



Colorado Measures of Academic Success



Grade 4

English Language Arts/Literacy



Paper Practice Resource for Students

Today you will read a passage from *Pickle Impossible*. As you read, pay close attention to the characters and events so you can answer the questions and write a narrative response.

Read the passage from *Pickle Impossible*. Then answer questions 1 through 5.

from *Pickle Impossible*

by Eli Stutz

- 1 With a jolt, he launched himself down the track, pumping his arms back and forth, moving his legs as fast as they would go.
- 2 He was aware of the other boys on his left and right—he was in the middle lane, as usual.
- 3 *Just this once, let it be different*, he said to himself. *Just this once.*
- 4 The dust flew from his feet. The wind rushed past his face. He forced himself to go faster.
- 5 The finish line came into view.
- 6 There were cheers erupting from the stands—the other grades, on recess, were watching. Were they cheering him?
- 7 As the white tape approached, he clearly saw two of the other runners pull ahead of him. His chest hurt. He gave one last push.
- 8 The tape broke.
- 9 The race was over. The crowd was on its feet. But not for him.
- 10 He was a few steps behind. As always.
- 11 The gym teacher walked over to tell each of the runners their times.
- 12 He knew what he would hear before he was told.
- 13 “14.25 seconds, Pierre, exactly the class average. Good try.”
- 14 The boy collapsed on the earth, breathing hard.
- 15 Each time it was the same.

- 16 But far off, past the stands, just over the fence and behind a hedge, a girl was watching. She lowered her high-powered surveillance camera and spoke into a walkie-talkie.
- 17 “He doesn’t look like much of a threat, Grandfather. Do you want me to keep following him?”

From PICKLE IMPOSSIBLE by Eli Stutz, Bloomsbury Books for Young Readers. Copyright © 2010 by Eli Stutz. All rights reserved.

1. Part A

Which sentence **best** represents Pierre's thoughts in paragraphs 1–7 of the passage from *Pickle Impossible*?

- Ⓐ He is worried about what people think of him.
- Ⓑ He knows he is faster than other runners.
- Ⓒ He hopes he may actually win the race.
- Ⓓ He is afraid of running in the race.

Part B

Which paragraph from the passage **best** supports the answer to Part A?

- Ⓐ paragraph 2
- Ⓑ paragraph 3
- Ⓒ paragraph 4
- Ⓓ paragraph 6

2. Circle the correct phrase in each box to complete an explanation of what the details in the passage show about Pierre's character.

The gym teacher's comments in paragraph 13 show that _____.

people think Pierre sets a good example
people do not expect much from Pierre
Pierre does not try hard enough to win
Pierre is not satisfied with how he did

This same view is supported by _____.

how Pierre runs in paragraph 4
how the crowd reacts to the race in paragraph 6
what the girl is holding in paragraph 16
what the girl says about Pierre in paragraph 17

3. Part A

Which sentence **best** describes the girl in the passage from *Pickle Impossible*?

- Ⓐ She is disappointed in how Pierre runs the race.
- Ⓑ She goes against her grandfather's wishes.
- Ⓒ She is observing a particular runner.
- Ⓓ She hopes Pierre will win the race.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "Each time it was the same." (paragraph 15)
- Ⓑ "She lowered her high-powered surveillance camera . . ." (paragraph 16)
- Ⓒ ". . . and spoke into a walkie-talkie." (paragraph 16)
- Ⓓ "'Do you want me to keep following him?'" (paragraph 17)

4. Part A

Which phrase **best** describes the setting of the passage from *Pickle Impossible*?

- Ⓐ on a playground
- Ⓑ at a track
- Ⓒ on a field
- Ⓓ in a gym

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . he was in the middle lane. . . .” (paragraph 2)
- Ⓑ “. . . dust flew from his feet.” (paragraph 4)
- Ⓒ “The gym teacher walked over . . .” (paragraph 11)
- Ⓓ “. . . just over the fence and behind a hedge . . .” (paragraph 16)

- 5.** You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.

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This image shows a full page of blank handwriting practice paper. It features approximately 20 evenly spaced, horizontal blue lines across the entire page, providing a guide for letter height and placement. The background is a solid off-white color. There are no margins, text, or other markings present.

A blank sheet of lined paper with 20 horizontal blue lines and an orange border. The lines are evenly spaced and extend across the width of the page. The border is a thin orange line that frames the entire sheet.

Today you will read passages from “Pond Family” and from *The Beaver’s Lodge* to learn how beavers build dams.

Read the passage from “Pond Family.” Then answer questions 6 through 8.

from “Pond Family”

by Buffy Silverman

- 1 Mother Beaver climbs out of her pond. Using her large tail to balance, she stands on her hind legs and gnaws on a small tree. Her sharp front teeth chisel through the tree’s trunk. After a few minutes of chomping, the tree falls. Mother Beaver drags it to the water.
- 2 She holds the tree in her mouth and front paws. She paddles with her powerful hind feet and steers with her tail. The tree floats on the water’s surface as Mother Beaver swims to her dam.
- 3 Dragging the tree out of the water, Mother Beaver waddles up to the top of the dam. She pushes the tree in between other logs. Her mate has brought a large stone. He sets it at the bottom of the dam, where it braces the logs and branches.
- 4 The beavers’ kits help with the dam too. They dive to the bottom of the pond and scoop up mud, then they swim back to the surface. They climb onto the dam and pat mud over the logs and branches. The gooey mud seals the dam tight.
- 5 Several years ago, the beavers changed this landscape by building a dam across a stream. The strong dam slowed the flow of water. Water collected behind it and flooded across the land, creating the pond.
- 6 The beaver family works hard to preserve the pond. When they hear running water, they know they must repair a leak. They bring trees, stones, and mud to plug the hole. They have several dams along the stream, and they make sure all of them hold water.
- 7 A hungry black bear wanders near the pond. Mother Beaver slaps her wide, flat tail on the water to warn of danger. Her kits and mate hear the loud *splash!* They dive down to a ditch or channel on the pond bottom. The family has dug many of these underwater channels in and around the pond to make swimming from place to place easier.
- 8 Safe underwater, the beavers can hold their breath for 15 minutes. By the time they swim back to the surface, the bear has gone.

9 Now the beavers are ready to eat. They munch on cattail roots near the shore. Mother Beaver shows her kits how to strip leaves off a nearby willow tree. They peel off tree bark and eat it. They cut branches and chomp the sweet wood beneath the bark.

From "Pond Family" by Buffy Silverman from CLICK MAGAZINE, March 2016. Copyright © 2016 by Carus Publishing dba Cricket Media. All rights reserved.

6. Part A

What does the word **chisel** mean as it is used in paragraph 1 of the passage from "Pond Family"?

- Ⓐ cut
- Ⓑ peel
- Ⓒ pull
- Ⓓ shove

Part B

Which sentence provides the **best** support for the answer to Part A?

- Ⓐ "After a few minutes of chomping, the tree falls." (paragraph 1)
- Ⓑ "Mother Beaver drags it to the water." (paragraph 1)
- Ⓒ "She paddles with her powerful hind feet and steers with her tail." (paragraph 2)
- Ⓓ "She pushes the tree in between other logs." (paragraph 3)

7. Part A

According to the passage from “Pond Family,” which statement is true?

- Ⓐ Beavers build dams to keep themselves apart from other animals.
- Ⓑ Beavers use dams to help them move around more easily.
- Ⓒ Beavers build dams so they can have a place to swim.
- Ⓓ Beavers take great care when building their dams.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “He sets it at the bottom of the dam, where it braces the logs and branches.” (paragraph 3)
- Ⓑ “. . . the beavers changed this landscape by building a dam across a stream.” (paragraph 5)
- Ⓒ “. . . underwater channels in and around the pond to make swimming from place to place easier.” (paragraph 7)
- Ⓓ “By the time they swim back to the surface, the bear has gone.” (paragraph 8)

8. Part A

In the passage from “Pond Family,” how does the author **mainly** show the importance of Mother Beaver?

- Ⓐ by describing how Mother Beaver slaps her tail on the water
- Ⓑ by describing how Mother Beaver drags trees to the dam
- Ⓒ by describing how kits learn to eat from Mother Beaver
- Ⓓ by describing the different jobs Mother Beaver has

Part B

Which **two** ideas from the passage **best** support the answer to Part A?

- Ⓐ “Mother Beaver climbs out of her pond.” (paragraph 1)
- Ⓑ “Her sharp front teeth chisel through the tree’s trunk.” (paragraph 1)
- Ⓒ “Her mate has brought a large stone.” (paragraph 3)
- Ⓓ “When they hear running water, they know they must repair a leak.” (paragraph 6)
- Ⓔ “Mother Beaver slaps her wide, flat tail on the water to warn of danger.” (paragraph 7)
- Ⓕ “Now the beavers are ready to eat.” (paragraph 9)

Read the passage from *The Beaver's Lodge*. Then answer question 9 and 10.

from *The Beaver's Lodge*

by Adam Reingold

- 1 A beaver family, or colony, usually needs a pond where it can build its home. Most of the time, beavers don't go out and look for ponds. Instead, they make them using water from a river or stream. To do that, they first need to build a dam.
- 2 Beavers make a dam out of branches, logs, and mud. The dam stops the flow of water from a river or stream. The blocked water behind the dam spreads out over the nearby land and forms a pond. Now the busy animals can start their next project—building the family's home, or lodge.

Home at the Lodge

- 3 To stay safe from land predators, beavers often build their home in the middle of a pond. They carefully construct their dome-shaped lodge using the same materials they use to build dams—branches, logs, and mud. They pile up the materials until they are higher than the surface of the water. When the busy builders are done, the finished lodge can rise more than 6 feet (1.8 m) above the pond.
- 4 Inside the lodge, a beaver colony lives in one large room, or chamber, that sits above the water. Tiny holes in the lodge's roof let fresh air into the chamber. The colony sleeps in this room during the day. The resting beavers huddle together in warm, dry nests made from grass and tree bark. They also raise their young in this room.

Meet the Family

- 5 Each beaver colony is made up of one male and one female adult and their young, called kits. In the spring, the adult female gives birth to between one and four tiny kits. Over the years, a colony can grow to have as many as ten beavers.

6 Beavers work hard for their family. The adult female cares for kits that are less than a year old. Both adults work with older kits to gather leaves and tree bark for food. Older kits and adults also have another very important responsibility. They repair holes to make sure the dam doesn't leak and the lodge doesn't flood.

From THE BEAVER'S LODGE: BUILDING WITH LEFTOVERS by Adam Reingold. Copyright © 2010 Bearport Publishing Company, Inc. All rights reserved.

9. Part A

In the passage from *The Beaver's Lodge*, what is the main idea of the section **Home at the Lodge**?

- Ⓐ Beaver colonies use branches and mud for their lodges.
- Ⓑ Beavers make their lodges to avoid predators on land.
- Ⓒ Beaver colonies live and work together in their lodges.
- Ⓓ Beavers sleep in their lodges during the day.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . beavers often build their home in the middle of a pond.” (paragraph 3)
- Ⓑ “They pile up the materials until they are higher than the surface . . .” (paragraph 3)
- Ⓒ “Inside the lodge, a beaver colony lives in one large room. . . .” (paragraph 4)
- Ⓓ “The resting beavers huddle together in warm, dry nests . . .” (paragraph 4)

10. Circle the correct choice in each box to complete a summary of the passage from *The Beaver's Lodge*.

A beaver family, also known as a _____, builds a dam by gathering

colony
group
tribe

branches, logs, and mud.

The blocked water behind the dam forms a _____.

pond
river
stream

Next, the family builds a _____ to stay safe from predators.

cave
lodge
nest

The _____, where the beaver family sleeps, sits above the water.

chamber
floor
roof

Beavers work hard raising their young, gathering materials, and repairing _____ to prevent leaks in the lodge.

branches
holes
nests

Refer to the passages from "Pond Family" and *The Beaver's Lodge*. Then answer question 11.

- 11.** Write an **X** in the correct column to show which ideas are found in the passage from "Pond Family," which ideas are found in the passage from *The Beaver's Lodge*, or which ideas are found in **both** passages.

Idea	"Pond Family"	Both	<i>The Beaver's Lodge</i>
Beavers protect themselves from predators.			
Beavers gnaw on trees to make them fall.			
Beavers work together to finish a job.			
Lodges are important to beavers.			

Refer to the passages from “Pond Family” and *The Beaver’s Lodge*. Then answer question 12.

12. Part A

Which behavior of beavers is described in **both** the passage from “Pond Family” and the passage from *The Beaver’s Lodge*?

- Ⓐ Beavers go underwater to hide from predators.
- Ⓑ Beavers sleep near one another to stay warm.
- Ⓒ Beavers are excellent swimmers.
- Ⓓ Beavers are hard workers.

Part B

Write an **X** in the correct column to indicate whether each sentence supports or does not support the answer to Part A.

Text Evidence	Supports	Does Not Support
"She paddles with her powerful hind feet and steers with her tail." (from "Pond Family," paragraph 2)		
"They bring trees, stones, and mud to plug the hole." (from "Pond Family," paragraph 6)		
"They dive down to a ditch or channel on the pond bottom." (from "Pond Family," paragraph 7)		
"Instead, they make them using water from a river or stream." (from <i>The Beaver's Lodge</i> , paragraph 1)		
"They pile up the materials until they are higher than the surface of the water." (from <i>The Beaver's Lodge</i> , paragraph 3)		
"The resting beavers huddle together in warm, dry nests . . ." (from <i>The Beaver's Lodge</i> , paragraph 4)		

This is the end of Item Set 1.

Today you will read a passage from *The Lemonade War*. As you read, pay attention to the characters and events so you can answer the questions and write a narrative response.

Read the passage from *The Lemonade War*. Then answer questions 1 through 5.

from *The Lemonade War*

by Jacqueline Davies

- 1 Evan lay on his back in the dark, throwing the baseball up in a straight line and catching it in his bare hands. *Thwap. Thwap.* The ball made a satisfying sound as it slapped his palm. His legs flopped in a V. His arms stretched up to the ceiling. And the thought that if he missed he'd probably break his nose made the game *just* interesting enough to keep going.
- 2 On the floor above he heard footsteps—his mother's—and then a long, loud scraping-groaning sound. He stopped throwing the ball to listen. His mother was dragging something heavy across the kitchen floor. Probably the broken air conditioner.
- 3 A week ago, right at the beginning of the heat wave, the air conditioner in his mother's attic office had broken. The man from Sears had installed a brand-new one but left the old one sitting right in the middle of the kitchen floor. The Treskis¹ had been walking around it all week.
- 4 *Scra-a-a-ape.* Evan stood up. His mom was strong, but this was a two-person job. Hopefully she wouldn't ask him why he was hiding in the dark basement. And hopefully Jessie wouldn't be in the kitchen at all. He'd been avoiding her for two days now, and it was getting harder by the minute. The house just wasn't that big.
- 5 Evan had his hand on the railing when the scraping noise stopped. He heard footsteps fading to silence. She'd given up. *Probably the heat*, he thought. It was that kind of weather: giving-up kind of weather.
- 6 He went back to lying on the floor.
- 7 *Thwap. Thwap.*
- 8 Then he heard the basement door open. *Psssshhh.* Evan caught the ball and froze.

