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 110

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
21	overcome	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 126
22	cower	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 110
23	dread	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 110
24	A	2	Analyze Setting and Characters	RL.7.3	R1 Prepare, p. 111
25	C	2	Analyze Setting and Characters	RL.7.3	R1 Prepare, p. 111
26	D	2	Analyze Setting and Characters	RL.7.3	R1 Prepare, p. 111
27	See sample answer and Short Answer Rubric below.	3	Analyze Setting and Characters	RL.7.3	R1 Prepare, p. 111
28	See sample answer and Short Answer Rubric below.	3	Analyze Setting and Characters	RL.7.3	R1 Prepare, p. 111
29	See sample answer and Short Answer Rubric below.	2	Monitor Comprehension		R2 Prepare, p. 127
30	C	2	Make Inferences	RI.7.1	R3 Prepare, p. 143
31	A	2	Monitor Comprehension		R2 Prepare, p. 127
32	adventurous	2	Make Inferences	RI.7.1	R3 Prepare, p. 143
33	B	2	Make Inferences	RI.7.1	R3 Prepare, p. 143
34	See sample answer and Short Answer Rubric below.	3	Make Inferences	RI.7.1	R3 Prepare, p. 143
35	See sample answer and Short Answer Rubric below.	3	Make Inferences	RI.7.1	R3 Prepare, p. 143
36	See sample answer and Short Answer Rubric below.	2	Monitor Comprehension		R2 Prepare, p. 127
37	<u>Finishing her homework; Aki</u>	2	Use Modifiers Correctly	L.7.1.C	R2 FOL, p. 137
38	<u>puppy; barking and pulling</u>	2	Use Modifiers Correctly	L.7.1.C	R2 FOL, p. 137
39	<u>car; with a slightly flat tire</u>	2	Use Modifiers Correctly	L.7.1.C	R2 FOL, p. 137
40	C	2	Use Modifiers Correctly	L.7.1.C	R2 FOL, p. 137

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
41	A	2	Use Modifiers Correctly	L.7.1.C	R2 FOL, p. 137
42	D	2	Understand Analogy	L.7.5.B	R1 FOL, p. 121
43	metaphor, the ocean, a raging beast	2	Understand Analogy	L.7.5.B	R1 FOL, p. 121
44	simile, Hy's face, a black and white photograph	2	Understand Analogy	L.7.5.B	R1 FOL, p. 121
45	B	3	Understand Analogy	L.7.5.B	R1 FOL, p. 121
46	D	3	Understand Analogy	L.7.5.B	R1 FOL, p. 121
47	A	2	Greek and Latin Roots	L.7.4.B	R3 FOL, p. 151
48	D	2	Greek and Latin Roots	L.7.4.B	R3 FOL, p. 151
49	B	2	Greek and Latin Roots	L.7.4.B	R3 FOL, p. 151
50	C	2	Greek and Latin Roots	L.7.4.B	R3 FOL, p. 151
51	B	2	Greek and Latin Roots	L.7.4.B	R3 FOL, p. 151
52	Manually graded; see Narrative Essay Rubric below.	4	Write a Narrative Essay	W.7.3	PT Writing, p. 154

- 27 Sample answer:** The storm is “shrieking” and scary to begin with. Then the description of the abandoned hotel creates a creepy, foreboding mood. When Sarawut hears the “distant *thwump*,” he is already primed to be scared by the noise. Then he feels what is likely a tail brush his leg, which sends him into a total, frozen panic.
- 28 Sample answer:** Without the storm, none of the events would have happened. The storm forces Sarawut and May into the abandoned hotel, and it also forces the Macaques inside. Then the hotel adds to the tension because it is rundown and spooky. Because the main characters aren’t familiar with the space, the setting makes it possible for them to be surprised.
- 29 Sample answer:** May called out to Sarawut. She reached out her hand to him, but he did not move. She grabbed his hand, and together, they walked up the staircase and down the hall to the bedroom door.
- 34 Sample answer:** Barnstorming was popular “after World War I.” Many military pilots no longer had jobs after the war ended. They had to find a new job once they returned home. They already knew how to fly the planes and probably liked flying, so they were perfect for the job of barnstorming.

35 Sample answer: The text says, “by her second flight, she was walking on the plane’s wing.” To do that, she had to have little fear of heights or flying and had to be a talented acrobat. These qualities made her perfect for wing walking. She obviously loved her job because even horrible injuries, including “broken ribs and a broken hip . . . didn’t stop her.” She was a talented performer, too, based on the fact that she and Lt. Billy Brock “quickly became a traveling sensation.”

36 Sample answer: The heading “Barnstormers” tells me where I can find information to clarify my understanding about barnstormers. The heading “A Fearless Flier” helps me understand that this part of the text is about a fearless flier. I read about Lillian Boyer, so the heading helps me know to look here for information about her.

