

Item	Answer	DOK	Learning Objective	Location in Unit
1	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 4
2	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 4
3	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 4
4	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 4
5	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 6
6	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 6
7	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 6
8	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 6
9	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 30
10	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 30
11	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 30
12	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 30
13	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 30
14	badly	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 4
15	awkward	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 6
16	cool	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 6
17	pay attention	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 30
18	C	2	Monitor Understanding	R1 Prepare, p. 9
19	D	2	Monitor Understanding	R1 Prepare, p. 9
20	D	2	Monitor Understanding	R1 Prepare, p. 9

Item	Answer	DOK	Learning Objective	Location in Unit
21	A	2	Paraphrase	R2 Prepare, p. 33
22	See sample answer and Paraphrase Rubric below.	3	Paraphrase	R2 Prepare, p. 33
23	See sample answer and Paraphrase Rubric below.	3	Paraphrase	R2 Prepare, p. 33
24	help	2	Simple Present Tense and Present Progressive	R1 Prepare, p. 7
25	is	2	Simple Present Tense and Present Progressive	R1 Prepare, p. 7
26	are swimming	2	Simple Present Tense and Present Progressive	R1 Prepare, p. 7
27	is crying	2	Simple Present Tense and Present Progressive	R1 Prepare, p. 7
28	is sitting	2	Simple Present Tense and Present Progressive	R1 Prepare, p. 7
29	D, E	2	Use Context Clues to Understand Meaning	R2 Prepare, p. 31
30	C, D	2	Use Context Clues to Understand Meaning	R2 Prepare, p. 31
31	C, D, E	2	Use Context Clues to Understand Meaning	R2 Prepare, p. 31
32	<u>lowering, dropping</u>	2	Use Context Clues to Understand Meaning	R2 Prepare, p. 31
33	<u>group</u>	2	Use Context Clues to Understand Meaning	R2 Prepare, p. 31
34	Manually graded; see Descriptive Paragraph Rubric below.	4	Write about a Job that Requires Empathy	PT Writing, p. 42

**22 Sample answer:** Dolphins sometimes help whales. For example, a dolphin helped a mother whale and her calf when they were in trouble. When the mother whale and calf got too close to shore, the dolphin came to help when it heard their cries. The dolphin was able to guide the whales back to the ocean.

**23 Sample answer:** Scientists have different opinions about what they think the behavior of certain animals means. One group thinks that animals show that they care about others. The other group thinks that animals in groups only help each other because it keeps the group and their food supply safe.

Paraphrase Rubric for Items 22 and 23			
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"> <li>Doesn't paraphrase the paragraph accurately.</li> <li>Uses mostly the author's words instead of his/her own words.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrases some but not all of the key ideas in the paragraph.</li> <li>Uses some of his/her own words.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrases the paragraph accurately.</li> <li>Uses his/her own words and fewer words than the text.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

Descriptive Paragraph Rubric for Item 34			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The paragraph includes a title relating to the topic of the paragraph.	The paragraph does not include a title.	The paragraph includes a title, but it does not relate to the topic of the paragraph.	The paragraph includes a clear title relating to the topic of the paragraph.
The paragraph includes an introduction that describes a character that shows empathy to someone.	The paragraph lacks an introduction that describes the empathetic character.	The paragraph includes an introduction with a brief description of the empathetic character.	The paragraph includes an introduction that clearly describes the empathetic character.
The paragraph includes 2–3 sentences describing how a character shows empathy to someone, with details that help the reader form a picture in their minds.	The paragraph does not accurately describe how a character shows empathy to someone. Descriptive details that help readers form pictures in their minds are not included. The description may only have 1–2 sentences.	The paragraph describes how a character shows empathy to someone, but does not include any descriptive details that help readers form pictures in their minds. The description may include 2–3 sentences.	The paragraph accurately describes how a character shows empathy to someone. It includes descriptive details that help readers form pictures in their minds. The description includes at least 2–3 sentences.
The paragraph 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	Location in Unit
1	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 50
2	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 52
3	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 66
4	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 50
5	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 66
6	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 66
7	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 52
8	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 50
9	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 50
10	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 52
11	weigh	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 52
12	wonder	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 50
13	improve	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 66
14	solve	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 50
15	try	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 66
16	guess	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 52
17	huge	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 52
18	issue	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 66
19	C	2	Analyze the Structure of a Drama	R1 Prepare, p. 55
20	D	2	Analyze the Structure of a Drama	R1 Prepare, p. 55