¹Treskis—Treski is the family's last name.

- 9 “Evan?” Jessie’s voice sounded echo-y in the darkness. “Evan? You down there?”
- 10 Evan held his breath. He lay completely still. The only thing that moved was the pins-and-needles prickling in his fingers.
- 11 He heard the door start to close—*long breath out*—but then it stopped and opened again. Footsteps on the carpeted stairs. A black outline of Jessie standing on the bottom step with daylight squirting all around her. Evan didn’t move a muscle.

From THE LEMONADE WAR by Jacqueline Davies, published by Houghton Mifflin Harcourt. Copyright © 2007 by Jacqueline Davies. All rights reserved.

1. Part A

In the passage from *The Lemonade War*, what do Evan's actions tell the reader about his character?

- Ⓐ The way Evan is silent when Jessie is at the stairs shows that he does not want to talk to her.
- Ⓑ The way Evan throws a baseball shows that he is trying to improve his throwing skills.
- Ⓒ The way Evan thinks about his mother shows that he does not want to help her.
- Ⓓ The way Evan acts in the basement shows that he is afraid of Jessie.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "His arms stretched up to the ceiling." (paragraph 1)
- Ⓑ "He stopped throwing the ball to listen." (paragraph 2)
- Ⓒ "He heard footsteps fading to silence." (paragraph 5)
- Ⓓ "Evan held his breath." (paragraph 10)

2. Circle the word or phrase in each box that **best** completes the description of the basement in Evan's house.

Evan is spending his time in the basement because it is the best spot in the house to _____ .

toss the baseball
stay out of sight
avoid the heat

It is a good location because not only is it _____ ,

chilly
empty
peaceful

but it is _____ as well.

dark
messy
warm

3. Part A

Which statement **best** explains the reason Evan stops moving when he hears the basement door open?

- Ⓐ He wants his mother to leave him alone, so he can continue playing.
- Ⓑ He does not want his mother to know he can hear her.
- Ⓒ He does not want Jessie to know he is there.
- Ⓓ He wants to surprise Jessie in the darkness.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . and then a long, loud scraping-groaning sound.” (paragraph 2)
- Ⓑ “He’d been avoiding her for two days now, and it was getting harder by the minute.” (paragraph 4)
- Ⓒ ““Evan? You down there?”” (paragraph 9)
- Ⓓ “. . . standing on the bottom step with daylight squirting all around her.” (paragraph 11)

4. Write **one** letter for the sentence that states the theme of the passage in the Theme box. Then write the numbers for the **three** details from the passage that **best** support this theme in the Supporting Details box.

Theme

Supporting Details		
_____	_____	_____

Theme	
A.	Every member of a family plays an important part.
B.	Avoiding a problem is no way to solve it.

Details	
1.	"His mother was dragging something heavy across the kitchen floor." (paragraph 2)
2.	"The Treskis had been walking around it all week." (paragraph 3)
3.	"Hopefully she wouldn't ask him why he was hiding in the dark basement." (paragraph 4)
4.	"She'd given up. <i>Probably the heat</i> , he thought." (paragraph 5)
5.	"'Evan? You down there?'" (paragraph 9)
6.	"He heard the door start to close— <i>long breath out</i> —but then it stopped and opened again." (paragraph 11)

- 5.** In the middle of the passage from *The Lemonade War*, Evan thinks about going upstairs to the kitchen. Write an original story describing what would have happened if Evan had gone upstairs. In your story, be sure to include what you already know about Evan and his family. Use information from the passage in your answer.

[illegible]

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A blank sheet of lined paper with 20 horizontal blue lines and an orange border. The lines are evenly spaced and run across the width of the page. The border is a thin orange line that frames the entire page.

Read the passage from *The First Railroads*. Then answer questions 6 through 12.

from *The First Railroads*

by Sally Senzell Isaacs

Railroad Fever

- 1 By the 1830s, factory workers in the East were producing large quantities of cloth, glass, and iron. Miners were digging up coal. Thousands of immigrants from other countries came to the United States to find jobs in the factories and mines. Towns grew into busy cities.
- 2 As the nation grew, settlers started moving west to less crowded places. By the 1840s, thousands were moving all the way to Oregon and California. As distances to travel increased, so did the need for better transportation. Factories had to send their products to market. Farmers had to send their crops to cities. People wanted to travel across the country faster than a horse and wagon could take them. Some businesspeople started forming railroad companies. These companies invested a great deal of money building bigger and better locomotives and thousands of miles of tracks. By 1840, there were almost 3,000 miles of track. All 26 states had railroads.

The First Tracks

- 3 The railroad companies started with small strips of track. Some tracks ran from coal or iron mines to canals and rivers, where boats took the freight¹ farther away. Other lines led from factory towns to larger cities. In 1835, Boston and Philadelphia were centers of the nation's railroads. Most of the lines covered no more than 45 miles.
- 4 In 1834, the Allegheny Portage Railroad covered 345 miles through the steep Allegheny Mountains to connect Philadelphia and Pittsburgh, Pennsylvania. For part of the trip, freight and passengers were unloaded from the train and sent by boat on a canal. Then they boarded another train. This trip took almost four days, which was seventeen days shorter than the trip by wagon.

¹freight—things for sale that are carried to stores

Trains and Tracks

- 5 In 1857, there were 51,000 miles of railroad tracks in the world. Almost half of them were in the United States. The growing railroad business provided hundreds of jobs. Workers were needed to build trains, to lay tracks, and to keep the trains moving.
- 6 Trains traveled from city to city. Between the cities, there were hills, mountains, forests, and rivers. They were not easy places to lay railroad tracks. Some workers were surveyors. They hiked through the woods and mountains to choose a route for the railroad. Then workers called graders started digging out the road to make it level for the tracks.
- 7 One of the hardest jobs was laying the tracks. First, workers set pieces of wood, called ties, in the ground. Then they lay iron rails on top of the ties. With heavy sledgehammers, they pounded metal spikes into the rails to keep the rails in place. Workers blasted tunnels through the mountains. They built bridges over rivers. If the land was flat, workers could lay 4 miles of track a day.

Working on the Trains

- 8 Railroad workers had exciting but dangerous jobs. The engineer sat high in the cab of the locomotive and drove the train down the tracks. He blasted the train whistle if he saw animals on the track or when the train approached a town. The fireman stood by the engineer, shoveling wood or coal to make steam.
- 9 The flagman stood in the caboose, the last car on the train. If the train broke down, he walked down the tracks waving a flag or lantern to warn the next train to stop. Brakemen stood on top of the train and turned the brake wheels to stop the train. The switchmen had to go between the train cars and hitch or unhitch them. Sometimes they did this when the train was moving.

From THE FIRST RAILROADS by Sally Senzell Isaacs. Copyright © 2004 Heinemann Library, a division of Reed Elsevier Inc. All rights reserved.

6. Part A

What is the meaning of **level** as it is used in paragraph 6?

- Ⓐ direct
- Ⓑ flat
- Ⓒ safe
- Ⓓ steady

Part B

According to the information in paragraphs 6–7, how does **level** land **most** help workers?

- Ⓐ They can hammer spikes into the rails more forcefully.
- Ⓑ They can move iron rails into place more carefully.
- Ⓒ They can create tunnels more easily.
- Ⓓ They can lay tracks more quickly.

7. Part A

How does the author support the main idea of the section **Railroad Fever**?

- Ⓐ by describing how people migrated to new territories
- Ⓑ by explaining how railroad companies were formed
- Ⓒ by discussing the reasons why trains were needed
- Ⓓ by listing the goods that were made in factories

Part B

Which **two** details support the answer to Part A?

- Ⓐ “. . . cloth, glass, and iron.” (paragraph 1)
- Ⓑ “. . . to find jobs in the factories . . .” (paragraph 1)
- Ⓒ “Towns grew into busy cities.” (paragraph 1)
- Ⓓ “Farmers had to send their crops to cities.” (paragraph 2)
- Ⓔ “. . . wanted to travel across the country faster . . .” (paragraph 2)

8. Part A

How does the author organize the information in the section **Railroad Fever**?

- Ⓐ by listing the steps involved in starting a railroad company
- Ⓑ by contrasting life before and after railroads were built
- Ⓒ by explaining reasons why railroads were needed
- Ⓓ by identifying the effects of railroad companies

Part B

Which **two** details from the section support the answer to Part A?

- Ⓐ "Miners were digging up coal." (paragraph 1)
- Ⓑ "Thousands of immigrants from other countries came to the United States. . . ." (paragraph 1)
- Ⓒ ". . . settlers started moving west to less crowded places." (paragraph 2)
- Ⓓ "As distances to travel increased, so did the need for better transportation." (paragraph 2)
- Ⓔ ". . . businesspeople started forming railroad companies." (paragraph 2)
- Ⓕ "By 1840, there were almost 3,000 miles of track." (paragraph 2)

9. Part A

Why did railroad companies build tracks between small towns and big cities?

- Ⓐ to make it easier for factories to send goods to buyers
- Ⓑ to recover the enormous costs of making trains
- Ⓒ to help people find new places to live
- Ⓓ to help people start new businesses

Part B

Which detail **best** supports the answer to Part A?

- Ⓐ “. . . had to send their products to market.” (paragraph 2)
- Ⓑ “. . . a great deal of money building bigger and better locomotives . . .” (paragraph 2)
- Ⓒ “. . . ran from coal or iron mines to canals and rivers . . .” (paragraph 3)
- Ⓓ “. . . seventeen days shorter than the trip by wagon.” (paragraph 4)

10. Write the letter of the steps into the boxes to show the steps workers followed to build a railroad. Not all steps will be used.

- A. Hammer metal spikes.
- B. Choose a good route.
- C. Position iron rails.
- D. Lay wooden ties.
- E. Dig out a path.
- F. Shovel coal.

First	_____
Second	_____
Then	_____
Next	_____
Last	_____

11. Part A

How does the author support the statement that it was difficult to lay tracks between the cities?

- ☐ Ⓐ by explaining what events created the need for railroads
- ☐ Ⓑ by providing examples of the type of work people did
- ☐ Ⓒ by explaining why many workers were needed
- ☐ Ⓓ by describing the process that was used

Part B

Which paragraph **best** supports the answer to Part A?

- ☐ Ⓐ paragraph 1
- ☐ Ⓑ paragraph 5
- ☐ Ⓒ paragraph 7
- ☐ Ⓓ paragraph 8

12. Write the letter of the reason for each railroad worker's action in the table. Each reason will be used only once.

- A. to stop another train
- B. to stop his own train
- C. to announce arrival
- D. to make steam

Action	Reason
The brakeman turned wheels.	_____
The engineer blew a whistle.	_____
The fireman shoveled coal.	_____
The flagman waved a flag.	_____

This is the end of Item Set 2.

Today you will read a passage from *The Brilliant Fall of Gianna Z.* and a passage from *President of the Whole Fifth Grade*. As you read, you will gather information and answer questions so you can write a response.

Read the passage from *The Brilliant Fall of Gianna Z.* Then answer questions 1 and 2.

from *The Brilliant Fall of Gianna Z.*

by Kate Messner

- 1 I take a deep breath and jog down the driveway. The air feels like little needles pricking into my lungs, but it's a good cold—a wake-up kind of cold—and when I exhale, my breath makes puffy white clouds in front of my face.
- 2 “Hi, Mrs. Warren!” I call across the street, where my neighbor has stepped out in her pajamas to get the newspaper. “I really like that tree in your front yard. Do you know what kind it is?”
- 3 “Why yes!” She looks up at it, pleased. “It's a Japanese maple.” So is she, I decide. She's ornamental and decorative in her pink flowered nightshirt and satin pajama pants. She takes her paper inside, and I dart up onto the lawn to snatch a leaf.
- 4 At the corner, I pass Mr. Webster, the old man whose heart surgeon told him last summer that he has to go for a walk every day to get some exercise.
- 5 “Morning, Miss Zales,” he says, and I wave and slow down a little. He's an oak, like Zig.
- 6 But there's no Zig yet today. Just old Mr. Webster.
- 7 “Mr. Webster, do you know what this tree is with the really huge leaves and the long pods?”
- 8 “Catalpa!” He shouts because he has trouble hearing and thinks everyone else does too. I grab one of the leaves that's fallen in the road and keep running.
- 9 Catalpa, catalpa. Japanese maple and catalpa. I have the key to identify them later, but this way I'll be sure.
- 10 I pull my hands inside my sleeves and look up at the streetlight. A few sparkly little snowflakes are starting to fall. October snow!

- 11 Zig would love this. I wonder if he's running late.
- 12 I turn the next corner. No Zig. But the snowflakes get bigger. They're the huge, fluffy ones that fall slowly like little white parachutes. I open my mouth, hoping some will fall in, but they all seem to land on my cheeks instead. I figure out I have to aim better, so I start watching individual flakes, tracking them on the way down so I can be in the right place when they get to mouth level. Weaving back and forth and ducking once in a while, I manage to catch five flakes on my tongue.
- 13 I look down in time to swerve so I don't crash into Mr. Nelson and Mr. Collins walking their dogs.
- 14 "Hey, Mr. Nelson, do you know what kind of tree this is?" I jog up and point at a tree with feathery leaves. The dogs lunge forward and growl. They're Pomeranians—like fluffy white rats, only louder. They pull at their leashes and snarl like pit bulls every day when I run by, and every time, Mr. Nelson gasps in surprise.
- 15 "Care Bear! Snuggles! What's gotten into you?" he says as he pulls the dogs away from me and looks up at his tree. "It's a Kentucky coffee tree. Isn't it a beauty?"
- 16 "Yeah," I say.
- 17 "No, it's not." Mr. Collins squints up at the tree and frowns. "That's a honey locust."
- 18 "No, James, that's a Kentucky coffee tree. I remember that nice realtor lady, Bertha Jane Hemingway, telling us about it when she sold us the house."
- 19 "Well, Bertha Jane Hemingway lied, because that's not a Kentucky coffee tree."
- 20 "It most certainly is. And Bertha Jane would absolutely flip her wig if she heard you say that."
- 21 "That she lied? Or that it's not a coffee tree?"
- 22 "Well, both, probably."
- 23 "Well, she better get flipping, because it's a honey locust, and she lied if she told you anything else. Come on, Care Bear." He takes the leash and walks off down the sidewalk.

- 24 “Honestly . . .” Mr. Nelson pulls a few leaves from the tree and hands them to me. “Kentucky coffee tree,” he whispers. “Write it down.”
- 25 I nod and wave as he and Snuggles run to catch up. I’ll double-check it in my book later.
- 26 Now it’s snowing really hard—hard enough that my sweatshirt gets coated with a feathery layer of white that I have to brush off every few minutes. It’s so quiet, except for my sneakers thumping dark prints into the new snow. I tip my head up to watch the big flakes drift in the streetlights. This was worth getting up for.

From THE BRILLIANT FALL OF GIANNA Z. by Kate Messner, published by Walker Publishing Company, Inc. Copyright © 2009 by Kate Messner. All rights reserved.