Short Answer Rubric for Items 27, 28, 29, 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"> Doesn’t answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Narrative Essay Rubric for Item 52

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the essay introduces the action and describes what was risked.	The introduction describes the action, but the risk is not stated.	The introduction names the action and states the risk.	The introduction describes the action and clearly states the risk taken.
Body paragraphs use sensory language to narrate the key events and describe the risk.	Body paragraphs include descriptions of events, but sensory language is lacking.	Each body paragraph identifies a key event in the narrative. Some sensory language is included. Risks may be mentioned but are not clearly connected to events.	Each body paragraph describes a key event in the narrative and uses sensory language to bring the story to life. Risks are explained and clearly connected to events.
The essay ends with a conclusion that reflects on the experience and tells whether the risk was worth taking.	The conclusion is missing or does not reflect on the experience meaningfully.	The conclusion reflects on the experience or notes whether it was worth taking. Lacks sufficient reasons.	The conclusion reflects on the experience, noting whether the risk was worth taking and providing clear reasons.
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.7.6	R3 Key Vocab, p. 190
2	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 165
3	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 165
4	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 166
5	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 165
6	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 165
7	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 176
8	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 176
9	gene	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 190
10	factor	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 165
11	genome	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 190
12	sample	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 190
13	DNA	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 190
14	summoned	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 166
15	concoction	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 166
16	vary	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 165
17	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 176
18	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 176
19	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 166
20	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 166

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
21	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 166
22	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 176
23	D	2	Analyze an Allegory	RL.7.2	R1 Prepare, p. 167
24	C	2	Analyze an Allegory	RL.7.2	R1 Prepare, p. 167
25	C	2	Analyze an Allegory	RL.7.2	R1 Prepare, p. 167
26	See sample answer and Short Answer Rubric below.	3	Analyze an Allegory	RL.7.2	R1 Prepare, p. 167
27	See sample answer and Short Answer Rubric below	3	Analyze an Allegory	RL.7.2	R1 Prepare, p. 167
28	C	2	Preview and Predict		R2 Prepare, p. 177
29	A, B, D	3	Preview and Predict		R2 Prepare, p. 177
30	D	2	Identify Central Ideas and Details	RI.7.2	R3 Prepare, p. 191
31	D	2	Identify Central Ideas and Details	RI.7.2	R3 Prepare, p. 191
32	C	2	Identify Central Ideas and Details	RI.7.2	R3 Prepare, p. 191
33	See sample answer and Short Answer Rubric below.	2	Identify Central Ideas and Details	RI.7.2	R3 Prepare, p. 191
34	See sample answer and Short Answer Rubric below.	2	Identify Central Ideas and Details	RI.7.2	R3 Prepare, p. 191
35	See sample answer and Short Answer Rubric below.	3	Preview and Predict		R2 Prepare, p. 177
36	A	1	Independent and Dependent Clauses	L.7.1.A	R3 FOL, p. 197
37	we come programmed to approach the world in a certain way(.)	2	Independent and Dependent Clauses	L.7.1.A	R3 FOL, p. 197
38	But as more and more people logged on(,)	2	Independent and Dependent Clauses	L.7.1.A	R3 FOL, p. 197
39	they will discover more about this fascinating topic(.)	2	Independent and Dependent Clauses	L.7.1.A	R3 FOL, p. 197

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
40	A, D	2	Independent and Dependent Clauses	L.7.1.A	R3 FOL, p. 197
41	A	2	Identify Multiple-Meaning Words	L.7.4.A, L.7.5.C	R1 FOL, p. 171
42	B	2	Identify Multiple-Meaning Words	L.7.4.A, L.7.5.C	R1 FOL, p. 171
43	B	2	Identify Multiple-Meaning Words	L.7.4.A, L.7.5.C	R1 FOL, p. 171
44	C	2	Identify Multiple-Meaning Words	L.7.4.A, L.7.5.C	R1 FOL, p. 171
45	D	2	Identify Multiple-Meaning Words	L.7.4.A, L.7.5.C	R1 FOL, p. 171
46	B	1	Understand Shades of Meaning	L.7.5.C	R2 FOL, p. 185
47	B	2	Understand Shades of Meaning	L.7.5.C	R2 FOL, p. 185
48	C	2	Understand Shades of Meaning	L.7.5.C	R2 FOL, p. 185
49	D	2	Understand Shades of Meaning	L.7.5.C	R2 FOL, p. 185
50	C	2	Understand Shades of Meaning	L.7.5.C	R2 FOL, p. 185
51	Manually graded; see Informational Report Rubric below.	4	Write an Informational Report	W.7.2	PT Writing, p. 202

- 26 Sample answer:** “A Place of Their Own” is an allegory in which the events and characters stand for how people experience friendship. First, the boys are shown to develop friendships by building their camp in the forest. Later, they lose their friendships by playing video games. At the end of the story, they remake their friendships by returning to the forest.
- 27 Sample answer:** The theme or message of the allegory in the story “A Place of Their Own” is to take care of friendships. This is shown when the boys lose their friendships because they are too busy playing video games. By the end of the story, they remake their friendships by overcoming obstacles like the overgrown path to find their friends.
- 33 Sample answer:** The main idea of paragraph 4 is that the influence of genetics and the environment on temperament is hard to study. One detail that supports this is that “some studies set genetics as about 1 percent responsible, while others suggest 80 percent,” and still other studies show different percentages. Another detail is that temperament and personality can be hard to measure because of variations in different studies and parent bias, which shows this is a difficult topic to study.