Item	Answer	DOK	Learning Objective	Location in Unit
21	C	1	Analyze the Structure of a Drama	R1 Prepare, p. 55
22	See sample answer and Short Answer Rubric below.	3	Analyze the Structure of a Drama	R1 Prepare, p. 55
23	See sample answer and Short Answer Rubric below.	3	Analyze the Structure of a Drama	R1 Prepare, p. 55
24	B	2	Count and Noncount Nouns	R1 Prepare, p. 53
25	D	2	Count and Noncount Nouns	R1 Prepare, p. 53
26	B	2	Count and Noncount Nouns	R1 Prepare, p. 53
27	D	2	Count and Noncount Nouns	R1 Prepare, p. 53
28	A, D, E	2	Count and Noncount Nouns	R1 Prepare, p. 53
29	B	2	Understand Problem/Solution Signal Words	R2 Prepare, p. 67
30	B	2	Understand Problem/Solution Signal Words	R2 Prepare, p. 67
31	C	2	Understand Problem/Solution Signal Words	R2 Prepare, p. 67
32	B, D	2	Understand Problem/Solution Signal Words	R2 Prepare, p. 67
33	B, D, E	2	Understand Problem/Solution Signal Words	R2 Prepare, p. 67
34	D, E	2	Ask Questions	R2 Prepare, p. 69
35	A, D, E	2	Ask Questions	R2 Prepare, p. 69
36	See sample answer and Short Answer Rubric below.	3	Ask Questions	R2 Prepare, p. 69
37	Manually graded; see Expository Text Rubric below.	4	Write an Expository Text	PT Writing, p. 80

**22 Sample answer:** Eric's lines of dialogue tell the audience that he's not a happy person. He seems jealous and angry. Even though he doesn't directly say anything mean, it is clear that he is trying to start a fight among the players and possibly Ms. Parra.

**23 Sample answer:** A narrator was included in this play to give background about the scene. The narrator has the very first line, and lets the audience know there will be trouble. The narrator was also included to give information that the characters are unable to say out loud. For example, the narrator explains Ms. Parra's thoughts.

**36 Sample answer:** How did scientists determine that the climate is changing? What do scientists know about the effects of temperature change on plants and animals?

Short Answer Rubric for Items 22, 23, 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>

Expository Text Rubric for Item 37			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The title gives a clue about the problem.	The title is missing or does not provide a clue about the problem.	The title suggests a clue about the problem but is somewhat vague.	The title gives a clue about the problem.
The introduction describes the problem and how it affects students.	The introduction is missing or states the problem with no detail.	The introduction describes the problem.	The introduction clearly describes the problem and how it affects students.
Sentences describe a possible solution with details.	A solution is stated with no details.	A solution is described with 1–2 details.	A solution is clearly described with 3 or more details.
The concluding sentence states the impact or benefit of the solution.	The conclusion is missing or does not state the impact of the solution.	The conclusion may or may not mention the impact of the solution.	The conclusion clearly states the impact and benefits of the solution.
The text uses problem/solution signal words.	Problem/solution signal words are missing.	The text uses 1–2 problem/solution signal words.	The text uses several problem/solution signal words.
The text uses correct grammar and mechanics.	Ideas are communicated but include 3 or more errors, and sentences have simple structures.	Ideas are communicated, with 1–2 errors and feature one or two different sentence structures.	Ideas are communicated with no errors and a variety of sentence structures.

Item	Answer	DOK	Learning Objective	Location in Unit
1	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 88
2	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 88
3	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 88
4	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 88
5	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 88
6	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 90
7	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 90
8	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 90
9	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 90
10	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 90
11	differently	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 88
12	borrow	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 90
13	concert	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 102
14	entertainment	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 102
15	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 102
16	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 102
17	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 102
18	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 102
19	A	1	Identify the Central Idea of a Text	R2 Prepare, p. 105
20	D	2	Identify the Central Idea of a Text	R2 Prepare, p. 105