1. Part A

Why does the author compare the snowflakes to “white parachutes” in paragraph 12 of the passage from *The Brilliant Fall of Gianna Z.*?

- ☐ Ⓐ They are difficult to follow as they get closer to the ground.
- ☐ Ⓑ They are growing larger as they get closer to the ground.
- ☐ Ⓒ They seem to float in the wind.
- ☐ Ⓓ They blend in with the sky.

Part B

Which detail from paragraph 12 **best** supports the answer to Part A?

- ☐ Ⓐ “. . . get bigger . . .”
- ☐ Ⓑ “. . . fluffy ones that fall slowly . . .”
- ☐ Ⓒ “. . . all seem to land on my cheeks . . .”
- ☐ Ⓓ “. . . tracking them . . .”

2. Part A

What is a theme of the passage from *The Brilliant Fall of Gianna Z.*?

- Ⓐ Neighbors can provide helpful information.
- Ⓑ Simple things can bring people happiness.
- Ⓒ Differences of opinion can be confusing.
- Ⓓ Spending time on a hobby can be fun.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “‘Why yes!’ She looks up at it, pleased. ‘It’s a Japanese maple.’” (paragraph 3)
- Ⓑ “I have the key to identify them later, but this way I’ll be sure.” (paragraph 9)
- Ⓒ “‘Well, she better get flipping, because it’s a honey locust, and she lied if she told you anything else.’” (paragraph 23)
- Ⓓ “I tip my head up to watch the big flakes drift in the streetlights. This was worth getting up for.” (paragraph 26)

Read the passage from *President of the Whole Fifth Grade*. Then answer questions 3 through 5.

from President of the Whole Fifth Grade

by Sherri Winston

- 1 Butter.
- 2 The sweet, soft scent of butter was all around me. I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar. Rectangles of cream cheese blocks softened to room temperature, their silver foil packaging glinting off bright overhead lights.
- 3 I yawned. Through the skylight I saw navy blue sky and few stars. It was so early in the morning, I could barely see at all. Who knew that to make it as a world-famous cupcake chef you had to get up at 5:00 a.m. The only thing I was used to seeing at this time of morning was my dream of becoming a chef.
- 4 Last night, after dinner, Mom and Dad came to my room. They told me they were happy that I'd be getting a chance to be a real chef at Mrs. Wetzel's bakery. Then they laid down the law. "If your grades slip one bit, young lady, we're pulling the plug."
- 5 They'd both given me the stern face and told me I'd still be expected to keep up with my schoolwork, homework, and chores.
- 6 I should have been having the time of my life. I was baking cupcakes in a professional kitchen, preparing to sell them. It was my dream come true!
- 7 Instead of jumping for joy, all I could think about was tomorrow's big trivia competition.
- 8 I HAD TO WIN!
- 9 And I was thinking about something else, too. The cafeteria. Lunch with the It Squad. I kept thinking how most of the kids who were running were only interested in doing it because they were popular, not because they thought they'd make a good president.
- 10 That wasn't like me at all, was it?

- 11 Blades whirred. Chunks of sweet Red Delicious apples and tart green Granny Smith apples churned and ground and blended in the food processor. Were Sara and Lauren right? Had I let the idea of beating Jasmine Moon become more important than anything?
- 12 Was that the only reason I wanted to be president? I pushed the Stop button and silenced the grinding blades. Then I felt a hand on my shoulder.
- 13 "Aaaaargh!" I shrieked, spinning around.
- 14 "My goodness, child. Why so jumpy?" It was Mrs. Wetzel. I took a deep breath, then blew out a sigh.
- 15 "Sorry," I said.

From PRESIDENT OF THE WHOLE FIFTH GRADE by Sherri Winston, published by Little, Brown and Company. Copyright © 2010 by Sherri Winston.

3. Part A

What does the word **barely** mean as it is used in paragraph 3 of the passage from *President of the Whole Fifth Grade*?

- ☐ A clearly
- ☐ B gradually
- ☐ C hardly
- ☐ D possibly

Part B

Which idea from the passage helps the reader understand the meaning of the word **barely**?

- ☐ A The narrator does not want to work.
- ☐ B The lights in the kitchen are bright.
- ☐ C The narrator is still dreaming.
- ☐ D The sun has not fully risen.

4. Part A

What is the result of the narrator's discussion with her parents in the passage from *President of the Whole Fifth Grade*?

- Ⓐ The narrator realizes her job depends on continuing with her other responsibilities.
- Ⓑ The narrator hopes they will help her find the work she has always wanted to do.
- Ⓒ The narrator realizes she has to pay less attention to the school competition.
- Ⓓ The narrator becomes worried that her feelings about baking may change.

Part B

Which sentence from the passage **best** supports the answer to Part A?

- Ⓐ "Who knew that to make it as a world-famous cupcake chef you had to get up at 5:00 a.m." (paragraph 3)
- Ⓑ "They told me they were happy that I'd be getting a chance to be a real chef at Mrs. Wetzel's bakery." (paragraph 4)
- Ⓒ "They'd both given me the stern face and told me I'd still be expected to keep up with my schoolwork, homework, and chores." (paragraph 5)
- Ⓓ "Had I let the idea of beating Jasmine Moon become more important than anything?" (paragraph 11)

5. What does the narrator enjoy in the passage from *President of the Whole Fifth Grade*, and what worries her? Write the letter for **each** detail from the passage in the correct box. Details will be used only once.

Details

- A. ". . . silver foil packaging glinting off bright overhead lights." (paragraph 2)
- B. ". . . baking cupcakes in a professional kitchen . . ." (paragraph 6)
- C. ". . . tomorrow's big trivia competition." (paragraph 7)
- D. "The cafeteria. Lunch with the It Squad." (paragraph 9)

Things the Narrator Enjoys

Things That Worry the Narrator

Refer to the passages from *The Brilliant Fall of Gianna Z.* and *President of the Whole Fifth Grade*. Then answer question 6.

6. Part A

How does the point of view in the passage from *The Brilliant Fall of Gianna Z.* compare to the point of view in the passage from *President of the Whole Fifth Grade*?

- Ⓐ The passage from *The Brilliant Fall of Gianna Z.* has a first-person narrator who shares only her own thoughts, while the passage from *President of the Whole Fifth Grade* has a third-person narrator who shares the thoughts of more than one character.
- Ⓑ The passage from *The Brilliant Fall of Gianna Z.* has a third-person narrator who shares all the characters' thoughts, while the passage from *President of the Whole Fifth Grade* has a first-person narrator who shares only her own thoughts.
- Ⓒ Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a third-person narrator who shares the thoughts of all the characters.
- Ⓓ Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a first-person narrator who shares only her own thoughts.

Part B

Which **two** details from the passages **best** support the answer to Part A? Select **one** from each passage.

- Ⓐ "I look down in time to swerve so I don't crash into Mr. Nelson and Mr. Collins walking their dogs." (from *The Brilliant Fall of Gianna Z.*, paragraph 13)
- Ⓑ "Mr. Collins squints up at the tree and frowns." (from *The Brilliant Fall of Gianna Z.*, paragraph 17)
- Ⓒ "He takes the leash and walks off down the sidewalk." (from *The Brilliant Fall of Gianna Z.*, paragraph 23)
- Ⓓ "I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar." (from *President of the Whole Fifth Grade*, paragraph 2)
- Ⓔ "Chunks of sweet Red Delicious apples and tart green Granny Smith apples churned and ground and blended in the food processor." (from *President of the Whole Fifth Grade*, paragraph 11)
- Ⓕ "Were Sara and Lauren right?" (from *President of the Whole Fifth Grade*, paragraph 11)

Refer to the passages from *The Brilliant Fall of Gianna Z.* and *President of the Whole Fifth Grade*. Then answer question 7.

7. The passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have very different settings. Compare the two settings and explain the role **each** setting plays in its passage. Make sure to use details from **both** passages in your response.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with horizontal blue lines and an orange border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin orange rectangular border.

A blank sheet of lined paper with 20 horizontal blue lines, enclosed in an orange border. The lines are evenly spaced and run across the width of the page.

A blank sheet of lined paper with 20 horizontal blue lines and an orange border. The lines are evenly spaced and extend across the width of the page. The border is a thin orange line that frames the entire page.

Read the passage from “12 Seconds That Changed the World.” Then answer questions 8 through 11.

from “12 Seconds That Changed the World”

by Mike Weinstein

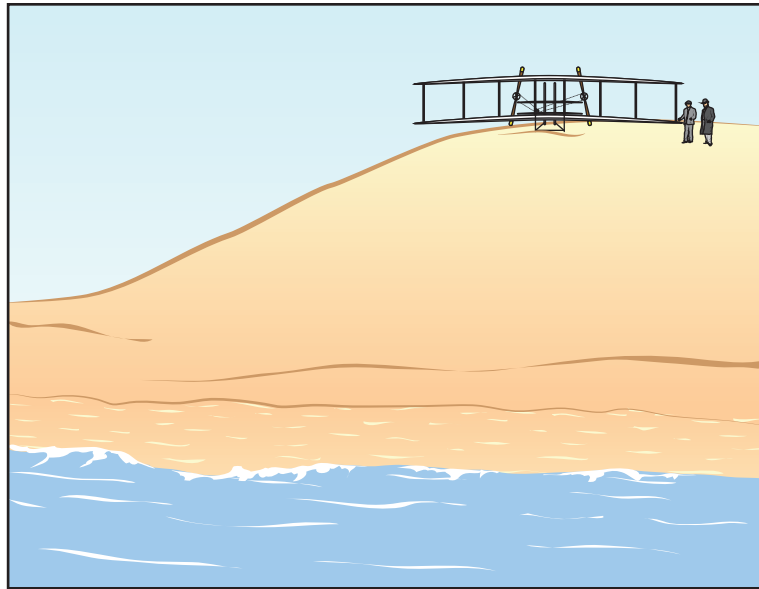
- 1 **12 Seconds!** That’s how long the Wright brothers’ plane stayed in the air. . . . The plane looked like a giant kite with propellers. It jerked wildly in the strong breeze. But it stayed aloft for 12 seconds! This flight stunned the world. . . .

Years of Work

- 2 It was an exciting day at Kitty Hawk, North Carolina. It came after years of hard work and many failures. The brothers kept trying new ideas. They never stopped experimenting. . . . But they knew how machines worked. And they were very curious. They shared and discussed their ideas with each other. Their collaboration produced brilliant answers to difficult problems.

Bicycles and More

- 3 The Wright brothers were good at building machines and fixing them. As teenagers, they designed and built their own printing press. They became experts at repairing and building bicycles. When they needed an engine for their airplane, they built it themselves. The propellers were connected to the engine with a bicycle chain and gears.
- 4 The brothers even sewed the cotton cloth to cover the wings. They taught themselves the science of flying. They drew inspiration from watching vultures. When designing wings for their airplanes, they tried to copy the wing movements of birds.

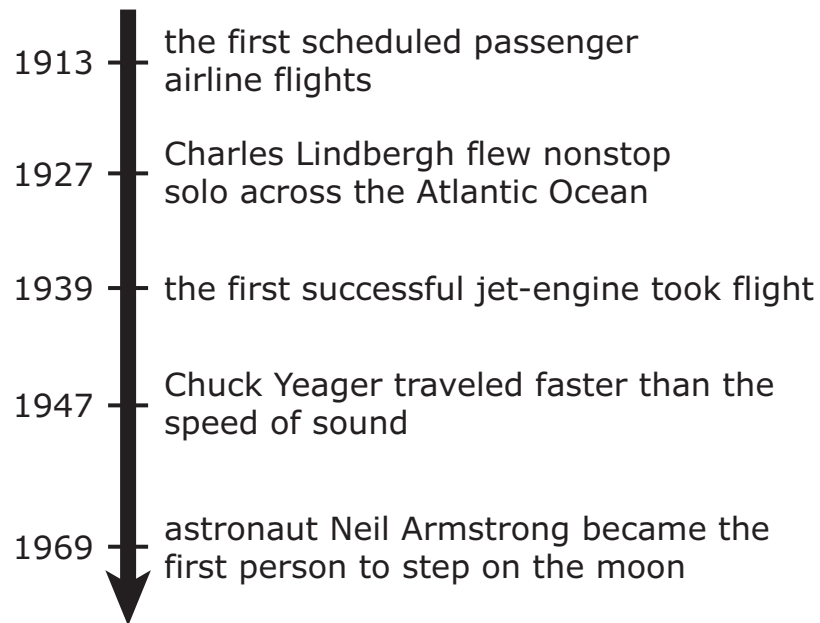


The Wright brothers tested their glider in Kitty Hawk, NC.

Testing, Testing

- 5 Wilbur and Orville designed and built a machine to test their wing designs. Basically, it was a large fan blowing air through a rectangular box. It was called a wind tunnel. After several months of testing, the Wright brothers became experts on airplane design.
- 6 The brothers realized the importance of controlling the airplane once it got into the air. At first, they built large kites and controlled them from the ground with strings. Once they mastered kites from the ground, they experimented with gliders. Gliders are aircraft that soar in the air without engines. In all, the Wrights made about one thousand successful flights in three gliders. . . .
- 7 In 1900, they were ready to test their first airplane. The brothers chose Kitty Hawk for its wind, open spaces, and soft sand. There were mishaps, crashes, and disappointments. But each visit to Kitty Hawk added to the Wrights' knowledge. And their persistence paid off. After four years of testing at Kitty Hawk, they flew for 12 seconds. They had perfected a system of airplane control that is still used today on modern jets.

Wilbur died in 1912, but Orville lived to see many significant firsts in flight.



Adapted from "Air Travel Takes Off" by Mike Weinstein from COBBLESTONE, July 2009. Copyright © 2009 Cricket Media. All rights reserved.

8. Part A

What does the word **collaboration** mean in paragraph 2 of the article?

- ☐ Ⓐ growth
- ☐ Ⓑ interest
- ☐ Ⓒ system
- ☐ Ⓓ teamwork

Part B

Which evidence from paragraph 2 supports the answer to Part A?

- ☐ Ⓐ “an exciting day”
- ☐ Ⓑ “many failures”
- ☐ Ⓒ “new ideas”
- ☐ Ⓓ “with each other”

9. Part A

How does the timeline contribute to an understanding of the passage?

- Ⓐ It shows that the Wright brothers' success led to many other types of aircraft.
- Ⓑ It shows that the Wright brothers' aircraft was less useful than later aircraft.
- Ⓒ It shows that new ways of flying improved the lives of passengers.
- Ⓓ It shows that inventing new ways of flying is easy.

Part B

Which detail from the passage supports the answer to Part A?

- Ⓐ "The plane looked like a giant kite with propellers." (paragraph 1)
- Ⓑ "They became experts at repairing and building bicycles." (paragraph 3)
- Ⓒ "When designing wings for their airplanes, they tried to copy the wing movements of birds." (paragraph 4)
- Ⓓ "They had perfected a system of airplane control that is still used today on modern jets." (paragraph 7)

10. Show the effects of the actions taken by the Wright brothers by writing **one** letter for **each** effect in the correct row in the table. Not all effects will be used. Each letter can be used only once.

