



# NEVADA INSTRUCTIONAL MATERIALS

FOR THE  
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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# Grade 4

TEACHER EDITION



# Scoring Support Materials

**Grade 4**  
**Language and Reading**

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## **Introduction**

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed “Teacher Tips” to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.



## Item Level Data

Item Number	NVACS*	SBAC** Target	DOK	Answers
1	L.4.1a; L.4.2d	-----	2	-----
2	L.4.2a; L.4.3a	-----	2	-----
3	L.4.2b; L.4.3b	-----	2	-----
4	L.4.3c; L.4.3a	-----	2	-----
5	L.4.1a	-----	1	B
6	L.4.2a	-----	1	A
7	L.4.1c	-----	1	B
8	L.4.3a	-----	2	B
9	L.4.1e	-----	1	D
10	L.4.2b	-----	1	C
11	L.4.1b	-----	1	C
12	L.4.2c	-----	1	D
13	L.4.1g	-----	1	C
14	L.4.1d	-----	1	B
15	L.4.1a	-----	1	B
16	L.4.4a	3	2	-----
17	RL.4.3	4	2	D
18	RL.4.2	4	2	B
19	RL.4.3	4	3	-----
20	RL.4.6	4	3	A, B
21	RL.4.2	2	2	-----

\*Nevada Academic Content Standards

\*\*Smarter Balanced Assessment Consortium

(Continued on the next page)

### Item Level Data (continued)

Item Number	NVACS*	SBAC** Target	DOK	Answers
22	RL.4.3	4	3	-----
23	RL.4.3	4	2	C
24	RL.4.3	4	2	-----
25	RL.4.2	4	3	B
26	RL.4.5	6	2	B, C
27	RL.4.2	2	2	-----
28	RL.4.3	4	3	-----
29	L.4.4a	10	2	A, D
30	RI.4.7	13	2	B
31	RI.4.8	11	3	-----
32	RI.4.3	9	2	-----
33	RI.4.1	8	2	-----
34	RI.4.2	9	2	D
35	RI.4.2	9	2	-----
36	RI.4.2	11	3	B, D
37	L.4.4a	10	2	B
38	RI.4.3	8	1	C
39	RI.4.3	11	2	-----
40	RI.4.7	13	3	-----
41	RI.4.9	12	3	-----
42	RI.4.3	11	2	-----

\*Nevada Academic Content Standards

\*\*Smarter Balanced Assessment Consortium

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### Item Level Data (continued)

Item Number	NVACS*	SBAC** Target	DOK	Answers
43	L.4.4b	10	2	C
44	RI.4.8	11	2	D
45	RI.4.1	11	2	A
46	RI.4.9	12	4	B, D
47	RI.4.3	8	1	-----
48	RI.4.2	11	2	-----
49	RI.4.9	9	2	-----
50	RI.4.9	12	2	-----
51	RI.4.9	11	3	-----
52	RI.4.9	12	3	-----

\*Nevada Academic Content Standards

\*\*Smarter Balanced Assessment Consortium

**Detailed objectives for Content Standards and Depth of Knowledge (DOK) descriptions can be found on the Nevada Department of Education web site.**



# Scoring Guides and Student Response Examples by Score Point

**Grade 4**  
**Language and Reading**

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“Stand Alone”**

**1** Read the sentence below.

**I know the helmit who I wear keeps me safe when I am riding my bike.**

On the lines below, rewrite the sentence to correct the errors in the sentence.

**Scoring Notes:**

Answers may include, but are not limited to:

I know the helmet that I wear keeps me safe when I am riding my bike.

I know that the helmet I wear keeps me safe when I am riding my bike.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“Stand Alone”**

**2** Read the sentences below.

**During our summer vacation, my family drove through the Gold Country of california. A good part that I liked the best was Sutter’s Mill, where in 1848 James Marshall was the first person to discover gold.**

On the lines below, rewrite the sentences to improve word choice and correct any errors.

**Scoring Notes:**

Answers may include, but are not limited to:

During our summer vacation, my family drove through the Gold Country of California. My favorite place was Sutter’s Mill, where in 1848 James Marshall was the first person to discover gold.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“Stand Alone”**

**3** Read the sentences below.

**Today, my little brother told me, “I’m going to surprise you at school today. At recess, he jumped out from behind a tree and yelled, “Boo.” I acted like I didn’t hear him.**

On the lines below, rewrite the sentences to correct any errors.

