

Weekly Test Lesson 1

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D; “Manya, you don’t...; I shoved down...”	U1L1: Comprehension: Point of View	RL.4.6	2
2	D	U1L1: Comprehension: Story Structure	RL.4.3	2
3	A	U1L1: Vocabulary Strategy: Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i>	L.4.4b	2
4	A	U1L1: Comprehension: Story Structure	RL.4.3	1
5	B	U1L1: Comprehension: Story Structure	RL.4.3	2
6	See rubric on p. T35.	U1L1: Comprehension: Flashback	RL.4.3	3
	Sample two-point response: The beginning of the passage tells that there is a flashback. The story says “I start to think back over my day.” The author included the flashback to show how bad the day was starting with Manya oversleeping.			
	Sample one-point response: The beginning of the story has a flashback. It is about Manya’s day.			
WRITING				
7	D	U1L1: Spelling: Short <i>a</i> and Long <i>a</i>	L.4.2d	2
8	A	U1L1: Grammar: What Is a Sentence?	L.4.1f	1
9	Started smoking.	U1L1: Grammar: What Is a Sentence?	L.4.1f	1
10	See rubric on p. T35.	U1L1: Writing: Elaboration	W.4.3b	3
	Sample two-point response: My pet hamster is named Tony. He is smaller than a cat and brown with white spots. He has a tiny pink nose and the cutest little paws. He lives in a metal and glass cage in my room. He likes to play with a ball and eat green vegetables, like lettuce and green beans.			
	Sample one-point response: My pet hamster is named Tony. He is small and brown like a mouse. He lives in a cage. The cage is in my room. He likes to play and eat carrots.			

Weekly Test Lesson 2

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U1L2: Comprehension: Idioms	L.4.5b	2
2	B; Many people did not...; They thought...	U1L2: Comprehension: Author's Purpose	RI.4.8	3
3	B	U1L2: Comprehension: Explain Historical Events	RI.4.3	2
4	improper	U1L2: Vocabulary Strategy: Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i>	L.4.4b	1
5	See rubric on p. T35.	U1L2: Comprehension: Explain Historical Events	RI.4.3	3
	Sample two-point response: It was difficult for Pasteur to decide to use the vaccine on a boy because the vaccine had never been used on a person. The text says, "the rabies vaccine had only been tested on animals."			
	Sample one-point response: Vaccines had never been used on a boy.			
6	B	U1L2: Comprehension: Author's Purpose	RI.4.8	3
WRITING				
7	C	U1L2: Spelling: Short <i>e</i> and Long <i>e</i>	L.4.2d	1
8	A	U1L2: Grammar: Kinds of Sentences	L.4.1f	1
9	A	U1L2: Grammar: Kinds of Sentences	L.4.1f	2
10	Would the team... ; Only time...	U1L2: Grammar: Kinds of Sentences	L.4.1f	2

Weekly Test Lesson 3

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U1L3: Vocabulary Strategy: Using Context	L.4.4a	1
2	A	U1L3: Comprehension: Cause and Effect	RI.4.5	2
3	See answer below.	U1L3: Comprehension: Cause and Effect	RI.4.5	3
	Baking powder: causes dough...; Yeast: attacks and changes..., causes dough...; Baking soda: produces gas..., causes dough...			
4	C	U1L3: Comprehension: Domain-Specific Vocabulary	RI.4.4	2
5	See answer below.	U1L3: Comprehension: Cause and Effect	RI.4.5	2
	D; These substances cause..., Leavening agents give...			
6	See rubric on p. T35.	U1L3: Comprehension: Interpret Visuals	RI.4.7	3
	Sample two-point response: The first photograph shows that dough is flat before it is cooked. The second photograph shows that the leavening agents cause the bread to rise once it has been baked.			
	Sample one-point response: The photographs show that bread rises when it is baked.			
WRITING				
7	D	U1L3: Grammar: Quotations	L.4.2b	1
8	A	U1L3: Grammar: Quotations	L.4.2b	2
9	C	U1L3: Grammar: Quotations	L.4.2b	1
10	bild, tite	U1L3: Spelling: Short <i>i</i> and Long <i>i</i>	L.4.2d	2

Weekly Test Lesson 4

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	<i>Todd and Maria enter . . .</i>	U1L4: Comprehension: Elements of Drama	RL.4.5	3
2	D	U1L4: Comprehension: Allusion	RL.4.4	2
3	D	U1L4: Comprehension: Elements of Drama	RL.4.5	2
4	D	U1L4: Vocabulary Strategy: Prefixes <i>non-</i> , <i>mis-</i>	L.4.4b	1
5	B; C	U1L4: Comprehension: Theme	RL.4.2	3
6	See rubric on p. T35.	U1L4: Comprehension: Theme	RL.4.2	3
	Sample two-point response: Josie changes from being scared of riding a bike at the beginning of the play to accepting the help of others to learn how to ride a bike by the end of the play. She learns that she is not afraid to try something new.			
	Sample one-point response: Josie doesn't know how to ride a bike at the beginning of the play, and then she learns how.			
WRITING				
7	A	U1L4: Spelling: Short <i>o</i> and Long <i>o</i>	L.4.2d	1
8	C	U1L4: Grammar: Fragments and Run-On Sentences	L.4.1f	1
9	See answers below.	U1L4: Grammar: Fragments and Run-On Sentences	L.4.1f	2
	Their grandmother tells...; Hana and Amir...			
10	See rubric on p. T35.	U1L4: Writing: Organization	W.4.4	3
	Sample two-point response: One day Maria was playing in her backyard. She was having fun flying through the air on the swings, speeding down the slide, and hanging upside down on the monkey bars. At lunch time, her mother called her to come inside. That is when Maria realized the necklace she was wearing was gone!			
	Sample one-point response: A girl lost her necklace outside.			