- A. They could test the designs of their wings.
- B. They found a good location for testing.
- C. They learned how to design the wings of their airplanes.
- D. They could control their airplane once it got into the air.
- E. They learned how to build an airplane engine by themselves.
- F. They learned that even crashes could give valuable information.

Action Taken	Effect
They fixed and created machines.	_____
They watched how birds flew in the air.	_____
They created a wind tunnel.	_____
They flew kites and gliders.	_____

11. Part A

How does the author support the idea that the Wright brothers' flight was the result of hard work?

- Ⓐ by showing how the Wright brothers acted as a team while building
- Ⓑ by describing the things the Wright brothers were good at fixing
- Ⓒ by listing the many experiments the Wright brothers performed
- Ⓓ by explaining the effect the Wright brothers had on others

Part B

Which evidence from the article **best** supports the answer to Part A?

- Ⓐ "This flight stunned the world." (paragraph 1)
- Ⓑ "They shared and discussed their ideas. . . ." (paragraph 2)
- Ⓒ ". . . they designed and built their own printing press." (paragraph 3)
- Ⓓ ". . . made about one thousand successful flights in three gliders." (paragraph 6)

This is the end of Item Set 3.



Colorado Measures of Academic Success



Grade 4

English Language Arts/Literacy

Answer Key with Scoring Rubrics, Sample Responses & Annotations

Practice Resource for Students

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Part A

Which sentence **best** represents Pierre's thoughts in paragraphs 1–7 of the passage from *Pickle Impossible*?

- ☐ A. He is worried about what people think of him.
- ☐ B. He knows he is faster than other runners.
- ☒ C. He hopes he may actually win the race.
- ☐ D. He is afraid of running in the race.

Part B

Which paragraph from the passage **best** supports the answer to Part A?

- ☐ A. paragraph 2
- ☒ B. paragraph 3
- ☐ C. paragraph 4
- ☐ D. paragraph 6

Item Information		
Passage	Pickle Impossible	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions).
P Value	0.572	

Item Set 1 – Question 2 (Fill in the Blank)

Use the drop-down menus to complete an explanation of what the details in the passage show about Pierre's character.

The gym teacher's comments in paragraph 13 show that

people do not expect much from Pierre

.

This same view is supported by

what the girl says about Pierre in paragraph 17

.

Item Information		
Passage	Pickle Impossible	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
Evidence Outcome		
P Value	0.319	

Item Set 1 – Question 3 (Selected Response)

Part A

Which sentence **best** describes the girl in the passage from *Pickle Impossible*?

- ☐ A. She is disappointed in how Pierre runs the race.
- ☐ B. She goes against her grandfather's wishes.
- ☒ C. She is observing a particular runner.
- ☐ D. She hopes Pierre will win the race.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. "Each time it was the same." (paragraph 15)
- ☐ B. "She lowered her high-powered surveillance camera . . ." (paragraph 16)
- ☐ C. ". . . and spoke into a walkie-talkie." (paragraph 16)
- ☒ D. "Do you want me to keep following him?" (paragraph 17)

Item Information		
Passage	Pickle Impossible	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value	0.549	

Part A

Which phrase **best** describes the setting of the passage from *Pickle Impossible*?

- ☐ A. on a playground
- ☒ B. at a track
- ☐ C. on a field
- ☐ D. in a gym

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☒ A. “. . . he was in the middle lane. . . .” (paragraph 2)
- ☐ B. “. . . dust flew from his feet.” (paragraph 4)
- ☐ C. “The gym teacher walked over . . .” (paragraph 11)
- ☐ D. “. . . just over the fence and behind a hedge . . .” (paragraph 16)

Item Information		
Passage	Pickle Impossible	
Part A Answer	B	
Part B Answer	A	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character’s thoughts, words, or actions).
P Value	0.652	

Item Set 1 – Question 5 (Constructed Response)

You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Item Set 1 – Question 6 (Selected Response)

Part A

What does the word **chisel** mean as it is used in paragraph 1 of the passage from “Pond Family”?

- ☒ A. cut
- ☐ B. peel
- ☐ C. pull
- ☐ D. shove

Part B

Which sentence provides the **best** support for the answer to Part A?

- ☒ A. “After a few minutes of chomping, the tree falls.” (paragraph 1)
- ☐ B. “Mother Beaver drags it to the water.” (paragraph 1)
- ☐ C. “She paddles with her powerful hind feet and steers with her tail.” (paragraph 2)
- ☐ D. “She pushes the tree in between other logs.” (paragraph 3)

Item Information		
Passage	“Pond Family”	
Part A Answer	A	
Part B Answer	A	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.3.e	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation).
P Value	0.815	

Item Set 1 – Question 7 (Selected Response)

Part A

According to the passage from “Pond Family,” which statement is true?

- ☐ A. Beavers build dams to keep themselves apart from other animals.
- ☐ B. Beavers use dams to help them move around more easily.
- ☐ C. Beavers build dams so they can have a place to swim.
- ☒ D. Beavers take great care when building their dams.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☒ A. “He sets it at the bottom of the dam, where it braces the logs and branches.” (paragraph 3)
- ☐ B. “. . . the beavers changed this landscape by building a dam across a stream.” (paragraph 5)
- ☐ C. “. . . underwater channels in and around the pond to make swimming from place to place easier.” (paragraph 7)
- ☐ D. “By the time they swim back to the surface, the bear has gone.” (paragraph 8)

Item Information		
Passage	“Pond Family”	
Part A Answer	D	
Part B Answer	A	
Colorado Academic Standard (CAS)	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Evidence Outcome		
P Value	0.264	

Item Set 1 – Question 8 (Selected Response)

Part A

In the passage from “Pond Family,” how does the author **mainly** show the importance of Mother Beaver?

- ☐ A. by describing how Mother Beaver slaps her tail on the water
- ☐ B. by describing how Mother Beaver drags trees to the dam
- ☐ C. by describing how kits learn to eat from Mother Beaver
- ☒ D. by describing the different jobs Mother Beaver has

Part B

Which **two** ideas from the passage **best** support the answer to Part A?

- ☐ A. “Mother Beaver climbs out of her pond.” (paragraph 1)
- ☒ B. “Her sharp front teeth chisel through the tree’s trunk.” (paragraph 1)
- ☐ C. “Her mate has brought a large stone.” (paragraph 3)
- ☐ D. “When they hear running water, they know they must repair a leak.” (paragraph 6)
- ☒ E. “Mother Beaver slaps her wide, flat tail on the water to warn of danger.” (paragraph 7)
- ☐ F. “Now the beavers are ready to eat.” (paragraph 9)

Item Information		
Passage	“Pond Family”	
Part A Answer	D	
Part B Answer	B, E	
Colorado Academic Standard (CAS)	4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text.
Evidence Outcome		
P Value	0.51	

Item Set 1 – Question 9 (Selected Response)

Part A

In the passage from *The Beaver's Lodge*, what is the main idea of the section **Home at the Lodge**?

- ☐ A. Beaver colonies use branches and mud for their lodges.
- ☐ B. Beavers make their lodges to avoid predators on land.
- ☒ C. Beaver colonies live and work together in their lodges.
- ☐ D. Beavers sleep in their lodges during the day.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. “. . . beavers often build their home in the middle of a pond.”
(paragraph 3)
- ☐ B. “They pile up the materials until they are higher than the surface . . .”
(paragraph 3)
- ☒ C. “Inside the lodge, a beaver colony lives in one large room. . . .”
(paragraph 4)
- ☐ D. “The resting beavers huddle together in warm, dry nests . . .”
(paragraph 4)

Item Information		
Passage	The Beaver's Lodge	
Part A Answer	C	
Part B Answer	C	
Colorado Academic Standard (CAS)	4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Evidence Outcome		
P Value	0.326	

Item Set 1 – Question 10 (Fill in the Blank)

Choose the **best** word in each sentence to complete a summary of the passage from *The Beaver's Lodge*.

A beaver family, also known as a , builds a dam by gathering branches, logs, and mud. The blocked water behind the dam forms a . Next, the family builds a to stay safe from predators. The , where the beaver family sleeps, sits above the water. Beavers work hard raising their young, gathering materials, and repairing to prevent leaks in the lodge.

Item Information		
Passage	The Beaver's Lodge	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Evidence Outcome		
P Value	0.643	

Item Set 1 – Question 11 (TEI Multiple Select)

Select the correct column to show which ideas are found in the passage from “Pond Family,” which ideas are found in the passage from *The Beaver’s Lodge*, or which ideas are found in **both** passages.

Idea	“Pond Family”	Both	<i>The Beaver’s Lodge</i>
Beavers protect themselves from predators.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Beavers gnaw on trees to make them fall.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beavers work together to finish a job.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lodges are important to beavers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Item Information		
Passages	“Pond Family” and The Beaver’s Lodge	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.c.iii	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
P Value	0.505	

Item Set 1 – Question 12 (Selected Response, TEI Multiple Select)

Part A

Which behavior of beavers is described in **both** the passage from “Pond Family” and the passage from *The Beaver’s Lodge*?

- ☐ A. Beavers go underwater to hide from predators.
- ☐ B. Beavers sleep near one another to stay warm.
- ☐ C. Beavers are excellent swimmers.
- ☒ D. Beavers are hard workers.

Part B

Select the correct column to indicate whether each sentence supports or does not support the answer to Part A.

Text Evidence	Supports	Does Not Support
“She paddles with her powerful hind feet and steers with her tail.” (from “Pond Family,” paragraph 2)	<input type="radio"/>	<input checked="" type="radio"/>
“They bring trees, stones, and mud to plug the hole.” (from “Pond Family,” paragraph 6)	<input checked="" type="radio"/>	<input type="radio"/>
“They dive down to a ditch or channel on the pond bottom.” (from “Pond Family,” paragraph 7)	<input type="radio"/>	<input checked="" type="radio"/>
“Instead, they make them using water from a river or stream.” (from <i>The Beaver’s Lodge</i> , paragraph 1)	<input type="radio"/>	<input checked="" type="radio"/>
“They pile up the materials until they are higher than the surface of the water.” (from <i>The Beaver’s Lodge</i> , paragraph 3)	<input checked="" type="radio"/>	<input type="radio"/>
“The resting beavers huddle together in warm, dry nests . . .” (from <i>The Beaver’s Lodge</i> , paragraph 4)	<input type="radio"/>	<input checked="" type="radio"/>

Item Information

Passages	“Pond Family” and The Beaver’s Lodge	
Part A Answer	D	
Part B Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.c.iii	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
P Value	0.547	

ANSWER KEY: ITEM SET 2

Item Set 2 – Question 1 (Selected Response)

Part A

In the passage from *The Lemonade War*, what do Evan's actions tell the reader about his character?

- ☒ A. The way Evan is silent when Jessie is at the stairs shows that he does not want to talk to her.
- ☐ B. The way Evan throws a baseball shows that he is trying to improve his throwing skills.
- ☐ C. The way Evan thinks about his mother shows that he does not want to help her.
- ☐ D. The way Evan acts in the basement shows that he is afraid of Jessie.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. "His arms stretched up to the ceiling." (paragraph 1)
- ☐ B. "He stopped throwing the ball to listen." (paragraph 2)
- ☐ C. "He heard footsteps fading to silence." (paragraph 5)
- ☒ D. "Evan held his breath." (paragraph 10)

Item Information		
Passage	The Lemonade War	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value	0.514	

Item Set 2 – Question 2 (Fill in the Blank)

Use the drop-down menus to choose the **best** options to complete the description of the basement in Evan's house.

Evan is spending his time in the basement because it is the best spot in the house to stay out of sight .

It is a good location because not only is it empty , but it is dark as well.

Item Information		
Passage	The Lemonade War	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value	0.399	

Item Set 2 – Question 3 (Selected Response)

Part A

Which statement **best** explains the reason Evan stops moving when he hears the basement door open?

- ☐ A. He wants his mother to leave him alone, so he can continue playing.
- ☐ B. He does not want his mother to know he can hear her.
- ☒ C. He does not want Jessie to know he is there.
- ☐ D. He wants to surprise Jessie in the darkness.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. "... and then a long, loud scraping-groaning sound." (paragraph 2)
- ☒ B. "He'd been avoiding her for two days now, and it was getting harder by the minute." (paragraph 4)
- ☐ C. "Evan? You down there?" (paragraph 9)
- ☐ D. "... standing on the bottom step with daylight squirting all around her." (paragraph 11)

Item Information		
Passage	The Lemonade War	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value	0.727	

Item Set 2 – Question 4 (TEI Drag and Drop)

Drag the sentence that states the theme of the passage into the Theme box. Then drag the **three** details from the passage that **best** support this theme to the Supporting Details box.

Theme	Supporting Details
Avoiding a problem is no way to solve it.	<p>“Hopefully she wouldn’t ask him why he was hiding in the dark basement.” (paragraph 4)</p> <p>““Evan? You down there?”” (paragraph 9)</p> <p>“He heard the door start to close—<i>long breath out</i>—but then it stopped and opened again.” (paragraph 11)</p>

Theme
Every member of a family plays an important part.

Details
“His mother was dragging something heavy across the kitchen floor.” (paragraph 2)
“The Treskis had been walking around it all week.” (paragraph 3)
“She’d given up. <i>Probably the heat</i> , he thought.” (paragraph 5)

Item Information		
Passage	The Lemonade War	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.1.a.ii	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Evidence Outcome		
P Value	0.432	

Item Set 2 – Question 5 (Constructed Response)

In the middle of the passage from *The Lemonade War*, Evan thinks about going upstairs to the kitchen. Write an original story describing what would have happened if Evan had gone upstairs. In your story, be sure to include what you already know about Evan and his family. Use information from the passage in your answer.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Item Set 2 – Question 6 (Selected Response)

Part A

What is the meaning of **level** as it is used in paragraph 6?

- ☐ A. direct
- ☒ B. flat
- ☐ C. safe
- ☐ D. steady

Part B

According to the information in paragraphs 6–7, how does **level** land most help workers?

- ☐ A. They can hammer spikes into the rails more forcefully.
- ☐ B. They can move iron rails into place more carefully.
- ☐ C. They can create tunnels more easily.
- ☒ D. They can lay tracks more quickly.

Item Information		
Passage	The First Railroad	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.3.c.i	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
P Value	0.595	

Item Set 2 – Question 7 (Selected Response, Multiple Select)

Part A

How does the author support the main idea of the section **Railroad Fever**?

- ☐ A. by describing how people migrated to new territories
- ☐ B. by explaining how railroad companies were formed
- ☒ C. by discussing the reasons why trains were needed
- ☐ D. by listing the goods that were made in factories

Part B

Which **two** details support the answer to Part A?

- ☐ A. "... cloth, glass, and iron." (paragraph 1)
- ☐ B. "... to find jobs in the factories ..." (paragraph 1)
- ☐ C. "Towns grew into busy cities." (paragraph 1)
- ☒ D. "Farmers had to send their crops to cities." (paragraph 2)
- ☒ E. "... wanted to travel across the country faster ..." (paragraph 2)

Item Information		
Passage	The First Railroads	
Part A Answer	C	
Part B Answer	D,E	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
P Value	0.309	

Item Set 2 – Question 8 (Selected Response, Multiple Select)

Part A

How does the author organize the information in the section **Railroad Fever**?