**Scoring Notes:**

Answers may include, but are not limited to:

Today, my little brother told me, “I’m going to surprise you at school today.” At recess, he jumped out from behind a tree and yelled, “Boo!” I acted like I didn’t hear him.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“Stand Alone”**

**4** Read the sentences below from a student’s writing assignment.

**Lake Tahoe has a bunch of stuff to do. Like, you can ski on nearby mountains in the winter, and hike and camp on the same mountains in the summer.**

On the lines below, rewrite the sentences. Choose words like those you would use for a school assignment.

**Scoring Notes:**

Answers may include, but are not limited to:

Lake Tahoe has many activities. In the winter, you can ski on nearby mountains, and in the summer, you can hike and camp on the same mountains.

There are many things to do at Lake Tahoe. For example, a person can ski on nearby mountains in the winter. In the summer, a person can hike and camp on the same mountains.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Mojave Desert”**

**5** What is the correct word to use in the underlined part of sentence 1?

- A whose
- B which
- C where
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: Incorrect use of relative pronoun.

**Rationale B:** Correct: “Which” is the correct relative pronoun for the sentence.

**Rationale C:** Incorrect: Incorrect use of relative adverb. Student may choose due to mention of location in sentence.

**Rationale D:** Incorrect: Incorrect use of relative pronoun.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Mojave Desert”**

**6** What is the correct capitalization for the underlined part of sentence 7?

- A Mount Charleston
- B mount charleston
- C mount Charleston
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Correct: Both words are correctly capitalized in the proper noun.

**Rationale B:** Incorrect: The proper noun is not capitalized.

**Rationale C:** Incorrect: Only one of the words in the proper noun is capitalized.

**Rationale D:** Incorrect: Only one of the words in the proper noun is capitalized.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Mojave Desert”**

**7** What is the **best** word to use in the underlined part of sentence 9?

- A should
- B can
- C might
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: “Should” is more for opinion or advice.

**Rationale B:** Correct: “Can” best conveys the possibility of a range of temperatures.

**Rationale C:** Incorrect: Although “might” offers possibility, it is not the best choice for conveying ability.

**Rationale D:** Incorrect: “Must” is imperative and inappropriate for the context.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Mojave Desert”**

**8** What is the **best** word to use in the underlined part of sentence 12?

- A lived
- B suffered
- C remained
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: Although “lived” works in the context, it is too neutral for the overall connotation of the sentence.

**Rationale B:** Correct: “Suffered” best conveys the overall connotation of the sentence.

**Rationale C:** Incorrect: Although “remained” works in the context, it is too neutral for the overall connotation of the sentence.

**Rationale D:** Incorrect: Although “went” works in the context, it is too neutral for the overall connotation of the sentence.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Mojave Desert”**

**9**

What is the correct way to write the underlined part of sentence 21?

- A** To sand dunes to hiking trails to hot springs,
- B** From sand dunes and hiking trails and hot springs,
- C** From sand dunes, from hiking trails, from hot springs,
- D** Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: This sentence has an incomplete construction without “from.”

**Rationale B:** Incorrect: This sentence has redundant wording and is incomplete without “to.”

**Rationale C:** Incorrect: This sentence has redundant wording and incorrect punctuation and is incomplete without “to.”

**Rationale D:** Correct: This sentence is a proper construction of a prepositional phrase.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Mojave Desert”**  
**Passage Key for Option B**

The italicized portions of the text below reflect one way that students could edit the passage; other solutions are possible. Review students’ work to ensure that they have corrected or improved all parts necessary and have not introduced new errors.

**The Mojave Desert**

One of the most extreme environments on Earth is the Mojave [MO-HA-VEE] Desert, *which* is the smallest and driest of the four deserts found in the United States. The Mojave Desert stretches through the territories of four Western states—Utah, Nevada, Arizona, and California.

Why is the Mojave Desert considered an extreme environment? First, the elevations of the Mojave Desert are extreme. Most of the Mojave Desert is 3,000 to 6,000 feet above sea level. For this reason, the Mojave Desert is known as a “high desert.” However, its highest elevation is the peak of *Mount Charleston* at 11,918 feet above sea level and its lowest elevation is in the desert’s Death Valley at 282 feet below sea level. Second, the climate of the Mojave Desert is extreme. Temperatures *can* range from below freezing to over 120°F. The Mojave Desert’s climate is also very dry. In the Mojave Desert, the average rainfall per year is less than two inches. Residents of the town Bagdad, California, once *suffered* through more than two bone-dry years without a single drop of rain!

