

**Teacher's Guide and Answer Keys**

# **GEORGIA Coach**

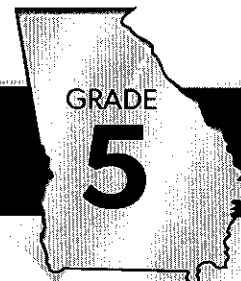


**Revised GSE Edition**

**English Language Arts**

GRADE

**5**



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# Pretest: Practice Assessment 1

## Item Correlations and Answer Keys

Item	Standard/ Element	DOK	Correct Answer	Explanation
<b>Section 1</b>				
1	ELAGSE5RL6	2	D	Option D is the correct answer. It describes the effect of the third-person <i>limited</i> point of view.
2	ELAGSE5RL3	2	A	Option A is the correct answer. Alice is puzzled and the others are not.
3	ELAGSE5RL4, ELAGSE5L4.a	2	D	Option D is the correct answer. <i>Standing straight</i> means standing up in a straight position.
4	ELAGSE5RL1	3	B	Option B is the correct answer because Alice expresses confidence.
5	ELAGSE5RL7	2	C	Option C is the correct answer because the illustration shows the relative size of the egg compared to Alice.
6	ELAGSE5RL1, ELAGSE5W1	4		See rubric for item on page 5.
7	ELAGSE5RI2	2	D	Option D is the correct answer because it describes Edison's overall attitude about his work and inventions.
8	ELAGSE5RI1	2	D	Option D is the correct answer because it states that Edison's inventions changed the way we live today.
9	ELAGSE5RI3	3	B	Option B is the correct answer because it shows that Edison worked hard.
10	ELAGSE5RI8	3	A	Option A is the correct answer because it explains that Menlo Park is where Edison came up with two of his most important inventions.
11	ELAGSE5RI3	2	B	Option B is the correct answer because it explains the connection between the power plant and the light bulb.
12	ELAGSE5RI4, ELAGSE5L4.b	2	B	Option B is the correct answer because <i>phonology</i> refers to word pronunciation.
13	ELAGSE5RL4, ELAGSE5L4.a	2	B	Option B is the correct answer. The words <i>to travel</i> , <i>before</i> , and <i>journey</i> provide context clues.
14 Part A	ELAGSE5RL1	2	C	Option C is the correct answer because Obatala uses the gold chain to climb down to the water.
Part B	ELAGSE4RL1	2	A	Option A is the correct answer because Obatala had to climb down to the water to collect the items.
15	ELAGSE5RL5	2	D	Option D is the correct answer because it identifies the fourth and fifth paragraphs as the ones that tell how humans were made.
16	ELAGSE5RL7	2	D	Option D is the correct answer because it shows how the sky floated up when the egg cracked.

Item	Standard/Element	DOK	Correct Answer	Explanation
17	ELAGSE5RL9	3	A	Option A is the correct answer. Both passages show how special beings combined their efforts to create human beings and the world.
18	ELAGSE5L2.a	2	C	Option C is the correct answer because it correctly places commas in the series and contains no extraneous commas in the sentence.
19	ELAGSE5L5.c	3	A	Option A is the correct answer because the phrase <i>do not object</i> means the same thing as <i>consented</i> .
20	ELAGSE5L4.c	2	D	Option D is the correct answer because the context of the sentence deals with consumption of attention.
21	ELAGSE5L1.e	1	C	Option C is the correct answer because the correlative conjunction <i>neither</i> must be correctly paired with <i>nor</i> .
22	ELAGSE5L2.a	1	A	Option A is the correct answer because each item in the series is separated by a comma.
23	ELAGSE5L2.b	1	B	Option B is the correct answer. It puts a comma after the entire introductory clause, <i>After we watch this short video</i> .
24	ELAGSE5L2.d	2	C	Option C is the correct answer because it italicizes the title of the play and puts into quotation marks around the film from which it originated.
25	ELAGSE5L2.e	1	B	Option B is the correct answer. It should be spelled <i>interrupting</i> . The student will need to recognize that the second <i>r</i> is missing. <i>Interupt</i> is a common misspelling.
26	ELAGSE5L3.a	2	B	Option B is the correct answer. B contains the only subordinating conjunction that keeps the original meaning intact. The incorrect options add conjunctions that alter the meaning of the original sentences.
<b>Section 2</b>				
27	ELAGSE5RL2	2	A	Option A is the correct answer. It is the only option that captures the overall idea of the poem and represents many of the details within it.
28	ELAGSE5RL4, ELAGSEL5.a	2	D	Option D is the correct answer. The line preceding the phrase describes the trains <i>screaming loudly</i> . This provides the student with the context to understand that the next figurative phrase refers to the trains.
29	ELAGSE5RL6	2	B	Option B is the correct answer. The student will need to notice that the descriptions are objective, with no observations or thoughts from a specific character. They will therefore conclude that the point of view is that of an omniscient narrator.
30	ELAGSE5RL7	2	B	Option B is the correct answer because the illustration shows people on the platform.
31	ELAGSE5W3	4		See rubric for item on page 6.

Item	Standard/ Element	DOK	Correct Answer	Explanation
32	ELAGSE5RI4, ELAGSE5L4.a	2	D	Option D is the correct answer. It focuses on sound.
33	ELAGSE5RI2	2	C	Option C is the correct answer because the passage is mostly about instructions for building a rainstick.
34	ELAGSE5RI1	3	C	Option C is the correct answer because the materials described are such things as would be readily available.
35	ELAGSE5RI1	3	B	Option B is the correct answer because the most logical inference is to change the weather.
36	ELAGSE5RI8	2	C	Option C is the correct answer because the materials are substitutes for pebbles and used to make sound.
37	ELAGSE5W7	2	D	Option D is the correct answer because the title indicates that it contains information about a threat to the bee population.
38	ELAGSE5L1.a	2	A	Option A is the correct answer. It shows the cause-and-effect relationship between the two clauses in the sentence.
39	ELAGSE5L1.b	2	D	Option D is the correct answer because <i>had listened</i> is used improperly in the sentence.
40	ELAGSE5L1.c	2	A	Option A is the correct answer because the sentence uses past perfect instead of present perfect tense.
41	ELAGSE5L1.e	1	B	Option B is correct because the correlative conjunction <i>either</i> must be paired with <i>or</i> .
42	ELAGSE5L2.e	1	C	Option C is the answer because it corrects the misuse of the frequently confused word pair <i>their/there</i> . In this case, the pronoun <i>their</i> is used when the adverb <i>there</i> should be.
43	ELAGSE5L2.b	1	B	Option B is the correct answer because it places a comma after the introductory clause <i>Before you leave for the day</i> .
44	ELAGSE5L3.a	2	B	Option B is the correct answer because it adds descriptive detail, thereby expanding meaning.
45	ELAGSE5L2.c	1	B	Option B is the correct answer because a comma is used immediately following a tag, such as <i>Yes</i> . A comma is also used to separate two independent clauses set off with a conjunction, in this case <i>and</i> .
46	ELAGSE5L2.d	2	A	Option A is the correct answer because it uses quotation marks for the article and italics for the name of the newspaper.
47	ELAGSE5L5.b	2	B	Option B is the correct answer. <i>Seeing eye to eye</i> means agreeing.
48	ELAGSE5L1.d	2	C	Option C is the correct answer because the verb <i>gets</i> does not agree in tense with the previous verbs <i>had walked</i> . The correct agreement would be <i>had walked; got</i> .

Item	Standard/ Element	DOK	Correct Answer	Explanation
<b>Section 3</b>				
49	ELAGSE5RI6	2	A	Option A is the correct answer because both articles share the assumption that the public will soon travel to space.
50	ELAGSE5RI7	2	C	Option C is the correct answer because both passages deal with the issue of cramped quarters in space. The excerpt addresses the concern raised from the Letter to the Editor.
51	ELAGSE5RI5	2	A	Option A is the correct answer because the Letter to the Editor is written in response to the article with the intention of refuting the article's information.
52	ELAGSE5RI9, ELAGSE5W2, ELAGSE5W4, ELAGSE5W7, ELAGSE5W8, ELAGSE5W9	4		See rubric for item on page 8.
53	ELAGSE5RI9, ELAGSE5W2, ELAGSE5W4, ELAGSE5W7, ELAGSE5W8, ELAGSE5W9	4		See rubric for item on page 9.