Weekly Test Lesson 5

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	C	U1L5: Vocabulary Strategy: Reference Materials	L.4.4c	1
2	C	U1L5: Comprehension: Understanding Characters	RL.4.3	2
3	See answer below.	U1L5: Comprehension: Understanding Characters	RL.4.3	3
	The sisters: new in town, predictable; Smiling Shawn: predictable; The father: new in town, shoemaker			
4	B; D	U1L5: Comprehension: Point of View	RL.4.6	3
5	C	U1L5: Comprehension: Hyperbole	RL.4.4	2
6	See rubric on p. T35.	U1L5: Comprehension: Understanding Characters	RL.4.3	3
	Sample two-point response: Shoeless Joe is very regimented. He eats the same thing every day. He walks his dog around the block three times every night.			
	Sample one-point response: Shoeless Joe is very regimented.			
WRITING				
7	D	U1L5: Grammar: Proper Nouns	L.4.2a	2
8	C	U1L5: Grammar: Proper Nouns	L.4.2a	2
9	B	U1L5: Spelling: Homophones	L.4.2d	1
10	See answer below.	U1L5: Grammar: Proper Nouns	L.4.2a	1
	However, it was difficult...; Uncle Nico helped...			

Weekly Test Lesson 6

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U2L6: Comprehension: Story Structure	RL.4.3	1
2	B	U2L6: Vocabulary Strategy: Suffixes <i>-y</i> , <i>-ous</i>	L.4.4b	1
3	See rubric on p. T35.	U2L6: Comprehension: Formal and Informal Language	L.4.3c	3
	Sample two-point response: Mrs. Aspen uses formal language in her speech, while Suchita uses informal language. Mrs. Aspen uses formal words such as "Pardon me" and "quarrel." She also addresses the girls formally as "Ms. Patel" and "Ms. Gupta." Suchita uses informal language in her speech. She uses nicknames such as "Mrs. A" and "Lav." She also uses slang including "you've lost it," "Nah, it's all good," and "this nightmare."			
	Sample one-point response: Mrs. Aspen uses more formal language than Suchita. Suchita uses "Nah, it's all good," which is slang.			
4	D; A	U2L6: Comprehension: Story Structure	RL.4.3	2
5	D	U2L6: Comprehension: Elements of Drama	RL.4.5	3
6	2, 1, 3, 4	U2L6: Comprehension: Story Structure	RL.4.3	2
WRITING				
7	C	U2L6: Spelling: Vowel Sounds Short <i>u</i> , <i>oo</i> , <i>yoo</i> , <i>ue</i> , <i>av</i> , <i>ui</i> , short <i>u</i>	L.4.2d	2
8	A	U2L6: Grammar: Verbs	W.4.5	2
9	See answer below.	U2L6: Grammar: Verbs	W.4.5	1
	The weather sunny...; William thinks he...			
10	See rubric on p. T35.	U2L6: Writing: Organization	W.4.4	3
	Sample two-point response: This just in! Last week, someone broke the playground slide. As a result, the gates to the playground will now be locked after 4:00 p.m. This is a new rule, but it is too bad, because many students like to play after school. Isn't there another answer?			
	Sample one-point response: This just in! The gates to the playground will be locked after 4:00 p.m. It is too bad, because many students like to play after school. Last week, someone broke the playground slide. Isn't there another answer?			

Weekly Test Lesson 7

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D; D	U2L7: Comprehension: Fact and Opinion	RI.4.8	2
2	A	U2L7: Vocabulary Strategy: Domain-Specific Vocabulary	RI.4.4	2
3	See answer below.	U2L7: Comprehension: Explain Concepts and Ideas	RI.4.3	2
	Paragraph 2: All cheese starts...; Paragraph 3: Milk needs bacteria...; Paragraph 4: Curds are the first...			
4	D	U2L7: Comprehension: Fact and Opinion	RI.4.8	2
5	B	U2L7: Vocabulary Strategy: Greek and Latin Word Parts	L.4.4b	1
6	See rubric on p. T35.	U2L7: Comprehension: Explain Concepts and Ideas	RI.4.3	3
	Sample two-point response: The main idea of this passage is how cheese is made. The second paragraph describes how all cheese is made from pasteurized milk. The next paragraphs describe adding bacteria and coagulants then forming and cooking curds and whey. The last paragraphs describe the different ways cheeses are flavored (with spices, herbs, and other flavors) and cut.			
	Sample one-point response: The main idea of the passage is how cheese is made. All cheese is made from milk.			
WRITING				
7	A	U2L7: Spelling: Vowel Sounds \bar{o} , \check{o}	L.4.2d	2
8	B	U2L7: Grammar: Verb Tenses	W.4.5	1
9	B	U2L7: Grammar: Verb Tenses	W.4.5	2
10	She sells 10...; If she does...	U2L7: Grammar: Verb Tenses	W.4.5	1

Weekly Test Lesson 8

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	C	U2L8: Comprehension: Understanding Characters	RL.4.3	2
2	See answer below.	U2L8: Comprehension: Understanding Characters	RL.4.3	2
	Mei: worried about...; felt like someone...; Mom: didn't seem to...			
3	C	U2L8: Vocabulary Strategy: Figurative Language	L.4.5b	1
4	D; D	U2L8: Comprehension: Point of View	RL.4.6	3
5	B	U2L8: Comprehension: Theme	RL.4.2	2
6	See rubric on p. T35.	U2L8: Comprehension: Understanding Characters	RL.4.3	3
	Sample two-point response: By the end of the story, Mei's feelings change from feeling terrible to feeling hopeful. During the car ride, Mei wished her mom understood that this move was devastating for Mei. At the end, Mei felt better because she realized she could make her home what she wanted it to be.			
	Sample one-point response: By the end of the story, Mei's feelings change from feeling devastated to feeling better.			
WRITING				
7	C	U2L8: Grammar: Progressive Verb Tenses	L.4.1b	1
8	D	U2L8: Grammar: Progressive Verb Tenses	L.4.1b	2
9	B	U2L8: Grammar: Progressive Verb Tenses	L.4.1b	2
10	croud	U2L8: Spelling: Vowel Sounds <i>ou, ô</i>	L.4.2d	1