- ☐ A. by listing the steps involved in starting a railroad company
- ☐ B. by contrasting life before and after railroads were built
- ☒ C. by explaining reasons why railroads were needed
- ☐ D. by identifying the effects of railroad companies

Part B

Which **two** details from the section support the answer to Part A?

- ☐ A. "Miners were digging up coal." (paragraph 1)
- ☐ B. "Thousands of immigrants from other countries came to the United States. . . ." (paragraph 1)
- ☒ C. ". . . settlers started moving west to less crowded places." (paragraph 2)
- ☒ D. "As distances to travel increased, so did the need for better transportation." (paragraph 2)
- ☐ E. ". . . businesspeople started forming railroad companies." (paragraph 2)
- ☐ F. "By 1840, there were almost 3,000 miles of track." (paragraph 2)

Item Information		
Passage	The First Railroads	
Part A Answer	C	
Part B Answer	C, D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.b.ii	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
P Value	0.26	

Item Set 2 – Question 9 (Selected Response)

Part A

Why did railroad companies build tracks between small towns and big cities?

- ☒ A. to make it easier for factories to send goods to buyers
- ☐ B. to recover the enormous costs of making trains
- ☐ C. to help people find new places to live
- ☐ D. to help people start new businesses

Part B

Which detail **best** supports the answer to Part A?

- ☒ A. "... had to send their products to market." (paragraph 2)
- ☐ B. "... a great deal of money building bigger and better locomotives ..." (paragraph 2)
- ☐ C. "... ran from coal or iron mines to canals and rivers ..." (paragraph 3)
- ☐ D. "... seventeen days shorter than the trip by wagon." (paragraph 4)

Item Information		
Passage	The First Railroads	
Part A Answer	A	
Part B Answer	A	
Colorado Academic Standard (CAS)	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Evidence Outcome		
P Value	0.534	

Item Set 2 – Question 10 (TEI Drag and Drop)

Move the steps into the boxes to show the steps workers followed to build a railroad. Not all steps will be used.

Shovel coal.

First	Choose a good route.
Second	Dig out a path.
Then	Lay wooden ties.
Next	Position iron rails.
Last	Hammer metal spikes.

Item Information		
Passage	The First Railroads	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
P Value	0.461	

Item Set 2 – Question 11 (Selected Response)

Part A

How does the author support the statement that it was difficult to lay tracks between the cities?

- ☐ A. by explaining what events created the need for railroads
- ☐ B. by providing examples of the type of work people did
- ☐ C. by explaining why many workers were needed
- ☒ D. by describing the process that was used

Part B

Which paragraph **best** supports the answer to Part A?

- ☐ A. paragraph 1
- ☐ B. paragraph 5
- ☒ C. paragraph 7
- ☐ D. paragraph 8

Item Information		
Passage	The First Railroads	
Part A Answer	D	
Part B Answer	C	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text.
P Value	0.28	

Item Set 2 – Question 12 (TEI Drag and Drop)

Move the reason for each railroad worker's action into the table.

Action	Reason
The brakeman turned wheels.	to stop his own train
The engineer blew a whistle.	to announce arrival
The fireman shoveled coal.	to make steam
The flagman waved a flag.	to stop another train

Item Information		
Passage	The First Railroads	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
P Value	0.704	

ANSWER KEY: ITEM SET 3

Item Set 3 – Question 1 (Selected Response)

Part A

Why does the author compare the snowflakes to “white parachutes” in paragraph 12 of the passage from *The Brilliant Fall of Gianna Z.*?

☐

A. They are difficult to follow as they get closer to the ground.

☐

B. They are growing larger as they get closer to the ground.

☒

C. They seem to float in the wind.

☐

D. They blend in with the sky.

Part B

Which detail from paragraph 12 best supports the answer to Part A?

☐

A. “. . . get bigger . . .”

☒

B. “. . . fluffy ones that fall slowly . . .”

☐

C. “. . . all seem to land on my cheeks . . .”

☐

D. “. . . tracking them . . .”

Item Information		
Passage	The Brilliant Fall of Giana Z.	
Part A Answer	C	
Part B Answer	B	
Colorado Academic Standard (CAS)	4.2.3.d.i	Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context.
Evidence Outcome		
P Value	0.385	

Item Set 3 – Question 2 (Selected Response)

Part A

What is a theme of the passage from *The Brilliant Fall of Gianna Z.*?

- ☐ A. Neighbors can provide helpful information.
- ☒ B. Simple things can bring people happiness.
- ☐ C. Differences of opinion can be confusing.
- ☐ D. Spending time on a hobby can be fun.

Part B

Which detail from the passage **best** supports the answer to Part A?

- ☐ A. “‘Why yes!’ She looks up at it, pleased. ‘It’s a Japanese maple.’” (paragraph 3)
- ☐ B. “I have the key to identify them later, but this way I’ll be sure.” (paragraph 9)
- ☐ C. “‘Well, she better get flipping, because it’s a honey locust, and she lied if she told you anything else.’” (paragraph 23)
- ☒ D. “I tip my head up to watch the big flakes drift in the streetlights. This was worth getting up for.” (paragraph 26)

Item Information		
Passage	The Brilliant Fall of Giana Z.	
Part A Answer	B	
Part B Answer	D	
Colorado Academic Standard (CAS)	4.2.1.a.ii	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Evidence Outcome		
P Value	0.27	

Item Set 3 – Question 3 (Selected Response)

Part A

What does the word **barely** mean as it is used in paragraph 3 of the passage from *President of the Whole Fifth Grade*?

- ☐ A. clearly
- ☐ B. gradually
- ☒ C. hardly
- ☐ D. possibly

Part B

Which idea from the passage helps the reader understand the meaning of the word **barely**?

- ☐ A. The narrator does not want to work.
- ☐ B. The lights in the kitchen are bright.
- ☐ C. The narrator is still dreaming.
- ☒ D. The sun has not fully risen.

Item Information		
Passage	President of the Whole Fifth Grade	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.3.c.i	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
P Value	0.726	

Item Set 3 – Question 4 (Selected Response)

Part A

What is the result of the narrator's discussion with her parents in the passage from *President of the Whole Fifth Grade*?

- ☒ A. The narrator realizes her job depends on continuing with her other responsibilities.
- ☐ B. The narrator hopes they will help her find the work she has always wanted to do.
- ☐ C. The narrator realizes she has to pay less attention to the school competition.
- ☐ D. The narrator becomes worried that her feelings about baking may change.

Part B

Which sentence from the passage **best** supports the answer to Part A?

- ☐ A. "Who knew that to make it as a world-famous cupcake chef you had to get up at 5:00 a.m." (paragraph 3)
- ☐ B. "They told me they were happy that I'd be getting a chance to be a real chef at Mrs. Wetzel's bakery." (paragraph 4)
- ☒ C. "They'd both given me the stern face and told me I'd still be expected to keep up with my schoolwork, homework, and chores." (paragraph 5)
- ☐ D. "Had I let the idea of beating Jasmine Moon become more important than anything?" (paragraph 11)

Item Information		
Passage	President of the Whole Fifth Grade	
Part A Answer	A	
Part B Answer	C	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
P Value	0.536	

Item Set 3 – Question 5 (TEI Drag and Drop)

What does the narrator enjoy in the passage from *President of the Whole Fifth Grade*, and what worries her? Place each detail from the passage into the correct box.

Details

Things the Narrator Enjoys

“... baking cupcakes in a professional kitchen ...” (paragraph 6)

“... silver foil packaging glinting off bright overhead lights.” (paragraph 2)

Things That Worry the Narrator

“... tomorrow's big trivia competition.” (paragraph 7)

“The cafeteria. Lunch with the It Squad.” (paragraph 9)

Item Information		
Passage	President of the Whole Fifth Grade	
Answer	See Image	
Colorado Academic Standard (CAS)	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
Evidence Outcome		
P Value	0.753	

Item Set 3 – Question 6 (Selected Response, Multiple Select)

Part A

How does the point of view in the passage from *The Brilliant Fall of Gianna Z.* compare to the point of view in the passage from *President of the Whole Fifth Grade*?

- ☐ A. The passage from *The Brilliant Fall of Gianna Z.* has a first-person narrator who shares only her own thoughts, while the passage from *President of the Whole Fifth Grade* has a third-person narrator who shares the thoughts of more than one character.
- ☐ B. The passage from *The Brilliant Fall of Gianna Z.* has a third-person narrator who shares all the characters' thoughts, while the passage from *President of the Whole Fifth Grade* has a first-person narrator who shares only her own thoughts.
- ☐ C. Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a third-person narrator who shares the thoughts of all the characters.
- ☒ D. Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a first-person narrator who shares only her own thoughts.

Part B

Which two details from the passages **best** support the answer to Part A? Select one from each passage.

- ☒ A. "I look down in time to swerve so I don't crash into Mr. Nelson and Mr. Collins walking their dogs." (from *The Brilliant Fall of Gianna Z.*, paragraph 13)
- ☐ B. "Mr. Collins squints up at the tree and frowns." (from *The Brilliant Fall of Gianna Z.*, paragraph 17)
- ☐ C. "He takes the leash and walks off down the sidewalk." (from *The Brilliant Fall of Gianna Z.*, paragraph 23)
- ☒ D. "I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar." (from *President of the Whole Fifth Grade*, paragraph 2)
- ☐ E. "Chunks of sweet Red Delicious apples and tart green Granny Smith apples churned and ground and blended in the food processor." (from *President of the Whole Fifth Grade*, paragraph 11)

Item Information		
Passage	The Brilliant Fall of Giana Z. and President of the Whole Fifth Grade	
Part A Answer	D	
Part B Answer	A, D	
Colorado Academic Standard (CAS)	4.2.1.b.iii	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Evidence Outcome		
P Value	0.334	

Item Set 3 – Question 7 (Constructed Response)

The passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have very different settings. Compare the two settings and explain the role each setting plays in its passage. Make sure to use details from both passages in your response.

See Prose Constructed Response Rubric, Sample Responses & Annotations section on page 38 for additional item information.

Item Set 3 – Question 8 (Selected Response)

Part A

What does the word **collaboration** mean in paragraph 2 of the article?

- ☐ A. growth
- ☐ B. interest
- ☐ C. system
- ☒ D. teamwork

Part B

Which evidence from paragraph 2 supports the answer to Part A?

- ☐ A. “an exciting day”
- ☐ B. “many failures”
- ☐ C. “new ideas”
- ☒ D. “with each other”

Item Information		
Passage	12 Seconds That Changed the World	
Part A Answer	D	
Part B Answer	D	
Colorado Academic Standard (CAS)	4.2.2.b.i	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Evidence Outcome		
P Value	0.693	

Item Set 3 – Question 9 (Selected Response)

Part A

How does the timeline contribute to an understanding of the passage?

- ☒ A. It shows that the Wright brothers' success led to many other types of aircraft.
- ☐ B. It shows that the Wright brothers' aircraft was less useful than later aircraft.
- ☐ C. It shows that new ways of flying improved the lives of passengers.
- ☐ D. It shows that inventing new ways of flying is easy.

Part B

Which detail from the passage supports the answer to Part A?

- ☐ A. "The plane looked like a giant kite with propellers." (paragraph 1)
- ☐ B. "They became experts at repairing and building bicycles." (paragraph 3)
- ☐ C. "When designing wings for their airplanes, they tried to copy the wing movements of birds." (paragraph 4)
- ☒ D. "They had perfected a system of airplane control that is still used today on modern jets." (paragraph 7)

Item Information		
Passage	12 Seconds That Changed the World	
Part A Answer	A	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.c.i	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
P Value	0.52	

Item Set 3 – Question 10 (TEI Drag and Drop)

Show the effects of the actions taken by the Wright brothers by moving effects into the correct boxes in the table. Not all effects will be used.

They found a good location for testing.

They learned that even crashes could give valuable information.

Action Taken	Effect
They fixed and created machines.	They learned how to build an airplane engine by themselves.
They watched how birds flew in the air.	They learned how to design the wings of their airplanes.
They created a wind tunnel.	They could test the designs of their wings.
They flew kites and gliders.	They could control their airplane once it got into the air.

Item Information		
Passage	12 Seconds That Changed the World	
Answer	See Image	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.a.iii	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
P Value	0.311	

Item Set 3 – Question 11 (Selected Response)

Part A

How does the author support the idea that the Wright brothers' flight was the result of hard work?

- ☐ A. by showing how the Wright brothers acted as a team while building
- ☐ B. by describing the things the Wright brothers were good at fixing
- ☒ C. by listing the many experiments the Wright brothers performed
- ☐ D. by explaining the effect the Wright brothers had on others

Part B

Which evidence from the article **best** supports the answer to Part A?

- ☐ A. "This flight stunned the world." (paragraph 1)
- ☐ B. "They shared and discussed their ideas. . . ." (paragraph 2)
- ☐ C. ". . . they designed and built their own printing press." (paragraph 3)
- ☒ D. ". . . made about one thousand successful flights in three gliders." (paragraph 6)

Item Information		
Passage	12 Seconds That Changed the World	
Part A Answer	C	
Part B Answer	D	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text.
P Value	0.235	

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis. is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

Item Set 1 – Question 5 (Constructed Response)

You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.

Item Information		
Passage:	Pickle Impossible	
Answer:	See Sample Responses & Annotations	
Colorado Academic Standard (CAS) Evidence Outcome	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).

