

Item	Answer	DOK	Learning Objective	Location
1	C	2	Analyze the Structure of a Drama	Unit 2, p. 55
2	B	2	Analyze the Structure of a Drama	Unit 2, p. 55
3	D	2	Analyze Character	Unit 5, p. 167
4	A	2	Identify Theme	Unit 4, p. 129
5	See sample answer and Short Answer Rubric below.	3	Explain Point of View	Unit 8, p. 283
6	C	2	Analyze the Text Structure of a Poem	Unit 7, p. 245
7	D	2	Analyze the Text Structure of a Poem	Unit 7, p. 245
8	D	2	Analyze Character	Unit 5, p. 167
9	B	2	Identify Theme	Unit 4, p. 129
10	See sample answer and Short Answer Rubric below.	4	Explain Point of View	Unit 8, p. 283
11	A	2	Monitor Understanding	Unit 1, p. 9
12	D	2	Identify Claims in an Argument	Unit 7, p. 257
13	B	2	Identify Claims in an Argument	Unit 7, p. 257
14	B	2	Analyze Events	Unit 6, p. 219
15	See sample answer and Short Answer Rubric below.	3	Use Text Evidence to Make Inferences	Unit 8, p. 297
16	D	2	Monitor Understanding	Unit 1, p. 9
17	B	2	Identify the Central Idea of a Text	Unit 3, p. 105
18	A	2	Identify the Central Idea of a Text	Unit 3, p. 105
19	C	2	Analyze Events	Unit 6, p. 219
20	See sample answer and Short Answer Rubric below.	3	Use Text Evidence to Make Inferences	Unit 8, p. 297
21	D	2	Use Simple Present Tense and Present Progressive	Unit 1, p. 7

Item	Answer	DOK	Learning Objective	Location
22	A	2	Use Simple Present Tense and Present Progressive	Unit 1, p. 7
23	Egyptians'	2	Possessive Nouns and Adjectives	Unit 6, p. 203
24	its	2	Possessive Nouns and Adjectives	Unit 6, p. 203
25	best	2	Comparative and Superlative Adjectives	Unit 8, p. 295
26	easier	2	Comparative and Superlative Adjectives	Unit 8, p. 295
27	are, is	2	Count and Noncount Nouns	Unit 2, p. 53
28	was(built), were(built)	2	Count and Noncount Nouns	Unit 2, p. 53
29	D	2	Compound and Complex Sentences	Unit 7, p. 255
30	A	2	Compound and Complex Sentences	Unit 7, p. 255
31	D, E	2	Use Context Clues to Understand Meaning	Unit 1, p. 31
32	B, C	2	Use Context Clues to Understand Meaning	Unit 1, p. 31
33	C	2	Prefixes That Mean <i>Not</i>	Unit 3, p. 103
34	B	2	Prefixes That Mean <i>Not</i>	Unit 3, p. 103
35	B	2	Understand Similes and Onomatopoeia	Unit 5, p. 165
36	B	2	Understand Similes and Onomatopoeia	Unit 5, p. 165
37	C	2	Use a Dictionary/Use a Thesaurus	Unit 6, p. 217; Unit 8, p. 281
38	D	2	Use a Dictionary/Use a Thesaurus	Unit 6, p. 217; Unit 8, p. 281
39	A	3	Analyze Word Choice	Unit 7, p. 243
40	D	3	Analyze Word Choice	Unit 7, p. 243
41	Manually graded; see Personal Narrative Rubric below.	4	Write a Personal Narrative	Unit 5, p. 192