Weekly Test Lesson 9

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A; C	U2L9: Comprehension: Understanding Characters	RL.4.3	3
2	C	U2L9: Vocabulary Strategy: Antonyms	L.4.5c	1
3	See answer below.	U2L9: Comprehension: Understanding Characters	RL.4.3	2
		Basir: agrees to help...; Rasha: agrees to help..., laughs at his..., suggests walking...		
4	D	U2L9: Comprehension: Conclusions and Generalizations	RL.4.1	2
5	B	U2L9: Comprehension: Understanding Characters	RL.4.3	2
6	See rubric on p. T35.	U2L9: Comprehension: Humor	RL.4.4	3
		Sample two-point response: The funniest scene in the story is when the dogs and their leashes get tangled up while Rasha and Basir are walking them. This is funny because the dogs are acting silly and making a mess, and Rasha and Basir can't do anything to stop them.		
		Sample one-point response: The story is funny because the dogs get tangled up, and Rasha and Basir can't walk them.		
WRITING				
7	B	U2L9: Spelling: Vowel + <i>r</i> Sounds	L.4.2d	2
8	C	U2L9: Grammar: Compound and Complex Sentences	L.4.2c	1
9	D	U2L9: Grammar: Compound and Complex Sentences	L.4.2c	2
10	See answer below.	U2L9: Grammar: Compound and Complex Sentences	L.4.2c	1
		She asked her...; Everyone thought the fish...		

Weekly Test Lesson 10

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B; D	U2L10: Comprehension: Author's Purpose	RI.4.8	3
2	D	U2L10: Comprehension: Genre: Biography	RI.4.5	2
3	D	U2L10: Vocabulary Strategy: Shades of Meaning	L.4.5c	2
4	C	U2L10: Comprehension: Simile and Metaphor	L.4.5a	1
5	5, 6, 4, 1, 2, 3	U2L10: Comprehension: Genre: Biography	RI.4.5	2
6	See rubric on p. T35.	U2L10: Comprehension: Author's Purpose	RI.4.8	3
	Sample two-point response: The author wanted to tell about Philo Farnsworth and how he invented the television. The author wrote that Philo got the idea for a television while plowing a field. Philo brought his idea to life and sold it to a radio company.			
	Sample one-point response: The author wanted to tell about Philo Farnsworth.			
WRITING				
7	B	U2L10: Grammar: Pronouns	W.4.5	2
8	C	U2L10: Grammar: Pronouns	W.4.5	1
9	woarld, serch	U2L10: Spelling: More Vowel + r Sounds	W.4.5	1
10	See rubric on p. T35.	U2L10: Writing: Elaboration	W.4.2b	3
	Sample two-point response: Hamsters are easy to care for. They need water to drink. So always check the water bottle. They also need food like seeds. Check the food bowl each day. Finally, they like a soft, clean bed. Hamsters are great pets.			
	Sample one-point response: Hamsters are easy to care for. They need water to drink. So always check the bottle. They also need food. Check it each day. Finally, they like a soft, clean bed. Hamsters are great pets.			

Weekly Test Lesson 11

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U3L11: Vocabulary Strategy: Suffixes <i>-ful, -less, -ness, -ment</i>	L.4.4b	1
2	A; A	U3L11: Comprehension: Explain Scientific Ideas	RI.4.3	2
3	C	U3L11: Comprehension: Explain Scientific Ideas	RI.4.3	2
4	See answer below.	U3L11: Comprehension: Text Structure	RI.4.5	2
	The egg is fresh: The egg sinks; The egg has gone bad: The egg floats			
5	D	U3L11: Comprehension: Text and Graphic Features	RI.4.7	2
6	See rubric on p. T35.	U3L11: Comprehension: Text and Graphic Features	RI.4.7	3
	Sample two-point response: The headers help organize the information and separate the three different experiments.			
	Sample one-point response: The headers give the names of the experiments.			
WRITING				
7	C	U3L11: Grammar: Frequently Confused Words	L.4.1g	1
8	A	U3L11: Grammar: Frequently Confused Words	L.4.1g	1
9	C	U3L11: Grammar: Frequently Confused Words	L.4.1g	1
10	My class mate....; No body in...	U3L11: Spelling: Compound Words	L.4.2d	1

Weekly Test Lesson 12

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	3, 5, 2, 4, 1	U3L12: Comprehension: Sequence of Events	RL.4.3	2
2	C	U3L12: Comprehension: Author's Word Choice	L.4.3a	2
3	B	U3L12: Comprehension: Sequence of Events	RL.4.3	2
4	B	U3L12: Vocabulary Strategy: Synonyms	L.4.5c	1
5	A; And how amazing to..., You're the best, Dad!	U3L12: Comprehension: Conclusions and Generalizations	RL.4.3	2
6	See rubric on p. T35.	U3L12: Comprehension: Conclusions and Generalizations	RL.4.3	3
	Sample two-point response: I think more people were involved in creating and attending the World's Fair. One reason is because it is called a World's Fair. Another reason is there were a lot of supplies shipped to Chicago for the exhibits.			
	Sample one-point response: I think there were more people than just people in Chicago involved in creating and attending the World's Fair because there were a lot of people doing both.			
WRITING				
7	B	U3L12: Grammar: Possessive Nouns	W.4.5	2
8	D	U3L12: Grammar: Possessive Nouns	W.4.5	2
9	Rakeing, workd	U3L12: Spelling: Words with <i>-ed</i> or <i>-ing</i>	L.4.2d	1
10	See rubric on p. T35.	U3L12: Writing: Organization	W.4.4	3
	Sample two-point response: There is a lot of work to be done in school. Most of this work means students have to sit down and be quiet. Because of this, students sit too long in school. There are several ways this problem could be solved. One solution is to have students get up and do three minutes of exercise every hour. In addition, students could have a short extra recess in the afternoon.			
	Sample one-point response: There is a lot of work to be done in school. Most of this work requires students to sit down and be quiet. Students sit too long in school. One solution is to have students get up and do three minutes of exercise every hour. Students could have a short extra recess in the afternoon.			