Item	Answer	DOK	Learning Objective	Location in Unit
21	C	3	Identify the Central Idea of a Text	R2 Prepare, p. 105
22	See sample answer and Short Answer Rubric below.	3	Identify the Central Idea of a Text	R2 Prepare, p. 105
23	See sample answer and Short Answer Rubric below.	3	Identify the Central Idea of a Text	R2 Prepare, p. 105
24	rising action	2	Describe a Story's Plot	R1 Prepare, p. 93
25	resolution	2	Describe a Story's Plot	R1 Prepare, p. 93
26	climax	2	Describe a Story's Plot	R1 Prepare, p. 93
27	Prepositions of Place: in, on Prepositions of Direction: away from, into, out of, toward	2	Prepositions of Place and Direction	R1 Prepare, p. 91
28	on	2	Prepositions of Place and Direction	R1 Prepare, p. 91
29	into, away from	2	Prepositions of Place and Direction	R1 Prepare, p. 91
30	out of	2	Prepositions of Place and Direction	R1 Prepare, p. 91
31	in	2	Prepositions of Place and Direction	R1 Prepare, p. 91
32	C	1	Prefixes That Mean <i>Not</i>	R2 Prepare, p. 103
33	A	1	Prefixes That Mean <i>Not</i>	R2 Prepare, p. 103
34	B	1	Prefixes That Mean <i>Not</i>	R2 Prepare, p. 103
35	A	1	Prefixes That Mean <i>Not</i>	R2 Prepare, p. 103
36	D	1	Prefixes That Mean <i>Not</i>	R2 Prepare, p. 103
37	Manually graded; see Argumentative Paragraph Rubric below.	4	Write an Argumentative Paragraph	PT Writing, p. 116



- 22 Sample answer:** This paragraph helps develop the central idea by discussing of e-scooters improving over time, specifically improvements in scooter safety. It tells how scooter accidents injured people who walk. Then it discusses how new laws, such as the one in Singapore, have made the situation safer.
- 23 Sample answer:** The bicycle sharing business experienced problems when people were having a hard time finding bikes to ride. The number of people using shared bikes decreased as a result of this. Then GPS technology made it possible for people to use their smartphones to find bicycles quickly and easily. When companies started using this GPS technology, more people started bike sharing again, and the bike sharing business improved.

Short Answer Rubric for Items 22 and 23			
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>

Argumentative Paragraph Rubric for Item 37			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The paragraph includes a title relating to the topic of the paragraph.	The paragraph does not include a title.	The paragraph includes a title, but it does not directly relate to the topic of the paragraph.	The paragraph includes a clear title relating to the topic of the paragraph.
The paragraph includes an introductory sentence that states the argument.	The paragraph does not include an introductory sentence that states the argument.	The paragraph includes an introductory sentence, but it does not clearly state the argument.	The paragraph includes an introductory sentence that clearly states the argument.
The paragraph includes three pieces of evidence that support the argument.	The paragraph does not include evidence that supports the argument, or it includes evidence that does not clearly or accurately support the argument.	The paragraph includes 1–2 pieces of evidence that support the argument.	The paragraph includes 3 pieces of evidence that clearly support the argument.
The paragraph includes a counterargument and reasons that show why one might disagree with the counterargument.	The paragraph is missing a counterargument as well as reasons that show why someone might disagree with the counterargument.	The paragraph includes a counterargument but is missing reasons that show why someone might disagree with the counterargument.	The paragraph includes a counterargument as well as reasons that show why someone might disagree with the counterargument.
The paragraph includes a concluding sentence that summarizes the argument.	The paragraph does not include a concluding sentence that summarizes the argument.	The paragraph includes a concluding sentence, but it does not accurately summarize the argument.	The paragraph includes a clear concluding sentence that summarizes the argument.
The paragraph uses correct grammar and mechanics.	Ideas are communicated, but with more than 4 grammatical and mechanical errors.	Ideas are communicated, with 3–4 grammatical and mechanical errors.	Ideas are communicated with 1–2 errors and a variety of sentence structures.