## Scoring Rubrics

### Item 6

Points	Description
2	<p>The written response</p> <ul style="list-style-type: none"> <li>• provides sufficient evidence from the text to support answers.</li> <li>• includes specific examples and details that refer to the text.</li> <li>• explains the author's use of humor accurately.</li> </ul>
1	<p>The written response</p> <ul style="list-style-type: none"> <li>• provides some evidence from the text to support answers.</li> <li>• includes vague or limited examples and details that refer to the text.</li> <li>• explains the author's use of humor.</li> </ul>
0	<p>The written response</p> <ul style="list-style-type: none"> <li>• does not provide evidence from the text to support answers</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• does not include examples and details that refer to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• does not explain the author's use of humor.</li> </ul>

**Item 31**

**Extended Constructed Response**

**Four-Point Holistic Rubric**

**Genre: Narrative**

Description	Points	Criteria
<p><i>The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters.</li> <li>• Organizes an event sequence that unfolds naturally.</li> <li>• Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events and show the responses of characters to situations.</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events.</li> <li>• Uses concrete words, phrases, and sensory language consistently to convey experiences events precisely.</li> <li>• Provides a conclusion that follows from the narrated experiences or events.</li> <li>• Integrates ideas and details from source material effectively.</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning.*</li> </ul>
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters.</li> <li>• Organizes events in a clear, logical order.</li> <li>• Uses narrative techniques, such as dialogue and description to develop experiences and events and show the responses of characters to situations.</li> <li>• Uses words and/or phrases to indicate sequence.</li> <li>• Uses words, phrases, and details to convey experiences and events.</li> <li>• Provides an appropriate conclusion.</li> <li>• Integrates some ideas and/or details from source material.</li> <li>• Has little or no errors in usage and/or conventions that interfere with meaning.*</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character.</li> <li>• Organizes events in a sequence but with some gaps or ambiguity.</li> <li>• Attempts to use a narrative technique such as dialogue and description to develop experiences and events and show the responses of characters to situations.</li> <li>• Uses occasional signal words to indicate sequence.</li> <li>• Uses some words or phrases inconsistently to convey experiences and events.</li> <li>• Provides a weak or ambiguous conclusion.</li> <li>• Attempts to integrate ideas or details from source material.</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning.*</li> </ul>

Description	Points	Criteria
	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Provides a weak or minimal introduction of a situation or a character.</li> <li>• May be too brief to demonstrate a complete sequence of events.</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events and show the responses of characters to situations.</li> <li>• Uses words that are inappropriate, overly simple, or unclear.</li> <li>• Provides few if any words that convey experiences and events.</li> <li>• Provides a minimal or no conclusion.</li> <li>• May use few if any ideas or details from source material.</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning.*</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5*. November 2014.



## Item 52

Points	Description
2	The written response <ul style="list-style-type: none"><li>• clearly identifies and explains three major challenges.</li><li>• provides sufficient evidence from the text to explain each challenge.</li><li>• includes specific examples and details that refer to the text.</li></ul>
1	The written response <ul style="list-style-type: none"><li>• identifies but does not clearly explain three major challenges.</li><li>• includes vague or limited evidence from the text to explain each challenge.</li><li>• includes some specific examples and details that refer to the text.</li></ul>
0	The written response <ul style="list-style-type: none"><li>• does not identify three major challenges</li></ul> OR <ul style="list-style-type: none"><li>• does not include examples and details that refer to the text</li></ul> OR <ul style="list-style-type: none"><li>• does not explain three major challenges.</li></ul>

## Item 53

## Seven-Point Two-Trait Rubric

## Trait 1 for Informational/Explanatory Genre

Description	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a controlling topic and to support the topic with evidence from the text(s) read and to elaborate on the topic with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic.</li> <li>• Effectively develops the topic with multiple facts, definitions, and examples related to the topic.</li> <li>• Groups related ideas together to give some organization to the writing.</li> <li>• Effectively uses linking words and phrases to connect ideas within categories of information.</li> <li>• Uses precise language and domain-specific vocabulary to explain the topic.</li> <li>• Provides a strong concluding statement or section.</li> </ul>
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic.</li> <li>• Develops the topic with facts, definitions, and details.</li> <li>• Groups some related ideas together to give partial organization to the writing.</li> <li>• Uses some linking words to connect ideas within categories of information, but relationships may not always be clear.</li> <li>• Uses some precise language and domain-specific vocabulary to explain the topic.</li> <li>• Provides a concluding statement or section.</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic.</li> <li>• Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic.</li> <li>• Ineffectively groups some related ideas together.</li> <li>• Uses few linking words to connect ideas, but not all ideas are well connected to the topic.</li> <li>• Uses limited language and vocabulary that does not clearly explain the topic.</li> <li>• Provides a weak concluding statement or section.</li> </ul>

**Item 53 (continued)**

**Seven-Point Two-Trait Rubric**

**Trait 1 for Informational/Explanatory Genre**

Description	Points	Criteria
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear.</li> <li>• May not develop a topic.</li> <li>• May be too brief to group any related ideas together.</li> <li>• May not use any linking words to connect ideas.</li> <li>• Uses vague, ambiguous, or repetitive language.</li> <li>• Provides a minimal or no concluding statement or section.</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5*. November 2014.

## Item 53 (continued)

## Seven-Point Two-Trait Rubric

## Trait 2 for Informational/Explanatory Genre

Description	Points	Criteria
<b>Language Usage and Conventions</b>  <i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety.</li> <li>• Shows knowledge of language and its conventions when writing.</li> <li>• Any errors in usage and conventions do not interfere with meaning.*</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety.</li> <li>• Shows some knowledge of language and its conventions when writing.</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning.*</li> </ul>
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors.</li> <li>• Shows little knowledge of language and its conventions when writing.</li> <li>• Has frequent errors in usage and conventions that interfere with meaning.*</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5*. November 2014.

# Student Scoring Record—Pretest: Practice Assessment 1

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Item Number	Standard/Element	Point(s) Possible	Point(s) Scored
<b>Section 1</b>			
1	RL6	1	
2	RL3	1	
3	RL4, L4.a	1	
4	RL1	1	
5	RL7	1	
6	RL1, W1	2	
7	RI2	1	
8	RI1	1	
9	RI3	1	
10	RI8	1	
11	RI3	1	
12	RI4, L4.b	1	
13	RL4, L4.a	1	
14			
Part A	RL1	1	
Part B	RL1	1	
15	RL5	1	
16	RL7	1	
17	RL9	1	
18	L2.a	1	
19	L5.c	1	
20	L4.c	1	
21	L1.e	1	
22	L2.a	1	
23	L2.b	1	
24	L2.d	1	
25	L2.e	1	
26	L3.a	1	
<b>Section 2</b>			
27	RL2	1	
28	RL4, L5.a	1	
29	RL6	1	
30	RL7	1	

Item Number	Standard/Element	Point(s) Possible	Point(s) Scored
31	W3	4	
32	RI4, L4.a	1	
33	RI2	1	
34	RI1	1	
35	RI1	1	
36	RI8	1	
37	W7	1	
38	L1.a	1	
39	L1.b	1	
40	L1.c	1	
41	L1.e	1	
42	L2.e	1	
43	L2.b	1	
44	L3.a	1	
45	L2.c	1	
46	L2.d	1	
47	L5.b	1	
48	L1.d	1	
<b>Section 3</b>			
49	RI6	1	
50	RI7	1	
51	RI5	1	
52	RI9, W2, W4, W7, W8, W9	2	
53	RI9, W2, W4, W7, W8, W9;	7	

<b>Section 1 Total</b>	<b>/28</b>
<b>Section 2 Total</b>	<b>/25</b>
<b>Section 3 Total</b>	<b>/12</b>
<b>ASSESSMENT TOTAL</b>	<b>/65</b>

# Lessons and Cumulative Assessments

## Answer Keys

### Chapter 1

#### Lesson 1

##### Thinking It Through

Answers will vary. Sample answer: Manuel is impatient because he looked at his present before he was supposed to see it.