Weekly Test Lesson 13

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U3L13: Comprehension: Simile and Metaphor	L.4.5a	2
2	B	U3L13: Vocabulary Strategy: Greek and Latin Word Parts	L.4.4b	2
3	C	U3L13: Comprehension: Sequence of Events	RI.4.5	1
4	3, 1, 2, 4	U3L13: Comprehension: Sequence of Events	RI.4.5	2
5	A; shell around the caterpillar	U3L13: Comprehension: Domain-Specific Vocabulary	RI.4.4	2
6	See rubric on p. T35.	U3L13: Comprehension: Domain-Specific Vocabulary	RI.4.4	3
	Sample two-point response: Camouflage is a way of looking like the things around you. It helps a butterfly stay alive because if they blend in with the things around them, they can't be seen by their enemies and get eaten. Some butterflies look like the flowers or trees they land on.			
	Sample one-point response: Camouflage is a way to hide without being seen.			
WRITING				
7	B	U3L13: Grammar: Modal Auxiliaries	L.4.1c	1
8	A	U3L13: Grammar: Modal Auxiliaries	L.4.1c	1
9	D	U3L13: Grammar: Modal Auxiliaries	L.4.1c	2
10	puting, separateed	U3L13: Spelling: More Words with <i>-ed</i> or <i>-ing</i>	L.4.2d	2

Weekly Test Lesson 14

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U3L14: Vocabulary Strategy: Suffixes <i>-able, -ible</i>	L.4.4b	2
2	D	U3L14: Comprehension: Explain Scientific Concepts and Ideas	RI.4.3	2
3	D	U3L14: Comprehension: Text and Graphic Features	RI.4.7	2
4	See answer below.	U3L14: Comprehension: Text and Graphic Features	RI.4.7	2
	Look in the Sky: Gives an introduction...; Exploring the Moon: Explains about...; All About the Moon: Gives physical...; The Phases of the Moon: Explains the...			
5	D	U3L14: Comprehension: Author's Purpose	RI.4.8	2
6	See rubric on p. T35.	U3L14: Comprehension: Explain Scientific Concepts and Ideas	RI.4.3	3
	Sample two-point response: Earth is much bigger than the moon. Earth also has water and life on it. The moon does not have life. Both the moon and Earth have gravity.			
	Sample one-point response: Both have gravity, but Earth is bigger than the moon.			
WRITING				
7	B	U3L14: Grammar: Participles	W.4.5	2
8	C	U3L14: Grammar: Participles	W.4.5	2
9	D	U3L14: Grammar: Participles	W.4.5	2
10	citee, busey, hungree	U3L14: Spelling: Final Long <i>e</i>	L.4.2d	1

Weekly Test Lesson 15

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U3L15: Vocabulary Strategy: Using Context	L.4.4a	2
2	A	U3L15: Comprehension: Main Idea and Details	RI.4.2	2
3	See rubric on p. T35.	U3L15: Comprehension: Analyze an Argument	RI.4.8	3
	Sample two-point response: Students who exercise are healthier. The evidence is that students who exercise are sick less often. Other evidence is that exercise makes the heart and lungs strong and healthy.			
	Sample one-point response: The evidence is that students who exercise are sick less often.			
4	B	U3L15: Comprehension: Main Idea and Details	RI.4.2	1
5	wonderful, greatly, important	U3L15: Comprehension: Author's Word Choice	L.4.3a	2
6	A; Gym class improves...	U3L15: Comprehension: Analyze an Argument	RI.4.8	2
WRITING				
7	A	U3L15: Spelling: Changing Final <i>y</i> to <i>i</i>	L.4.2d	1
8	B	U3L15: Grammar: Irregular Verbs	W.4.5	2
9	B	U3L15: Grammar: Irregular Verbs	W.4.5	2
10	sayed, telled	U3L15: Grammar: Irregular Verbs	W.4.5	2

Weekly Test Lesson 16

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U4L16: Comprehension: Personification	RL.4.4	2
2	See rubric on p. T35.	U4L16: Comprehension: Compare and Contrast	RL.4.3	3
	Sample two-point response: Mama and Papa are both happy to get a letter from Uncle George. Mama smiles and says "Oh good." Papa is eager to read the letter. Mama and Papa feel different about what the letter says. Mama thinks it is a bad idea to go west. She says it's "a crazy idea." Papa thinks it is a good idea to go west. He says "it's a fine opportunity."			
	Sample one-point response: Mama and Papa both like getting a letter from Uncle George. Mama does not like Uncle George's suggestion to move west, but Papa does.			
3	C; C	U4L16: Comprehension: Compare and Contrast	RL.4.3	3
4	D	U4L16: Vocabulary Strategy: Figurative Language	L.4.5b	2
5	A	U4L16: Comprehension: Genre: Historical Fiction	RL.4.3	2
6	See answer below.	U4L16: Comprehension: Genre: Historical Fiction	RL.4.3	3
	Only in the 1800s: Letters normally take months to deliver, People often travel in covered wagons, The Gold Rush draws people to California; In the 1800s and today: People live on farms, Families need to plan big moves			
WRITING				
7	D	U4L16: Spelling: Words with /k/, /ng/, and /kw/	L.4.2d	1
8	C	U4L16: Grammar: Adjectives	L.4.1d	1
9	B	U4L16: Grammar: Adjectives	L.4.1d	1
10	Shari chose the orange...	U4L16: Grammar: Adjectives	L.4.1d	1