34 Sample answer: The point the author makes in the conclusion of “The Science of Temperament” is that both genetics and environment influence personality. This is supported by the idea that genes code for a person’s potential characteristics. It is also supported by the idea that the environment can enhance or inhibit a person’s genetic potential.

35 Sample answer: One topic that would likely be discussed following paragraph 6 is new technology that helps scientists study temperament. This is supported in the passage when the writer states that “as technology advances . . . scientists will no doubt uncover more about what makes us who we are.” This suggests that the writer will discuss new technology that helps scientists study temperament.

Short Answer Rubric for Items 26, 27, 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"> Doesn’t answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Informational Report Rubric for Item 51

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The report has an introductory paragraph that states the central idea and key details of an informational text such as an interview, a survey, or a scientific study.	The introduction describes the informational text.	The introduction states the central idea of the informational text.	The introduction states the central idea and key details of the informational text.
The report has body paragraphs that explain important ideas from the informational text, supported by quotations.	The body paragraphs do not sufficiently describe key ideas from the informational text.	The body paragraphs describe key ideas from the informational text, but support is missing.	The body paragraphs describe key ideas from the informational text, supported by quotations.
The report has a concluding paragraph that explains what the student has learned from the informational text.	The conclusion is missing or does not clearly describe what the student has learned.	The conclusion summarizes the central idea and key details of the informational text, but does not clearly state what the student has learned.	The conclusion summarizes the central idea and key details of the informational text, and clearly states what the student has learned.
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	resolution	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 211
2	intrinsic	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 211
3	discipline	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 226
4	saturated	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 240
5	indicate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 211
6	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 211
7	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 211
8	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 211
9	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 212
10	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 212
11	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 212
12	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 212
13	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 212
14	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 212
15	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 226
16	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 226
17	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 226
18	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 226
19	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 240

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 240
21	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 240
22	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 240
23	C	2	Analyze an Argument	RI.7.8	R2 Prepare, p. 227
24	B	2	Analyze an Argument	RI.7.8	R2 Prepare, p. 227
25	A	2	Analyze an Argument	RI.7.8	R2 Prepare, p. 227
26	See sample answer and Short Answer Rubric below.	3	Analyze an Argument	RI.7.8	R2 Prepare, p. 227
27	See sample answer and Short Answer Rubric below.	3	Analyze an Argument	RI.7.8	R2 Prepare, p. 227
28	See sample answer and Short Answer Rubric below.	3	Make Text-to-Self Connections		R1 Prepare, p. 213
29	See sample answer and Short Answer Rubric below.	3	Make Text-to-Self Connections		R1 Prepare, p. 213
30	A	3	Analyze Text Structure of a Drama	RL.7.5	R3 Prepare, p. 241
31	B, E	3	Analyze Text Structure of a Drama	RL.7.5	R3 Prepare, p. 241
32	A	3	Analyze Text Structure of a Drama	RL.7.5	R3 Prepare, p. 241
33	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure of a Drama	RL.7.5	R3 Prepare, p. 241
34	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure of a Drama	RL.7.5	R3 Prepare, p. 241
35	See sample answer and Short Answer Rubric below.	3	Make Text-to-Self Connections		R1 Prepare, p. 213
36	C	2	Understand Compound Sentences	L.7.1.B	R1 FOL, p. 221
37	complex	2	Types of Sentences	L.7.1.B	R3 FOL, p. 251
38	compound-complex	2	Types of Sentences	L.7.1.B	R3 FOL, p. 251

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
39	<u>Bengt reaches out a hand, but Herman is taken under by another huge wave.</u>	2	Understand Compound Sentences	L.7.1.B	R1 FOL, p. 221
40	<u>Free solo climbers take incredible risks; they can easily die from a small misstep.</u>	2	Understand Compound Sentences	L.7.1.B	R1 FOL, p. 221
41	<u>Kids develop interests and communities, so they quickly establish their own identities.</u>	2	Understand Compound Sentences	L.7.1.B	R1 FOL, p. 221
42	<u>Your identity consists of your beliefs and character traits, and everyone has a unique set of such traits.</u>	2	Understand Compound Sentences	L.7.1.B	R1 FOL, p. 221
43	<u>If you follow the quirky world of elite mountain climbing, Honnold's status as the world's greatest climber is beyond question.</u>	2	Types of Sentences	L.7.1.B	R3 FOL, p. 251
44	<u>The evidence is <i>right there</i>, but no one believes me.</u>	2	Types of Sentences	L.7.1.B	R3 FOL, p. 251
45	<u>He had prepared in every way possible, and he functions best when the stakes are that high.</u>	2	Types of Sentences	L.7.1.B	R3 FOL, p. 251
46	go to bed	2	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 235
47	watch carefully	2	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 235
48	disgust	2	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 235
49	extremely happy	2	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 235
50	easy	2	Figurative Language—Idioms	L.7.5.A	R2 FOL, p. 235
51	Manually graded; see Letter Rubric below.	4	Write a Letter	W.7.3	PT Writing, p. 254