Item	Answer	DOK	Learning Objective	Location in Unit
1	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 124
2	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 126
3	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 138
4	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 124
5	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 126
6	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 138
7	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 124
8	messenger	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 126
9	correct	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 138
10	communicate	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 124
11	order	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 138
12	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 126
13	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 124
14	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 126
15	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 138
16	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 124
17	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 126
18	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 138
19	D	2	Identify Theme	R1 Prepare, p. 129
20	C	3	Identify Theme	R1 Prepare, p. 129

Item	Answer	DOK	Learning Objective	Location in Unit
21	B	3	Identify Theme	R1 Prepare, p. 129
22	See sample answer and Short Answer Rubric below.	3	Identify Theme	R1 Prepare, p. 129
23	See sample answer and Short Answer Rubric below.	3	Identify Theme	R1 Prepare, p. 129
24	C	1	Interpret Charts and Tables	R2 Prepare, p. 141
25	D	2	Interpret Charts and Tables	R2 Prepare, p. 141
26	See sample answer and Short Answer Rubric below.	3	Interpret Charts and Tables	R2 Prepare, p. 141
27	Relative clause: <u>who are friendly</u> Noun: <u>people</u>	2	Relative Clauses	R1 Prepare, p. 127
28	Relative clause: <u>that have words</u> Noun: <u>problems</u>	2	Relative Clauses	R1 Prepare, p. 127
29	Relative clause: <u>that showed nature</u> Noun: <u>paintings</u>	2	Relative Clauses	R1 Prepare, p. 127
30	Relative clause: <u>who just moved into the neighborhood</u> Noun: <u>sisters</u>	2	Relative Clauses	R1 Prepare, p. 127
31	Relative clause: <u>that goes through the mountains</u> Noun: <u>trail</u>	2	Relative Clauses	R1 Prepare, p. 127
32	Comparison word: <u>Both</u> Things being compared: <u>the blue jay, the cardinal</u>	2	Signal Words for Comparison and Contrast	R2 Prepare, p. 139
33	Contrast word: <u>instead of</u> Things being compared: <u>apples, oranges</u>	2	Signal Words for Comparison and Contrast	R2 Prepare, p. 139
34	Comparison word: <u>same</u> Things being compared: <u>My bike, your bike</u>	2	Signal Words for Comparison and Contrast	R2 Prepare, p. 139
35	Contrast word: <u>Although</u> Things being compared: <u>most beaches near here, this beach</u>	2	Signal Words for Comparison and Contrast	R2 Prepare, p. 139

Item	Answer	DOK	Learning Objective	Location in Unit
36	Comparison word: <u>equally</u> Things being compared: <u>The flour,</u> <u>the butter</u>	2	Signal Words for Comparison and Contrast	R2 Prepare, p. 139
37	Manually graded; see Poem Rubric below.	4	Write a Poem	PT Writing, p. 154

**22 Sample answer:** In the beginning, the poet “hated doing math in words.” By the end of the poem, the poet no longer hates word problems. She says “Now, word problems are just fine, because I’ve found a way to make them mine.” This means that she has found a new way to think about them to make them more interesting. Because of her change in attitude, she no longer dislikes doing word problems.

**23 Sample answer:** The main message or lesson of “Math Mysteries” is that people can learn to enjoy doing something that they do not like doing by changing the way they think about it. The poet disliked doing math word problems, but because she started thinking about them as mysteries, she began to enjoy solving them.

**26 Sample answer:** The table helps me better understand the text by providing helpful details about the five most-spoken languages in the world. For example, it shows me that English has the most speakers, Chinese has the most native speakers, and French is the official language in 33 countries. This gives me more information on different languages that might be spoken by people who know two or three different languages.

Short Answer Rubric for Items 22, 23, and 26			
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>

Poem Rubric for Item 37			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The title connects to the theme and content of the poem.	Titles of poems at this level are usually topical (e.g., <i>Rivers</i> ), as opposed to thematic and may not relate to the topic of the poem.	Title is connected to the content of the poem, but only provides a glimpse of the poem's theme or content.	Title skillfully captures the essence of the theme and content of the poem.
The poem has at least ten lines and two stanzas.	The poem is less than ten lines and is not broken into stanzas.	The poem has ten lines but may or may not be broken into two stanzas.	The poem contains at least ten lines and two stanzas.
The poem expresses the poet's thoughts and feelings.	The poem lacks descriptive words and imagery. It expresses limited or no thoughts or feelings related to the theme or topic.	The poem uses at least three descriptive words and imagery to express the poet's thoughts and feelings related to the theme or topic.	The poem contains at least four descriptive words and imagery to express the poet's thoughts and feelings about the theme and topic.
The poem contains at least two relative clauses.	The poem contains no relative clauses.	The poem contains one relative clause.	The poem contains two or more relative clauses.