Even in a habitat that is so dry and with such a large temperature range, there are many plants and animals living in the Mojave Desert. One of the best-known plants is the Joshua tree, which grows nowhere else in the world but the Mojave Desert. The Joshua tree can grow more than 40 feet high and as thick as four feet in diameter. Its spiny leaves are turned upward to the sky to catch any moisture in the air. Some of the animals found in the Mojave Desert are coyotes, jackrabbits, scorpions, rattlesnakes, and bighorn sheep. The desert tortoise is the largest reptile in the Mojave Desert, growing from 8 to 15 inches long. It digs a burrow to escape summer heat and winter cold, hibernating there between October and March.

Although the Mojave Desert is a harsh environment, many people like to visit it to see its beautiful landscape and unique plants and animals. From sand dunes to hiking trails to hot springs, there is a lot to enjoy in the Mojave Desert. Just remember to pack a lot of water!

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Pony Express”**

**10** Which version of sentence 1 correctly adds quotation marks?

- A** In early 1860, posters pinned up across the American West advertised, Wanted: “Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.”
- B** “In early 1860, posters pinned up across the American West advertised, Wanted: Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.”
- C** In early 1860, posters pinned up across the American West advertised, “Wanted: Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.”
- D** In early 1860, posters pinned up across the American West advertised, “Wanted:” Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.

**Scoring Notes:**

**Rationale A:** Incorrect: The quotation marks leave out part of the quote.

**Rationale B:** Incorrect: The quotation marks are around the entire sentence rather than just the quotation.

**Rationale C:** Correct: The quotation marks are correctly placed around the entire quotation.

**Rationale D:** Incorrect: The sentence only places quotation marks around “Wanted:” and not the complete quotation.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Pony Express”**

**11** What is the correct way to write the underlined part of sentence 4?

- A is delivering
- B will deliver
- C was delivering
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: The use of present progressive does not match verb tense of sentence.

**Rationale B:** Incorrect: The use of future tense does not match verb tense of sentence.

**Rationale C:** Correct: The sentence uses past progressive.

**Rationale D:** Incorrect: The use of future progressive does not match verb tense of sentence.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Pony Express”**

**12** What is the correct way to write sentence 8?

- A The riders were only allowed 25 pounds of equipment, and 20 pounds of mail and they were saddled on the fastest horses available.
- B The riders were only allowed 25 pounds of equipment and 20 pounds of mail and they were saddled on the fastest horses available.
- C The riders were only allowed 25 pounds of equipment and 20 pounds of mail and, they were saddled on the fastest horses available.
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: Incorrect placement of comma in a compound sentence.

**Rationale B:** Incorrect: Absence of comma in a compound sentence.

**Rationale C:** Incorrect: Incorrect placement of comma after coordinating conjunction in a compound sentence.

**Rationale D:** Correct: A comma is placed before a coordinating conjunction in a compound sentence.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Pony Express”**

**13** Which word in sentence 9 is spelled incorrectly?

- A though
- B due
- C too
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: Word is spelled correctly.

**Rationale B:** Incorrect: Word is spelled correctly.

**Rationale C:** Correct: This is a frequent misspelling of a homophone.

**Rationale D:** Incorrect: Sentence has a spelling error. “Too” is a frequent misspelling of homophone “to.”

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Pony Express”**

**14** What is the correct way to write the underlined part of sentence 11?

- A shirts bright red
- B bright red shirts
- C red shirts bright
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect: Incorrect placement of adjectives after noun.

**Rationale B:** Correct: Correct order of adjectives.

**Rationale C:** Incorrect: Incorrect placement of adjectives surrounding noun.

**Rationale D:** Incorrect: Incorrect order of adjectives.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Pony Express”**

**15** What is the correct word to use in the underlined part of sentence 13?

- A who
- B when
- C which
- D Leave as is.

**Scoring Notes:**

**Rationale A:** Incorrect usage of relative pronoun.

**Rationale B:** Correct answer. Correct usage of relative adverb.

**Rationale C:** Incorrect usage of relative pronoun.

**Rationale D:** Incorrect usage of relative adverb.

**Nevada Instructional Materials Phase III**  
**Grade 4 Language**  
**“The Pony Express”**  
**Passage Key for Option B**

The italicized portions of the text below reflect one way that students could edit the passage; other solutions are possible. Review students’ work to ensure that they have corrected or improved all parts necessary and have not introduced new errors.

**The Pony Express**

*In early 1860, posters pinned up across the American West advertised, “Wanted: Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.”* The dangerous job being advertised was for horseback riders to join the Pony Express, a new service to deliver mail more quickly between the east and west coasts of the United States. Before 1860, mail sent from the east to the west was transported by sailing ship. Although a horse-drawn stagecoach line, which had been extended from Salt Lake City, Utah, through Nevada and into California, *was delivering* mail more quickly than by ship, the stagecoach business was losing money. Something else needed to be done.