- 26 Sample answer:** The quotations from Daniel Duane make the argument stronger. Duane is a fellow climber, so he is an expert in the field. The quote from Jimmy Chin supports the argument well because he witnessed the climb as it was happening. The quote from “those outside the climbing world” can’t be checked because no source is listed. It is a good description, but not knowing who said it makes it less effective in supporting the argument.
- 27 Sample answer:** The information about Honnold’s preparation was convincing, and the mention of the physical and mental strength needed directly supports the opinion that Honnold’s climb was a great achievement. I think the author could have made the argument stronger by adding more specific details about the climb itself. I’m not sure if I am convinced that this was the greatest athletic achievement ever, but I certainly believe it was a remarkable feat.
- 28 Sample answer:** I have horrible stage fright. I can barely think, let alone talk, when I am standing in front of a group. When I was asked by the chorus director to sing a solo in the spring concert, I nearly collapsed. I knew the only way I could do it was to practice, practice, and practice until I knew the notes and words automatically, just like Honnold did before his climb. When the day came to perform, I used my preparation as a basis for courage and was able to deliver a beautiful solo to an auditorium full of people.
- 29 Sample answer:** I visited Yosemite National Park with my family on vacation a couple years ago. I saw El Capitan with my own eyes, so I know just how tall and straight it is. Picturing El Capitan helped me understand why the author thinks that Honnold’s feat is the greatest athletic achievement ever.
- 33 Sample answer:** The stage directions provide key information about the action that is happening—that Herman has fallen overboard and Knut goes in after him. From the stage directions, we learn what caused the problem—the huge waves. The stage directions explain what the characters do and how they feel.
- 34 Sample answer:** The play is divided into three scenes to show a series of events over time. The first scene is in Peru on April 26, 1947, as the crew builds the raft and prepares to set sail. The second scene happens “somewhere in the Pacific, late spring 1947,” so the crew has been sailing for a month or so since the end of scene 1. The third scene takes place on August 7, 1947, on the Tuamotu Islands. The crew has been sailing now for over three months and had some close calls.
- 35 Sample answer:** Everyone has always called me clumsy and uncoordinated, but I really wanted to be on the basketball team. When I told my friends I was trying out, they just chuckled in disbelief. My parents looked shocked and said, “Good luck,” with what I’m sure was a hint of sarcasm. I felt so much pressure to prove I could do it. I had to prove it to myself, and I had to prove all the doubters wrong. I felt like Thor—frustrated and bitter.

Short Answer Rubric for Items 26, 27, 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"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Letter Rubric for Item 51

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The letter begins with a greeting and introduces the reason for writing.	The greeting may be missing, or the introduction may be unclear.	The greeting is in place, and the introduction states the reason for writing but lacks clarity.	The greeting is in place, and the introduction clearly states the reason for writing.
Body paragraphs explain what the writer has learned and provide specific examples.	Body paragraphs include an explanation of what the writer has learned but may lack specific examples.	Each body paragraph states something learned. Examples are given, but ideas may be loosely connected or lacking organization.	Each body paragraph states something learned. Examples are given in support of the idea learned. Ideas are clearly organized.
The letter ends with a concluding paragraph that shares pertinent advice and features a closing and signature.	The concluding paragraph is missing or does not follow from the body paragraphs. A closing and signature are missing.	The letter ends with a concluding paragraph that shares advice. The advice may or may not be related to the body paragraphs. A closing and signature are included.	The letter ends with a concluding paragraph that shares pertinent advice and relates it to the learning and examples from the body paragraphs. A closing and signature are included.
The letter 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.7.6	Academic Vocab, p. 265
2	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 265
3	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 265
4	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 266
5	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 266
6	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 290
7	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 266
8	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 278
9	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 266
10	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 278
11	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 290
12	conspire	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 266
13	irrevocable	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 266
14	benefit	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 265
15	Oxygen	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 278
16	barrier	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 278
17	atom	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 278
18	molecule	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 278
19	force	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 290

