Pretest: Practice Assessment 1

Item Correlations and Answer Keys

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Item</th>
<th>Standard/ Domain</th>
<th>DOK</th>
<th>Correct Answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>ELA.S.4L1.1</td>
<td>3</td>
<td>A</td>
<td>Option A is the correct answer because while the passage indicates that there are reasons a bird would not stay in the nest long, it also indicates the birds are there long enough to make a nest.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>ELA.S.4L3.2</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because it shows Emily's willingness to invest time in the birds and that indicates interest.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>ELA.S.4L1.2</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because while the others give information about the box, this response shows that the birds find it satisfactory because they build a nest after investigating it.</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>ELA.S.4L4.4</td>
<td>2</td>
<td>B</td>
<td>Option B, fit, is the correct synonym for boost because the context describes Emily being lifted higher to reach a tail branch.</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>ELA.S.4L2.4</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because it is the only response that includes the key plot elements of finding the bird and replacing the nest along with the lesson learned about not interfering with nature.</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>ELA.S.4L3.3</td>
<td>4</td>
<td></td>
<td>See rubric for items on page 5.</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>ELA.S.4L7.7</td>
<td>3</td>
<td>D</td>
<td>Option D is the correct answer because it is the only piece of information found exclusively on the timeline. Other information can be learned either directly in the passage or the timeline, or figured out from what is given.</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>ELA.S.4L6.2</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because the passage is told as a secondhand account and it addresses Marie Curie specifically, not women scientists in general.</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>ELA.S.4L1.3</td>
<td>3</td>
<td>C</td>
<td>Option C is the correct answer because it describes Marie Curie's desire to work hard and make sacrifices in order to study science.</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>ELA.S.4L4.2</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because it indicates a practice of physics, which is related to the physical nature of the world. The shared root serves as a clue.</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>ELA.S.4L1.3</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because it is the only statement that mentions a family member.</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>ELA.S.4L2.2</td>
<td>3</td>
<td>A</td>
<td>Option A is the correct answer because the main idea focuses on the scientific successes in the life and work of Marie Curie and this is the only choice that directly relates to her scientific success.</td>
</tr>
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<td>Item</td>
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<tr>
<td>13</td>
<td>ELAGSE4R4L4, ELAGSE4R4L4.c</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because it indicates the movement generated by many people all excitedly jumping when their team scored.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Part A ELAGSE4R6</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because in this story, Shanice, a character in the story, is the narrator.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part B ELAGSE4R6L1</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because Shanice uses pronouns such as we and my, which indicate first-person narration.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ELAGSE4R7L1</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because it indicates Will's intention to become a chef. Since Aunt Meg is a chef herself, he goes because he wants her to teach him to cook.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>ELAGSE4R7L7</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because the image gives readers a visual support for the information in the passage, helping them to better imagine and understand what is described.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>ELAGSE4R9L9</td>
<td>3</td>
<td>C</td>
<td>Option C is the correct answer because both passages highlight a perceived disappointment that turns out to be a pleasant experience. In &quot;Touchdown, Falcon!,&quot; Shanice's disappointment in her father's inability to come to the game turns into a great day with her mom. Will's disappointment in Aunt Meg's choice of cooking baked beans turns into a fun and valuable learning experience.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>ELAGSE4L1.g</td>
<td>1</td>
<td>B</td>
<td>Option B is the correct answer because it corrects the misuse of the frequently confused words deer and dear.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>ELAGSE4L2.a</td>
<td>1</td>
<td>D</td>
<td>Option D is the correct answer because Arizona is the name of a state and should be capitalized.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>ELAGSE4L1.b</td>
<td>1</td>
<td>C</td>
<td>Option C is the correct answer because the past form of the progressive tense is needed to show that Michael was already in the process of building the fire.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>ELAGSE4L1.f</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because the run-on sentence has been split into two simple sentences.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>ELAGSE4L2.c</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because it combines the two complete sentences and separates them with a comma before the coordinating conjunction, so.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>ELAGSE4L1.o</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because it begins with the preposition in and includes the object of the preposition the championship game.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>ELAGSE4L3.c</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because the statement indicates formality, especially the second part. A student council meeting would lend itself to a more formal, professional language.</td>
<td></td>
</tr>
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<td>13</td>
<td>ELAGSE4.R.4, ELAGSE4.R.4.c</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because it indicates the movement generated by many people all excitedly jumping when their train scored.</td>
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<td>14</td>
<td>Part A ELAGSE4.R.6</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because in this story, Shamece, a character in the story, is the narrator.</td>
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<td>ELAGSE4.R.1.e</td>
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<td>ELAGSE4.R.3.c</td>
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<tbody>
<tr>
<td>25</td>
<td>ELAGSE4.R.3.b</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because the use of the exclamation point tells the reader that the sentence is to be read with intensity.</td>
</tr>
<tr>
<td>26</td>
<td>ELAGSE4.R.3.a</td>
<td>3</td>
<td>A</td>
<td>Option A is the correct answer because it uses language that specifically identifies not only the color of the umbrella but also its exact location.</td>
</tr>
</tbody>
</table>