Weekly Test Lesson 17

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U4L17: Vocabulary Strategy: Suffixes <i>-ion, -ation, -ition</i>	L.4.4b	2
2	A	U4L17: Comprehension: Sequence of Events	RI.4.3	2
3	A; D	U4L17: Comprehension: Main Idea and Details	RI.4.2	2
4	B	U4L17: Vocabulary Strategy: Domain-Specific Vocabulary	RI.4.4	2
5	See rubric on p. T35.	U4L17: Comprehension: Main Idea and Details	RI.4.2	3
	Sample two-point response: The main idea is that being a librarian is an important job. It is important because librarians help people learn. The author uses examples of librarians helping people in different settings, like hospitals and law offices.			
	Sample one-point response: Librarians are important because they help people learn.			
6	2, 4, 3, 1	U4L17: Vocabulary Strategy: Sequence of Events	RI.4.3	2
WRITING				
7	D	U4L17: Spelling: Words with /j/ and /s/	L.4.2d	1
8	B	U4L17: Grammar: Adverbs	L.4.1a	2
9	B	U4L17: Grammar: Adverbs	L.4.1a	2
10	neatly	U4L17: Grammar: Adverbs	L.4.1a	2

Weekly Test Lesson 18

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U4L18: Comprehension: Story Structure	RL.4.3	2
2	You defeat yourself...	U4L18: Comprehension: Story Structure	RL.4.3	2
3	C	U4L18: Vocabulary Strategy: Adages and Proverbs	L.4.5b	2
4	B; "Forget about the..."	U4L18: Comprehension: Story Structure	RL.4.3	2
5	A	U4L18: Comprehension: Allusion	RL.4.4	2
6	See rubric on p. T35.	U4L18: Comprehension: Theme	RL.4.1	3
	Sample two-point response: The theme is to worry about doing your personal best and not about how other kids around you are doing. Aidan keeps checking on the other swimmers, and he gives up when they are doing better. Once he stops looking at the other swimmers, he tries his best through the race and does better.			
	Sample one-point response: The theme is that Aidan needs to worry about his own swimming. Then he'll do well.			
WRITING				
7	A	U4L18: Grammar: Prepositions and Prepositional Phrases	L.4.1e	2
8	B	U4L18: Grammar: Prepositions and Prepositional Phrases	L.4.1e	2
9	dissappeared, Unnhappy	U4L18: Spelling: Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i>	L.4.2d	2
10	See rubric on p. T35.	U4L18: Writing: Elaboration	W.4.3b	3
	Sample two-point response: Long ago, a huge dragon lived near a teeny village. The dragon sulked in its cave and cried and cried. It wished the people of the village would be friends with him. However, the people ran away whenever the dragon came near. He made them shake in their boots. The dragon ached with loneliness. It whimpered in its cave as it tried to make a plan to change the people's feelings about him.			
	Sample one-point response: Long ago, a dragon lived near a small village. The dragon lay in its dark cave and cried out loud. It longed to become friends with the people in the village.			

Weekly Test Lesson 19

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	See answer below.	U4L19: Comprehension: Problem and Solution	RI.4.5	2
	Problem: The lower floors...: Solution: The base of the...; Problem: There is not...: Solution: Lightweight columns...			
2	C	U4L19: Comprehension: Problem and Solution	RI.4.5	2
3	B	U4L19: Vocabulary Strategy: Reference Materials	L.4.4c	1
4	B	U4L19: Comprehension: Idioms	L.4.5b	2
5	A; B	U4L19: Comprehension: Conclusions and Generalizations	RI.4.5	3
6	See rubric on p. T35.	U4L19: Comprehension: Conclusions and Generalizations	RI.4.5	3
	Sample two-point response: The inventions of steel beams along with the invention of elevators made taller buildings possible. Elevators could quickly move people up a lot of floors. And steel beams made it possible for the building to support a lot of floors.			
	Sample one-point response: The invention of elevators made taller buildings possible. Elevators could quickly move people up a lot of floors.			
WRITING				
7	D	U4L19: Spelling: Suffixes <i>-ful</i> , <i>-less</i> , <i>-ness</i> , <i>-ment</i>	L.4.2d	2
8	C	U4L19: Grammar: Relative Pronouns and Adverbs	L.4.1a	2
9	We were so happy...	U4L19: Grammar: Relative Pronouns and Adverbs	L.4.1a	2
10	See rubric on p. T35.	U4L19: Writing: Organization	W.4.4	3
	Sample two-point response: The pond is a beautiful place to visit. First, I woke up early so I could get there before the day got too hot. When I got there, I saw ducks paddling along the water's surface. Next, I spotted an elegant swan floating toward her nest, but I knew I'd better not get too close! Later, I took out my picnic lunch to eat. After I ate, I spotted frogs hopping and birds flying. Finally, it was time to go home. I learned that everyone should make time to visit the pond.			
	Sample one-point response: The pond is beautiful. I saw ducks on the water and a swan. Then I went home.			