##### Coached Example

1. C
2. D

##### Lesson Practice

1. A
2. D
3. A
4. B
5. Answers will vary. Sample answer: Yes, because they talk and cry at the end of the passage.
6. B
7. C
8. C
9. A
10. Answers will vary. Sample answer: Felipe will probably show his memory jar collection. After Kamal talked about his movie stub collection, Matt said it was awesome and that he wished he had a cool collection. This led to Felipe's decision to tell his friends about the memory jars. It is likely that Felipe will now feel comfortable sharing his memory jar collection with the class when it is his turn.

#### Lesson 2

##### Thinking It Through

Answers will vary. Sample answer: The setting is summertime in a suburban neighborhood. Mowed lawns and barbeques are common in the suburbs.

##### Coached Example

1. D
2. C

##### Lesson Practice

1. C
2. A
3. C
4. B
5. Answers will vary. Sample answer: The schoolmaster knows many facts, while his students know few facts.
6. C
7. A
8. B
9. C
10. Answers will vary. Sample answer: When Tessa and Amber go back to the water park a month later, Amber is ready to try riding the big water slide with her friend. She wants to please her friend.

#### Lesson 3

##### Thinking It Through

Answers will vary. Sample answer: If someone you care about has a problem, try to be helpful.

##### Coached Example

1. B
2. D

##### Lesson Practice

1. C
2. C
3. C
4. D
5. Answers will vary. Sample answer: Just as the mountain shelters people nearby from wind and rain, so the people want to protect their mountain from anyone who would try to change it.

6. A

7. D

8. B

9. D

10. Answers will vary. Sample answer: Many details in the passage support the theme that war causes great suffering. In the beginning, the narrator expresses sadness at seeing the soldiers hurry off to battle. The narrator realizes that many would not return home. Finally, the narrator has a "heart full of sorrow" thinking about the many on both sides who died or were injured at the Battle of Gettysburg.

#### Lesson 4

##### Thinking It Through

Answers will vary. Sample answer: I had never seen so many people at a movie. I tried to move my popcorn out of the way in time, but it was too late!

##### Coached Example

1. B
2. B

##### Lesson Practice

1. B
2. C
3. B
4. D
5. Answers will vary. Sample answer: But I assured her that it would be a piece of cake. "Allie," I said, "Josie is a sweetheart. Besides, Josie's trainer, Bruno, will be at the stables most of the time."
6. C
7. B
8. A
9. C

10. Answers will vary. Sample answer: The author believes that science is an exciting subject to study and can be useful in everyday life. The title says it all: Science did help save the day, solving the problem of the locked door.

**Lesson 5**

Thinking It Through

Answers will vary. Sample answer: Her heart was pounding like a jackhammer. The sentence is comparing Darcie's heartbeat to the hard and fast beat of a jackhammer.

Coached Example

1. D
2. C

Lesson Practice

1. A
2. B
3. B
4. D
5. Answers will vary. Sample answer: Jin's father had a really large and warm smile.
6. A
7. D
8. C
9. B

10. Answers will vary. Sample answer: There is nothing to see when paint dries. The author means that watching paint drying is not exciting and Hector thinks his life is not exciting, either.

**Lesson 6**

Thinking It Through

Answers will vary. Sample answer: The girls and boys walked happily into the woods and sat on the grass. Emily brought pears, Michael brought grapes, Stacey brought bread, and the sun brought warmth. A red checkerboard blanket covered

the tall grass. Earth was like a many-colored picnic table.

Coached Example

1. D
2. C

Lesson Practice

1. A
2. D
3. C
4. B
5. Answers will vary. Sample answer: Stories are organized into paragraphs and chapters, while dramas are organized by acts and scenes.
6. C
7. A
8. D
9. B
10. B

11. Answers will vary. Sample answer: Poems are structured using verses, or lines, and stanzas. They use figurative language and description to show emotion and create meaning. Dramas use dialogue, or conversation between two or more characters, to tell a story meant to be performed onstage by actors. Stage directions help the reader picture the action. In this drama the stage directions are in italic.

**Lesson 7**

Thinking It Through

Answers will vary. Sample answer: They are both gifted. Jason is a good athlete, while Lamar is a good musician.

Coached Example

1. C
2. C
3. Answers will vary. Sample answer: The illustrations in the graphic novel reveal more about the personality of the princess. Her expressions change from curious to

surprised as she opens the door to the forbidden room, not knowing what she will find inside.

Lesson Practice

1. B
2. D
3. A
4. D
5. Answers will vary. Sample answer: The theme in both scenes is that people can co-exist even if they have differences.
6. D
7. B
8. A
9. C
10. D
11. Answers will vary. Sample answer: Both stories tell of the importance of following directions. Both girls learn a lesson about what could happen if you don't follow instructions. Problems can result. Sometimes, you get a second chance.

**Cumulative Assessment**

1. C 5RL5
2. D 5RL3
3. B 5RL4, 5L5a
4. A 5RL2
5. Answers will vary. Sample answer: The simile is "Like birds in their nest," and it compares the children to snuggling baby birds. 5RL4, 5L5a
6. D 5RL1
7. B 5RL6
8. A 5RL3
9. D 5RL3
10. Answers will vary. Sample answer: They both deal with themes of time passing—youth in the first and dealing with fears in the second. 5RL9

## Chapter 2

### Lesson 8

#### Thinking It Through

Answers will vary. Sample answer: John Keats was a famous poet.

#### Coached Example

1. A
2. B

#### Lesson Practice

1. C
2. B
3. A
4. C
5. Answers will vary. Sample answer: The right to vote is important because many people did not have the right to vote in the United States until certain amendments were passed.
6. B
7. C
8. B
9. A
10. Answers will vary. Sample answer: Table tennis is a sport that does not require much to play. If you use the right equipment and follow the basic rules, you will find it an easy game to learn.

### Lesson 9

#### Thinking It Through

Answers will vary. Sample answer: No, the Harlem Renaissance happened because African Americans began to prosper in the 1920s.

#### Coached Example

1. A
2. D

#### Lesson Practice

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

5. Answers will vary. Sample answer: Pollution can affect living things indirectly because chemicals mixing with air and water can create acid precipitation that affects living things farther away from the source of the pollution.

6. A
7. D
8. D

9. Answers will vary. Sample answer: Salt flats are always changing because of rainfall and evaporation. Salt dries in the dry climate and makes new patterns. When floods happen, the salt dissolves in the water.

### Lesson 10

#### Thinking It Through

Answers will vary. Sample answer: Glenn Gould was born on September 25, 1932. His first piano teacher was his mother. Then, he attended the Royal Conservatory of Music in Toronto. After leaving the conservatory, he performed with the Toronto Symphony Orchestra. Finally, on April 10, 1964, he gave his last public performance in Los Angeles.

#### Coached Example

1. A
2. B

#### Lesson Practice

1. A
2. C
3. B
4. A
5. Answers will vary. Sample answer: No, all of the steps must be followed exactly. Leaving a step out might be dangerous.
6. B
7. A
8. C

9. D

10. Answers will vary. Sample answer: The word *following* suggests that Freed was booked on Radio Luxembourg after appearing in the movies because of his increased fame.

### Lesson 11

#### Thinking It Through

Answers will vary. Sample answer: She wanted to write about the cruelty of slavery. Many people began to see that slavery was wrong after they read the book.