Item	Answer	DOK	Learning Objective	Location in Unit
1	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 162
2	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 162
3	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 178
4	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 164
5	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 178
6	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 162
7	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 164
8	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 164
9	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 178
10	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 178
11	cheer	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 164
12	impossible	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 178
13	successful	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 162
14	task	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 178
15	disaster	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 164
16	excitement	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 164
17	obstacle	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 162
18	Goals	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 162
19	C	2	Analyze Character	R1 Prepare, p. 167
20	A	2	Analyze Character	R1 Prepare, p. 167

Item	Answer	DOK	Learning Objective	Location in Unit
21	D	3	Analyze Character	R1 Prepare, p. 167
22	See sample answer and Short Answer Rubric below.	3	Analyze Character	R1 Prepare, p. 167
23	See sample answer and Short Answer Rubric below.	3	Analyze Character	R1 Prepare, p. 167
24	B, D, E	2	Visualize	R2 Prepare, p. 181
25	B, D, E	2	Visualize	R2 Prepare, p. 181
26	See sample answer and Short Answer Rubric below.	3	Visualize	R2 Prepare, p. 181
27	believed	2	Simple Past Tense	R2 Prepare, p. 179
28	built	2	Simple Past Tense	R2 Prepare, p. 179
29	thought	2	Simple Past Tense	R2 Prepare, p. 179
30	A	2	Simple Past Tense	R2 Prepare, p. 179
31	B	2	Simple Past Tense	R2 Prepare, p. 179
32	D	2	Understand Similes and Onomatopoeia	R1 Prepare, p. 165
33	C	2	Understand Similes and Onomatopoeia	R1 Prepare, p. 165
34	B, C	2	Understand Similes and Onomatopoeia	R1 Prepare, p. 165
35	B, D	2	Understand Similes and Onomatopoeia	R1 Prepare, p. 165
36	See sample answer and Short Answer Rubric below.	3	Understand Similes and Onomatopoeia	R1 Prepare, p. 165
37	Manually graded; see Personal Narrative Rubric below.	4	Write a Personal Narrative	PT Writing, p. 192

**22 Sample answer:** Arn takes several actions to convince his parents he is responsible. He makes his own snack, but he leaves the kitchen a mess. He washes his clothes in the bathtub, but he leaves suds and water all over the floor.



- 23 Sample answer:** One thing that Arn's actions reveal about him is that he is determined to get a dog. This is shown when he is willing to do many tasks to show he is responsible. Another thing Arn's actions show is that he is still young and learning. He doesn't know how to clean up, and he leaves the kitchen and bathroom a mess.
- 26 Sample answer:** The words "he made a salad" help me visualize the scene. I can see Arn taking lettuce out of a bag to make a salad. The words "the kitchen looked as if he'd cooked a dinner for five people" also help me visualize the scene. I can see a very messy kitchen with plates and lettuce and vegetables all over the counter.
- 36 Sample answer:** The simile in the sentence is "as big as a horse." The simile shows that dogs can be very large, and the Saint Bernard is huge.

Short Answer Rubric for Items 22, 23, 26, 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 37			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The personal narrative has a title that reveals the topic.	The title is missing or does not show the topic.	The title shows the topic.	The title clearly shows the topic.
The personal narrative describes the setting of events.	The setting is missing or unclear.	The narrative describes the place where events occur.	The narrative describes the time and place where events occur.
The personal narrative describes events before, during, and after a goal is reached.	The narrative describes some events related to the goal but doesn't include clear time references.	The narrative partially describes events before, during, or after the goal.	The narrative describes events before, during, and after the goal.
The personal narrative describes feelings during the events.	The narrative does not clearly describe feelings during the events.	The narrative describes one or two feelings during the events.	The narrative describes feelings related to events before, during, and after the goal.
The personal narrative has a sentence that concludes the narrative.	The conclusion is missing or does not logically end the narrative.	The conclusion brings the narrative to a close.	The conclusion clearly and positively ends the narrative.
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	Location in Unit
1	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 200
2	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 202
3	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 216
4	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 200
5	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 202
6	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 216
7	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 200
8	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 202
9	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 216
10	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 200
11	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 202
12	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 216
13	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 200
14	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 202
15	knowledge	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 216
16	decide	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 200
17	discover	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 202
18	culture	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 216
19	D	3	Analyze Events	R2 Prepare, p. 219
20	B	2	Analyze Events	R2 Prepare, p. 219