- 5 Sample answer:** “The Stolen Smell” is written using a third-person point of view. I know this because the drama has a narrator, but the narrator is not a character in the story. The narrator uses words like *he* and *she* and never uses *I*. The narrator helps the audience better understand the drama by describing the thoughts and motivations of the characters in the story.
- 10 Sample answer:** “About a Snake” is written using a first-person point of view. The speaker uses the pronouns *my* and *I*. The speaker’s point of view allows us to know what the speaker is doing and his or her reactions to the events. For example, the speaker says, “So, when my time came to show and tell, I nearly released a little yell.” This shows us that the speaker is surprised or worried. But soon after, he or she says, “The lid was open and the snake was gone! I quickly changed my surprise into a yawn.” This shows that he or she thinks quickly, and didn’t want to scare the class.
- 15 Sample answer:** I can infer that carbon dioxide is a gas that contributes to climate change. The text says, “Methane gas contributes to climate change.” I can infer that carbon dioxide also contributes to climate change because the writer says methane is “even more harmful to the environment than carbon dioxide.” This helps me infer that carbon dioxide is also damaging.
- 20 Sample answer:** If the African elephant disappeared, the savanna ecosystem might change to a forest and animals that need grass might die. The text says that the African elephant eats so much that big trees can’t grow. This lets grasses grow for other wildlife to eat. So, without the elephant, the ecosystem would be in danger of changing.

Short Answer Rubric for Items 5, 10, 15, and 20			
Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul>

Personal Narrative Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The personal narrative has an introduction that tells the setting.	The introduction is missing or unclear.	The introduction provides some information about the setting.	The introduction clearly describes the setting.
The personal narrative has a sequence of events developed through description.	The sequence of events is unclear.	The narrative has some events developed through description, but the sequence is not completely clear.	The narrative explains a clear sequence of events developed through description.
The personal narrative has a sentence that concludes the story and tells why it was such a great day.	A concluding sentence is missing or is not clearly related to the theme.	The concluding sentence ends the narrative and is somewhat related to the theme.	The concluding sentence clearly ends the narrative and is clearly related to the theme.
The personal narrative uses correct grammar and mechanics.	Ideas are communicated but with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors and a variety of sentence structures.

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2	D	2	Analyze the Structure of a Drama	Unit 2, p. 55
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7	A	2	Analyze the Text Structure of a Poem	Unit 7, p. 245
8	C	2	Analyze Character	Unit 5, p. 167
9	A	2	Identify Theme	Unit 4, p. 129
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11	B	2	Monitor Understanding	Unit 1, p. 9
12	D	2	Identify the Central Idea of a Text	Unit 3, p. 105
13	D	2	Identify Claims in an Argument	Unit 7, p. 257
14	B	2	Analyze Events	Unit 6, p. 219
15	See sample answer and Short Answer Rubric below.	3	Identify Claims in an Argument	Unit 7, p. 257
16	C	2	Monitor Understanding	Unit 1, p. 9
17	A	2	Identify the Central Idea of a Text	Unit 3, p. 105
18	B	2	Use Text Evidence to Make Inferences	Unit 8, p. 297
19	D	2	Analyze Events	Unit 6, p. 219
20	See sample answer and Short Answer Rubric below.	3	Use Text Evidence to Make Inferences	Unit 8, p. 297
21	A	2	Use Simple Present Tense and Present Progressive	Unit 1, p. 7