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	featured	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 265
21	detach	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 290
22	release	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 290
23	insert	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 290
24	demonstrate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 265
25	B	2	Analyze the Structure of a Poem	RL.7.5	R1 Prepare, p. 267
26	A	2	Analyze the Structure of a Poem	RL.7.5	R1 Prepare, p. 267
27	B	2	Analyze the Structure of a Poem	RL.7.5	R1 Prepare, p. 267
28	See sample answer and Short Answer Rubric below.	3	Analyze the Structure of a Poem	RL.7.5	R1 Prepare, p. 267
29	See sample answer and Short Answer Rubric below.	3	Analyze the Structure of a Poem	RL.7.5	R1 Prepare, p. 267
30	See sample answer and Short Answer Rubric below.	3	Ask Questions		R2 Prepare, p. 279
31	A	2	Analyze Interactions among People, Ideas, and Events	RI.7.3	R3 Prepare, p. 291
32	B	2	Analyze Interactions among People, Ideas, and Events	RI.7.3	R3 Prepare, p. 291
33	C	2	Analyze Interactions among People, Ideas, and Events	RI.7.3	R3 Prepare, p. 291
34	See sample answer and Short Answer Rubric below.	3	Analyze Interactions among People, Ideas, and Events	RI.7.3	R3 Prepare, p. 291
35	See sample answer and Short Answer Rubric below.	3	Analyze Interactions among People, Ideas, and Events	RI.7.3	R3 Prepare, p. 291
36	See sample answer and Short Answer Rubric below.	3	Ask Questions		R2 Prepare, p. 279
37	See sample answer and Short Answer Rubric below.	3	Ask Questions		R2 Prepare, p. 279
38	C	2	Identify Adjective Phrases		R2 FOL, p. 285
39	A	2	Identify Adjective Phrases		R2 FOL, p. 285

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
40	B	2	Identify Adjective Phrases		R2 FOL, p. 285
41	B	2	Identify Adjective Phrases		R2 FOL, p. 285
42	A, C, D	2	Identify Adjective Phrases		R2 FOL, p. 285
43	B	3	Analyze a Poet's Word Choices	L.7.5.C	R1 FOL, p. 273
44	B	3	Analyze a Poet's Word Choices	L.7.5.C	R1 FOL, p. 273
45	C	3	Analyze a Poet's Word Choices	L.7.5.C	R1 FOL, p. 273
46	D	3	Analyze a Poet's Word Choices	L.7.5.C	R1 FOL, p. 273
47	A	3	Analyze a Poet's Word Choices	L.7.5.C	R1 FOL, p. 273
48	B	2	Identify Figurative Language	L.7.5	R3 FOL, p. 301
49	A	2	Identify Figurative Language	L.7.5	R3 FOL, p. 301
50	C	2	Identify Figurative Language	L.7.5	R3 FOL p. 301
51	D	2	Identify Figurative Language	L.7.5	R3 FOL, p. 301
52	See sample answer and Short Answer Rubric below.	2	Identify Figurative Language	L.7.5	R3 FOL, p. 301
53	Manually graded; see Informative Essay Rubric below.	4	Write an Informative Essay	W.7.2	PT Writing, p. 304

- 28 Sample answer:** The main idea in this stanza is that when the sun goes down, life calms down. The calm and restful rhythm supports this idea. During the “hours of darkness” when the sun doesn’t shine, people stop working for the day.
- 29 Sample answer:** Stanzas 5 and 6 have very different structures. Stanza 5 has three long lines that are about the same length. In contrast, stanza 6 has eight lines, and the line lengths vary a lot. The first four lines switch from long to short, long to short. In the last four lines, the length gets shorter and shorter, ending with a line that is just one word.
- 30 Sample answer:** What idea is a better way of doing something? How did people pursue or work on a better way? How did people cure smallpox?

- 34 Sample answer:** Variolation is a process in which patients are exposed to material from a disease like smallpox. One positive effect is protection against the disease. Two negative effects are people might spread the disease or die from it.
- 35 Sample answer:** The key event in the paragraph is that Jenner conducted nationwide tests of the smallpox vaccine. The results showed that the vaccine protected people from smallpox. This was important because he proved that vaccines could stop diseases like smallpox.
- 36 Sample answer:** How did Jenner conduct nationwide tests? What were the results of the nationwide tests? When was smallpox eradicated?
- 37 Sample answer:** One question I still have about Edward Jenner is whether other doctors helped him with his work on smallpox. I could answer that question by doing online research on Jenner's nationwide tests of the smallpox vaccine.
- 52 Sample answer:** One idea the personification of the lamp conveys in the stanza is that lamps do many jobs for people. This is shown when the lamp is called "hard-working." Another idea the personification of the lamp conveys is that it is similar to the sun. This is shown when the lamp is called the sun's "sister."