Item	Answer	DOK	Learning Objective	Location in Unit
21	A, B	3	Analyze Events	R2 Prepare, p. 219
22	See sample answer and Short Answer Rubric below.	3	Analyze Events	R2 Prepare, p. 219
23	See sample answer and Short Answer Rubric below.	3	Analyze Events	R2 Prepare, p. 219
24	B	3	Make Text-to-Self Connections	R1 Prepare, p. 205
25	A	3	Make Text-to-Self Connections	R1 Prepare, p. 205
26	See sample answer and Short Answer Rubric below.	3	Make Text-to-Self Connections	R1 Prepare, p. 205
27	her	2	Possessive Nouns and Adjectives	R1 Prepare, p. 203
28	its	2	Possessive Nouns and Adjectives	R1 Prepare, p. 203
29	Their	2	Possessive Nouns and Adjectives	R1 Prepare, p. 203
30	brothers'	2	Possessive Nouns and Adjectives	R1 Prepare, p. 203
31	Omar's	2	Possessive Nouns and Adjectives	R1 Prepare, p. 203
32	C	3	Use a Dictionary	R2 Prepare, p. 217
33	A	3	Use a Dictionary	R2 Prepare, p. 217
34	C	3	Use a Dictionary	R2 Prepare, p. 217
35	A	3	Use a Dictionary	R2 Prepare, p. 217
36	B	3	Use a Dictionary	R2 Prepare, p. 217
37	Manually graded; see Biography Rubric below.	4	Write a Biography	PT Writing, p. 232

- 22 Sample answer:** Having the opportunity to climb mountains in college renewed Tabei's interest in mountain climbing. This experience inspired her to continue to climb taller and taller mountains. First, she climbed the tallest mountains in Japan. Then she climbed the tallest mountains in the world.
- 23 Sample answer:** Once Tabei climbed Mt. Fuji, which is the tallest mountain in Japan, she gained courage and decided to try to climb taller mountains around the world. She next climbed Annapurna III in the Himalayas of Nepal. Making that climb then inspired her to climb Mt. Everest.
- 26 Sample answer:** Like Tabei, I am a girl, but I wanted to try out for the basketball team. I was one of the shortest players at the tryouts, and people thought I should not be there. But I showed courage and worked hard when people doubted me, which resulted in me making the team.

Short Answer Rubric for Items 22, 23, and 26			
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>

Biography Rubric for Item 37			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The title gives key information about the person.	The title is missing.	A title is included but is basic, such as just the person's name.	The title describes something important that is closely related to the content of the biography.
Events from the person's life are presented in the order they happened.	Events listed in the biography are told out of order and are difficult to follow.	Some events are told in order, but a few are out of order.	Events are told in chronological order with good transitions between events.
The first paragraph describes the obstacles the person faced and how they were overcome.	The first paragraph does not clearly describe the person's obstacles and does not tell how they were overcome.	The first paragraph gives limited information on the person's obstacles and does not clearly show how they were overcome.	The first paragraph successfully describes obstacles that the person faced, then transitions into details about how the person overcame the obstacles.
The second paragraph describes what the person achieved and ends with a concluding sentence about how the story can inspire others.	If present, the second paragraph does not clearly describe what was achieved and is missing a concluding sentence.	The second paragraph states what the person achieved in general terms and may or may not include a concluding sentence about how the person can inspire others.	The second paragraph clearly describes what the person achieved. It ends with a concluding sentence that shows how the person can inspire others.
The biography 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	Location in Unit
1	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 240
2	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 242
3	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 240
4	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 240
5	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 242
6	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 242
7	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 254
8	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 254
9	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 240
10	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 254
11	mood	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 242
12	pleasure	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 242
13	Mental	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 240
14	peace	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 240
15	Wild	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 242
16	physical	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 254
17	disease	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 254
18	benefit	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 254
19	B	1	Analyze the Text Structure of a Poem	R1 Prepare, p. 245
20	D	3	Analyze the Text Structure of a Poem	R1 Prepare, p. 245