#### Coached Example

1. C
2. A

#### Lesson Practice

1. A
2. B
3. D
4. C
5. Answers will vary. Sample answer: The colonial effort was revived. The Battle of Trenton gave the Americans new confidence. It also increased reenlistments in the Continental Army.
6. B
7. A
8. D
9. B
10. Answers will vary. Sample answer: One cause for radio becoming more popular is that radios were able to broadcast the news, which helped people get information faster than through newspapers. Another cause is that people liked listening to music. Another reason is that stores found ways to advertise using the information on the radio. For example, radio stations played music and people came in to purchase it, and



radio stores advertised that they could play Conrad's transmissions.

**Lesson 12**

Thinking It Through

Answers will vary. Sample answer: Both paragraphs are about storms that take place in the ocean. Both paragraphs also mention typhoons. The first paragraph gives general information about typhoons and hurricanes. The second paragraph, however, gives information about a specific typhoon.

Coached Example

1. C
2. A
3. Answers will vary. Sample answer: Both passages talk about historical figures. They are both organized sequentially.

Lesson Practice

1. B
2. C
3. B
4. D
5. Answers will vary. Sample answer: The first passage talks about a species in general. The second passage gives more information about a specific animal. It also has a paragraph that gives details about the way it eats.
6. A
7. C
8. D
9. D
10. Answers will vary. Sample answer: Both bears and deer prepare for the winter so they have enough food. Both animals fatten up before winter starts. However, bears don't eat during winter, while deer

do. Also, bears hibernate, while deer do not. Both animals don't move much during the winter months, but bears move much less than deer.

**Lesson 13**

Thinking It Through

Answers will vary. Sample answer: A social studies textbook would give more information about how a bill becomes a law.

Coached Example

1. B
2. A

Lesson Practice

1. D
2. C
3. C
4. D
5. Answers will vary. Sample answer: An atlas could show you where the Brooklyn Bridge is in relation to its surroundings.
6. B
7. C
8. D
9. B
10. Answers will vary. Sample answer: A periodical may tell me about new techniques in glassmaking. It may also tell me about people who are becoming famous glassmakers. I could learn more about where glassmaking is popular and why.

**Lesson 14**

Thinking It Through

Answers will vary. Sample answer: Facts: Logging companies support clearcutting. Clearcutting destroys natural habitats. Opinions: However, they are wrong. This harmful process must be stopped.

Coached Example

1. B
2. C

Lesson Practice

1. A
2. A
3. D
4. C
5. Answers will vary. Sample answer: Facts: During the last fifty years, Earth's temperature has risen faster than ever before. Cars produce 1.5 billion tons of carbon dioxide gas each year. Opinions: Our actions are changing the world for the worse. We must be doing something to make Earth so warm.
6. C
7. B
8. A
9. D
10. Answers will vary. Sample answer: I think that breakfast is the most important meal of the day. One fact from the passage states that not eating breakfast may be linked to heart problems. When I eat breakfast I feel better, and I want to keep my heart healthy.

**Lesson 15**

Thinking It Through

Answers will vary. Sample answer: Both passages are about the Hippo Roller. The main idea of the first passage is what the Hippo Roller is like. The main idea of the second passage is that people can buy Hippo Rollers for others. The second passage is about investing in Hippo Rollers to help others, and the first passage describes the Hippo Roller.

Coached Example

1. A
2. B
3. Answers will vary. Sample answer: The passages are different because one tells about the cacao plant and how it grows. The other tells about threats to the cacao plant.

Lesson Practice

1. A
2. B
3. D
4. B
5. Answers will vary. Sample answer: The details in the second passage give me more information about Evans Wadongo and his life. They tell about how and why Wadongo created the lantern. They also help me to understand how important Wadongo is to his community. His invention affected the lives of many people, and they consider him a hero.
6. C
7. B
8. D
9. C
10. Answers will vary. Sample answer: Readers know that Twain worked from an early age and that he had many jobs in different cities. Knowing that, it is easy to understand his excitement and joy to be traveling freely in the West.
11. Answers will vary. Sample answer: *Roughing It* tells about Mark Twain's life. It tells about the many jobs he had from the time he was a child to when he was an adult. It contains details about his adventure out West. In "Mark Twain's Adventures," Mark Twain is the writer. We get to learn

about what Mark Twain felt like while he was out West and read his own words.

**Cumulative Assessment**

1. B 5RI2
2. D 5RI3, 5RI5
3. C 5RI3, 5RI5
4. A 5RI5, 5RI6
5. Answers will vary. Sample answer: Both passages are organized sequentially. 5RI5, 5RI6
6. B 5RI2
7. A 5RI1
8. D 5RI8
9. C 5RI7
10. Answers will vary. Sample answer: Knowledge of muscles can help surgeons. 5RI2

**Chapter 3**

**Lesson 16**

Coached Example

1. Answers will vary. Sample answer: I feel that every child in every school should have access to computers.
2. Answers will vary. Sample answer: I think that animals would be better off in the wild and should not be held in captivity.

Lesson Practice

Answers will vary. Sample answer: In conclusion, school cafeterias should be required to provide low-fat and vegetarian lunch options. Not all students have the same eating habits.

Plan Your Writing

Answers will vary. Students should include their main idea arguing for or against grading systems in the box alongside *Claim* and place details supporting their

idea in the boxes alongside *Reason*. Finally, they should write a conclusion in the box alongside *Conclusion*.

Write Your Response

Answers will vary. Students should have a clear topic, show a point of view arguing for or against grading systems, support reasons for change with details, and have a solid conclusion in their responses. See the Lesson 16 Opinion Writing Rubrics after the Answer Keys.

Plan Your Writing

Answers will vary. Students should include their main idea, arguing for or against wearing uniforms in public schools, in the box alongside *Claim*. They should place details supporting their ideas in the boxes alongside *Reason*. Finally, they should write a conclusion in the box alongside *Conclusion*.

Write Your Response

Answers will vary. Students should show a point of view arguing for or against wearing uniforms in public school, state reasons with supporting details, and have a solid conclusion in their responses. See the Lesson 16 Opinion Writing Rubrics after the Answer Keys.

**Lesson 17**

Coached Example

1. Answers will vary. Sample answer: Skinks are a group of lizards that are similar to snakes in many ways.
2. Answers will vary. Sample answer: Due process is the idea that the way the government uses the law has to be fair. It makes sure that every person is equal under the law. Due process says that

the government has to follow the law just like citizens do. Due process protects people from unfair treatment by the government.

**Lesson Practice**

Answers will vary. Sample answer: The paragraph could explain what it meant for the court to agree with the Brown family.

**Plan Your Writing**

Answers will vary. Students should write the name of a life-changing invention in the center oval. In the outer ovals, students should write ways that it changed people's lives.

**Write Your Response**

Answers will vary. Students should have a clear topic, show the importance of the invention, support the main idea with details, and have a solid conclusion in their responses. See the Lesson 17 Informative/Explanatory Writing Rubrics after the Answer Keys.

**Plan Your Writing**

Answers will vary. Students should write "Vegetable Gardens" in the center circle. In the outer circles, students should write details about the topic that support the practice of having local or home vegetable gardens.

**Write Your Response**

Answers will vary. Students should have a clear topic sentence about the importance of vegetable gardens, support it with reasons and details, and have a solid conclusion in their response. See the Lesson 17 Informative/Explanatory Writing Rubrics after the Answer Keys.

**Lesson 18**

**Coached Example**

- Answers will vary. Sample answer: Christie went on a month-long vacation with her parents. Instead of camping in the forest, they decided to rent a house on the Oregon coast. At first, Christie was bored because the only things her parents wanted to do were read books and sleep. But, then one day while she was walking on the beach, she met a friend, Martha. Martha was very spirited. She suggested they go swimming in the frigid Pacific with its rolling breakers.
- Answers will vary. Sample answer: The cold wind whipped against Amiri's skin. She was standing in the middle of a large field of rolling green grass. She was taking a walk, because she wanted to get away from her family for a while. She was enjoying visiting them, but she needed some time alone. Suddenly, she saw a figure in the distance. The person seemed to be wearing a red jacket, along with a black cap. She wasn't sure who it was. Then the figure came closer. She saw it was her cousin, Ahmad. She was relieved. She had thought it was going to be her little brother—he had been bothering her all day. She and Ahmad kept walking, talking about what they could do during the rest of the week.