Short Answer Rubric for Items 28, 29, 30, 34, 35, 36, 37, and 52

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"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Informative Essay Rubric for Item 53			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The essay has an effective introduction that describes an innovation or invention and introduces how it helped the student with learning.	The introduction is missing, or states the innovation with little description.	The introduction describes the innovation but does not include a clear statement about how it helped the student learn.	The introduction describes the innovation and clearly introduces how it has helped the student learn.
The essay has three body paragraphs that describe how the innovation improved learning.	The essay has one body paragraph on ways the innovation improved learning with few details.	The essay has two body paragraphs on ways the innovation improved learning with some details.	The essay has three body paragraphs on ways the innovation improved learning with details and examples.
The essay has an effective concluding paragraph that restates key ideas in the essay.	The concluding paragraph is missing or does not restate key ideas.	The essay has a concluding paragraph that restates the impact of the innovation.	The essay has a concluding paragraph that restates key ideas, including the impact of the innovation.
The essay uses a variety of sentence types and varied sentence beginnings.	Few sentence types and sentence beginnings are varied.	Several sentence types and sentence beginnings are used.	A variety of sentence types and sentence beginnings are used.
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	strenuous	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 316
2	anxiety	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 332
3	evacuation	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 332
4	bluff	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 344
5	roar	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 344
6	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 315
7	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 315
8	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 315
9	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 315
10	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 315
11	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 315
12	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 316
13	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 316
14	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 316
15	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 316
16	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 316
17	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 332
18	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 332
19	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 332
20	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 332

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
21	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 344
22	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 344
23	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 344
24	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 344
25	<u>(Over) forty years after; in 1999</u>	2	Analyze Text Structure: Sequence	RI.7.5	R1 Prepare, p. 317
26	<u>On October 14, 2003; The very next day</u>	2	Analyze Text Structure: Sequence	RI.7.5	R1 Prepare, p. 317
27	2, 1, 3	2	Analyze Text Structure: Sequence	RI.7.5	R1 Prepare, p. 317
28	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure: Sequence	RI.7.5	R1 Prepare, p. 317
29	See sample answer and Short Answer Rubric below.	3	Analyze Text Structure: Sequence	RI.7.5	R1 Prepare, p. 317
30	See sample answer and Short Answer Rubric below.	3	Visualize		R2 Prepare, p. 333
31	desperate	2	Analyze Character and Plot	RL.7.3	R3 Prepare, p. 345
32	B	2	Analyze Character and Plot	RL.7.3	R3 Prepare, p. 345
33	A	2	Analyze Character and Plot	RL.7.3	R3 Prepare, p. 345
34	See sample answer and Short Answer Rubric below.	3	Analyze Character and Plot	RL.7.3	R3 Prepare, p. 345
35	See sample answer and Short Answer Rubric below.	3	Analyze Character and Plot	RL.7.3	R3 Prepare, p. 345
36	See sample answer and Short Answer Rubric below.	3	Visualize		R2 Prepare, p. 333
37	See sample answer and Short Answer Rubric below.	3	Visualize		R2 Prepare, p. 333
38	<u>intensive, extended; study and training</u>	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	R3 FOL, p. 353
39	<u>violent, convulsive; shaking</u>	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	R3 FOL, p. 353
40	C	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	R3 FOL, p. 353

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
41	daring, fearless	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	R3 FOL, p. 353
42	long, endless	2	Use Commas to Separate Coordinate Adjectives	L.7.2.A	R3 FOL, p. 353
43	to watch beforehand	2	Use Greek and Latin Prefixes	L.7.4.B	R1 FOL, p. 327
44	fight disease	2	Use Greek and Latin Prefixes	L.7.4.B	R1 FOL, p. 327
45	after	2	Use Greek and Latin Prefixes	L.7.4.B	R1 FOL, p. 327
46	small	2	Use Greek and Latin Prefixes	L.7.4.B	R1 FOL, p. 327
47	B	2	Use Greek and Latin Prefixes	L.7.4.B	R1 FOL, p. 327
48	B	2	Verify Inferred Meanings of Words	L.7.4.D	R2 FOL, p. 339
49	C, E	3	Verify Inferred Meanings of Words	L.7.4.D	R2 FOL, p. 339
50	adjective	2	Verify Inferred Meanings of Words	L.7.4.D	R2 FOL, p. 339
51	<u>Over a period of five years</u>	2	Verify Inferred Meanings of Words	L.7.4.D	R2 FOL, p. 339
52	A	2	Verify Inferred Meanings of Words	L.7.4.D	R2 FOL, p. 339
53	Manually graded; see Narrative Rubric below.	4	Write a Narrative	W.7.3	PT Writing, p. 356

28 Sample answer: First, Russia launched a man into orbit. Then the United States followed. In 2003, China launched its first manned spacecraft. Shenzhou 5 launched “four years after” Shenzhou 1 and “forty-two years after the first manned mission for Russia and then the United States.”

29 Sample answer: Because some of the events are not in sequential order in the second paragraph, the years helped me figure out when things happened. “In 1998” helped me understand that Yang was chosen before Shenzhou 1 launched “in 1999.” The phrase “over a period of five years” shows how long they studied and leads up to the main event—the launch of Yang on Shenzhou 5.

30 Sample answer: Mostly I *feel* Yang’s “extreme anxiety.” The launch feels violent and scary and painful. I can imagine Yang being shaken around even though he was belted tightly in the capsule. The words “so intense,” “terrible pain,” and “violent, convulsive shaking,” along with the description of Yang’s fear, bring the scene to life.