Item	Answer	DOK	Learning Objective	Location
22	D	2	Use Simple Present Tense and Present Progressive	Unit 1, p. 7
23	walks, walk	2	Count and Noncount Nouns	Unit 2, p. 53
24	taste, tastes	2	Count and Noncount Nouns	Unit 2, p. 53
25	Sena's	2	Possessive Nouns and Adjectives	Unit 6, p. 203
26	her	2	Possessive Nouns and Adjectives	Unit 6, p. 203
27	C	2	Compound and Complex Sentences	Unit 7, p. 255
28	C	2	Compound and Complex Sentences	Unit 7, p. 255
29	A	2	Comparative and Superlative Adjectives	Unit 8, p. 295
30	better	2	Comparative and Superlative Adjectives	Unit 8, p. 295
31	C, D	2	Use Context Clues to Understand Meaning	Unit 1, p. 31
32	C, D	2	Use Context Clues to Understand Meaning	Unit 1, p. 31
33	A	2	Prefixes That Mean <i>Not</i>	Unit 3, p. 103
34	D	2	Prefixes That Mean <i>Not</i>	Unit 3, p. 103
35	C	2	Understand Similes and Onomatopoeia	Unit 5, p. 165
36	C	2	Understand Similes and Onomatopoeia	Unit 5, p. 165
37	B	2	Use a Dictionary/Use a Thesaurus	Unit 6, p. 217; Unit 8, p. 281
38	A	2	Use a Dictionary/Use a Thesaurus	Unit 6, p. 217; Unit 8, p. 281
39	A	3	Analyze Word Choice	Unit 7, p. 243
40	C	3	Analyze Word Choice	Unit 7, p. 243
41	Manually graded; see Personal Narrative Rubric below.	4	Write a Personal Narrative	Unit 5, p. 192

- 5 Sample answer:** The stage direction in the drama “A New Opportunity” has a third-person point of view. The stage direction uses the pronouns *his*, *her*, *herself*, and *they*, and describes the manner or feelings of the characters. This helps the audience better understand the events of the drama.
- 10 Sample answer:** The poet uses the third-person point of view. The poet describes what is happening using the pronouns *he* and *they*. The third-person point of view helps the reader understand the main character’s feelings of “fright” and “determination,” and also know the feelings of the others who “doubt the skills” of the main character.
- 15 Sample answer:** The claim in this paragraph is that learning a musical instrument can help children improve in other, nonmusical areas. This is supported by evidence from studies that show students who did better in music also did better in math and reading. Also, students who studied music performed better on tests than students who didn’t.
- 20 Sample answer:** I can infer that scientists use drones to check on bison in the winter and spring in order to keep an accurate count of the animals. This inference is supported by the fact that in winter they check to see if they lose bison in the snow, and in the spring they count the new calves. The text says that scientists move bison between herds to keep herds healthy, so they must be monitoring the number of animals in each herd.

Short Answer Rubric for Items 5, 10, 15, and 20			
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Personal Narrative Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The personal narrative has an introduction that tells the setting of a field trip.	The introduction is missing or unclear.	The introduction describes the place where the trip occurred.	The introduction describes the time and place where the trip occurred.
The personal narrative describes feelings and the sequence of events.	The feelings and sequence of events are unclear.	The narrative includes some feelings and several events developed through descriptions.	The narrative clearly describes feelings and explains a sequence of events developed through descriptions.
The personal narrative has a conclusion that emphasizes why the trip was interesting.	The conclusion is missing or does not convey why the trip was interesting.	The conclusion clearly ends the narrative and mentions why the trip was interesting.	The conclusion clearly ends the narrative and has a strong reason why the trip was interesting.
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.



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1	A	2	Analyze the Structure of a Drama	Unit 2, p. 55
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4	A	2	Explain Point of View	Unit 8, p. 283
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6	D	2	Analyze the Text Structure of a Poem	Unit 7, p. 245
7	A	2	Analyze the Text Structure of a Poem	Unit 7, p. 245
8	C	2	Analyze Character	Unit 5, p. 167
9	D	2	Identify Theme	Unit 4, p. 129
10	See sample answer and Short Answer Rubric below.	4	Explain Point of View	Unit 8, p. 283
11	C	2	Monitor Understanding	Unit 1, p. 9
12	A	2	Identify the Central Idea of a Text	Unit 3, p. 105
13	C	2	Identify Claims in an Argument	Unit 7, p. 257
14	B	2	Analyze Events	Unit 6, p. 219
15	See sample answer and Short Answer Rubric below.	3	Identify Claims in an Argument	Unit 7, p. 257
16	C	2	Monitor Understanding	Unit 1, p. 9
17	D	2	Use Text Evidence to Make Inferences	Unit 8, p. 297
18	C	2	Identify the Central Idea of a Text	Unit 3, p. 105
19	C	2	Analyze Events	Unit 6, p. 219