**Lesson Practice**

Answers will vary. Sample answer: As soon as Lionel yelled "three," the two friends raced furiously down Blind Man's Cliff. They were dead even midway down, but then

Lionel burst forward and gained a small lead. Not to be outdone, Wayne pedaled faster and caught up to Lionel, causing yet another tie.

**Plan Your Writing**

Answers will vary. In the first frame, students should write what animal Celia turns into. In the following two frames, they should write what happens to her afterward. In the last frame, they should write how the story resolves itself.

**Write Your Response**

Answers will vary. Students should write a narrative that tells which animal Celia turns into and what happens to her after the change. The response should include a setting, details, and a plot. See the Lesson 18 Narrative Writing Rubric after the Answer Keys.

**Plan Your Writing**

Answers will vary. In the first frame, students should describe the new conflict in their story. In the following two frames, they should write what happens to the characters after the original story ends. In the last frame, they should write how the conflict in the new story is resolved.

**Write Your Response**

Answers will vary. Students should write a narrative that involves a new conflict, using the characters from "Campout at the Farm." The response should include a plot, the setting(s), and details. It should also include a resolution to the conflict presented in the story. See the Lesson 18 Narrative Writing Rubric after the Answer Keys.

**Lesson 19**

Coached Example

1. Answers will vary. Sample answer: Matthew and Jason both "loved taking things apart and trying to put them back together." They both like challenges and solving problems. Matthew is quiet, while Jason "could talk from morning until night." Matthew "loved anything technical," while Jason would rather be outside being active.
2. Answers will vary. Sample answer: You can't always judge people by how they seem on the surface.

Plan Your Writing

Answers will vary. Students should cite the character traits of both Grandma and Sydney, with details from the passage supporting the traits listed.

Write Your Response

Answers will vary. Students should have a clear introduction in response to the prompt. Details from the passage should be included to support the character traits chosen to describe Grandma and Sydney. Students should also include a solid conclusion in their response. See the Lessons 19 and 20 Response to Texts Writing Rubric after the Answer Keys.

Plan Your Writing

Answers will vary. Students should complete the graphic organizer with the ways that Joe and Colin react to the letters they receive and should include details from the passages to support their answers.

Write Your Response

Answers will vary. Students should clearly identify the reactions of the two characters

to the letters they receive. Details should be included to support the reactions. Students should also include a solid conclusion in their response. See the Lessons 19 and 20 Response to Texts Writing Rubric after the Answer Keys.

**Lesson 20**

Coached Example

1. Answers will vary. Sample answer: There are three things that you can do to prevent cavities. The first is to brush your teeth twice a day. Also, you should floss at least once a day. Finally, you should get a checkup at the dentist every six months.
2. Answers will vary. Sample answer: I know that the experts say to brush your teeth at least twice a day, but I don't know if that is enough. I've always brushed my teeth twice a day since I was old enough to hold a toothbrush, but my dentist finds cavities during every checkup. I think that you really need to brush your teeth more than twice a day.

Plan Your Writing

Answers will vary. In the center oval, students should list the two methods: canning and freezing. In the outer ovals, students should include details about each method. For example: Canned food is stored in cool, dark spaces; Freezing is a faster process.

Write Your Response

Answers will vary. Students' responses should have a clear introduction about the advantages of preserving food, should include details in the following paragraphs to describe food preservation

by both methods, and should have a solid conclusion. See the Lessons 19 and 20 Response to Texts Writing Rubric after the Answer Keys.

Plan Your Writing

Answers will vary. In the center oval, students should list ways to stay healthy: eating probiotics and walking. In the outer ovals, students should highlight details about ways to stay healthy. For example: Walking is an exercise that can be done anywhere and at any time.

Write Your Response

Answers will vary. Students' responses should have a clear introduction about how to take responsibility for their health. Details in the following paragraphs should include specific ways to stay healthy. A solid conclusion should be included in the response. See the Lessons 19 and 20 Response to Texts Writing Rubric after the Answer Keys.

**Lesson 21**

Thinking It Through

Answers will vary. Sample answer: The following details are unnecessary: Submarines are called "subs" for short. David Bushnell also designed other weapons. These sentences do not support the main idea.

Coached Example

1. B
2. A

Lesson Practice

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

5. "Next, the hunters dip their blow darts in the skin secretions." and "Then the toxins are collected in glands in the frog's skin."

### Lesson 22

#### Thinking It Through

The topic of the report is Frank Lloyd Wright.

#### Coached Example

1. Answers will vary. Sample answer: A volcano is a mountain with an opening through its core. Eruptions occur when pressure builds up from below.
2. Answers will vary. Sample answer: Active volcanoes in the United States are found mainly in Hawaii, Alaska, California, Oregon, and Washington. The danger area around a volcano covers about a 20-mile radius. On May 18, 1980, Mount St. Helens erupted in Washington.

#### Lesson Practice

1. D
2. B
3. D
4. A
5. O'Byrne, Geoffrey. *The Life of Abraham Lincoln*. Atlanta, GA: Famous Lives Publishing, 2004.

### Cumulative Assessment

1. A 5W8
2. C 5W5
3. B 5W5
4. D 5W5
5. B 5W8
6. D 5W7

Writing Prompt: Answers will vary. Students should state a clear topic, including their point of view about the topic and reasons and details to support the point of view,

in their responses. See the Lesson 16 Opinion Writing Rubric after the Answer Keys. 5W1

## Chapter 4

### Lesson 23

#### Thinking It Through 1

1. I have watched so many movies this summer.
2. They baked a dozen cookies last week.
3. Correct as is.
4. Lilly had listened to the band on the radio.
5. Correct as is.
6. Two years ago, they painted the walls orange.
7. Last week, we ran over ten miles.
8. By tomorrow, they will have bought party decorations.

#### Thinking It Through 2

1. Colette leaned on the counter and pointed at her favorite ice cream.
2. Marty will eat hot dogs and drink soda pop.
3. Last week, we fished at the river and caught trout.
4. Correct as is.
5. Crystal and Mein will swim at the pool tomorrow before they go to school.
6. Benjamin arrived at the birthday party and took pictures of the games.
7. Correct as is.
8. We slept well after hiking for hours.

#### Lesson Practice

1. B
2. C
3. B
4. A
5. Morgan also helped invent the traffic signal.

### Lesson 24

#### Thinking It Through 1

1. Mr. and Mrs. Sabrowski visited the Grand Canyon last summer.
2. In class, Ty presented a report. It was on the Revolutionary War.
3. Dr. Adams told my mother to eat healthier.
4. Alix grew up in Miami, Florida.
5. Correct as is.
6. Ms. Romero told me to submit my book report after I revise the errors.
7. Correct as is.
8. Mrs. Andrews studied the Stone Age in college.

#### Thinking It Through 2

1. Their neighbor bakes cookies every Saturday.
2. Instead of putting a whole slice of cheddar on the bread, Alice decided to shred the cheese.
3. Correct as is.
4. Because Ron barely made the team, he worked harder than his other teammates.
5. The pack of wolves ran in the snow.
6. Correct as is.
7. After he finished moving, Timothy had to flatten the moving boxes.
8. Rosy was full of grief after a thief broke into her house and stole her computer.

#### Lesson Practice

1. D
2. B
3. C
4. A
5. Hoover Dam is named after President Herbert Hoover, the 31st president of the United States of America.

**Lesson 25**

Thinking It Through 1

1. Angelina likes to read poetry, fables, and science fiction novels.
2. "Shania, are you going to the movies tonight?" she asked.
3. "Yes, I would like to join you on Thursday."
4. Correct as is.
5. Last month, she forgot her keys and was locked out of the house.
6. I was thinking of going to the beach. What do you think?
7. Ice cream, popsicles, and frozen yogurt are good treats in the summer.
8. Correct as is.