Anchor Paper 1 – Score Point 3	
Sample Student Response:	<p>Meanwhile, the girl's grandfather was watching the race from her surveillance camera. He was angry at her for doubting his orders! "Of course! How many times have I told you not to doubt me!" he heard her voice crackle and pop over the cheap walkie-talkie, "But Grandfather!". That girl made him so mad! "You do as I say girl, or I'll..." he trailed off, lost in thought. "Or you'll-" she said as the line went dead. The grandfather smiled with glee. I just love it when I do that, he thought to himself. But his gleeful grin was soon replaced with a dark scowl. "How dare she go against my orders! I told her no!" he fumed. Then, he heard a knock on the door. "Who is it?" he inquired darkly. "It's me, sir." said his beautiful secretary, Golda. "Oh, uh, Golda, um, come in.", he sputtered, finding himself wondering if he looked okay. "Sir, your granddaughter says she's sorry she got all sassy, and she'll keep following him, as you asked."</p> <p>But the girl had other plans, "Ha," she said loudly, "he'll never guess where we are." Even she was pleased at her cunning, and she was difficult to please. The machines around her swished and whistled. All of the sudden, she found herself wondering if it would matter if she chose. a more, well, quiet place. "Will you all just SHUT UP?" she yelled, and to her surprise, they all shut up. "I guess I do got a little tricks up my sleeve," she said with something of swagger. Again, she found that she was pleased with herself. "Like always," she sassed, "With no one around to tell, me to shut up, I'll just talk to myself" she smirked, happy with her cleverness. "Who said there was no one around" said an eerie voice, followed by a menacing cackle. That's when it all went black.</p>
Annotation for Sample Student Response:	<p>The response demonstrates effective organization as the first sentence establishes the situation (<i>Meanwhile, the girl's grandfather was watching the race from her surveillance camera.</i>)</p> <p>Transition words and phrases (<i>meanwhile, but, then, all of the sudden, again</i>) are skillfully and consistently woven throughout the text to manage the sequence of events.</p> <p>Descriptive details help elaborate the setting and characters to convey atmosphere (<i>But his gleeful grin was soon replaced with a dark scowl.; "Sir, your granddaughter says she's sorry she got all sassy, and she'll keep following him, as you asked."; Even she was pleased at her cunning, and she was difficult to please. The machined around her swished and whistled; ... I'll just talk to myself" she smirked, happy with her cleverness.</i>)</p>

	Language is effectively enhanced by a variety of both simple and complex sentence structures. Overall, the student response is effectively developed and is consistently appropriate to the task.
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Anchor Paper 2 – Score Point 3	
Sample Student Response:	<p>A few seconds later the girl nodded and replied to the walkie-talkie "Yes."</p> <p>Pierre walked to history class and slid into his seat. His dreams of being a professional runner were not over, but this was the last time he could take it. For the rest of the afternoon Pierre could barely focus on his work. All he could think about was running. He imagined running through a field of sweet smelling grass all the other boys far behind him soon the field turned into a track and the crowd cheered for no else but him. "PIERRE!" Mrs.Molly demanded, "ARE YOU HEARING ME?" Pierre shook awake and answered in a small voice "Yes mam."</p> <p>For the rest of the afternoon Pierre sat drearily as Mrs.Molly blabbered on about the Constitution. At the end of the day Pierre went to his locker and dragged out his stuff. He opened to school door and walked out. He jogged on the sidewalk before turning onto the dusty lane that leads up to his house. Suddenly, he heard a thump. He turned around and could see nothing so he went back to jogging. But for off the girl sat watching him quietly. She grabbed her High-powered surveillance camera off the ground and whispered "Sorry" as she dusted it off. Suddenly he walkie-talkie rang. "Grandfather?" she said worriedly. She nodded again and said "I followed him all day." "Good," a raspy voice answered, "What did you find?" "Yes of corse." the girl said once again, "He doesnt look like a threat, but if you think so, I've noticed that he loves running." "Hmmm" the raspy voice replied, "thats good" "Yes" The girl answered, "I'll watch him tomorrow too." "Good."the raspy voice said. Then the walkie-talkie shut off.</p>
Annotation for Sample Student Response:	<p>The response is effectively developed with narrative elements. The writing establishes the situation from the beginning (<i>Pierre walked to history class and slid into his seat</i>).</p> <p>Dialogue is used to demonstrate how characters relate to one another ("<i>PIERRE!</i>" Mrs. Molly demanded. "<i>ARE YOU HEARING ME?</i>"; "<i>Good,</i>" a raspy voice answered, "<i>What did you find?</i>").</p> <p>Descriptive details (<i>He imagined running through a field of sweet smelling grass all the other boys far behind soon the field turned into a track and the crowd cheered for no else but him</i>) provide the reader insight into the character's experiences and events.</p> <p>The response provides clear and coherent writing in which the development and organization are consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3	
Sample Student Response:	<p>"You may if you wish to do so. It is your decision." replied the walkie-talkie. The girl ran off to see the upset racer. She wished that he was the boy her grandfather talked so much about.</p> <p>"Are you Pierre?" the girl asked.</p> <p>"Yes I am. Who would like to know?"</p> <p>"My name is Wendy. My brother goes to this school."</p> <p>That was not a lie. Wendy's brother did go to this school. This particular boy that Wendy was talking to was, as her grandfather put it, a bad man. Pierre's grandfather had threatened to tell Wendy's mother all that she knew not about. Two weeks later, Pierre's grandfather sadly passed on, but Pierre's father knew about it too. Wendy's grandfather thought that Pierre might know about the threat as well.</p> <p>"Why would you threaten my grandfather you no good runner? He did nothing to your grandpa!" screamed Wendy. She stared with tears in her eyes at Pierre. He held her stare for several seconds then replied, "What are you talking about? My family hasn't threatened a soul."</p>

	<p>Wendy stared. "Wendy! Wendy, come in," said the walkie-talkie. "Guess what? Pierre's grandfather never threatened me."</p> <p>"Wait," said Wendy. "If he didn't threaten you than who did?"</p> <p>"April Fools!" yelled the walkie talkie. Wendy's cheeks turned red.</p> <p>"I'm so sorry." she said to Pierre and ran off into the distance.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response is effectively developed with narrative elements and establishes the situation within the first paragraph (<i>"You may if you wish....The girl ran off to see the upset racer. She wished.....talked about so much about."</i>)</p> <p>The writer uses dialogue to advance the plot of the story and in the middle of the response creates a back story to inform the present events of the story (<i>That was not a lie. Wendy's brother....Wendy's grandfather thought that Pierre might know about the threat as well.</i>)</p> <p>Description of scenes (<i>She stared with tears in her eyes at Pierre. He held her stare for several seconds.....My family hasn't threatened a soul.</i>), add to the effectiveness of the response.</p> <p>Overall, the student response is effectively developed and is consistently appropriate to the task.</p>

Anchor Paper 4 – Score Point 2

<p>Sample Student Response:</p>	<p>"Yes," said the gruff voice of the grandfather. "just to be sure."</p> <p>The next day Pierre was on the track. Again, 14.25 seconds. The girl was behind the hedge with her camera and walkie-talkie. "Nothing to report. He could use some help though. Pierre is constantly getting the same time: 14.25.", said the granddaughter. Same thing the next day, 14.25 seconds, girl, camera, walkie-talkie. But today, things changed. Pierre went over to the girl, asked her name and what she was doing. "Keesha. I was just passing by after school and I come here every day to watch the track runners." "Yeah, but with a camera and walkie-talkie?" asked Pierre. "Those are for, um, ugh, my grandfather wanted me to watch you.", murmured Keesha. "But why? Do you want me for something?" "Yes, actually, come to this address after you're done. I'll be there." she said. The address read: "5442321 W. Park Drive"</p> <p>After track was over Pierre was there. The house was beautiful and had a bigfield in the back. There was a neat garden out front and trimmed grass all around the front.</p> <p>It turns out that the grandfather just wanted to coach one of the track runners that were not doing as well. The next few weeks, with the extra training, Pierre beat his score and got a 12.34. He made it to huge championships and won many races thanks to Keesha and her grandfather.</p>
<p>Annotation for Sample Student Response:</p>	<p>The narrative is generally appropriate to the task, immediately establishing a situation by continuing the story directly from where it left off (<i>"Yes," said the gruff voice of the grandfather. "just to be sure."</i>).</p> <p>There is evidence of an organizational pattern, and transitions help move the story through time which enhance coherence (<i>The next day; Same thing the next day: But today: After track; The next few weeks</i>).</p> <p>The dialogue does help the story progress; however, the events move quickly through time without sufficient development, so the paper lacks a sense of wholeness. This is an example of a mostly effective narrative.</p>

Anchor Paper 5 – Score Point 2

<p>Sample Student Response:</p>	<p>"Yes I want you to keep watching him I see a lot of talent in him". " OK I will but I just dont see what you see in him". The next race came and the boy comes out onto the track and starts stretching. The girl asks " are you sure you want me to keep following him" " Yes I am sure just watch him maybe he will do better than before" said the grandfather. The coach says to start the boy seems a little faster today. As he gets in the lead I start to think maybe he is better than I thought he was. I was watching the speedometer and he has improved by 0.2 seconds. He got faster, smarter, and more determined. I feel happy about what happened today. The next day there is another race and the boy comes out he starts talking to himself to motivate himself to go faster. He starts to pull ahead of the</p>
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	<p>other racers and he is going 6 seconds faster than before. He wins the race and he seems to have more motivation than before now. The boy gets into the championship he starts off weak there runners from all different states that are faster than him. Then, right when I was about to leave I see him pull ahead and get into second place. I watch him pull into first place and I get a little hope that he will win. There's people cheering for him and also people booing him. I here people saying boo you stink, but it didn't phase the boy he got first in the championship. I talk to him I say "how would you like to be on our relay team we go to national championships we race on a national stage you could become famous". He says yes "but I have to call my parents to ask if its all right". The mom says "as long as you keep getting stronger and faster and train every day". The boy says "I promise I will". I say "you have to eat salads for lunch and dinner no matter what". The boy says "I will do anything anything to keep racing". I want you to meet me at your school every night and that is where we practice, but first I want you to meet the team so I can see if you have any chemistry together before I can let you join. The next day he comes to practice and seems to have a little chemistry with the team. I get his jersey and shorts. He starts to get to know the team a little better but he needs to get to know them more. He starts to communicate with the team I think he is ready. The next day there is a race I want him to start in. The teams start our teams in first the boy is the last runner he gets the button and gets ahead of all the racers and wins the race for us. The next practice I tell him that he is going to have to get a plane ticket to California. The next race we win and he improved. I am glad we have him on the team.</p>
<p>Annotation for Sample Student Response:</p>	<p>This response is mostly appropriate to the task with some narrative elements. The writing begins by generally establishing a situation (<i>The next race came and the boy comes out onto the track and starts stretching.</i>) and introduces both characters (grandfather and girl) in the introduction through dialogue.</p> <p>However, clarity is weakened as the writer shifts from a third person to first person perspective (<i>The next day there is another race and the boy comes out he starts talking to himself to motivate himself to go faster.</i>)</p> <p>As the writer quickly moves through time over several days, there is a lack of development with the plot and characters. Overall, the response provides mostly coherent writing and is an example of a score point 2.</p>

Anchor Paper 6 – Score Point 2

<p>Sample Student Response:</p>	<p>"Yes" said grandfather through the walkie-talkie "okay" said the girl. Pierre walked away quickly from the meet trying to fight the back tears "I was so close" he yelled, then it happened tears strolled down his cheeks like waterfall. The girl was close behind she felt sorry for him but she had keep following him, no matter how much sympathy came out of her. Perrie heard something behind him was he being watched he ran as fast as could to his house. When he was home he locked the front door and ran to his bedroom and called his mom off the home phone but no one answered. The gril called in grandfater saying "I lost visual of the boy, sorry grandpa".</p>
<p>Annotation for Sample Student Response:</p>	<p>This response continues the story and incorporates various narrative elements, including describing a scene, (<i>Pierre walked away quickly from the meet trying to fight the back tears "I was so close" he yelled, then it happened tears strolled down his cheeks like waterfall.</i>) and character development, (<i>The girl was close behind she felt sorry for him but she had keep following him, no matter how much sympathy came out of her.</i>).</p> <p>There is also the inclusion of dialogue. The sequence of events is logical, and although not fully developed, it is generally appropriate to the task</p>

Anchor Paper 7 – Score Point 1

Sample Student Response:	"Who is that girl and why is she watching me," I said. She picked up her camera and walki talki and started walking towards me. I ran right back into the school building. Once she had got closer I noticed her she was my best friend Kyra. "Haha you fell for it," she laughed. " Uuugghh not funny," I screamed. " You did pretty good out there," she said. " Why thanks," I said breathing hard. RING!!!! "I have math class so see ya later," I said as I walked away. "Bye Pierre," she yelled.
Annotation for Sample Student Response:	This response is limited in its appropriateness to the task. While the response has some narrative elements such as dialogue between characters and a slight sequence of events, there is not sufficient development to demonstrate grade level narrative writing. Overall, the response demonstrates limited appropriateness to the task.

Anchor Paper 8 – Score Point 1

Sample Student Response:	"Yes", grandfather said. "If you do then you might win for the next time" said grandfather.Ok grandfather" said Pierre.The runners where getting ready to begin the next race.The gym teacher said go and the runners started the race Pierre was in first place then Pierre could see the finish line in sight.Pierre was nervous then other runners were cathing up.A runner was on front of her.Pierre knew she couldn't lose the race so she took one more push and was in first place.Pierre crost the finish line next to another runner and the gym said that Pierre won.Pierre started jumping with her friends.The gym teacher told Pierre her time and said "11.45 seconds good job"gym teacher, explaimed.Then she went home and said to her grandfather that she won the race.
Annotation for Sample Student Response:	This response is limited in its appropriateness to the task. While the response has a few narrative elements such as dialogue and sequence, this is only a limited continuation of the story since both characters, Pierre and the girl, are treated as the same character. In addition, there is very little development with the plot or characters. Overall, the response demonstrates limited organization and appropriateness to the task.

Anchor Paper 9 – Score Point 1

Sample Student Response:	well the girl might help him win and get better at running so then he can actualy win a race.Also so they might become freinds .eventally he will meet the grandparent that is help the girl that is watching him when he runs.That's what i think will happen.Also they might have her run to and the boy will teach her and she will get better.And then the grandpa will watch them and help them improv the running skills so they both become good runners.
Annotation for Sample Student Response:	<p>This response is limited in its appropriateness to task. The response is expository in nature, rather than narrative, giving the reader a list of things that might happen to characters, but failing to create a story.</p> <p>However, there is a logical series of events included about how the girl would run, Pierre would teach her, they would run together and the grandfather would watch them improve. This inclusion of a series of events is sufficient to be considered as a limited appropriateness to the narrative task.</p>

Anchor Paper 10 – Score Point 0	
Sample Student Response:	I think the unnamed girl will follow Pierre. She told her grandfather "he doesn't look like much of a treat" and she also said "do you want me to keep following him". So, that's why I think she's gonna follow him.
Annotation for Sample Student Response:	<p>The response is both underdeveloped and inappropriate to the task due to the fact the writer does not continue the story.</p> <p>There is an attempt at an expository response of what might happen; however, there is no new narrative element from the student included.</p> <p>The dialogue is directly copied from the passage and cannot be considered as a narrative element from the student. Overall, this response does not fulfill the minimum requirements to be appropriate to the task.</p>

Anchor Paper 11 – Score Point 0	
Sample Student Response:	I think that Pierre will find out that the girl is observing him and the girl will have to find a way to hide that she's observing Pierre.
Annotation for Sample Student Response:	<p>The response is both underdeveloped and inappropriate to the task due to the fact the writer does not continue the story.</p> <p>There is an attempt at an expository response of what might happen, however, the response does not include any clear narrative elements.</p>

Anchor Paper 12 – Score Point 0	
Sample Student Response:	This is about how Pierre feels after the race. He feels sad because he wants to beat his old record but his record stayed 14.25 seconds.
Annotation for Sample Student Response:	The response is inappropriate to the task because the writer attempts to provide a brief summary of the character Pierre's feelings after the race in an expository format which does not address the demands of the prompt to continue the story.

Item Set 2 – Question 5 (Constructed Response)

In the middle of the passage from *The Lemonade War*, Evan thinks about going upstairs to the kitchen. Write an original story describing what would have happened if Evan had gone upstairs. In your story, be sure to include what you already know about Evan and his family. Use information from the passage in your answer.