**Section 3**

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<tbody>
<tr>
<td>27</td>
<td>ELAGSE4.R.4 ELAGSE4.R.5.b</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because the context supports the idea that things are not going well so the director wants the cast to start again.</td>
</tr>
<tr>
<td>28</td>
<td>ELAGSE4.R.3</td>
<td>2</td>
<td>A</td>
<td>Option A, frustrated, is the correct answer because the character makes a courageous move to point out in a respectful way that he is unhappy, which eliminates all other choices.</td>
</tr>
<tr>
<td>29</td>
<td>ELAGSE4.R.5</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because prose does not contain dialogue, whereas a drama does.</td>
</tr>
<tr>
<td>30</td>
<td>ELAGSE4.R.2</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because the drama centers on how one character's bad attitude affects everyone and everything.</td>
</tr>
<tr>
<td>32</td>
<td>ELAGSE4.R8</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because it indicates the one behavior that would seem out of character, or &quot;crazy,&quot; for people of that time and place.</td>
</tr>
<tr>
<td>33</td>
<td>ELAGSE4.R8</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because the historic events of the day would lead Mr. Cranie to want to save the bed for his grandchildren as a reminder of the day's significance.</td>
</tr>
<tr>
<td>34</td>
<td>ELAGSE4.R4 ELAGSE4.R.5.a</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because the bad news of Lincoln's death happened just after the good news of the end of the war.</td>
</tr>
<tr>
<td>35</td>
<td>ELAGSE4.R11</td>
<td>3</td>
<td>C</td>
<td>Option C is the correct answer because the narrator proceeds her comment about knowing something bad has happened by saying she first noticed the men just after breakfast. This was her first indication that something was wrong. It is only later that she saw the flags flying at half mast, learned about William H. Seward, and felt sick.</td>
</tr>
<tr>
<td>36</td>
<td>ELAGSE4.R5</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because the details of the pastage are told in the order in which they happened.</td>
</tr>
<tr>
<td>37</td>
<td>ELAGSE4.W7</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because a science book would provide the most credible and accurate information about whales.</td>
</tr>
<tr>
<td>38</td>
<td>ELAGSE4.R.1.a</td>
<td>1</td>
<td>B</td>
<td>Option B is the correct answer in this context because &quot;where&quot; is the relative adverb that indicates a place.</td>
</tr>
<tr>
<td>Item</td>
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<td>Explanation</td>
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</tr>
<tr>
<td>39</td>
<td>ELAGSE4L2.d</td>
<td>1</td>
<td>C</td>
<td>Option C is the correct answer because the wrong letters have been doubled. The word <em>galloped</em> should be spelled <em>galloped</em>.</td>
</tr>
<tr>
<td>40</td>
<td>ELAGSE4L1.d</td>
<td>1</td>
<td>A</td>
<td>Option A is the correct answer because the adjectives are listed in the correct order: amount (two), size (small), and color (green).</td>
</tr>
<tr>
<td>41</td>
<td>ELAGSE4L1.e</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because it simplifies each sentence, eliminating repeated words and using prepositional phrases to connect ideas without changing the meaning of the original sentences.</td>
</tr>
<tr>
<td>42</td>
<td>ELAGSE4L2.b</td>
<td>1</td>
<td>B</td>
<td>Option B is the correct answer because a comma is necessary to set off dialogue or a quote from an introductory phrase.</td>
</tr>
<tr>
<td>43</td>
<td>ELAGSE4L2.c</td>
<td>1</td>
<td>A</td>
<td>Option A is the correct answer because a comma is needed before a coordinating conjunction in a compound sentence.</td>
</tr>
<tr>
<td>44</td>
<td>ELAGSE4L3.a</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because it states the distance in a specific number of miles.</td>
</tr>
<tr>
<td>45</td>
<td>ELAGSE4L1.c</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because the modal auxiliary shows that the action of completing the homework is necessary, or must be done, before the speaker can play a video game.</td>
</tr>
<tr>
<td>46</td>
<td>ELAGSE4L2.c</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because a comma is added before the coordinating conjunction and to separate the two complete sentences.</td>
</tr>
<tr>
<td>47</td>
<td>ELAGSE4L2.d</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because the <em>ei</em> is switched. The word <em>achieve</em> should be spelled <em>achieve</em>.</td>
</tr>
<tr>
<td>48</td>
<td>ELAGSE4L2.a</td>
<td>2</td>
<td>B</td>
<td>Option B is correct because <em>book</em> is a common noun and not part of a title. It should not be capitalized.</td>
</tr>
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<tr>
<td>49</td>
<td>ELAGSE4R17</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer. The photograph shows the shape and structure of the wing.</td>
</tr>
<tr>
<td>50</td>
<td>ELAGSE4R15</td>
<td>3</td>
<td>A</td>
<td>Option A is the correct answer. Under the heading “History,” the details are provided in time order.</td>
</tr>
<tr>
<td>51</td>
<td>ELAGSE4R19</td>
<td>3</td>
<td>C</td>
<td>Option C is the correct answer. Both types of gliders rely on lift, air, and wind to achieve flight.</td>
</tr>
<tr>
<td>52</td>
<td>ELAGSE4R8,</td>
<td>4</td>
<td></td>
<td>See rubric for item on page 8.</td>
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<tr>
<td></td>
<td>ELAGSE4W1,</td>
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<tr>
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<td>ELAGSE4W4</td>
<td></td>
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</tr>
<tr>
<td>53</td>
<td>ELAGSE4R9,</td>
<td>4</td>
<td></td>
<td>See rubric for item on page 9.</td>
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<tr>
<td></td>
<td>ELAGSE4W2</td>
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<td>ELAGSE4W4</td>
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<td>ELAGSE4W8</td>
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<tr>
<td></td>
<td>ELAGSE4W9</td>
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</table>
Lessons and Cumulative Assessments

Answer Keys

Chapter 1

Lesson 1
Thinking It Through
Answers will vary. Sample answer: The details show that the sparrow is a small brown-and-white bird and that it is singing on a branch.

Coached Example
1. B
2. C
3. A
4. C

Lesson Practice
1. D
2. B
3. D
4. C
5. Answers will vary. Sample answer: Big Clyde was a talented cowboy who ran into some bad luck, but he made the best of it by becoming a cook and opening a successful inn.
6. D
7. A
8. B
9. B
10. Answers will vary. Sample answer: Julia might tell Sofia that when she went to get the mail, she heard a noise in the tree and thought she saw a kitten. After the fire department came, they found that it was just a kite in the tree that had a kitten’s face on it.

Lesson 2
Thinking It Through
Answers will vary. Sample answer: The main events and details of the drama are: Pablo keeps ruining the shape of his clay in pottery class; his teacher helps him by suggesting that he work more slowly. The theme is Haste makes waste or Patience leads to success.

Coached Example
1. D
2. A

Lesson Practice
1. B
2. B
3. D
4. C
5. Answers will vary. Sample answer: The conflict is when Teddy bets his sister that he will do better on the science test, but he is not prepared for the test. The conflict is resolved when Marla gets an A on the test, and Teddy fails. She wins the bet and has no chores for a week.
6. C
7. D
8. B
9. A
10. Answers will vary. Sample answer: Rani finds a way to remove the last tent peg and get the tent in the shed before the storm hits.

Lesson 3
Thinking It Through
Answers will vary. Sample answer: Pete is lazy and not very cooperative. The detail about Louis shaking his head shows that he is frustrated with his brother.

Coached Example
1. B
2. D

Lesson Practice
1. C
2. D
3. Answers will vary. Sample answer: I felt really proud. I was proud of having caught the fish, and proud that I had proven my abilities to my grandfather.