Thinking It Through 2

1. In class, we read the short poem "Laughter Never Fades."
2. *Electronics Monthly* and *Pet Fashion* were two magazines in the doctor's office.
3. Correct as is.
4. *The Tempest* is William Shakespeare's best play.
5. The new issue of *Gourmet Today* had a great article called "How to Cook Squash."
6. His favorite poem in the book *The Pictures* is "Birds in the Morning."
7. Correct as is.
8. My brother wrote an article called "Painting Landscapes" in the latest issue of *Movies Today* about the movie *Desert Skies Forever*.

Lesson Practice

1. C
2. B
3. D
4. A
5. *Silent Spring* showed how wildlife and the planet were harmed because of certain chemicals and pesticides.

**Lesson 26**

Thinking It Through 1

1. Wyatt wanted to walk the dog, but he wanted to finish his homework first.
2. Rachael brought her bike to the store, and she had the mechanic change the tires.
3. The plates were hot, and the food was steaming.
4. Jill wore a sweater and a jacket, yet she was still cold.
5. Correct as is.
6. Correct as is.
7. William and Yusef didn't eat breakfast, so they were hungry.
8. Mary wrote thank you letters, for she received many birthday presents.

Thinking It Through 2

1. Emily left her wallet in the car.
2. Whoa! You're driving too quickly.
3. Correct as is.
4. Correct as is.
5. They watch a movie after dinner.
6. Congratulations! We knew you could win the race!
7. Brrring! The telephone rang right next to my head.
8. Alex walked his dog around the block.

Lesson Practice

1. D
2. B
3. B
4. A
5. She sat down across from us and exhaled loudly.

**Lesson 27**

Thinking It Through 1

Answers will vary.

1. They carefully carried the heavy box, making sure it did not fall.
2. Gina and Gabby hurriedly unwrapped the popsicles.

Gina likes cherry-flavored popsicles.

3. The energetic boys and girls in the playground played a game of foursquare.
4. Correct as is.
5. Frank took his little brother Andy to the forest. Andy packed a lunch.
6. Correct as is.
7. Slowly walking down the creaky stairs, Francisco cautiously tried to sneak out of the house.
8. While Angel and Carol looked in the garage, Darius went through the kitchen looking for the missing keys. The keys belonged to Angel's mom.

Thinking It Through 2

1. Thomas and Janet baked different muffins, including blueberry, bran, and raspberry.
2. Valia was happy when the rain fell because she remembered her umbrella.
3. Correct as is.
4. We made a kite out of newspapers, and it flew in the wind.
5. Roman and Ben went camping by the lake that was filled with mosquitoes.
6. Correct as is.
7. Arturo and Crystal stayed up all night and watched a scary movie.
8. I talked with my grandmother on the phone because I forgot her birthday.

Lesson Practice

1. B
2. C
3. A
4. D
5. He borrowed several books from the neighbors to try and learn how to build a chicken coop and care for chickens.

## Writing Rubrics

### Lesson 16

There are two rubrics for opinion writing. The first rubric addresses idea development, organization, and coherence. The second rubric addresses language usage and conventions.

### Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic and clearly states an opinion</li> <li>• Creates an effective organizational structure that logically groups the ideas and reasons to support the writer's purpose</li> <li>• Effectively develops the reasons that are supported by facts and details</li> <li>• Uses words, phrases, and clauses effectively to link opinion and reasons</li> <li>• Provides a strong concluding statement or section related to the opinion presented</li> </ul>
	3	<p><i>The student's response is a complete opinion piece that examines a topic and presents a point of view based on text.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic and states an opinion</li> <li>• Provides some organizational structure to group ideas and reasons</li> <li>• Develops the topic and supports the opinion with facts and details</li> <li>• Uses some words, phrases, and clauses to link opinion and reasons</li> <li>• Provides a concluding statement or section related to the opinion presented</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic and state an opinion</li> <li>• Attempts to provide an organizational structure to group reasons, but structure is inconsistent</li> <li>• Attempts to develop the topic and support the opinion with facts and details</li> <li>• Uses few words, phrases, or clauses to link opinion and reasons; connections are not always clear</li> <li>• Provides a weak concluding statement or section that may not be related to the opinion</li> </ul>

**Lesson 16 (continued)**

Description	Points	Criteria
	1	<p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or state an opinion</li> <li>• May not have any organizational structure evident</li> <li>• May not develop the topic or support the opinion</li> <li>• May not use words or phrases to link opinion and reasons</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response</li> <li>• The student merely copies the text in the prompt</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored</li> </ul>

**Trait 2 for Opinion Genre**

Writing Trait	Points	Criteria
<p><b>Language Usage and Conventions</b></p> <p><i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety</li> <li>• Shows command of language and its conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety</li> <li>• Shows some knowledge of language and its conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and its conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5*. 2015.



## Lesson 17

There are two rubrics for informational/explanatory writing. The first rubric addresses idea development, organization, and coherence. The second rubric addresses language usage and conventions.

### Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/essay.</i></p>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic</li> <li>• Groups related ideas together logically to give some organization to the writing</li> <li>• Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>• Effectively uses linking words and phrases to connect ideas within and across categories of information</li> <li>• Uses precise language and domain-specific vocabulary to explain the topic</li> <li>• Provides a strong concluding statement or section related to the information or explanation presented</li> </ul>
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Develops the topic with some facts, definitions, and details</li> <li>• Groups some related ideas together to give partial organization to the writing</li> <li>• Uses some linking words to connect ideas within and across categories of information, but relationships may not always be clear</li> <li>• Uses some precise language and domain-specific vocabulary to explain the topic</li> <li>• Provides a concluding statement or section</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details</li> <li>• Attempts to group some related ideas together but organization is not clear</li> <li>• Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li> <li>• Uses limited language and vocabulary that do not clearly explain the topic</li> <li>• Provides a weak concluding statement or section</li> </ul>

**Lesson 17 (continued)**

Writing Trait	Points	Criteria
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Uses vague, ambiguous, or repetitive language</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response</li> <li>• The student merely copies the text in the prompt</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored</li> </ul>

**Trait 2 for Informative/Explanatory Genre**

Writing Trait	Points	Criteria
<p><b>Language Usage and Conventions</b></p> <p><i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety</li> <li>• Shows command of language and its conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety</li> <li>• Shows some knowledge of language and its conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and its conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5, 2015.*

## Lesson 18

Description	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events and show the responses of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Uses concrete words, phrases, and sensory language consistently to convey experiences events precisely</li> <li>• Provides a conclusion that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively.</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue and description to develop experiences and events and show the responses of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Uses words, phrases, and details to convey experiences and events.</li> <li>• Provides an appropriate conclusion</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has little or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique such as dialogue and description to develop experiences and events and show the responses of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Uses some words or phrases inconsistently to convey experiences and events</li> <li>• Provides a weak or ambiguous conclusion</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>

**Lesson 18 (continued)**

Description	Points	Criteria
	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events and show the responses of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few if any words that convey experiences and events</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few if any ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response</li> <li>• The student merely copies the text in the prompt</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5, 2015.*

## Lessons 19 and 20

## Response to Texts

Points	Description
2	The written response <ul style="list-style-type: none"><li>• provides sufficient evidence from the text to support answers</li><li>• includes specific examples and details that refer to the text</li><li>• adequately answers the question posed in the prompt</li></ul>
1	The written response <ul style="list-style-type: none"><li>• provides some evidence from the text to support answers</li><li>• includes vague or limited examples and details that refer to the text</li><li>• answers the question posed in the prompt for the most part</li></ul>
0	The written response <ul style="list-style-type: none"><li>• does not provide evidence from the text to support answers</li></ul> OR <ul style="list-style-type: none"><li>• does not include examples and details that refer to the text</li></ul> OR <ul style="list-style-type: none"><li>• does not answer the question posed in the prompt</li></ul>