Item Information	
Passage:	The Lemonade War
Answer:	See Sample Responses & Annotations
Colorado Academic Standard (CAS)	Narrative Writing
Evidence Outcome	

Anchor Paper 1 – Score Point 3

Sample Student Response:	"Mom!" Evan called out from the bottom of the stairs." What! oh Evan dear come and help me please." Evan hesitated. He didn't want Jessie to see him, but if his mom asked him to do something it wasn't a offer it was a command. Evan eventually made it up the stairs. Evan and his mom got the broken air conditioner down into the basement. When they came up stairs Jessie was watching TV. She asked "Where's Evan?" " He is- he was right behind me." She responded looking puzzled. Evan had already dove into the snack cupboard and was not moving. Then something fell off the shelf. It hit the floor with a loud <i>BANG</i> . Then it got quite. "Hey." Jessie said. " It came from the snack cupboard!" " Don't be silly" my mom says, "It came from that black cat next door." Evan let out a sigh of relief. Mistake. HUGE mistake. The snack cupboard door swung open and my mom says-" Evan Treskis! What are you doing in there?" Evan whispers to his mom " Pretend I am the dog me and Jessie are playing a game – I am the dog." Evans mom looks at Evan like he lost his marbles. Evan didn't wait for a response, he was already at the top of the stairs, with Jessie following him. What Evan was about to do was crazy. He ran into his room locked the door and tied a piece of long rope to his bed. Throwing the other end out his window he began to climb down. Once he got through the kitchen window he grabbed tree bag of Cheetos, a gallon of water some marshmallows a packet of pink lemonade dust, his water bottle his blanket , some new clothes that will last him a week, his base ball and a map of the house, (Evan had drawn it him self.) and snuck back out the window and into the window that leads to the basement. He was never coming out of this basement. Not ever.
Annotation for Sample Student Response:	This response is effectively developed with narrative elements and is consistently appropriate to the task. The effective use of dialogue helps move the story through time (<i>"Mom!" Evan called out from the bottom of the stairs."</i> ... <i>She asked "Where's Evan?"</i> ... <i>Evan Treskies! What are you doing in there?"</i>). The writer effectively uses dialogue to clarify ideas and add description (<i>Once he got through the kitchen window he grabbed tree bag of Cheetos, a gallon of water some marshmallows a packet of pink lemonade dust, his water bottle his blanket , some new clothes that will last him a week, his base ball and a map of the house...</i>).

Anchor Paper 2 – Score Point 3

Sample Student Response:	As Evan went up the creaky stairs, he hears another pair of foot steps and hears the door open and close(Jessie). He is safe to continue,"Creak, Creak, Creak" Evan thought to himself, " Why do I have to be so loud" as he walks up the crying in pain steps. He opens the wooden door and shuts it quiet so that his mom does not hear him. He walks in to the kitchen were his mother siting on the huge air conditioner,covered in sweat. Evan asks," Mother, do you need help?" "Yes plese my darling" mother
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	said gasping for air. Evan and mother picked it up with no hesitation and started to get it outside. Before Evan and mother were at the door Jessie walked in with some fresh herbs from the garden. Evan dropped the air conditioner on mother's foot without noticing and ran out the door, shutting it angry. Jessie knew where he went. So, she went out the door and chased after him. Evan was sitting by the river with his face in his knees all wet. Jessie sits next to him and quietly says, "I'm sorry for everything." Evan says back in snifles, "I forgive you. You are my sister. I will always forgive you." Jessie helped Evan up and hugged him. Evan was calm again and they walked home silently. When they got through the door, they saw their mother icing her foot with the air conditioner not to be seen. Mom limps up to them and hugs them. "I am sorry mom that I hurt your foot." Evan says. "No, Thank you for giving me the power to get that stupid air conditioner out of here. All of them did a group hug and lived in harmony."
Annotation for Sample Student Response:	This response is effectively developed with narrative elements and is consistently appropriate to the task. The writer effectively uses dialogue to establish why Evan moves upstairs (<i>Evan asks, "Mother, do you need help?" "Yes please my darling" mother said gasping for air.</i>) In addition, the response uses language to effectively describe (<i>As Evan went up the creaky stairs, he hears another pair of foot steps and hears the door open and close...</i>) which enhances the essay to the higher score point.

Anchor Paper 3 – Score Point 3

Sample Student Response:	Evan decided to go help his mother. That air conditioner sounded heavy! He slowly crept up the stairs, listening for Jessie. He was trying to avoid her, so he made sure to not be anywhere where she was. All he heard was the long <i>Sc-c-crape</i> of the air conditioner being dragged across the floor. <i>Good</i> , Evan thought. <i>Jessie won't see me.</i> Evan shuffled up the rest of the way and emerged through the door way. "Here, mom. let me give you a han-" Evan stopped. The person hauling the air conditioner was- "Jessie?" Evan froze, the hairs on the back of his neck standing straight out. Jessie looked surprised to, as though her eyes were going to pop out of her head. "Evan." She said, smiling. She stepped closer to him. "Evan, I am so sorry." Evan ran back to the basement without a word of forgiveness, or any words for that matter. Jessie called after him. "Evan!" she cried, but Evan wouldn't here a word about it. "Evan." she whimpered gently as she choked back her tears. "What?" Evan said, holding back his shouts of anger. "I'm sorry." she said again, then left the room.
Annotation for Sample Student Response:	This response is effectively developed with narrative elements and is consistently appropriate to the task. The writer's effective use of the literary element "onomatopoeia" adds description to the response (<i>All he heard was the long Sc-c-crape of the air conditioner being dragged across the floor. Good, Evan thought. Jessie won't see me.</i>) The essay is organized effectively with clear and coherent writing.

Anchor Paper 4 – Score Point 2

Sample Student Response:	Evan went up stairs to see what his Mom was doing, so when he got there Jessie said, "Mind helping me carry the broken air conditioner to the trash can outside," Evan didn't answer "I new you were down stairs,I could hear the basketball," said Jessie, now lets get going. So Evan helped his mom carry it to the trash can outside. When he came back in he went back down to the basement to play with his ball. Later Jessie call his name so he came up all grumpy and stood there, "I need you to help me clean, we need to get the dust off the floor," said Jessie. When Evan and Jessie finished cleaning the floor Evan went back downstairs to play with his basketball again. A couple minutes later he was asleep when his mom called his name again, so he came up and stomped up the stairs all grumpy with a really mad face, "We have bad news, the new air conditioner broke and there is dust everywhere around the house now and I need your help to clean it up, I know you're tired of doing all of this stuff and i'm sorry but I really need your help and the house isn't that big. "Why are you all of the sudden worried and talking so fast,"Evan said grumpily. Because the new air conditioner exploded and we just got it, also we just cleaned the house and no there is dust everywhere Jessie yelled, so they got to it.Soon they cleaned that up and were done.
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Annotation for Sample Student Response:	This response is developed with some narrative elements and is generally appropriate to the task. Language is mostly clear and coherent. The response exhibits some evidence of a logical sequence, (<i>So, Later</i>), but there is no clear introduction and conclusion.
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Anchor Paper 5 – Score Point 2

Sample Student Response:	<p>Evan was still down in his basement after he heard the long scraping noise coming from up stairs.</p> <p>"Well I might as well come," mumbled Evan.</p> <p>He began to trudge up the stairs, "Hey sweetie!" said mom " What were you doing down there?" Evan shrugged as a sign of "I was not doing anything that would come to your interest."</p> <p>"Well do you mind helping me with this air conditioner? "ye-" Evan began to say but he knew that as a result of saying "yes " he would be grounded.</p> <p>"I mean, no not at all I would be glad to help!" Evan's mom signaled him to go on the opposite side in order to lift it.</p> <p>"1,2,3, lift!" said mom and they slowly stood up with the conditioner. "Good work," encouraged mom "Yeah, sure, whatever" grumbled Evan.</p> <p>Evan raced back down to the basement to continue throwing his ball. He never wanted to do that again.</p>
Annotation for Sample Student Response:	This response is developed with some narrative elements and is generally appropriate to the task. The response contains narrative elements but is lacking in development. There is an attempt to develop a unique perspective through language. The response has order with a beginning, middle and end, however, the conclusion is abrupt and could have been more developed.

Anchor Paper 6 – Score Point 2

Sample Student Response:	<p>Evan was downstairs and distended to go upstairs to his room to play video games and he go's up stair and then his mom says, " Even come help me move this thing, please." Even says, "I have homework to do, ya." Then his sister Jessie stops him in his path and said, "It's Monday and you said you'd turned you homework and there is no homework in your backpack. Now help mom!" Even helped his mom and then his mom gave him more things to do. Even yelled at Jessie and complained and as he did his chores and said, "Done, YOU HAPPY!!!!" His mom replied, "Yes I am pleased but don't yell at me like that so here are more chores and one more thing don't mess stuff up,if you mess stuff up, or complain or yell two more chores will be added, got it?" Even said, "yes." One hour later Even finally finished all his chores and went to play video games finally and his mom said, "No more chores more chores and you can relax and play games and eat junk food, OK?" Even said, "OK mom." and began playing while his sister did her homework and the rest of his chores.</p>
Annotation for Sample Student Response:	This response is developed with some narrative elements and is generally appropriate to the task. However, details are lacking in parts which creates uneven development. The response has order, but the introduction and conclusion are only one sentence each and are blended into the story.

Anchor Paper 7 – Score Point 1

Sample Student Response:	<p>i stoped throwing the ball, i was going to head up stairs to help my mom. "oh, uh evan? could you please help me this weight is killin me" she groned</p>
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	<p>"yea sure" i replied "3, 2, 1 LIFT" she leled "oh actully that was a lot easer than i thoght it would be" she said</p> <p>"your welcome mom" i was heading back to the basement but she said</p> <p>"wait do you want to go get icecreame for helping me?" she said</p> <p>"yea sure why not" i said happyly</p> <p style="text-align: center;">10 minutes later</p> <p>"mom could i have rainbow shurbert? please." i smiled</p> <p>"can we get one chunky monkey and a rainbow sherbert"</p> <p>"yea that will be..... 7.47 at the first window"</p> <p style="text-align: center;">the end</p>
Annotation for Sample Student Response:	<p>This response is minimally developed with few narrative elements which is limited in appropriateness to the task. The response contains few ideas (<i>"oh, uh evan? could you please help me this weight is killin me" she groned... "wait do you want to go get icecreame for helping me?"</i>), with minimal details. There is no introduction and an abrupt conclusion (<i>"yea that will be..... 7.47 at the first window"</i>).</p>

Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>Evan been down in the basement for two days. After a while Evan heard his mother jragging something heavy. So he thought he would go see what she was jragging. He was thinking it was the air heater that broke. But he wanted to be shure if it was what he thought. So he was going to the basement door so he could exit the basement. While he was slowly opening the door he heard his sister Jessie. But it didnt scared him because he didnt reconise the voise. but then he reconised it and went to the kichen. saw his mother there so he asked her if she needed help she said she needed a bit of help carying it outside so he went to go ask his sister to see if she was fine to help. she said she didnt want. he went to go help his mother instead of argueing with his sister. so they moved it outside so it could be thrown away. because its broken and no good so what is the point of even ceeping a broken heater. Also it could be recycled into something cool.</p>
Annotation for Sample Student Response:	<p>While the writer does address the prompt, the essay is mostly expository with very few narrative elements which limit its appropriateness. While most of the response is coherent, it contains mostly simple sentences to to express the writer's ideas.</p>

Anchor Paper 9 – Score Point 1

Sample Student Response:	<p>Scra-a-a-ape. Evan stood up his mom was strong but is was a two person job so he walked out and helped his mom. " Why were you down there Evan?" she asked.</p> <p>" Just cause," Evan answered. Then Jessie came and asked</p> <p>" Evan were have you been?"</p> <p>" Oh no were," He said.</p> <p>"Liar, well lets go play," she said.</p> <p>"After I help mom," After he helped his mom he went back to the basement to keep throwing the baseball. And Jessie waited and waited and waited until Evan came out.</p>
Annotation for Sample Student Response:	<p>This response is minimally developed with few narrative elements which is limited in appropriateness to the task. The response contains some narrative elements (mostly dialogue) but is lacking in development and lacks concrete details as to why Evan is going upstairs to the kitchen (<i>Why were you down there Evan?" she asked. " Just cause," Evan answered.</i>). Some of the important details are vague (<i>" Evan were have you been?" " Oh no were," He said.</i>)The response is somewhat organized with mostly coherent writing.</p>

Anchor Paper 10 – Score Point 0	
Sample Student Response:	In my story I think he would get in alot of trouble because his mom and dad would be scared and mad.
Annotation for Sample Student Response:	The student response is underdeveloped and inappropriate to the task. The student fails to explain what would happen if Evan had gone upstairs. The response lacks organization and an idea is randomly presented and doesn't develop into a cohesive idea (... <i>think he would get in alot of trouble because his mom and dad would be scared and mad.</i>)

Anchor Paper 11 – Score Point 0	
Sample Student Response:	something bad might or could happen to him when he is upstairs.
Annotation for Sample Student Response:	The student response is underdeveloped and inappropriate to the task. The student fails to explain what would happen if Evan had gone upstairs. The response lacks organization and an idea is randomly presented and doesn't develop into a cohesive idea (<i>something bad might or could happen to him when he is upstairs.</i>)

Item Set 3 – Question 7 (Constructed Response)

The passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have very different settings. Compare the two settings and explain the role **each** setting plays in its passage. Make sure to use details from **both** passages in your response.