Lesson Practice
1. A
2. B
3. A
4. C
Lessons and Cumulative Assessments

Answer Keys

Chapter 1

Lesson 1
Thinking It Through

4. A
5. Answers will vary. Sample answer: I agree with the character because it provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson Practice

1. A
2. B
3. C
4. D
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson 2
Thinking It Through

1. D
2. B
3. C
4. A
5. Answers will vary. Sample answer: The character's perspective is more relatable.
6. D
7. C
8. B
9. A

Lesson Practice

1. D
2. B
3. C
4. A
5. Answers will vary. Sample answer: The character's perspective is more relatable.
6. D
7. C
8. B
9. A

Lesson 3
Thinking It Through

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson Practice

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson 4
Thinking It Through

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson Practice

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson 5
Thinking It Through

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson Practice

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson 6
Thinking It Through

1. B
2. C
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A

Lesson Practice

1. B
2. C
3. A
4. C
5. Answers will vary. Sample answer: The character's perspective provides a more personal view of the situation.
6. B
7. C
8. D
9. A
growing up. But they are different in many ways. Mary acts bratty, selfish, and mean around other people. She expects to get whatever she wants. The boy is sweet and kind to everyone he meets, and people—even those who aren't normally kind—love and adore him. 4RL9, 4RL10

10. Answers may vary. Sample answer: The passages describe two different children from very different homes. But the themes are similar. Both stories show how the children develop from the way in which they are raised. Mary is neglected by her parents and spoiled by frightened servants, and as a result she is an unhappy brat. The boy in the other passage is raised in a loving, considerate, tender environment, and he is a very happy and generous child. 4RL9, 4RL10

11. A 4RL5
12. C 4RL5

Chapter 2

Lesson 7

Thinking It Through

Answers will vary. Sample answer: In most of Florida, the weather is warm year-round, which is good for growing oranges and coconuts. Michigan is cold in winter and hot in summer. It is only during the warmer times, like spring to fall, that different fruits such as blueberries, apples, and cherries grow.

Coached Example
1. B
2. C

Lesson Practice
1. A
2. C
3. D
4. C
5. Answers will vary. Sample answer: The text includes details that Grandma Moses painted about twenty-five paintings after she turned 100 years old, and that she died when she was 101. Those details support the unwritten idea that Grandma Moses still enjoyed painting during the last year of her life.
6. B
7. D
8. A
9. D
10. Answers will vary. Sample answer: People have restored her gardens, so that we can enjoy her designs today. In 1900, she was named a leader in her field.

Lesson 8

Thinking It Through

Answers will vary. Sample answer: Radio has always had an important place in American life.

Coached Example
1. C
2. A

Lesson Practice
1. B
2. C
3. D
4. B
5. Answers will vary. Sample answer: A scientist wanted to find out what human brains do while people sleep. He watched babies and adults sleep and saw that they both had rapid eye movement. This meant that they were dreaming and that sleep has different stages. This was a new discovery at the time.
6. D
7. C
8. B
9. A
10. Answers will vary. Sample answer: Turtles are different, but have a lot in common. They all use shells to protect themselves from harm. Some turtles, like the snapping turtle, wood turtle, and map turtle, live in or near the water. The desert turtle lives in the desert. Turtles also eat different things. Some eat insects and plants, while others eat small fish and crayfish. Whenever you see a turtle, watch it and leave it in the wild.

Lesson 9

Thinking It Through

Answers will vary. Sample answer: Corn should be planted first because the corn provides a stalk for the beans to climb up.

Coached Example
1. C
2. B

Lesson Practice
1. C
2. A
3. B
4. C
5. Answers will vary. Sample answer: The dates given in the passage let you know when things happened. For example, 1802 was when people first started thinking about the Chunnel. It took a long time—not until 1984—for the project to begin again.
Growing up, they are different in many ways. Mary acts bratty, selfish, and mean around other people. She expects to get whatever she wants. This boy is sweet and kind to everyone he meets, and people—even those who aren’t normally kind—love and adore him.

Answers may vary. Sample answer: The passages describe two different children from very different homes. But the themes are similar. Both stories show how the children develop from the way in which they are raised. Mary is neglected by her parents and spoiled by frightened servants, and as a result, she is an unhappy brat. The boy in the other passage is raised in a loving, considerate, tender environment, and he is a very happy and generous child.

Lesson 8
Thinking It Through
Answers will vary. Sample answer: Radio has always had an important place in American life.
Coached Example
1. A
2. B

Lesson Practice
1. A
2. C
3. D
4. B
5. Answers will vary. Sample answer: A scientist wanted to find out what human brains do while people sleep. He watched babies and adults sleep and saw that they both had rapid eye movement. This meant that they were dreaming and that sleep has different stages. This was a new discovery at the time.
6. A
7. C
8. A
9. B
10. Answers will vary. Sample answer: Turtles are different, but have a lot in common. They all use shells to protect themselves from harm. Some turtles, like the snapping turtle, wood turtle, and map turtle, live in or near the water. The desert turtles live in the desert. Turtles also eat different things. Some eat insects and plants, while others eat small fish and crayfish. Whenever you see a turtle, watch it and leave it in the wild.

Lesson 9
Thinking It Through
Answers will vary. Sample answer: Corn should be planted first because the corn provides a stalk for the beans to climb up.
Coached Example
1. C
2. B

Lesson Practice
1. C
2. A
3. D
4. C
5. Answers will vary. Sample answer: Protective clothing is clothing that beakskapers wear to keep themselves safe from bee stings. This includes a helmet with a net that covers the beakskaper’s face, and jackets with long sleeves. Phrases such as helps prevent bee stings and protect the arm help show the meaning of protective clothing.
6. C
7. B
8. D
9. C
10. Answers will vary. Sample answer: A tape is a type of shelter that can be put together easily and taken down quickly. The Plains Indians built tipis by leaning long poles together and covering the poles with blain skin.

Lesson 10
Thinking It Through
Answers will vary. Sample answer: When plants communicate with each other about threats such as harmful insects or drought, they are better able to do what they need to do to survive.

Lesson 11
Thinking It Through
Answers will vary. Sample answer: The key words alike and different are used; therefore, the text structure is compare and contrast.
Coached Example
1. B
2. A

Lesson Practice
1. B
2. A
3. C
4. A
5. Answers will vary. Sample answer: Protective clothing is clothing that beakskapers wear to keep themselves safe from bee stings. This includes a helmet with a net that covers the beakskaper’s face, and jackets with long sleeves. Phrases such as helps prevent bee stings and protect the arm help show the meaning of protective clothing.
6. C
7. B
8. D
9. C
10. Answers will vary. Sample answer: The writer used chronological order in this passage. The writer uses dates, such as “in 1889” and “in 1867,” and “opened on March 31, 1869.” The writer also uses the words first, then, next, and finally to tell the sequence of events.

Lesson 12
Thinking It Through
Answers will vary. Sample answer: The source mainly provides secondary information. It tells about Edmund Hillary’s adventure, but it is not a direct account. The part of the passage that is a primary source is the quote by Hillary at the end.
Coached Example
1. B
2. A
3. Answers will vary. Sample answer: The interview is a primary source and could have been used as a source of information for the second passage, which is a secondary source. Secondary sources are based on primary sources.

Lesson Practice
1. A
2. C
3. A
4. B
5. Answers will vary. Sample answer: The interview is a primary source and could have been used as a source of information for the second passage, which is a secondary source. Secondary sources are based on primary sources.
what it was like to be on the ship when it sank, it would tell about the confusion and would tell what it was like to get on one of the lifeboats.