# Posttest: Practice Assessment 2

## Item Correlations and Answer Keys

Item	Standard/ Element	DOK	Correct Answer	Explanation
<b>Section 1</b>				
11	ELAGSE5RL2	3	A	Option A is the correct answer because it equates the grass with a <i>lazy carefree life</i> .
2	ELAGSE5RL4, ELAGSE5L5.a	2	C	Option C is the correct answer. It defines the phrase as describing the grass bending in the wind.
3	ELAGSE5RL5	2	A	Option A is the correct answer. It accurately describes how the setting changes in the third stanza—it grows later in the day.
4	ELAGSE5RL6	2	D	Option D is the correct answer, It is the best description of the tone.
5	ELAGSE5RL5	2	C	Option C is the correct answer. The purpose of this figurative language is best described in option C, to praise the beauty of nature.
6	ELAGSE5RL1, ELAGSE5LW1	4		See rubric for item on page 17.
7	ELAGSE5RI3	2	D	Option D is the correct answer because it discusses how the growth of the new plants choked out the native plants.
8	ELAGSE5RI4, ELAGSE5L4.a	2	D	Option D is the correct answer based on the context clues that describe a "transformation."
9	ELAGSE5RI2	2	A	Option A is the correct answer because it discusses the butterfly garden, which is the main topic of the article.
10	ELAGSE5RI4, ELAGSE5L4.a	2	B	Option B is the correct answer based on the context clues regarding butterflies not having enough food.
11	ELAGSE5RI1	2	A	Option A is the correct answer. It describes the adult butterfly's diet.
12	ELAGSE5RI8	3	C	Option C is the correct answer. It describes plants being bulldozed and is one reason for this problem.
13	ELAGSE5RL4, ELAGSE5L4.a	2	D	Option D is the correct answer because the contextual clues lead to a conclusion that the car is shiny and slick.
14	ELAGSE5RL3	3	B	Option B is the correct answer because Kevin shows his impatience when he refuses to test drive the new car whereas the man shows patience when he does a similar transaction.
15	ELAGSE5RL5	2	D	Option D is the correct answer. The last three paragraphs take place once Kevin begins to use the car and sees its problems.
16	ELAGSERL1	2	D	Option D is the correct answer. It is the comparison Poppy makes between cooking and fixing cars, is the correct response.

Item	Standard/Element	DOK	Correct Answer	Explanation
17	ELAGSE5RL4, ELAGSE5L4.a	2	B	Option B is the correct answer based on the context clue "in the army."
18	ELAGSE5RL9	3	B	Option B is the correct answer. It identifies that both main characters thought they knew a lot and both learned a lesson.
19	ELAGSE5L1.d	2	C	Option C is the correct answer. It combines past with present tense.
20	ELAGSE5L5.b	2	A	Option A is the correct answer because it indicates that she is ready to end her workday.
21	ELAGSE5L1.c	2	B	Option B is the correct answer because the past perfect <i>had written</i> is in agreement with the paired verb <i>received</i> that comes at the end of the sentence.
22	ELAGSE5L1.e	1	D	Option D is the correct answer because the correlative conjunction <i>not only</i> must be paired with <i>but also</i> .
23	ELAGSE5L2.a	2	D	Option D is the correct answer because it includes a comma after each of the subjects in the series.
24	ELAGSE5L4.c	2	D	Option D is the correct answer because the context implies that the honor is special and exceptional.
25	ELAGSE5L4.b	2	B	Option B is the correct answer because it relates "to say" with <i>speaking</i> .
26	ELAGSE5L2.e	1	A	Option A is the correct answer. It is a misspelling of <i>receive</i> , a word that is common in grade 5 and often misspelled as <i>recieve</i> .
27	ELAGSE5L3.a	3	D	Option D, is the correct answer because it keeps the meaning intact while combining the sentences with the proper conjunction.
<b>Section 2</b>				
28	ELAGSE5RL1	3	B	Option B is the correct answer. It connects Thor's kindness to farmers, which the text explicitly discusses, to the farmers' welcoming of him.
29 Part A	ELAGSE5RL2	3	C	Option C is the correct answer. It ties the theme to Thor's ability to solve all of his problems, is the correct response.
Part B	ELAGSE4RL1	2	D	Option D is the correct answer. It supports the theme that Thor has the ability to solve all his problems.
30	ELAGSE5RL6	3	B	Option B is the correct answer because the passage is told from an omniscient, third-person perspective.
31	ELAGSE5W3	4		See rubric for item on page 18.
32	ELAGSE5RI1	3	B	Option B is the correct answer. It described how he created an illusion that smoke came out of his head.
33	ELAGSE5RI4, ELAGSE5L4.a	2	A	Option A is the correct answer. Context clues include that merchant ships hated to see them coming.

Item	Standard/Element	DOK	Correct Answer	Explanation
34	ELAGSE5RI3	3	D	Option D is the correct answer because it explains why the governor took the action.
35	ELAGSE5RI2	2	B	Option B is the correct answer because the article is mainly about Blackbeard, a feared and dangerous pirate.
36	ELAGSE5RI8	3	C	Option C is the correct answer because it describes an untrustworthy act that Blackbeard did when he left his crew stranded.
37	ELAGSE5W7	2	C	Option C is the correct answer because it is a current online article about the latest solar technology that Jorge is writing about.
38	ELAGSE5L2.b	2	A	Option A is the correct answer. It has a comma after the introductory element and before <i>aren't you</i> , is the correct answer.
39	ELAGSE5L3.a	3	C	Option C is the correct answer because it uses the coordinating conjunction <i>so</i> , which indicates a cause/effect relationship.
40	ELAGSE5L1.d	2	D	Option D is the correct answer because the sentence uses the future perfect tense <i>will have found</i> instead of the future tense <i>will find</i> , which agrees with the rest of the excerpt.
41	ELAGSE5L1.a	2	D	Option D is the correct answer because the sentence tells location, or where the books are stacked – against the wall.
42	ELAGSE5L2.c	1	A	Option A is the correct answer because it places the comma after the word <i>Yes</i> in order to set off the tag word from the rest of the sentence.
43	ELAGSE5L1.e	1	D	Option D is the correct answer because <i>but</i> , <i>also</i> and <i>not only</i> form a correlative conjunction.
44	ELAGSE5L2.d	2	A	Option A is the correct answer because titles of poems require quotation marks. The titles in the other options should be set in italics.
45	ELAGSE5L1.b	2	B	Option B is the correct answer. <i>Will have run</i> , is the proper verb tense for the sentence because it shows the future perfect tense telling what will be going to happen. The word <i>when</i> provides the clue.
46	ELAGSE5L1.c	2	A	Option A is the correct answer because the past perfect phrase <i>had been teaching</i> is the proper verb tense for the sentence because it expresses the idea that something occurred before another action in the past.
47	ELAGSE5L2.a	2	B	Option B is the correct answer because it uses commas to separate items in a series. The other options include incomplete or incorrect comma placement.
48	ELAGSE5L5.c	2	A	Option A is the correct answer. It is the only option that describes someone who is acting with accuracy. The other options describe actions completed without care or certainty.



Item	Standard/ Element	DOK	Correct Answer	Explanation
<b>Section 3</b>				
49	ELAGSE5RI5	2	C	Option C is the correct answer. "Pet Reptiles" describes the experience of caring for reptiles in direct comparison to caring for dogs and cats. The other source uses a cause/effect structure when explaining how to care for the lizards (i.e., lizards can't produce their own body heat, so . . .).
50	ELAGSE5RI7	3	D	Option D is the correct answer because the Letter to the Editor states that some reptiles cannot eat the packaged food.
51	ELAGSE5RI6	3	B	Option B is the correct answer because the Letter to the Editor is the only source that discusses many types of reptiles.
52	ELAGSE5RI9, ELAGSE5W1, ELAGSE5W4, ELAGSE5W7, ELAGSE5W8, ELAGSE5W9	4		See rubric for item on page 20.
53	ELAGSE5RI9, ELAGSE5W2, ELAGSE5W4	4		See rubric for item on page 21.