Weekly Test Lesson 20

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A college...; His hard...	U4L20: Comprehension: Main Ideas and Details	RI.4.2	1
2	C	U4L20: Comprehension: Onomatopoeia	RI.4.4	2
3	C; From the...; He was...	U4L20: Comprehension: Main Ideas and Details	RI.4.2	3
4	A	U4L20: Vocabulary Strategy: Shades of Meaning	L.4.5c	2
5	C	U4L20: Comprehension: Text Structure	RI.4.3	2
6	See rubric on p. T35.	U4L20: Comprehension: Main Ideas and Details	RI.4.2	3
	Sample two-point response: The main idea of the passage is that Frank Thomas worked hard to achieve his dreams. In high school, he was cut from the baseball team, but he kept practicing and became a member of the state championship team. He also worked hard in college and was named Most Valuable Player.			
	Sample one-point response: The main idea of the passage is that Frank Thomas worked hard to achieve his dreams.			
WRITING				
7	D	U4L20: Grammar: Abbreviations	L.4.2a	2
8	D	U4L20: Grammar: Abbreviations	L.4.2a	2
9	B	U4L20: Grammar: Abbreviations	L.4.2a	1
10	canyun, picure	U4L20: Spelling: Words with VCCV Pattern	L.4.2d	1

Weekly Test Lesson 21

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U5L21: Comprehension: Theme	RL.4.2	2
2	See rubric on p. T35.	U5L21: Comprehension: Point of View	RL.4.6	3
	Sample two-point response: Because the story is third person point of view, we do not know any one character's thoughts and feelings. Instead of knowing one person's thoughts only, we get an overview of all the characters.			
	Sample one-point response: Because the point of view is third person, we know all the characters' thoughts rather than just one character's.			
3	A	U5L21: Vocabulary Strategy: Multiple-Meaning Words	L.4.4a	2
4	A; D	U5L21: Comprehension: Idioms	L.4.5b	2
5	See answers below.	U5L21: Comprehension: Idioms	L.4.5b	2
	Taken a Job...: Bitten off more...; An Easy Job: A piece of cake; Not Very Often: Once in a blue moon			
6	D	U5L21: Comprehension: Theme	RL.4.2	2
WRITING				
7	C	U5L21: Grammar: Comparative and Superlative Adjectives and Adverbs	L.4.1d	2
8	C	U5L21: Grammar: Comparative and Superlative Adjectives and Adverbs	L.4.1d	2
9	A	U5L21: Grammar: Comparative and Superlative Adjectives and Adverbs	L.4.1d	2
10	habbit	U5L21: Spelling: Words with VCV Pattern	L.4.2d	1

Weekly Test Lesson 22

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	C	U5L22: Vocabulary Strategy: Adages and Proverbs	L.4.5b	2
2	D	U5L22: Comprehension: Domain-Specific Vocabulary	RI.4.4	2
3	A	U5L22: Comprehension: Cause and Effect	RI.4.3	2
4	See rubric on p. T35.	U5L22: Comprehension: Cause and Effect	RI.4.3	3
	Sample two-point response: People were astonished because it was so big. There had never been a building that was this tall. It had more than 70 miles of pipes, more than 2 million feet of wire, 6,500 windows, 1,860 steps, 73 elevators, and cost over 40 million dollars to build.			
	Sample one-point response: People were astonished because it was so big and tall. There had never been a building this tall before.			
5	See answer below.	U5L22: Comprehension: Conclusions and Generalizations	RI.4.1	3
	To Officially Open...On May 1, 1931... To See Who Could Build...Walter Chrysler and John Raskob... Because Prices Fell...The Empire State Building only...			
6	B; B	U5L22: Comprehension: Conclusions and Generalizations	RI.4.1	3
WRITING				
7	B	U5L22: Spelling: VCCV and VCV Patterns	L.4.2d	1
8	A	U5L22: Grammar: Negatives	W.4.5	2
9	Jovan can't..., He just...	U5L22: Grammar: Negatives	W.4.5	2
10	See rubric on p. T35.	U5L22: Writing: Elaboration	W.4.2b	3
	Sample two-point response: The park is a really fun place to be. It is the most fun when friends or family get together. Sometimes people have a picnic. Other times people just play on the play equipment. Sometimes people bring a ball to play basketball. Other people bring a racket and a ball to play tennis. Whatever people choose, the park is a lot of fun.			
	Sample one-point response: The park is a really fun place to be. It is the most fun when friends or family get together. Sometimes people bring a ball to play basketball.			

Weekly Test Lesson 23

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U5L23: Comprehension: Similes	L.4.5a	3
2	D	U5L23: Vocabulary Strategy: Prefixes <i>pre-</i> , <i>inter-</i> , <i>ex-</i>	L.4.4b	2
3	D	U5L23: Comprehension: Similes	L.4.5a	2
4	B; A	U5L23: Comprehension: Text and Graphic Features	RI.4.7	2
5	See answer below.	U5L23: Comprehension: Text and Graphic Features	RI.4.7	2
	Snapshots of Earth: Huge glaciers covered...; There was more land... Plants and Animals: There were different things...; Saber-toothed tigers became...			
6	See rubric on p. T35.	U5L23: Comprehension: Text Structure	RI.4.5	3
	Sample two-point response: The author organizes information into related sections. The first sections talks about how the Earth's climate goes through warm and cold periods. The second and third sections talk about how Earth looks and how things on Earth are affected during an ice age. The last sections talks about finding out about ice ages.			
	Sample one-point response: The text is organized into sections that talk about different parts of ice ages.			
WRITING				
7	C	U5L23: Grammar: Punctuation	L.4.3b	2
8	A	U5L23: Spelling: Words with VCCV Pattern	L.4.2d	1
9	Did you know...	U5L23: Grammar: Punctuation	L.4.3b	2
10	See rubric on p. T35.	U5L23: Writing: Organization	W.4.4	3
	Sample two-point response: The water in a puddle on the sidewalk is part of a cycle that is constantly happening. First, the rain falls from the sky and makes a puddle. Next, the sun warms the liquid water in the puddle, and the water evaporates into a gas called water vapor. Then, the water vapor cools and condenses into water droplets in a cloud. Finally, when the cloud is full of water droplets, they fall from the sky again as rain.			
	Sample one-point response: The water in a puddle on the sidewalk is part of a cycle that is constantly happening. First, the water falls from the sky as rain and makes a puddle. The sun warms the water in the puddle. Next, the water evaporates into a gas called water vapor. The water vapor cools and condenses in the sky. It becomes part of a cloud. Finally, when the cloud is full of water droplets, they fall from the sky again as rain.			