Item	Answer	DOK	Learning Objective	Location in Unit
21	B	2	Analyze the Text Structure of a Poem	R1 Prepare, p. 245
22	See sample answer and Short Answer Rubric below.	3	Analyze the Text Structure of a Poem	R1 Prepare, p. 245
23	See sample answer and Short Answer Rubric below.	3	Analyze the Text Structure of a Poem	R1 Prepare, p. 245
24	D	2	Identify Claims in an Argument	R2 Prepare, p. 257
25	A	2	Identify Claims in an Argument	R2 Prepare, p. 257
26	C	2	Identify Claims in an Argument	R2 Prepare, p. 257
27	See sample answer and Short Answer Rubric below.	3	Identify Claims in an Argument	R2 Prepare, p. 257
28	See sample answer and Short Answer Rubric below.	3	Identify Claims in an Argument	R2 Prepare, p. 257
29	B, E	2	Compound and Complex Sentences	R2 Prepare, p. 255
30	D, E	2	Compound and Complex Sentences	R2 Prepare, p. 255
31	A, B, C	1	Compound and Complex Sentences	R2 Prepare, p. 255
32	D	2	Compound and Complex Sentences	R2 Prepare, p. 255
33	A	2	Compound and Complex Sentences	R2 Prepare, p. 255
34	A	3	Analyze Word Choice	R1 Prepare, p. 243
35	B	3	Analyze Word Choice	R1 Prepare, p. 243
36	D	3	Analyze Word Choice	R1 Prepare, p. 243
37	C	3	Analyze Word Choice	R1 Prepare, p. 243
38	See sample answer and Short Answer Rubric below.	3	Analyze Word Choice	R1 Prepare, p. 243
39	Manually graded; see Argumentative Paragraph Rubric below.	4	Develop a Claim	PT Writing, p. 270



- 22 Sample answer:** There are many images in “Afternoon on a Hill.” One image is “a hundred flowers.” Another is the wind pushing down the grass and then the grass springing back up. A third is the lights in the town starting to come on.
- 23 Sample answer:** There are several experiences the narrator hopes to have in “Afternoon on a Hill.” First, the narrator hopes to touch a hundred flowers. Then the narrator hopes to watch the wind and look at cliffs. At the end of the poem, the narrator plans to walk back down to the town.
- 27 Sample answer:** The claim in the paragraph is that protecting the rainforest protects rainfall. Evidence for this is that forests use water from the air to make rain, and the Amazon rainforest produces over 50% of the rain in South America. Another piece of evidence is that scientists warn that the Amazon is in danger of turning into a grassland because of so little rain, which could affect water supplies around the world.
- 28 Sample answer:** The main claim of the passage is people need to protect the Amazon rainforest. One reason to do this is to protect plants, and another reason is to protect animals. A third reason is to protect rainfall so the world has enough water.
- 38 Sample answer:** Two words that create a positive feeling are “gladdest” and “quiet.” “Gladdest” lets the reader know the poet is so happy to be outdoors and spending her afternoon on the hill with nature. I think she chose the word “quiet” to create a sense of peace on the hill. She has gotten away from the noise of the town.

Short Answer Rubric for Items 22, 23, 27, 28, and 38			
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>

Argumentative Paragraph Rubric for Item 39			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The argumentative paragraph includes a title that shares the writer's opinion.	The paragraph is missing a title.	A title is included but doesn't clearly express the writer's opinion.	The paragraph includes a title that clearly conveys the writer's opinion.
The argumentative paragraph states the claim and two reasons for the claim.	The paragraph describes the topic, but does not make a claim.	The paragraph makes a claim with one reason for the claim.	The paragraph makes a claim and states two reasons for the claim.
The argumentative paragraph explains the reasons for the claim, supported by evidence.	Reasons are missing or do not support the claim.	The reasons for the claim have limited evidence.	The reasons for the claim are supported by evidence.
The argumentative paragraph has a concluding sentence that restates the claim.	The conclusion is missing or does not clearly restate the claim.	The conclusion summarizes part of the paragraph but does not clearly restate the claim.	The conclusion restates the claim and reviews the reasons for the claim.
The argumentative paragraph 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	Location in Unit
1	smart	2	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 278
2	adjust	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 280
3	social	2	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 294
4	consider	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 280
5	privacy	2	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 280
6	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 278
7	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 278
8	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 278
9	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 278
10	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	Theme Vocab, p. 278
11	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 280
12	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 280
13	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R1 Key Vocab, p. 280
14	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 294
15	D	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 294
16	B	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 294
17	A	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 294
18	C	1	Determine Meaning of Grade-appropriate Vocabulary Words	R2 Key Vocab, p. 294
19	James	2	Explain Point of View	R1 Prepare, p. 283