**Lesson 13**
Thinking It Through
Answers may vary. Sample answer: The claim is “Riding without a bicycle helmet is dangerous.” The writer supports his claim with facts about bicycle injuries.

Coached Example
1. A
2. C

Lesson Practice
1. A
2. C
3. A
4. B

Answers may vary. Sample answer: The writer’s claim in paragraph 4 is that highways are noisy and upsetting. The writer could strengthen this claim with facts about highway noise, the dangers of car exhaust, or people’s reactions to highway noise.

6. D
7. B
8. A
9. C

Answers will vary. Sample answer: The writer claims that arts programs develop students’ ability to work together, respect others, and compromise for a common goal.

10. Answers will vary. Sample answer: The writer claims that arts programs develop students’ ability to work together, respect others, and compromise for a common goal.

**Lesson 14**
Thinking It Through
Answers will vary. Sample answer: The timeline helps readers better understand the exact dates when the planes, automobile, and rocket were invented.

Coached Example
1. B
2. B

Answers will vary. Sample answer: The second passage helps readers more fully understand the first by providing specific information about the methods geologists use to identify minerals. The second passage builds on the first.

Lesson Practice
1. A
2. D
3. A
4. B

Answers will vary. Sample answer: The first passage helps readers more fully understand the second by providing information about how trees grow and function. This helps readers to better understand how bristlecone pines add wood to their trunks and stand upright in the soil.

6. C
7. A
8. D
9. B
10. C

Answers will vary. Sample answer: I would use the second passage because it names positive reasons to go camping, such as for exercise. The first passage has a negative point of view. It discusses the dangers of camping, such as excessive heat.

**Lesson 15**
Thinking It Through
Answers will vary. Sample answer: The information in paragraph 2 provides specific information about one chess player, while paragraph 1 provides general information about chess players.

Coached Example
1. B
2. B

Answers will vary. Sample answer: The second passage helps readers more fully understand the first by providing specific information about the methods geologists use to identify minerals. The second passage builds on the first.

Lesson Practice
1. A
2. D
3. A
4. B

Answers will vary. Sample answer: The first text tells me about the body of a butterfly. It tells me the names of the body parts. It tells me how each body part works. The
Lesson 13  Thinking It Through
Answers may vary. Sample answer: The claim is “Flicking without a bicycle helmet is dangerous.” The writer supports his claim with facts about bicycle injuries.

Coached Example

Lesson Practice

1. B
2. C
3. A
4. D
5. Answers will vary. Sample answer: The chart provides detailed information about Franklin’s inventions beyond his inventing the fire department. It provides additional information to what is presented in the passage.

Lesson 15  Thinking It Through
Answers will vary. Sample answer: The information in paragraph 2 provides specific information about one chess player, while paragraph 1 provides general information about chess players.

Coached Example

Lesson Practice

1. A
2. B
3. A
4. B
5. Answers will vary. Sample answer: I would use the second passage because it names positive reasons to go camping, such as exercise. The first passage has a negative point of view. It discusses the dangers of camping, such as excessive heat.

Lesson 16  Thinking It Through
Answers will vary. Sample answer: The two passages are about the same topic. The topic is the “Chocolate Hills of Bohol.” The first text gives facts and details about how the hills were actually formed. The second passage describes two legends that tell how the hills were formed.

Coached Example

Lesson Practice

1. A
2. B
3. A
4. B
5. Answers will vary. Sample answer: The first text tells me about the body of a butterfly. It tells me the names of the body parts. It tells me how each body part works. The second text explains how to preserve butterflies after they are caught. Both texts help me to understand more about the body of a butterfly.

Lesson 17  Chapter 3

Chapter 3

Lesson 17

Coached Example

Lesson Practice

1. A
2. B
3. A
4. B
5. Answers will vary. Sample answer: The author describes seeing a burrowing owl because it is dusk. The author also sees the owl on the ground and hears a hiss. The description of this owl matches what I read in “Owls of North America.”

Coached Example

Lesson Practice

1. B
2. A
3. A
4. B
5. Answers will vary. Sample answer: I think the school should provide more salads at lunchtime.

Lesson Practice

1. B
2. A
3. A
4. B

Cumulative Assessment

1. B
2. B
3. C
4. D
5. A
6. C
7. A
8. B
9. A
10. B
11. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Lesson 18

Coached Example

Lesson Practice

1. A
2. A
3. A
4. B
5. Answers will vary. Sample answer: The first passage helps readers better understand the second by providing specific information about a method geologists use to identify minerals. The second passage builds on the first.

Lessons and Cumulative Assessments

Coached Example

Lesson Practice

1. A
2. C
3. C
4. A
5. Answers will vary. Sample answer: Franklin’s inventions beyond his inventing the fire department. It provides additional information to what is presented in the passage.

Lesson Practice

1. A
2. D
3. A
4. B
5. Answers will vary. Sample answer: The passage provides detailed information about Franklin’s inventions beyond his inventing the fire department. It provides additional information to what is presented in the passage.

Lesson Practice

1. B
2. C
3. A
4. B
5. Answers will vary. Sample answer: The author describes seeing a burrowing owl because it is dusk. The description of this owl matches what I read in “Owls of North America.”

Chapter 3

Lesson 17

Coached Example

Lesson Practice

1. Answers will vary. Sample answer: I think we should get a pet soon. It could be a hamster, a dog, or some kind of bird.

Coached Example

Lesson Practice

1. Answers will vary. Sample answer: I think the school should provide more salads at lunchtime.

Lesson Practice

1. B
2. A
3. A
4. B
5. Answers will vary. Sample answer: The passage explains that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Cumulative Assessment

1. B
2. B
3. C
4. D
5. A
6. C
7. A
8. B
9. A
10. B
11. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Lesson Practice

1. Answers will vary. Sample answer: The passage explains that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Coached Example

Lesson Practice

1. A
2. C
3. C
4. A
5. Answers will vary. Sample answer: The writer claims that arts programs develop students’ ability to work together, respect others, and compromise for a common goal.

Lesson 14

Thinking It Through
Answers will vary. Sample answer: The information in paragraph 2 provides specific information about one chess player, while paragraph 1 provides general information about chess players.

Coached Example

Lesson Practice

1. B
2. B
3. A
4. B
5. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Cumulative Assessment

1. B
2. B
3. C
4. D
5. A
6. C
7. A
8. B
9. A
10. B
11. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Lesson 16

Coached Example

Lesson Practice

1. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Coached Example

Lesson Practice

1. A
2. B
3. A
4. B
5. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Cumulative Assessment

1. B
2. B
3. C
4. D
5. A
6. C
7. A
8. B
9. A
10. B
11. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Lesson 18

Coached Example

Lesson Practice

1. Answers will vary. Sample answer: Both passages explain that the tank exploded. The first passage tells why the tank exploded. The second passage gives details about what happened when the tank exploded as well as eyewitness accounts.