Item	Answer	DOK	Learning Objective	Location
20	See sample answer and Short Answer Rubric below.	3	Use Text Evidence to Make Inferences	Unit 8, p. 297
21	D	2	Use Simple Present Tense and Present Progressive	Unit 1, p. 7
22	C	2	Use Simple Present Tense and Present Progressive	Unit 1, p. 7
23	make, makes	2	Count and Noncount Nouns	Unit 2, p. 53
24	was (playing), were (playing)	2	Count and Noncount Nouns	Unit 2, p. 53
25	Grandmother's	2	Possessive Nouns and Adjectives	Unit 6, p. 203
26	her	2	Possessive Nouns and Adjectives	Unit 6, p. 203
27	D	2	Compound and Complex Sentences	Unit 7, p. 255
28	C	2	Compound and Complex Sentences	Unit 7, p. 255
29	faster	2	Comparative and Superlative Adjectives	Unit 8, p. 295
30	best	2	Comparative and Superlative Adjectives	Unit 8, p. 295
31	A, D	2	Use Context Clues to Understand Meaning	Unit 1, p. 31
32	B, C, D	2	Use Context Clues to Understand Meaning	Unit 1, p. 31
33	A	2	Prefixes That Mean <i>Not</i>	Unit 3, p. 103
34	A	2	Prefixes That Mean <i>Not</i>	Unit 3, p. 103
35	D	2	Understand Similes and Onomatopoeia	Unit 5, p. 165
36	C	2	Understand Similes and Onomatopoeia	Unit 5, p. 165
37	C	2	Use a Dictionary/Use a Thesaurus	Unit 6, p. 217; Unit 8, p. 281
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Item	Answer	DOK	Learning Objective	Location
39	C	3	Analyze Word Choice	Unit 7, p. 243
40	B	3	Analyze Word Choice	Unit 7, p. 243
41	Manually graded; see Personal Narrative Rubric below.	4	Write a Personal Narrative	Unit 5, p. 192

- 5 Sample answer:** One theme in the drama “From Page to Stage” is that it is important to believe in yourself. Jana is very nervous about performing and feels she is “not very good.” Thinking negative thoughts about herself holds Jana back from doing what she loves to do. The character Sara helps Jana to believe in herself, think of “her people,” and enjoy performing, which helps Jana reach her dream.
- 10 Sample answer:** The point of view of the stanza is first person. The poet describes what is happening using the pronoun *I*. The point of view shows how the speaker realizes that he or she wasn’t thinking and needs to “reflect and grow.” It does not show the point of view of Tabitha.
- 15 Sample answer:** The claim in this paragraph is that “Without the forge, civilization would not have done so well.” This is supported by the description of advances that civilization made because of the forge. For example, the forge allowed people to make new tools to improve farming. People also used forged metals to create art.
- 20 Sample answer:** One inference about why the conservation group in Costa Rica named the forest “Children’s Eternal Rainforest” is that the group wants the rainforest to be preserved forever. That’s why they chose the word *eternal*, which means “forever,” to be a part of the name. They also wanted to honor the children who raised money, so they used the word *children*.

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Personal Narrative Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The personal narrative has an introduction that describes the setting.	The introduction is missing or unclear.	The introduction describes the place where the event happened.	The narrative describes the time and place where the event happened.
The personal narrative has a sequence of events developed through description and shares the writer's feelings.	The description of events is unclear.	The narrative has several events developed through description and shares some of the writer's feelings.	The narrative explains a full description of events developed through details and shares the writer's feelings.
The personal narrative has a concluding sentence that emphasizes the importance of what the writer learned from the surprise.	The concluding sentence is missing or does not explain the importance of the event.	The concluding sentence ends the narrative and explains the importance of the event.	The concluding sentence clearly ends the narrative and emphasizes the importance of the event.
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.