The owners of the stagecoach line came up with the idea of the Pony Express and had it running by April 1860. The horse-and-rider route would head west from St. Joseph, Missouri, all the way to Sacramento, California. The riders were only allowed 25 pounds of equipment and 20 pounds of mail, and they were saddled on the fastest horses available. The average time to complete the route was 10 days, though it took a few days longer in the winter due *to* weather. The fastest delivery was 7 and a half days, an all-out effort to quickly transmit President Lincoln’s Inaugural Message.

The young Pony Express riders all wore *bright red shirts* and blue pants, and each rider carried a gun to protect himself from the dangers in the wilderness. Many brave riders died in the line of duty, but some lived to later become American folk heroes, such as William F. “Buffalo Bill” Cody. He first gained fame as a 14-year-old rider for the Pony Express *when* he rode 322 miles in 21 hours and 40 minutes, using 21 horses!

In October, 1861, the transcontinental telegraph system was completed, which allowed for messages to travel coast to coast by wire in just four hours, instead of the eight weeks by ship or 10 days by Pony Express. The telegraph system was not only much quicker than the Pony Express, but also safer, cheaper, and more reliable. The invention of the telegraph spelled the end of the Pony Express, but not before the Pony Express and its riders had become legend in American history.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“My Father Meets Some Tigers”**

- 16** Highlight or circle **two** words in the first paragraph that help the reader understand the meaning of the word dense.

**Scoring Notes:**

Responses should include two of the following:

gloomy  
close  
thick

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“My Father Meets Some Tigers”**

- 17** Why does the main character tell the tigers that the chewing gum will turn green?
- A** He thinks that the tigers will want chewing gum that matches the color of their eyes.
  - B** He knows that the tigers have never seen chewing gum turn color before and will be amazed.
  - C** He realizes that the tigers will like green chewing gum the most and will not want to hurt someone who gives it to them.
  - D** He hopes that the tigers will keep looking for the chewing gum color to change and will not suspect a trick for a while.

**Scoring Notes:**

**Rationale A:** Incorrect: The passage does mention that the tigers’ eyes are green, so this distracter is attractive, but the evidence suggests that he wants to distract them for as long as possible.

**Rationale B:** Incorrect: This might be one way to entice the tigers, but there’s nothing in the passage to support this conclusion.

**Rationale C:** Incorrect: This would be a reasonable conclusion were there any evidence that the tigers like green chewing gum the most, but there is not.

**Rationale D:** Correct: If the tigers expect the gum to turn green, they will not suspect a trick for a while.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“My Father Meets Some Tigers”**

**18** How does the main character solve his problem?

- A by staying silent
- B by thinking quickly
- C by showing great strength
- D by closely following the river

**Scoring Notes:**

**Rationale A:** Incorrect: The main character does stay silent instead of contradicting a tiger, but this action does not solve the problem.

**Rationale B:** Correct: The main character thinks fast and uses chewing gum and a fib to distract the tigers and save himself.

**Rationale C:** Incorrect: Though there is physical challenge involved, the main character does not use great strength to escape the tigers.

**Rationale D:** Incorrect: The main character does follow the river, but loses track of it. Following the river does not help solve his problem.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“My Father Meets Some Tigers”**

**19** Explain how the setting adds a feeling of danger and mystery to the passage. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message. The response includes inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message. The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, author’s lessons or message and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

The setting is a jungle on an island. It is mysterious because:

- It is dark and overgrown, and it is hard to see very far in any direction.
- Large ferns seem to grab at the boy as he passes.
- The boy needs a compass to know where he is going.
- The jungle is so crowded that the boy isn’t sure if he hears whispers or if it is just the sound that the leaves make.
- The boy sees green eyes looking at him and does not know they are tigers at first.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“My Father Meets Some Tigers”**

**20** Which questions would **most** likely be answered if the events were told from the point of view of the main character? Select **two** answers.

- A Was he frightened by the green eyes?
- B What did he think when he saw the jungle?
- C When did the tigers realize he had tricked them?
- D Why were the tigers so interested in his chewing gum?

**Scoring Notes:**

**Rationale A:** Correct: Whether or not he was frightened of the tigers is not stated in the passage; only by knowing his thoughts would the reader know the answer to this question.

**Rationale B:** Correct: Although the jungle is described, the main character’s reactions are not; only by knowing his thoughts would a reader know how he felt when he first saw the jungle.