Lessons and Cumulative Assessments
Write Your Response
Answers will vary. Students should include [at least] the characters Emily and Coach; a setting, such as Coach’s office or the soccer field; and events in their narrative. Students should also include a description of each character, dialogue between Emily and Coach, and sequence words in their narrative. Finally, Emily’s conflict should be resolved. See the Lesson 19 Narrative Writing Rubric after the Answer Keys.

Lesson 20
Coached Example
1. Answers will vary. Sample answer: Anna cares about nature. She wants to keep the woods safe and unharmed.
2. Answers will vary. Sample answer: Anna asks Marty to keep the tree house a secret. She says other people might ruin it.

Plan Your Writing
Answers will vary. Completed web should include students’ ideas and opinions about the text and evidence from the text. Sample response: Center circle—John is adventurous. Outer circles—He has a pirate named picked out. He likes it when Hook says he has “pluck.”

Write Your Response
Answers will vary. Students should include their ideas or opinions and provide detailed evidence that supports it. See the Lessons 20 and 21 Response to Texts Writing Rubric after the Answer Keys.

Plan Your Writing
Answers will vary. Completed web should include students’ ideas and opinions about the
Explanatory Writing Rubrics after the Answer Keys.

**Lesson 19**
Coached Example

1. Answers will vary. Students should use words and phrases that relate to the five senses (touch, taste, smell, sight, and hearing) to add description to the setting in the prompt.
2. Answers will vary. Students should add dialogue to the story, using correct punctuation.

Lesson Practice

Answers will vary. Sample answer: Keiko learned that she should try giving new people a chance. Keiko was unwilling to get to know both the gray dog and the students at her new school. Students might add that, since she finally overcame her fear of the dog, Keiko may be able to overcome her fear of the kids at school.

Plan Your Writing

Answers will vary. Flowchart should include the story's events in the order in which they happen.

Write Your Response

Answers will vary. Students should include elements of a setting and events in their narratives. They should also use description, dialogue, and sequence words in their stories. See the Lesson 19 Narrative Writing Rubric after the Answer Keys.

Plan Your Writing

Answers will vary. Flowchart should include the story's events in the order in which they happen. The sequence should follow from the story's beginning logically and flow through to an appropriate end.

**Lesson 20**
Coached Example

1. Answers will vary. Sample answer: Anna cares about nature. She wants to keep the woods safe and unharmed.
2. Answers will vary. Sample answer: Anna asks Marty to keep the tree house a secret. She says other people might ruin it.

Plan Your Writing

Answers will vary. Flowchart should include students' ideas and opinions about the text, and evidence from the text.

Write Your Response

Answers will vary. Students should include evidence from the text and an explanation about whether the reasons and evidence are valid.

Plan Your Writing

Answers will vary. Chart should include the author's idea or opinion in the first row and then the student's reasons, evidence, and response from the text in subsequent rows.

**Lesson 21**
Coached Example

1. Answers will vary. Sample answer: People all over the world use different kinds of toppings for pizzas.
2. Answers will vary. Sample answer: The Humane Society notes that it is difficult to find a responsible breeder.

Lesson Practice

Answers will vary. Response should include evidence from the text and an explanation about whether the reasons and evidence are valid.

Plan Your Writing

Answers will vary. Chart should include the author's idea or opinion in the first row and then the student's reasons, evidence, and response from the text in subsequent rows.

**Lesson 22**
Thinking It Through

Answers will vary. Sample answer: People who don't believe in the holiday of their choice. They should include information about what the holiday is, when it takes place, and how they celebrate it. They should also include details about the holiday to support their writing. See the Informal Writing/Explanatory Writing Rubric after the Answer Keys to score this response.

**Chapter 4**

**Lesson 24**
Thinking It Through

1. You may/must/can brush your teeth twice a day.
2. Kim must/may speak French only when she visits Quebec.
3. Charles may/can/must ride his bike after dinner.
4. correct as is
5. Glen must/may eat more fruit.
6. Alice can/may/must practice piano Friday afternoon.
7. correct as is
8. Dominic must/may/can clean the dishes after dinner.

Thinking It Through 2
1. Tomorrow, we will be going to the movies.
2. We were playing basketball yesterday in gym class when the fire drill happened.
3. I am going to the store now.
4. James was dreaming about sharks when his father woke him up.
5. You should be trying harder than that now.
6. correct as is
7. Jeff is playing baseball at the park right now.
8. correct as is

Lesson Practice
1. B
2. A
3. D
4. B

Lesson 25
Thinking It Through 1
1. Between Cesar and his brother, Cesar is the taller.
2. My new Irish woolen sweater kept me warm all winter.
3. The earliest sunrise and latest sunset happen in June.
4. correct as is
5. My grandmother gave me this lovely silver necklace.
6. correct as is
7. We had to wear those awful, big, pink dresses for the wedding.
8. Mr. Lopez spends all day rocking on his old wooden porch.

Thinking It Through 2
1. We played better than ever after practicing so hard.
2. Walk more carefully when you cross the street.
3. The cat crept slowly out of the closet.
4. correct as is
5. I don’t remember a time when we had more fun.
6. Go fast, but go quietly, too.
7. correct as is
8. Jane lives far from town, but we live farther.

Lesson Practice
1. A
2. B
3. C
4. C

Lesson 26
Thinking It Through 1
1. Kenya and then Maggie went down the slide. They laughed so hard!
2. We fourth graders are faster than you might think.
3. correct as is
4. The girls on the volleyball team were stunned when they won the game.
5. The students in the band practice hard, and so they deserve all the praise they get.
6. The winner was always he.
7. correct as is
8. With her, you never know what is going to happen.

Thinking It Through 2
1. That girl, who swims like a fish, stayed in the pool all afternoon.
2. The book, which is very long, was written by my aunt.
3. Those who forgot their lunch can buy it from the cafeteria.
4. Those papers that blew away were my homework.

Lesson Practice
1. C
2. B
3. D
4. C

Lesson 27
Thinking It Through 1
1. On Friday, we will go on vacation.
2. Freda has been working on this project for three weeks.
3. Let’s go to Shenandoah National Park this summer!
4. Robyn loves to see the cherry blossoms in the spring.
5. We like to sleep late on Saturdays.
6. correct as is
7. The birds flew high above our heads. Or: The birds flew high over our heads.
8. correct as is

Thinking It Through 2
1. With their binoculars, they watched the birds fly.
2. From the boat, you may see fish under the water’s surface.
3. correct as is
4. Dave put the books back on the table.
5. Place the cheese between two slices of bread.
6. In the park, we keep the dogs on long leashes.
7. correct as is
8. I’m going to Gloria’s house to play.