Item	Answer	DOK	Learning Objective	Location in Unit
20	I, I, <u>We</u>	2	Explain Point of View	R1 Prepare, p. 283
21	third	2	Explain Point of View	R1 Prepare, p. 283
22	See sample answer and Short Answer Rubric below.	3	Explain Point of View	R1 Prepare, p. 283
23	See sample answer and Short Answer Rubric below.	3	Explain Point of View	R1 Prepare, p. 283
24	B, D	3	Use Text Evidence to Make Inferences	R2 Prepare, p. 297
25	D	3	Use Text Evidence to Make Inferences	R2 Prepare, p. 297
26	C	3	Use Text Evidence to Make Inferences	R2 Prepare, p. 297
27	See sample answer and Short Answer Rubric below.	3	Use Text Evidence to Make Inferences	R2 Prepare, p. 297
28	See sample answer and Short Answer Rubric below.	3	Use Text Evidence to Make Inferences	R2 Prepare, p. 297
29	youngest, superlative	2	Comparative and Superlative Adjectives	R2 Prepare, p. 295
30	tallest	2	Comparative and Superlative Adjectives	R2 Prepare, p. 295
31	earlier	2	Comparative and Superlative Adjectives	R2 Prepare, p. 295
32	higher	2	Comparative and Superlative Adjectives	R2 Prepare, p. 295
33	most popular	2	Comparative and Superlative Adjectives	R2 Prepare, p. 295
34	C	2	Use a Thesaurus	R1 Prepare, p. 281
35	A	2	Use a Thesaurus	R1 Prepare, p. 281
36	B	2	Use a Thesaurus	R1 Prepare, p. 281
37	D	2	Use a Thesaurus	R1 Prepare, p. 281
38	B	2	Use a Thesaurus	R1 Prepare, p. 281
39	Manually graded; see Introduction to a Story Rubric below.	4	Write an Introduction to a Story	PT Writing, p. 310

- 22 Sample answer:** The point of view shifts from the first-person in the second section to third-person in the third section. At first, I thought Emma was still narrating in the third section, but then I read the sentence “Then he parks Oliver’s wheelchair next to his chair in the space James and Emma created.” Using James’s and Emma’s names and calling Dad *he* tells me it is a third-person point of view.
- 23 Sample answer:** The first-person point of view definitely provides the most information about the narrator’s thoughts and feelings. In the second section, Emma tells how she feels about cleaning: “I don’t like cleaning up other people’s messes.” She also shares her frustration with James, who is “just staring at the living room.”
- 27 Sample answer:** One inference I can make is that green bridges are too expensive for some governments to afford to build. The text says that green bridges can cost “millions” and that “repair costs add up as well.” I know that the government has to pay for many different things, and many of them are just as important or more important than green bridges. So, it’s likely that many places won’t build green bridges because they are expensive and not a high priority.
- 28 Sample answer:** One inference I made based on the details in “Green Bridges: A Good Investment” is that green bridges are a long-term solution. The text says that in Banff, Canada, “over \$100,000 in costs was saved” in one year because of two-miles of a green bridge. If “designing a green bridge costs millions,” then it will take a number of years before the costs that are saved will equal the cost to build. This means green bridges are a good solution if you’re thinking about the long-term future, not just the next year or two.

Short Answer Rubric for Items 22, 23, 27, and 28			
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>

Introduction to a Story Rubric for Item 39			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The introduction has an interesting title.	The title is missing or is not fitting.	A title is included.	An interesting title is included.
The introduction presents the main characters and the setting.	The main characters are named, but the setting is missing.	The main characters are introduced, and the setting is mentioned.	The main characters are introduced, and the setting is clearly identified.
The introduction has a third-person narrator who tells about the characters' thoughts, feelings, and actions.	The point of view switches unexpectedly, and descriptions of characters' thoughts, feelings, and actions are lacking.	The story is told from the third-person, but few details about characters' thoughts, feelings, and actions are included.	The third-person narrator brings characters to life with descriptions of their thoughts, feelings, and actions.
The introduction consists of three paragraphs.	The introduction has only one paragraph.	The introduction has two paragraphs.	The introduction consists of three paragraphs.
The introduction 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.