- 34 Sample answer:** Ojiisan has already left the house before the story begins. We learn that a storm is coming and he has gone to try to get food before the storm arrives. His leaving during the storm has created a major conflict for Haruki because Haruki is really worried about his grandfather's safety. Haruki and his mother also fear they will be trapped without food for weeks. When Ojiisan returns, Haruki cries, "Jiji!" most likely with delight and relief.
- 35 Sample answer:** Riku asks if it is a "meat day" and begins to whine and grumble because he is hungry. Riku's actions prompt Haruki to feel bad for his little brother. Haruki knows that Riku doesn't understand why they only get small portions of food. Riku's whining and feelings of hunger prompt Haruki to start thinking about a solution, which leads him to the jar of nuts he collected earlier in the year. He is able to help his brother and mother by providing protein.
- 36 Sample answer:** I imagine a boy around my age standing on his tiptoes to see over the frost on the window. When he looks outside, he sees lots of snow and ice, described as "an endless sheet of white paper." I imagine it is cold even in the house. The detail in the first paragraph about how he looks out the window five times in five minutes helps me picture him looking worried and anxious. The descriptions "everything was white" and "torrent of ice and snow" help me imagine the weather and the chill in the air.
- 37 Sample answer:** I imagine Haruki and his little brother sitting at a table removing shells from acorns and other nuts and sorting them into groups. I imagine they are intent on their work and happy about having something to eat. I imagine a huge, black "heavy iron pot," and can see Mrs. Tanaka struggle to pick it up and hang it over the sunken hearth of the fire. I can almost smell the nutty, "warm aroma" and imagine how good it must smell to the hungry characters.

Short Answer Rubric for Items 28, 29, 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"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Narrative Rubric for Item 53			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the narrative introduces the event and the adversity it caused, as well as a description of the people it affected.	The introductory paragraph names the event but lacks description or meaning.	The introductory paragraph describes the event and introduces the group it impacts.	The introductory paragraph describes the event and the adversity it caused for a specific group of people.
Body paragraphs are organized sequentially and include the story of the event and the community's reactions to it.	Body paragraphs include information about the event but are disorganized or lack descriptions of the community's reaction.	Body paragraphs tell the story of the event and mention the community reaction. They may have some issues with sequential organization.	Body paragraphs are organized sequentially and vividly describe the event and the community's reaction to it.
The narrative ends with a concluding paragraph that summarizes how the community grew as a result of going through the experience.	The concluding paragraph is missing or does not clearly connect to the story.	The concluding paragraph tells how the event ends but lacks reflection on its ultimate impact on the community.	The concluding paragraph clearly follows from the narrative and summarizes how the community grew as a result of the adversity.
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.7.6	Academic Vocab, p. 367
2	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 367
3	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 367
4	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 367
5	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 367
6	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 368
7	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 368
8	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 368
9	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 368
10	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 392
11	A	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 392
12	D	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 380
13	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 380
14	C	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 392
15	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 380
16	B	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 392
17	dialect	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 392
18	adequate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	Academic Vocab, p. 367
19	noble	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 368

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
20	interconnected	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 380
21	prominent	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 380
22	profound	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R2 Key Vocab, p. 380
23	fortunate	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R3 Key Vocab, p. 392
24	riddle	2	Determine Meaning of Grade-appropriate Vocabulary Words	L.7.6	R1 Key Vocab, p. 368
25	A	2	Compare and Contrast Two Versions of a Story	RL.7.7	R1 Prepare, p. 369
26	B	2	Compare and Contrast Two Versions of a Story	RL.7.7	R1 Prepare, p. 369
27	B, D, E	2	Compare and Contrast Two Versions of a Story	RL.7.7	R1 Prepare, p. 369
28	See sample answer and Short Answer Rubric below.	3	Compare and Contrast Two Versions of a Story	RL.7.7	R1 Prepare, p. 369
29	See sample answer and Short Answer Rubric below.	3	Compare and Contrast Two Versions of a Story	RL.7.7	R1 Prepare, p. 369
30	B	2	Identify the Writer's Purpose	RI.7.6	R2 Prepare, p. 381
31	A	2	Identify the Writer's Purpose	RI.7.6	R3 Prepare, p. 381
32	C	2	Identify the Writer's Purpose	RI.7.6	R3 Prepare, p. 381
33	See sample answer and Short Answer Rubric below.	3	Identify the Writer's Purpose	RI.7.6	R2 Prepare, p. 381
34	See sample answer and Short Answer Rubric below.	3	Identify the Writer's Purpose	RI.7.6	R2 Prepare, p. 381
35	See sample answer and Short Answer Rubric below.	3	Make Text-to-Text Connections		R3 Prepare, p. 393
36	See sample answer and Short Answer Rubric below.	3	Make Text-to-Text Connections		R3 Prepare, p. 393
37	See sample answer and Short Answer Rubric below.	3	Make Text-to-Text Connections		R3 Prepare, p. 393
38	D	2	Punctuate Dialogue Correctly	L.7.2	R1 FOL, p. 375
39	C	2	Punctuate Dialogue Correctly	L.7.2	R1 FOL, p. 375