Lesson Practice
1. C
2. B
3. D
4. C
Lesson 28
Thinking It Through 1
1. When you go to the store, remember to buy cat litter.
2. My family and I love to go sledding in the winter.
3. Tomorrow I am going to the mall, and I am going to Jan's birthday party.
4. This is a great time to go swimming, but I don't feel like it right now.
5. correct as is
6. I am not going to buy that shirt, although I really want it.
7. Answers will vary. Sample answer. Because I'm usually late, I set my alarm clock fifteen minutes early.

Thinking It Through 2
1. Answers will vary. Students should add a subject.
2. Answers will vary. Students should add a semicolon after shining, add a comma and conjunction between shining and the, or make the run-on two separate sentences.
3. Answers will vary. Students should add a semicolon after family, add a comma and conjunction between family and they, or make the run-on two separate sentences.
4. Answers will vary. Students should add a verb.
5. Answers will vary. Students should add a semicolon after people, add a comma and conjunction between people and they, or make the run-on two separate sentences.
6. correct as is
7. Answers will vary. Students should add a subject that agrees with the possessive pronoun their.
8. correct as is

Lesson Practice
1. C
2. A
3. A
4. B

Lesson 29
Thinking It Through
The sentence is not written correctly. The correct sentence is: Charlotte decided to write down all of her homework for the week.

Coached Example
1. A
2. C

Lesson Practice
1. B
2. A
3. D
4. C

Lesson 30
Thinking It Through 1
1. The trees outside swayed in the breeze.
2. I asked Maria for help with my homework.
3. Nathan brought the package to Mrs. Boyce.
4. correct as is
5. My mom and I love going to flea markets.
6. Every year, we have a block party on Memorial Day.
7. correct as is
8. We got ice cream last night at an ice cream parlor called Scoop's.

Thinking It Through 2
1. The geese ran around in the park.
2. She was deceived by her best friend.
3. correct as is
4. The furry dog was soft to hold.
5. The climbers hiked up the mountain.
6. correct as is
7. The dentist told Ken that his two front teeth would grow back soon.
8. Aaron believes he can finish the race.

Lesson Practice
1. B
2. A
3. D
4. C

Lesson 31
Thinking It Through 1
1. My best friend asked, "What are you doing this weekend?"
2. Barack Obama was inaugurated president on January 20, 2009.
3. My favorite sports are baseball, swimming, and surfing.
4. When are you going camping?
5. I want to make some popcorn, and then I want to watch a movie.
6. Watch out for that car!
7. correct as is
8. It only took two days to drive from Dallas, Texas, to Louisville, Kentucky.

Thinking It Through 2
1. Lee put three things in her bag: a sweater, a magazine, and an apple.
2. I can't wait for the weekend; I'm going with my friends to see a movie.
3. I asked to borrow Ben's pencil because mine broke.
4. Don't you just love that new dance competition show?
5. I need to get some school supplies: a notebook, three folders, and a box of markers.
6. correct as is
7. I need to practice the clarinet tonight; I have a concert tomorrow.
8. correct as is
Lesson Practice
1. C
2. B
3. D
4. C

Lesson 32
Thinking It Through
Answers will vary. Sample answer: The tone of the passage is informal because the author writes as though he or she is having a conversation with the reader. The writer uses casual language, such as cool and itty-bitty.

Coached Example
1. C
2. D

Lesson Practice
1. D
2. B
3. B
4. D

Lesson 33
Thinking It Through
1. Answers will vary. Sample answer: The word endurance means the ability to do physical activities, such as bike riding, for a long period of time. The last sentence of the passage, which says that Andy can ride for hours and that hills are no problem, helps me know the meaning of endurance.

Coached Example
1. C
2. B

Lesson Practice
1. C
2. A
3. D
4. B

Lesson 34
Thinking It Through
1. Answers will vary. Sample answer: The suffix is -ible. The word adorable means "able to be adored."
2. Answers will vary. Sample answer: The prefix is extra-. The word extraordinary means "beyond ordinary" or "more than ordinary."

Coached Example
1. B
2. D

Lesson Practice
1. A
2. C
3. C
4. D

Lesson 35
Thinking It Through
1. crowded, full
2. lively, exciting, interesting

Coached Example
1. B
2. D

Lesson Practice
1. B
2. D
3. A
4. D

Lesson 36
Thinking It Through
1. Answers will vary. Sample answer: The simile means that the new car is bright red and shiny, like an apple.
2. Answers will vary. Sample answer: Albert does not remember buying the ticket. He has no thoughts on the issue. This is like a slate that has nothing written on it.

Coached Example
1. D
2. A

Lesson Practice
1. C
2. C
3. A
4. D

Lesson 37
Thinking It Through
1. Answers will vary. Sample answer: The sentence uses a simile that compares Jay's night to a dream. It is a simile because it uses the word like to compare two things. The experience with his dad, the new fishing rod, and catching the big fish seemed dreamlike and magical to Jay.

Coached Example
1. C
2. A

Lesson Practice
1. B
2. A
Lesson 32
Thinking It Through
Answers will vary. Sample answer: The tone of the passage is informal because the author writes as though he or she is having a conversation with the reader. The writer uses casual language, such as cool anditty-bitty.

Coached Example
1. C
2. D

Lesson Practice
1. D
2. D
3. B
4. D

5. Answers will vary. Sample answer: The writer uses positive-sounding words, such as friendlier, better, exciting, step forward, wonderful, to create an appealing tone.

Lesson 33
Thinking It Through
1. Answers will vary. Sample answer: The word endurance means the ability to do physical activities, such as bike riding, for a long period of time. The last sentence of the passage, which says that Andy can ride for hours and that hills are no problem, helps me know the meaning of endurance.

Coached Example
1. C
2. B

Lesson Practice
1. C
2. A
3. D
4. B

5. Answers will vary. Sample answer: The word tolerance means "to accept something or someone with difference." The underlined part of the question mentions difference and acceptance, which helps me understand the meaning.

Lesson 34
Thinking It Through
1. Answers will vary. Sample answer: The prefix extra- means "beyond ordinary" or "more than ordinary."

Coached Example
1. B
2. D

Lesson Practice
1. A
2. C
3. C
4. D

5. Answers will vary. Sample answer: The word enjoyment means "the state of enjoying something" or "having fun."

Lesson 35
Thinking It Through
1. crowded, full
2. lively, exciting, interesting

Coached Example
1. B
2. D

Lesson Practice
1. B
2. D
3. A
4. D

5. Answers will vary. Sample answer: The word often is a synonym of usually. Students may also identify unusually or rarely as antonyms.