Weekly Test Lesson 24

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	C	U5L24: Comprehension: Author's Word Choice	L.4.3a	3
2	C	U5L24: Comprehension: Fact and Opinion	RI.4.8	2
3	That sounds silly...	U5L24: Comprehension: Fact and Opinion	RI.4.8	2
4	A; A	U5L24: Comprehension: Compare and Contrast	RI.4.5	2
5	D	U5L24: Vocabulary Strategy: Suffixes <i>-ed</i> , <i>-ly</i>	L.4.4a	2
6	See rubric on p. T35.	U5L24: Comprehension: Compare and Contrast	RI.4.5	3
	Sample two-point response: Texas Cavaliers River Parade and the Battle of Flowers Parade both take place in San Antonio during Fiesta. They both have floats decorated with flowers. The Battle of Flowers Parade started in 1891, while the Texas Cavaliers River Parade started in 1941. The Battle of Flowers Parade is on land, while Texas Cavaliers River Parade is on the river. Also the Battle of Flowers Parade attracts more people.			
	Sample one-point response: Texas Cavaliers River Parade and the Battle of Flowers Parade are both parades. Texas Cavaliers River Parade is on water, but the Battle of Flowers Parade is on land.			
WRITING				
7	B	U5L24: Grammar: Commas	L.4.2b	2
8	A	U5L24: Grammar: Commas	L.4.2c	2
9	A	U5L24: Grammar: Commas	L.4.2c	2
10	adress, suprise	U5L24: Spelling: Words with VCCCV Pattern	L.4.2d	1

Weekly Test Lesson 25

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U5L25: Vocabulary Strategy: Greek and Latin Word Parts	L.4.4b	2
2	“Oh boy, this is nuts!”	U5L25: Comprehension: Formal and Informal Language	L.4.3c	2
3	A	U5L25: Comprehension: Formal and Informal Language	L.4.3c	1
4	C; A	U5L25: Comprehension: Genre: Science Fiction	RL.4.3	3
5	See rubric on p. T35.	U5L25: Comprehension: Genre: Science Fiction	RL.4.3	3
	Sample two-point response: The story can't happen in real life because there are too many fantasy elements. A person cannot travel to space without special suits and breathing equipment, so the girls would not have been able to ride a drone into outer space. Also, there is no scientific evidence to show that aliens exist, so the girls would not have been able to talk to aliens.			
	Sample one-point response: Aliens are not real.			
6	A	U5L25: Comprehension: Author's Purpose	RL.4.1	2
WRITING				
7	C	U5L25: Grammar: Proper Mechanics	L.4.2a	2
8	C	U5L25: Grammar: Proper Mechanics	L.4.2b	2
9	meteir, sciunce	U5L25: Spelling: Words with VV Pattern	L.4.2d	1
10	See rubric on p. T35.	U5L25: Writing: Elaboration	W.4.2b	3
	Sample two-point response: The local zoo has a giraffe exhibit. There are six giraffes living in an open enclosure. Giraffes normally eat leaves from the tops of trees, but at the zoo, children can feed them lettuce. They can see their blue tongue. Giraffes can be 15 feet tall, with a long neck and spots.			
	Sample one-point response: The local zoo has six giraffes. Children can feed them. Giraffes can be 15 feet tall. They have a long neck and spots.			

Weekly Test Lesson 26

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U6L26: Vocabulary Strategy: Greek and Latin Word Parts	L.4.4b	2
2	D; B	U6L26: Comprehension: Story Structure	RL.4.3	2
3	His team had lost...	U6L26: Comprehension: Story Structure	RL.4.3	3
4	B	U6L26: Comprehension: Story Structure	RL.4.3	2
5	D	U6L26: Comprehension: Story Structure	RL.4.3	2
6	See rubric on p. T35.	U6L26: Comprehension: Story Structure	RL.4.3	3
	Sample two-point response: Emilio is a hard worker. He loves hockey and practices a lot even though there is not a team for him to play on. He also works hard to start a team when his parents suggest it.			
	Sample one-point response: Emilio loves hockey and starts a hockey team so he can play.			
WRITING				
7	C	U6L26: Grammar: Making Comparisons	W.4.5	2
8	D	U6L26: Grammar: Making Comparisons	W.4.5	2
9	B	U6L26: Grammar: Making Comparisons	W.4.5	2
10	summar, swimmur	U6L26: Spelling: Final Schwa + /r/ Sound	L.4.2.d	1

Weekly Test Lesson 27

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U6L27: Comprehension: Main Ideas and Details	RI.4.2	2
2	D; A	U6L27: Comprehension: Main Ideas and Details	RI.4.2	2
3	A	U6L27: Comprehension: Main Ideas and Details	RI.4.2	2
4	B	U6L27: Vocabulary Strategy: Analogies	L.4.4a	1
5	See answer below.	U6L27: Comprehension: Main Ideas and Details	RI.4.2	3
	Hummingbirds are beautiful: Hummingbirds have colorful..., Hummingbirds' feathers reflect...; Hummingbirds are masters of flight: Hummingbirds can fly backwards; Hummingbirds can fly upside down.			
6	See rubric on p. T35.	U6L27: Comprehension: Main Ideas and Details	RI.4.2	3
	Sample two-point response: Hummingbirds are backyard friends because they are beautiful; they fly well, and they are fast. People need to do what they can to provide food for hummingbirds, so we can continue to enjoy them.			
	Sample one-point response: Hummingbirds are backyard friends because they are beautiful; they fly well, and they are fast.			
WRITING				
7	D	U6L27: Spelling: Final Schwa + /I/ Sound	L.4.2.d	1
8	B	U6L27: Grammar: More Comparisons	W.4.5	2
9	On Friday..., Now, all...	U6L27: Grammar: More Comparisons	W.4.5	2
10	See rubric on p. T35.	U6L27: Writing: Elaboration	W.4.1b	3
	Sample two-point response: To begin with, summer is the best season because there is no school. Second, summer is the best season because the weather is warmer. Since there is no school in the summer, there is more time to play with friends. There is also more time to play outside. Because the weather is warmer, people can go swimming. People can also play at the park.			
	Sample one-point response: To begin with, summer is the best season because there is no school. Second, summer is the best season because the weather is warmer.			