Item Information		
Passages:	The Brilliant Fall of Gianna Z and President of the Whole Fifth Grade	
Answer:	See Sample Responses & Annotations	
Colorado Academic Standard (CAS)	4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).
Evidence Outcome		

Anchor Paper 1 – Score Point 4

Sample Student Response:	<p>In the passages, "The Brilliant Fall of Gianna Z." by Kate Messner and "President of the Whole Fifth Grade" by Sherri Winston, they both have different settings that are both big roles in the stories. Both of the settings in the stories play pretty big roles in the stories. The setting in "The Brilliant Fall of Gianna Z." plays the role of where she runs every morning and where she gets to interact with her neighbors. The setting in "President of the Whole Fifth Grade" plays the role of where she gets to do her dream of becoming a chef and where she works.</p> <p>In the passage "The Brilliant Fall of Gianna Z.", the main setting is her neighborhood where she runs every morning and where she gets to interact with her neighbors. My first piece of text evidence is when she is getting ready to start running. "I take a deep breath and jog down the driveway. The air feels like little needles pricking into my lungs, but it's a good cold-" This shows that she gets to run in her neighborhood because she gets to start running down her driveway. My second piece of text is when she is talking to Mrs. Warren and asking what type of tree she has in her front yard. "I really like that tree in your front yard. Do you know what kind it is?" "Why yes! She looks up at it, pleased. "It's a Japanese maple." This shows that she gets to interact with her neighbors because she gets to talk to people and interact with them. My third piece of text is when she's talking to Mr. Collins and Mr. Nelson about the tree. "Hey Mr. Nelson, do you know what kind of tree this is?---Kentucky coffee tree, he whispers. Write it down." This shows that she gets to interact with her neighbors because Mr. Nelson and Mr. Collins were fighting about what type of tree it was. These three pieces of text shows that her neighborhood is a important setting because she gets to run around it and interact with her neighbors.</p> <p>In the passage, "President of the Whole Fifth Grade", the main setting is the bakery where she works and where she gets to do her dream of becoming a chef. My first piece of text is where she was thinking about the only thing that she sees at five in the morning. "The only thing I was used to seeing at this time of morning was my dream of becoming a chef." This shows that she gets to do her dream job because she always dreams of her dream job, but now she gets to do it. My second piece of text is when she is talking to her parents about her job and everything she has to keep up with. "They told me they were happy that I'd be getting a chance to be a real chef at Mrs. Wetzels bakery." This shows that she works there because her parents told her they were happy for her when she got a job. My third piece of text is when she is thinking about the trivia competition. "I should have been having the time of my life. I was baking cupcakes in a professional kitchen, preparing to sell them. It was my dream come true!" This shows that she is happy doing her dream about becoming a chef. These three pieces of text show that the main setting is in the bakery doing working and doing her dream job.</p> <p>In all, these settings mean a lot to the characters because they get to do what they like and more.</p>
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Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of ideas stated in the text and provides an accurate analysis of the roles the settings have in both passages.</p> <p>The role of each is clearly identified (<i>...the main setting is her neighborhood where she runs every morning and where she gets to interact with her neighbors; "...the main setting is the bakery where she works and where she gets to do her dream of becoming a chef.</i>) For both settings there is effective and comprehensive development of the topic through citing specific text evidence and clear reasoning of why that text-based evidence shows the role of the setting in the story. The clear organization and use of language effectively produce a clear coherent response that is consistently appropriate to the task.</p>
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Anchor Paper 2 – Score Point 4

Sample Student Response:	<p>I have recently read the passages ,<i>The Brilliant Fall of Gianna Z.</i>, and <i>President of the Whole Fifth grade</i>, in both passages the setting plays a very important part. In ,<i>The Brilliant Fall of Gianna Z.</i>,the narrator has the perfect environment to do her hobby, and in, <i>President of the Whole Fifth Grade</i>, the narrator is in the setting she loves. In both stories the environments are things related to something they love.</p> <p>The setting's role in, <i>Brilliant Fall of Gianna Z.</i>, is the narrators neighborhood. She can do her hobby there, and it is the perfect place for her to do it. Her setting lets her collect leaves when she goes out on a walk, her setting's role is to let her go on her walk, talk to the neighbors, and collect the leaves she collects. In the story after she talks to Mrs. Warren she gets a leaf from her tree, she grabs a leaf after meeting Mr.Webster and also after Mr.Nelson and Mr.Collins. Her neighborhood is a place she can do something she likes doing.</p> <p>The setting in the passage, <i>President of the Whole Fifth Grade</i>, Mr.Wetzel's bakery. The setting's role is to help her bake her sweets but also to let her think about the trivia competition and being in the bakery. In the story the narrator is baking cupcakes and thinks of the night before, and tomorrows trivia competition. The setting is a bakery and it's role is to let her think and bake.</p> <p>The settings in, <i>The Brilliant Fall of Gianna Z.</i>, and, <i>President of the Whole Fifth Grade</i>, both play important parts in the stories. Both settings let the narrators do things they love doing, their hobbies. The setting of a kitchen is perfect for someone who loves to bake, and the setting of a neighborhood with different trees is perfect for someone who collects leaves. In, <i>The Brilliant Fall Gianna Z.</i> paragraphs 3, "She takes her paper inside, and I dart up onto the lawn to snatch a leaf," and in paragraph 8, "I grab one of the leaves that's fallen in the road and keep running." In, <i>President of the Whole Fifth Grade</i>, paragraph 2, "The sweet soft scent of butter was all around me. I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar, Rectangles of cream cheese blocks softened to room temperature their silver foil packaging glinting off bright overhead lights." Both settings help the narrator do what they need to do in the story.</p> <p>The settings in these two different stories are very different, but they both play very important parts in the stories. They let them do their hobbies, and let everything go smoothly in the storie. The two settings are part of something the narrator loves.</p>
Annotation for Sample Student Response:	<p>This response demonstrates full comprehension of ideas stated in the text and provides an accurate analysis of the roles the two settings have in the stories. For each passage the way the two environments are “<i>related to something they love,</i>” is presented with effective and comprehensive development of how the characters use the setting. First there is clear reasoning about how the events in each story are connected to the setting where they take place, (<i>... her setting's role is to let her go on her walk, talk to the neighbors, and collect the leaves she collects; ... setting's role is to help her bake her sweets but also to let her think about the trivia competition and being in the bakery</i>). Then there is additional development through clear reasoning and relevant text-based evidence of why the setting is perfect for activity each character loves. The response is effectively organized and uses clear language, producing a response that is clear, coherent, and consistently appropriate to the task.</p>

Anchor Paper 3 – Score Point 3

Sample Student Response:	<p>The setting in <i>The Brilliant Fall of Gianna Z.</i> is the sidewalk that Miss Zales is jogging on while the setting in <i>President of the Whole Fifth Grade</i> is a professional bakery where the girl is baking cupcakes preparing to sell them.</p> <p>The role that the neighborhood setting plays, in, <i>The Brilliant Fall of Gianna Z.</i> is: it is when Gianna Z. asks her neighbors about their trees and she admires the snow flakes while the role that the bakery setting plays, in, <i>President of the Whole Fifth Grade</i> is: it makes the girl happy because she wants to be a world-famous cupcake chef and working at the bakery, baking cupcakes, makes her feel like it is a dream come true, which is making her happy.</p> <p>My evidence from <i>The Brilliant Fall of Gianna Z.</i> is that Gianna has a tree decoder so I think she was asking her neighbors what kind of tree they have. I also think that those people were her neighbors because she knew their names. My evidence to prove that she admires the snowflakes is that she wanted to catch them in her mouth and at the end she said it was totally worth getting up so early as she looked up at the snowflakes.</p> <p>My evidence from <i>President of the Whole Fifth Grade</i> is: I know the main character is in a bakery, because at the beginning it said that Mrs. Wetzel had a bakery and the girl could get a chance to work in it, and at the end, Mrs. Wetzel showed up so that is proof that the girl was making cupcakes in Mrs. Wetzel's bakery. I also know that the girl was making cupcakes because she wanted to be a world-famous cupcake chef so why would she not bake cupcakes for practice when she <i>does</i> become a world-famous cupcake chef. My evidence that she's preparing to sell the cupcakes is in paragraph six, it says she is baking cupcakes, preparing to sell them.</p>
Annotation for Sample Student Response:	<p>This response demonstrates comprehension of source material and the task by providing a mostly accurate analysis of the roles of the settings in the passages. Each setting and its role in the story are identified. Mostly effective development of that role comes through reasoning about what the details in the passages are saying about the setting ...<i>(at the beginning it said that Mrs. Wetzel had a bakery and the girl could get a chance to work in it, and at the end, Mrs. Wetzel showed up so that is proof that the girl was making cupcakes in Mrs. Wetzel's bakery)</i>. There is also some use of evidence from the text used as support. Even without a formal conclusion, the organization of the information and the language used produce a mostly clear and coherent response.</p>

Anchor Paper 4 – Score Point 2

Sample Student Response:	<p>Both "The Brilliant Fall of Gianna Z" and "President of the Whole Fifth Grade" have different settings, but both settings play an important role in the passage.</p> <p>The setting in "The Brilliant Fall of Gianna Z" is around the narrator's neighborhood, whereas "President of the Whole Fifth Grade" is in a bakery.</p> <p>The setting in "The Brilliant Fall of Gianna Z" affects the plot of the story because the narrator is focusing on her hobby: collecting leaves around her neighborhood, and learning about the trees there. The problem in the passage is also affected by the setting. The narrator's neighbor's argue because they are out in the same space at the same time. The trees are part of the setting, too, and much of the story is based around the narrator and their hobby.</p> <p>The setting in "President of the Whole Fifth Grade" affects the plot differently because the main character is thinking about school, the bakery, and their dream job, and although new characters are introduced throughout the passage, most of the plot is laid out in their head. The setting does affect the story, however, as they think about the stars, the sky, and the bakery. The reader is introduced to the narrators memories of the night before, with their parents and their room.</p> <p>In conclusion, although "The Brilliant Fall of Gianna Z" and "President of the Whole Fifth Grade" have different settings, both settings affect the story, characters, and plot.</p>
Annotation for Sample Student Response:	<p>This response demonstrates comprehension of source material and task through a mostly accurate analysis of the roles the settings have in the stories. The settings are identified as different places <i>(in the narrator's neighborhood; in a bakery)</i>, and then text based details are</p>

	summarized as part of the reasoning in this mostly effective development of the topic. There are reasons given for to how the setting impacts various elements of the story that takes place in the neighborhood. For the story in the bakery, there is a summary of what the character thinks about and does as relevant to that setting. Language use in this response is mostly effective. The response is organized with mostly clear and coherent writing.
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Anchor Paper 5 – Score Point 2

Sample Student Response:	The setting of "The Brilliant Fall of Gianna Z." is outside in a neighborhood, in "President of the Whole Fifth Grade" it is an indoor bakery. But the two stories both take place in the morning. "The Brilliant Fall of Gianna Z." setting is important to the story because it shows what time of year it is because of the snow, which helps put a picture in the readers mind. The story "President of the Whole Fifth Grade" setting is important because it explains why the narrator is doing certain things, like smelling ingredients, and it also helps the reader understand what she is currently doing, baking, because it doesn't say what the narrator is doing much until the end of the passage. That is what I think of the settings of these two stories.
Annotation for Sample Student Response:	This response demonstrates basic comprehension of the source material by comparing the two settings and identifying why they were important to the stories. There is a statement to describe the setting in each (<i>outside in a neighborhood; in an indoor bakery</i>), and then how they are similar (<i>in the morning</i>). There is single text-based statement for each about why the setting is important but provides no further explanation. This illustrates some reasoning and development of the topic with some organization. This response is somewhat appropriate to the task.

Anchor Paper 6 – Score Point 2

Sample Student Response:	Hi, today I will talk about the two stories "The Brilliant Fall of Gianna Z." and " President of the whole Fifth Grade" so with out further a do lets get on with the story. First, I will talk about the story "The Brilliant Fall of Gianna Z." this setting takes place out side. I know this because the text says " But the snowflakes get bigger. They,re the huge, fluffy ones that fall slowly like little white parachutes. Then, I will talk about the story " President of the whole Fifth Grade" and unlike the other story this takes pace inside. I know that this story tackes place inside becuse of this evedenc"Last night, after dinner,mom and dad came to my room ." Last, I talked about how the two stories "The Brilliant Fall of Gianna Z." and " President of the whole Fifth Grade" and how there settings are very different well I hope you learnd a lot.
Annotation for Sample Student Response:	This response demonstrates basic comprehension of the source material and task by providing a generally accurate analysis of the two settings, which includes a basic comparison, but does not address the roles they each have. A description of each setting is given, followed by some reasoning of how details in the text support that description, thus creating some development of the topic (<i>this story tackes place inside becuse of this evedenc"Last night, after dinner,mom and dad came to my room"</i>). The comparison is made by a statement (<i>unlike the other story, this takes place inside</i>) that indicates how they are different but does not develop that topic. There is organizational structure to the writing, and overall this response is somewhat appropriate to the task.

Anchor Paper 7 – Score Point 2

Sample Student Response:	The setting in both passages are very different. In The Brilliant Fall of Gianna Z., the character was outside. And in President of the Whole Fifth Grade, the character was inside a bakery. Also, In the Brilliant Fall of Gianna Z., it was very cold. Where as in President of the Whole Fifth Grade he was in a nice warm bakery. Also in The Brilliant fall of Gianna Z., it was snowing. The settings were also different because there were no dogs in President of the Whole Fifth Grade. Also in the Brilliant Fall of Gianna Z., there were trees and the character collected a few leaves from each tree. The settings in both passages were very different.
Annotation for	This response demonstrates basic comprehension of source material, by providing a generally

Sample Student Response:	accurate analysis of how the two settings are different, but lacking analysis of the roles they have in the stories. The comparison is created by stating there are differences and providing several elements of the setting of one passage paired with a comparable element in the other that shows a difference. (<i>In the Brilliant Fall of Gianna Z., it was very cold. Where as in President of the Whole Fifth Grade he was in a nice warm bakery.</i>) No further explanation is provided. This type of organization and development results in a response that is somewhat clear and appropriate to the task.
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Anchor Paper 8 – Score Point 1

Sample Student Response:	<p>The passages settings are very alike and different in many ways. For example the passage "The Brilliant fall" the character is taking a walk and all of a sudden she starts asking what kind of trees are in the peoples back yard and that probably means she is in her neighborhood.</p> <p>In the text "President of the whole fifth grade" she wants to be a cook and by context clues it sounds like the setting is at her school and at her house. From both settings to one both are different.</p>
Annotation for Sample Student Response:	The response demonstrates limited comprehension by providing a minimal analysis of the two settings. There is a statement that they are different and then a brief explanation of how the details in the passage reveal the setting for each passage (<i>probably means she is in her neighborhood; sounds like the setting is at her school and at her house</i>). Without further explanation or development this analysis is only minimally appropriate to the task.

Anchor Paper 9 – Score Point 1

Sample Student Response:	In "The Brilliant of Gianna Z." and "President of the Whole Fifth Grade" have very different settings. In "The Brilliant Fall of Gianna Z." the setting is outside on a cold morning air that makes the narrators "lungs feel like they have little needles picking at them" when she breathes in and when she breathes out it feels "like little clouds right in front of her face". In "President of the Whole Fifth Grade" the setting is inside at the narrator's new work at a famous chef's bakery as she is thinking about "the sweet soft smell of butter all around her".
Annotation for Sample Student Response:	The response demonstrates limited comprehension of the source material and task by providing a description the settings without addressing the roles they have in the stories. Each setting is identified (<i>outside on a cold morning; inside... at a famous chef's bakery</i>) and an additional description is cited from each text to provide some limited development. The settings are only compared by stating they are different without any explanation provided. Overall, this response is limited in its appropriateness to the task.

Anchor Paper 10 – Score Point 1

Sample Student Response:	both passage have different settings one setting is outside the other is inside.in the passage from the Brilliant Fall of Gianna setting is outside .the passage from president of the whole fifth grade is inside.
Annotation for Sample Student Response:	The response demonstrates limited comprehension by identifying the setting in each passage (<i>inside; outside</i>). This identification includes no further description but is correct according to the passages. With no additional explanation or development, this response is considered limited in its appropriateness to the task.

Anchor Paper 11 – Score Point 0

Sample Student Response:	what is the same of thee two texts is that they both tell the story in paragraphs. and both of the texts are based on a opinion and end with diffrent observations.
Annotation for Sample Student Response:	This response demonstrates no comprehension because it presents a comparison that is inappropriate to the task. The elements selected do not respond to the prompt, (<i>they both tell the story in paragraphs</i>).

Anchor Paper 12 – Score Point 0

Sample Student Response:	the setting of the brilliant fall of gianna Z. and the president of 5th grade. is that you dont have to to be the best chef just try your best and
Annotation for Sample Student Response:	This response demonstrates no comprehension. Even though there is an attempt to address the topic of setting, the information provided is not about setting (<i>you dont have to to be the best chef just try your best and</i>). This response is inappropriate to the task.