Lesson 36
Thinking It Through
1. Answers will vary. Sample answer: The prefix extra- means "beyond ordinary" or "more than ordinary."

Coached Example
1. D
2. A

Lesson Practice
1. C
2. C
3. A
4. D

5. Answers will vary. Sample answer: The sentence uses a simile that compares Jay's birthday to a dream. It is a simile because it uses the word like to compare two things. The experience of having a special day, the new fishing rod, and catching the big fish seemed dreamlike and magical to Jay.

Lesson 37
Thinking It Through
1. Answers will vary. Sample answer: The phrase cracking up is an idiom because it is not meant to be taken literally. The kids are laughing hard as they tell jokes.

Coached Example
1. C
2. A

Lesson Practice
1. B
2. A
Response to texts

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The response achieves the following:  
• Gives sufficient evidence of the ability to complete the task posed in the prompt  
• Includes specific examples/details that make clear reference to the text(s)  
• Adequately explains and supports ideas with clearly relevant information based on the text(s) |
| 1      | The response achieves the following:  
• Gives limited evidence of the ability to complete the task posed in the prompt  
• Includes vague/limited examples/details that make reference to the text(s)  
• Explains and supports ideas with vague/limited information based on the text(s) |
| 0      | The response achieves the following:  
• Gives no evidence of the ability to complete the task with support or evidence from the text(s) |

Posttest: Practice Assessment 2

Item Correlations and Answer Keys

<table>
<thead>
<tr>
<th>Item</th>
<th>Standard</th>
<th>DOK</th>
<th>Correct Answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELAGSE4.R.3</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because it shows that Mary took the time to decorate her cat's cage.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.1</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because Mary's interest in the bird's singing caused her to want to sit near the cage to hear it better.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.4, ELAGSE4.L.4.a</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer. The poem states she used words in his “palace,” which must indicate his cage. The verb used to describe looked is gaily so it must be nosy, or cheerful. Decorated makes the most sense in the answer options.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.5</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because alternating lines of the poem have rhyming words (bird/word, yellow/follow).</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.2</td>
<td>3</td>
<td>C</td>
<td>Option C is the correct answer because while the work Mary does to care for the bird is mentioned, it is done so in a way that highlights the loving relationship between a person and her pet.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.W.1</td>
<td>4</td>
<td></td>
<td>See rubric for item on page 16.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.4, ELAGSE4.R.5.c</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer. The word excited is synonymous with eager in this context and fits with the writer's desire to see the portraits.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.1</td>
<td>3</td>
<td>A</td>
<td>Option A is the correct answer because the excerpt notes that while the author had challenges drawing, the visit provided ideas about how to draw certain features. These facts support the idea that the author received some benefit from the trip.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.8</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer. The author enjoyed his trip to the museum, but was only compelled to write the letter because of the article that described a lower attendance. The other sentences are support for why he feels the museum is worth visiting.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.7</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because the graph is a visual representation with actual numbers to show the decrease in attendance. It supports the claim of the newspaper article and the information that prompted the letter.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.4, ELAGSE4.L.5.a</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because the imagery created from the simile is meant to indicate a great difference.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE4.R.8</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer. Someone who experienced or observed an event writes a firsthand account. The author's personal descriptions of the paintings would best help the reader know the person was actually present at the event.</td>
</tr>
<tr>
<td>Item</td>
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<tr>
<td>13</td>
<td>ELAGSE4RL4, FLAGSE4RL5.c</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer. The word giant is synonymous with massive and fits with the author's imagery of the fog being something related to the words thick and mountain.</td>
</tr>
<tr>
<td>14</td>
<td>ELAGSE4RL2</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because it is the only response that includes only the most key elements of the plot, namely that the man is unable to fish so he stays home to work on the roof. In the morning, he discovers he has shingled the thick fog.</td>
</tr>
<tr>
<td>15</td>
<td>Part A</td>
<td>ELAGSE4RL3</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Part B</td>
<td>ELAGSE4RL1.c</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>16</td>
<td>ELAGSE4RL6</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer. The Fog is told from the first-person point of view because the narrator is speaking as one of the characters telling a story of his neighbor. He uses words like I and my. The Old House is told from third-person point of view and has a narrator outside of the story.</td>
</tr>
<tr>
<td>17</td>
<td>ELAGSE4RL9</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because both passages have elements of fantasy. In The Fog, the fog was so thick that shingles could be put on it, and in The Old House, the soldier speaks to the boy when he visits the old man.</td>
</tr>
<tr>
<td>18</td>
<td>ELAGSE4L1.g</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer. The word two is used to indicate the number of pictures.</td>
</tr>
<tr>
<td>19</td>
<td>ELAGSE4L1.f</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer. The sentence contains a subject and an object, but it is missing a verb. In this case, the verb are would complete the sentence.</td>
</tr>
<tr>
<td>20</td>
<td>ELAGSE4L1.2.d</td>
<td>1</td>
<td>D</td>
<td>Option D is the correct answer because telescope should have an &quot;s&quot; on the end.</td>
</tr>
<tr>
<td>21</td>
<td>ELAGSE4L2.c</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because the comma is needed to separate these two independent clauses. It should be placed after show and before the coordinating conjunction or.</td>
</tr>
<tr>
<td>22</td>
<td>ELAGSE4L1.d</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because the adjectives are listed in the correct order: amount (four), quality or opinion (pretty), and color (blue).</td>
</tr>
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<td>23</td>
<td>ELAGSE4L3.a</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because the phrase takes five hours replaces the vague word awhile with a definite, measurable amount of time.</td>
</tr>
<tr>
<td>24</td>
<td>ELAGSE4L1.e</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because the preposition inside indicates location.</td>
</tr>
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<td>25</td>
<td>ELAGSE4L3.b</td>
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<td>Option B is the correct answer because a dash indicates a response stronger than a comma, parenthesis, or no punctuation mark.</td>
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<td>26</td>
<td>ELAGSE4L1.b</td>
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<td>Option D is the correct answer because the word currently indicates the need for the present progressive form of the verb visiting.</td>
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<td>ELAGSE4RL3</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because the boy willingly went to visit the old man and shared with him one of his most favorite toys.</td>
</tr>
<tr>
<td>Part B</td>
<td>ELAGSE4RL1</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because the boy generously shares his beloved toy and courageously goes to the old house to deliver the tin soldier.</td>
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<td>ELAGSE4RL6</td>
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<td>ELAGSE4L1.b</td>
<td>2</td>
<td>D</td>
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Section 2