Weekly Test Lesson 28

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U6L28: Comprehension: Fact and Opinion	RI.4.8	2
2	C	U6L28: Comprehension: Fact and Opinion	RI.4.8	2
3	C	U6L28: Vocabulary Strategy: Greek and Latin Word Parts	L.4.4b	1
4	See answer below.	U6L28: Comprehension: Fact and Opinion	RI.4.8	2
	Fact: Before starting, archaeologists...; Archaeologists study artifacts... Opinion: An archaeologist's work...; There are many ways...			
5	B; B	U6L28: Comprehension: Fact and Opinion	RI.4.8	3
6	See rubric on p. T35.	U6L28: Comprehension: Fact and Opinion	RI.4.8	3
	Sample two-point response: The author supports the claim by listing different ways to learn more. The author lists visiting a museum, reading a book, and looking at a website.			
	Sample one-point response: The author supports the claim by listing different ways to learn more.			
WRITING				
7	B	U6L28: Grammar: Possessive Pronouns	W.4.5	2
8	A	U6L28: Spelling: Three Syllable Words	L.4.2d	1
9	These are...	U6L28: Grammar: Possessive Pronouns	W.4.5	2
10	See rubric on p. T35.	U6L28: Writing: Organization	W.4.4	3
	Sample two-point response: Everyone should come to the cleanup of our town lake this Saturday. As you spend the afternoon collecting trash, you will be able to make a difference. You will be helping to keep the lake where many people love to swim clean. At the same time, you can have fun with your neighbors. The weather is going to be warm and sunny, so you will also be able to enjoy the outdoors. Come this Saturday to clean up!			
	Sample one-point response: Everyone should come to the cleanup of our town lake this Saturday. Spend the afternoon collecting trash. Help keep the lake where many people love to swim clean. You will be able to enjoy the outdoors.			

Weekly Test Lesson 29

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U6L29: Comprehension: Understanding Characters	RL.4.3	2
2	A	U6L29: Comprehension: Understanding Characters	RL.4.3	2
3	A; He winks at the audience	U6L29: Comprehension: Understanding Characters	RL.4.3	2
4	A	U6L29: Vocabulary Strategy: Word Origins	L.4.4c	2
5	See answer below.	U6L29: Comprehension: Understanding Characters	RL.4.3	2
	Bear: Gets the bad part...; Has the idea to share... Coyote: Has the idea to plant...; Gets the good part...			
6	See rubric on p. T35.	U6L29: Comprehension: Understanding Characters	RL.4.3	3
	Sample two-point response: At the beginning of the story, Bear is selfish and will not share his berries since he picked them. By the end, Bear has learned his lesson and wants to work with Coyote so they can both share their food.			
	Sample one-point response: Bear is selfish at first, and then learns to share.			
WRITING				
7	D	U6L29: Grammar: Correct Pronouns	W.4.5	2
8	C	U6L29: Grammar: Correct Pronouns	W.4.5	2
9	reck, Lukily	U6L29: Spelling: Words with Silent Consonant	L.4.2d	1
10	See rubric on p. T35.	U6L29: Writing: Organization	W.4.4	3
	Sample two-point response: I think our community needs a park. First of all, parks are very important parts of a community. They are important because they give children and teenagers a place to play. Adults have fun in parks too. They can take walks or jog or meet friends there. Another reason is that they provide open, green space, which is good for our health. Do you want a park in our community? Then join me at the town meeting next Friday night.			
	Sample one-point response: I think our community needs a park. Do you want a park in our community? First of all, parks are very important parts of a community. They are important because they give children and teenagers a place to play. Another reason is that they provide open, green space, which is good for our health. Adults have fun in parks too. They can take walks or jog or meet friends there. Then join me at the town meeting next Friday night.			

Weekly Test Lesson 30

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U6L30: Vocabulary Strategy: Suffixes <i>-er, -or, -ist</i>	L.4.4b	1
2	A	U6L30: Comprehension: Conclusions and Generalizations	RL.4.1	2
3	B	U6L30: Comprehension: Conclusions and Generalizations	RL.4.1	2
4	A; Bits of glass...	U6L30: Comprehension: Conclusions and Generalizations	RL.4.1	3
5	See rubric on p. T35.	U6L30: Comprehension: Conclusions and Generalizations	RL.4.1	3
	Sample two-point response: Yes, Alicia will make more stained glass because she likes spending time with her mom and she liked her butterfly. When she finishes her butterfly, she exclaims, "It's beautiful!"			
	Sample one-point response: Yes, Alicia will make more stained glass.			
6	See answers below.	U6L30: Comprehension: Conclusions and Generalizations	RL.4.1	2
	Alicia: Wants to spend more..., Learns a new skill...; Mom: Wants to spend time..., Likes to teach others			
WRITING				
7	A	U6L30: Grammar: Pronoun Contractions	L.4.1g	2
8	D	U6L30: Grammar: Pronoun Contractions	L.4.1g	2
9	A	U6L30: Grammar: Pronoun Contractions	L.4.1g	2
10	disgise, recieve	U6L30: Spelling: Unusual Spellings	L.4.2d	1