Item	Answer	DOK	Learning Objective	CCSS	Location in Unit
40	C	2	Punctuate Dialogue Correctly	L.7.2	R1 FOL, p. 375
41	B	2	Punctuate Dialogue Correctly	L.7.2	R1 FOL, p. 375
42	A, D, E	2	Punctuate Dialogue Correctly	L.7.2	R1 FOL, p. 375
43	C, D, E	1	Understand Latin Suffixes: <i>-able, -ate, -ion, -sion, -tion</i>	L.7.4.B	R2 FOL, p. 387
44	A	1	Understand Latin Suffixes: <i>-able, -ate, -ion, -sion, -tion</i>	L.7.4.B	R2 FOL, p. 387
45	B	1	Understand Latin Suffixes: <i>-able, -ate, -ion, -sion, -tion</i>	L.7.4.B	R2 FOL, p. 387
46	D	2	Understand Latin Suffixes: <i>-able, -ate, -ion, -sion, -tion</i>	L.7.4.B	R2 FOL, p. 387
47	C	2	Understand Latin Suffixes: <i>-able, -ate, -ion, -sion, -tion</i>	L.7.4.B	R2 FOL, p. 387
48	B, D, E	1	Synonyms and Antonyms	L.7.5.B	R3 FOL, p. 403
49	A, C, E	1	Synonyms and Antonyms	L.7.5.B	R3 FOL, p. 403
50	C	2	Synonyms and Antonyms	L.7.5.B	R3 FOL, p. 403
51	B	2	Synonyms and Antonyms	L.7.5.B	R3 FOL, p. 403
52	C	2	Synonyms and Antonyms	L.7.5.B	R3 FOL, p. 403
53	Manually graded; see Scene Rubric below.	4	Write a Scene	W.7.3	PT Writing, p. 406

28 Sample answer: One benefit of the text version of “The New Neighbors” is that you can go back and reread parts of the story that are confusing. For example, I had to go back and reread the strange names of the characters, such as “StopMakingThatNoise GoPlaces.” If I couldn’t reread, I would be confused about the characters. Another benefit of the text version is that it was harder for my mind to wander because I had to focus on the words to read the story. It made me pay more attention.

29 Sample answer: One drawback of the text version of “The New Neighbors” is that it was hard to imagine what the aliens like DoGoodThings sounded like. Another drawback of the text version is it was hard to know how the characters felt. I was not sure if Priya was angry the aliens moved in, or afraid of them.

- 33 Sample answer:** The writer’s purpose in this paragraph is to inform. You can tell this because the paragraph includes facts such as “The Columbian Exchange led to the introduction of many new foods.” The paragraph doesn’t have descriptive words, figurative language, or strong language, so it is not meant to be entertaining or persuasive.
- 34 Sample answer:** The writer’s purpose in this paragraph is to persuade. You can tell this because the paragraph uses strong language that tells the reader to do something like “try something new!” There are some descriptive words, but these are also meant to persuade the reader to try something like red curry risotto. It is not meant to inform because it doesn’t contain many facts.
- 35 Sample answer:** The two texts are connected because they are both about tomatoes. The idea they share is that tomatoes were once considered poisonous. The texts are different in that the text from “Exploring New Tastes” focuses on how tomatoes are important to Italian cuisine, and the other text focuses on the fact that tomatoes are a superfood that contributes to health.
- 36 Sample answer:** The two texts are connected because they are both about the Columbian Exchange. The idea they share is that people from different places exchange foods. The texts are different in that the text from “Exploring New Tastes” focuses on cuisine, and the other text focuses on crops and animals that were exchanged.
- 37 Sample answer:** When I was reading “Exploring New Tastes,” I immediately thought about the book I read about sushi. That book and this passage are connected because they both describe the history of a food. This passage is about tomatoes, and the book I read is about sushi. This passage included information about how tomatoes are prominent in Italian cuisine, and the book describes how sushi has become popular in the U.S.

Short Answer Rubric for Items 28, 29, 33, 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"> Doesn’t answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Scene Rubric for Item 53			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The beginning of the scene introduces the setting and identifies characters.	The beginning introduces either the setting or characters.	The beginning introduces the setting and characters.	The beginning of the scene describes the setting and clearly identifies the characters.
The middle of the scene has action or a problem that moves the plot forward.	The middle of the scene describes an action or problem but does not move the plot forward.	The middle of the scene has some action or a problem that moves the plot forward.	The middle of the scene clearly conveys action or a problem that moves the plot forward.
The ending clearly concludes the scene.	The ending is missing or does not clearly conclude the scene.	The ending partially concludes the scene.	The ending clearly concludes the scene.
The scene uses dialogue that gives information about the characters and tells the story.	The scene uses some dialogue that gives some information about the characters or story.	The scene uses dialogue that gives information about the characters or tells the story.	The scene uses dialogue that gives detailed information about the characters and clearly tells the story.
The scene 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.