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<th>Explanation</th>
</tr>
</thead>
<tbody>
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<td>27</td>
<td>ELAGSE4RL1</td>
<td>3</td>
<td>D</td>
<td>Option D is the correct answer. The uncle tells the boy not to cry and then reminds him that Brr Rabbit is &quot;one sharp critter.&quot; One can infer that this is included so the boy doesn’t become upset, anticipating that something bad is going to happen to Brr Rabbit.</td>
</tr>
<tr>
<td>28</td>
<td>ELAGSE4RL4, ELAGSE4L5.b</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer. The connection to the phrase &quot;to see what happened&quot; helps the reader understand that Mr. Fox stayed to see what happened next.</td>
</tr>
<tr>
<td>29</td>
<td>ELAGSE4RL4, ELAGSE4L4.c</td>
<td>2</td>
<td>A</td>
<td>Option A is the correct answer because Brr Rabbit has gotten caught in a trap and is in trouble. The definition related to a difficult situation is the correct definition.</td>
</tr>
<tr>
<td>30</td>
<td>ELAGSE4RL7</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because the image shows a rabbit running out of a bush, which supports the details at the end of the story.</td>
</tr>
<tr>
<td>31</td>
<td>ELAGSE4W3</td>
<td>4</td>
<td></td>
<td>See rubric on item on page 17.</td>
</tr>
<tr>
<td>32</td>
<td>ELAGSE4R8</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because while the other options point out effects of recycling, the passage notes again and again that the most important way recycling impacts the environment is through its energy savings.</td>
</tr>
<tr>
<td>33</td>
<td>ELAGSE4R8</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because it directly relates the idea that production costs are greater than the costs associated with recycling.</td>
</tr>
<tr>
<td>34</td>
<td>ELAGSE4R4, ELAGSE4L4.a</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because health of our planet gives a clue that the sentence relates to the outdoors and nature. Freshwater lakes seem too specific a response, so natural surroundings is a better option.</td>
</tr>
<tr>
<td>35</td>
<td>ELAGSE4R5</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer. The first part of the sentence outlines the cause, or what action should take place if less energy is used to produce materials. The second half of the sentence identifies the resulting effect of such action (less pollution).</td>
</tr>
<tr>
<td>36</td>
<td>ELAGSE4R12</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because the overall message of the passage is related to how recycling saves energy.</td>
</tr>
<tr>
<td>37</td>
<td>ELAGSE4W7</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because it is an unbiased, informational site and would be most credible and trustworthy.</td>
</tr>
<tr>
<td>38</td>
<td>ELAGSE4L3.b</td>
<td>1</td>
<td>B</td>
<td>Option B is the correct answer because exclamations marks are used to show strong emotion.</td>
</tr>
<tr>
<td>39</td>
<td>ELAGSE4L3.c</td>
<td>1</td>
<td>C</td>
<td>Option C is the correct answer because it contains informal language (&quot;Me and my friends...totally gorgeous.&quot;). It stands out from the factual and formal style of the rest of the paragraph.</td>
</tr>
<tr>
<td>40</td>
<td>ELAGSE4L1.c</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because the modal auxiliary shows that the project is dependent upon speaking Japanese, therefore must mean the skill is absolutely necessary.</td>
</tr>
<tr>
<td>Item</td>
<td>Standard/Element</td>
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</tr>
<tr>
<td>41</td>
<td>ELAGSE4L1.g</td>
<td>1</td>
<td>A</td>
<td>Option A is the correct answer because it corrects the misuse of the frequently confused <em>not</em> and <em>knot.</em></td>
</tr>
<tr>
<td>42</td>
<td>ELAGSE4L2.a</td>
<td>1</td>
<td>C</td>
<td>Option C is the correct answer because the word <em>baseball</em> is a common noun and should not be capitalized.</td>
</tr>
<tr>
<td>43</td>
<td>ELAGSE4L2.b</td>
<td>1</td>
<td>B</td>
<td>Option B is the correct answer because all quotation marks should come in sets. This sentence is missing an opening quotation mark before the quote begins.</td>
</tr>
<tr>
<td>44</td>
<td>ELAGSE4L1.b</td>
<td>1</td>
<td>C</td>
<td>Option C is the correct answer because the past perfect form of the progressive tense is used instead of the future form of the progressive tense.</td>
</tr>
<tr>
<td>45</td>
<td>ELAGSE4L1.a</td>
<td>1</td>
<td>D</td>
<td>Option D is the correct answer because <em>that</em> correctly connects the dependent clause &quot;he built from old parts&quot; to the main clause &quot;Mike has a bicycle.&quot;</td>
</tr>
<tr>
<td>46</td>
<td>ELAGSE4L1.g</td>
<td>2</td>
<td>C</td>
<td>Option C is the correct answer because it uses the contraction <em>they're</em>. In this case, the contraction refers to the compound subject &quot;Nico and Laura&quot; and the helping verb &quot;are&quot; to give proper meaning to the sentence.</td>
</tr>
<tr>
<td>47</td>
<td>ELAGSE4L2.d</td>
<td>3</td>
<td>B</td>
<td>Option B is the correct answer because an online dictionary would provide a searchable database of words along with definitions to make sure the correct word was being reviewed. It would also be a reliable source.</td>
</tr>
<tr>
<td>48</td>
<td>ELAGSE4L2.c</td>
<td>2</td>
<td>D</td>
<td>Option D is the correct answer because it uses a comma and the coordinating conjunction <em>but</em> to connect the two complete sentences.</td>
</tr>
</tbody>
</table>

**Section 3**

<table>
<thead>
<tr>
<th>Item</th>
<th>Standard/Element</th>
<th>DOK</th>
<th>Correct Answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>ELAGSE4R13</td>
<td>3</td>
<td>A</td>
<td>Option A is the correct answer because it relates to a skill that is necessary for adults to be successful.</td>
</tr>
<tr>
<td>50</td>
<td>ELAGSE4R14,</td>
<td>2</td>
<td>B</td>
<td>Option B is the correct answer because the prefix <em>extra-</em> means &quot;outside&quot; and the word part <em>curricular</em> is similar to <em>curriculum</em>, which is a word associated with schoolwork. The sentence also indicates that teamwork is a part of school. The word <em>extracurricular</em> is connected with activities, and seems to be separate from school.</td>
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<tr>
<td></td>
<td>ELAGSE4L4.b</td>
<td></td>
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<td></td>
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<tr>
<td>51</td>
<td>ELAGSE4R15</td>
<td>3</td>
<td>D</td>
<td>Option D is the correct answer. Both passages are written with a cause-and-effect pattern. A cause is related to doing or not doing chores and then the resulting effects of that cause are outlined.</td>
</tr>
<tr>
<td>52</td>
<td>ELAGSE4R19,</td>
<td>4</td>
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<td>See rubric for item on page 19.</td>
</tr>
<tr>
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