## Scoring Rubrics

### Item 6

Points	Description
2	The written response <ul style="list-style-type: none"> <li>• provides sufficient evidence from the text to support answers.</li> <li>• includes specific examples and details that refer to the text.</li> <li>• includes relevant details from the text that support their opinion.</li> </ul>
1	The written response <ul style="list-style-type: none"> <li>• provides some evidence from the text to support answers.</li> <li>• includes vague or limited examples and details that refer to the text.</li> <li>• includes some relevant detail from the text that supports their opinion.</li> </ul>
0	The written response <ul style="list-style-type: none"> <li>• does not provide evidence from the text to support answers</li> </ul> OR <ul style="list-style-type: none"> <li>• does not include examples and details that refer to the text</li> </ul> OR <ul style="list-style-type: none"> <li>• does not have a relevant opinion.</li> </ul>

**Item 31**

**Extended Constructed Response**

**Four-Point Holistic Rubric**

**Genre: Narrative**

Description	Points	Criteria
<p><i>The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	<p>4</p>	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters.</li> <li>• Organizes an event sequence that unfolds naturally.</li> <li>• Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events and show the responses of characters to situations.</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events.</li> <li>• Uses concrete words, phrases, and sensory language consistently to convey experiences and events precisely.</li> <li>• Provides a conclusion that follows from the narrated experiences or events.</li> <li>• Integrates ideas and details from source material effectively.</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning.*</li> </ul>
	<p>3</p>	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters.</li> <li>• Organizes events in a clear, logical order.</li> <li>• Uses narrative techniques such as dialogue and description to develop experiences and events and show the responses of characters to situations.</li> <li>• Uses words and/or phrases to indicate sequence.</li> <li>• Uses words, phrases, and details to convey experiences and events.</li> <li>• Provides an appropriate conclusion.</li> <li>• Integrates some ideas and/or details from source material.</li> <li>• Has little or no errors in usage and/or conventions that interfere with meaning.*</li> </ul>
	<p>2</p>	<p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character.</li> <li>• Organizes events in a sequence but with some gaps or ambiguity.</li> <li>• Attempts to use a narrative technique such as dialogue and description to develop experiences and events and show the responses of characters to situations.</li> <li>• Uses occasional signal words to indicate sequence.</li> <li>• Uses some words or phrases inconsistently to convey experiences and events.</li> <li>• Provides a weak or ambiguous conclusion.</li> <li>• Attempts to integrate ideas or details from source material.</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning.*</li> </ul>

Description	Points	Criteria
	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Provides a weak or minimal introduction of a situation or a character.</li> <li>• May be too brief to demonstrate a complete sequence of events.</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events and show the responses of characters to situations.</li> <li>• Uses words that are inappropriate, overly simple, or unclear.</li> <li>• Provides few if any words that convey experiences and events.</li> <li>• Provides minimal or no conclusion.</li> <li>• May use few if any ideas or details from source material.</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning.*</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5*. November 2014.

## Item 52

Points	Description
2	The written response <ul style="list-style-type: none"><li>• clearly identifies and explains relevant information.</li><li>• provides sufficient evidence from the text to explain two references from the texts.</li><li>• includes specific examples and details that refer to the texts.</li></ul>
1	The written response <ul style="list-style-type: none"><li>• identifies but does not clearly explain relevant information.</li><li>• includes vague or limited evidence from the text to explain two references from the texts.</li><li>• includes some specific examples and details that refer to the text.</li></ul>
0	The written response <ul style="list-style-type: none"><li>• does not identify two pieces of information from the text</li></ul> OR <ul style="list-style-type: none"><li>• does not include examples and details that refer to the text</li></ul> OR <ul style="list-style-type: none"><li>• does not explain the two pieces of information from the text.</li></ul>

### Item 53

#### Seven-Point Two-Trait Rubric

#### Trait 1 for Opinion Genre

Description	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writers' ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argumentative essay.</i></p>	4	<p><i>The student's response is a well-developed opinion piece that effectively relates and supports a point of view based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic and clearly states an opinion.</li> <li>• Creates an organizational structure to group the reasons logically.</li> <li>• Effectively develops the reasons that are supported by facts and details.</li> <li>• Uses words, phrases, and clauses effectively to link opinion and reasons.</li> <li>• Provides a strong concluding statement or section related to the opinion presented.</li> </ul>
	3	<p><i>The student's response is a complete opinion piece that examines a topic and presents a point of view based on the text.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic and states an opinion.</li> <li>• Provides some structure to organize reasons.</li> <li>• Develops the topic and supports the opinion with facts and details.</li> <li>• Uses some words, phrases, and clauses to link opinion and reasons.</li> <li>• Provides a concluding statement or section.</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic and state an opinion.</li> <li>• Attempts to provide structure to organize reasons, but structure is inconsistent.</li> <li>• Attempts to develop the topic and support the opinion with details sometimes.</li> <li>• Uses few words, phrases, or clauses to link opinion and reasons.</li> <li>• Provides a weak concluding statement or section.</li> </ul>
	1	<p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a point of view.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic and/or state an opinion.</li> <li>• May not develop the topic or support the opinion.</li> <li>• May not use words or phrases to link opinion and reasons.</li> <li>• Provides a minimal or no concluding statement or section.</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5*. November 2014.

## Item 53 (continued)

## Seven-Point Two-Trait Rubric

## Trait 2 for Opinion Genre

Description	Points	Criteria
<b>Language Usage and Conventions</b>  <i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Effectively expands, combines, and reduces sentences for meaning, reader/listener interest, and style.</li> <li>Shows command of language and its conventions when writing.</li> <li>Any errors in usage and conventions do not interfere with meaning.*</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Expands, combines, and reduces some sentences for meaning, reader/listener interest, and style.</li> <li>Shows some knowledge of language and its conventions when writing.</li> <li>Has minor errors in usage and conventions with no significant effect on meaning.*</li> </ul>
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Uses simple sentence structure and does not expand, combine, and reduce sentences.</li> <li>Shows little knowledge of language and its conventions when writing.</li> <li>Has frequent errors in usage and conventions that interfere with meaning.*</li> </ul>
	0	<ul style="list-style-type: none"> <li>The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.</li> <li>The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.

Credit: Georgia Department of Education. *Georgia Milestones Assessment Guide, Grade 5*. November 2014.

# Student Scoring Record—Posttest: Practice Assessment 2

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Item Number	Standard/Element	Point(s) Possible	Point(s) Scored
<b>Section 1</b>			
1	RL2	1	
2	RL4, L5.a	1	
3	RL5	1	
4	RL6	1	
5	RL5	1	
6	RL1, LW1	2	
7	RI3	1	
8	RI4, L4	1	
9	RI2	1	
10	RI4, L4.a	1	
11	RI1	1	
12	RI8	1	
13	RL4, L4.a	1	
14	RL3	1	
15	RL5	1	
16	RL1	1	
17	RI4, L4.a	1	
18	RL9	1	
19	L1.d	1	
20	L5.b	1	
21	L1.c	1	
22	L1.e	1	
23	L2.a	1	
24	L4.c	1	
25	L4.b	1	
26	L2.e	1	
27	L3.a	1	
<b>Section 2</b>			
28	RL1	1	
29	RL2	1	
Part A	RL2	1	
Part B	RL1	1	
30	RL6	1	

Item Number	Standard/Element	Point(s) Possible	Point(s) Scored
31	W3	4	
32	RI1	1	
33	RI4, L4.a	1	
34	RI3	1	
35	RI2	1	
36	RI8	1	
37	W7	1	
38	L2.b	1	
39	L3.a	1	
40	L1.d	1	
41	L1.a	1	
42	L2.c	1	
43	L1.e	1	
44	L2.d	1	
45	L1.b	1	
46	L1.c	1	
47	L2.a	1	
48	L5.c	1	
<b>Section 3</b>			
49	RI5	1	
50	RI7	1	
51	RI6	1	
52	RI9, W1, W7, W8, W9, W4	2	
53	RI9, W2, W4	7	

<b>Section 1 Total</b>	<b>/28</b>
<b>Section 2 Total</b>	<b>/25</b>
<b>Section 3 Total</b>	<b>/12</b>
<b>ASSESSMENT TOTAL</b>	<b>/65</b>