**Rationale C:** Incorrect: The main character would not know this information, as he would have been gone.

**Rationale D:** Incorrect: There is no hint of why they are interested, nor would the reader know this if it were told from the main character’s point of view.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“My Father Meets Some Tigers”**

- 21** Which events below should be included in a summary of the passage? Select **three** events.
- The main character goes to an island to rescue a dragon.
  - The main character walks through a thick jungle.
  - The main character hears whispery voices around him.
  - In a clearing, the main character is surrounded by seven hungry tigers.
  - The main character tricks the tigers into forgetting about him by giving them some chewing gum.
  - The tigers look in each other’s mouths to see if the gum is done yet.

**Scoring Notes:**

Responses should indicate the following:

The main character goes to an island to rescue a dragon.

In a clearing, the main character is surrounded by seven hungry tigers.

The main character tricks the tigers into forgetting about him by giving them some chewing gum.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“My Father Meets Some Tigers”**

**22** The main character carries a knapsack. Explain how **three** things the main character packed in the knapsack show that he is a good planner. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>3</b>	Response is a <b>complete</b> explanation of how three things the main character packed in the knapsack show that he is a good planner. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> explanation of how two or three things the main character packed in the knapsack show that he is a good planner. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> explanation of how at least one thing the main character packed in the knapsack shows that he is a good planner. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

- The tangerines show that he knew he might get hungry on his adventure.
- The rubber boots show that he has thought about the different places he might find himself. He knows that it is an island, so there will probably be a beach, but the boots show that he has also planned for mud or water.
- The compass shows that he has planned for a long walk, and he knows that a compass will help him avoid getting lost. It will also help him get back to the beach and his boat, and be useful when sailing home.
- The chewing gum shows that he understood that he might need to bargain with or reward some of the animals on the island. He remembered that the cat told him that they like chewing gum but it is scarce, so he brought something that the animals would want.

Instructional Materials Question 22

The three things the main character packed in his knapsack that shows he is a good planner is a compass. Without it, he would have probably gotten lost earlier than he did. It states in the passage that "He unpacked his compass and figured out the direction he should walk in order to stay near the river." The second thing he packed was tangerines for food. He probably knew the journey was hard so he packed a quick meal to help stay energized. The third item he packed in his knapsack was his rubber boots. They help him get through muddy waters. It states in the passage that "He managed to wade to a drier place." These are the three things the main character packed that proves that he is a good and resourceful planner. The main character was prepared for what was came at him.

Score Point: 3

The response identifies three things the main character packed, how they are helpful, and how they explicitly show that he is a good planner (e.g., "He probably knew the journey was hard so he packed a quick meal to help stay energized"). It is a complete response.

Instructional Materials Question 22

The three things the character packed in the knapsack, that makes him a good planner is as follows. The answer is the compass, the rubber boots, and the chewing gum. My conclusion that without these 3 items he would be human "sushi." That is true, because without the boots he would be stuck in mud, in the mud he would be a sitting duck. Without the compass he wouldn't have stayed on the path that he wanted to be on for as long. Last but not least chewing gum made the tiger's distracted. Here is excerpt to back up my info. Here is an excerpt for the chewing gum. "Everyone was so busy making sure no one was a head that they forgot all about my father." Here is 1 for the compass. "He unpacked his compass and figured out the direction he should walk in order to stay near the river." That is the answer using R.A.C.E.

Score Point: 3

This is an example of a lower 3. It correctly identifies three things and what would have happened had the main character not had them. The connection to how this makes him a good planner is not as explicit as in the previous response.

Instructional Materials Question 22

Three things the character packed were  
① Boots so he could walk better in  
the jungle. ② A compass to figure  
where he was going. Finally, the last  
thing was chewing gum to get rid  
of the tigers. As you can see the  
three things the character  
packed were boots, a compass and  
chewing gum.

Score Point: 2

This is an example of a succinct, limited response. It identifies three objects and touches upon how each was useful.

Instructional Materials Question 22

The main character is father in the story. He packed three supplies. One pair of rubber boots, two a compass, and three chewing gum. The boots for mudproof, a compass so you won't get lost, and chewing gum for a snack. "The tigers walked around him in a big circle, looking hungrier all the time, and then they sat down and began to talk.

Score Point: 2

The response includes three things the main character had and how they were useful. The assertion that the gum was useful for a snack is not entirely accurate; it may have been a snack for the tigers, but more importantly, it was a useful distraction. The last sentence is irrelevant retelling of the events in the passage.

Instructional Materials Question 22

1 of the things that was in the rucksack  
was tangerines. The other 2 were a compass,  
and chewing gum. I think he packed  
them because he might need all of the  
supplies to use for help.

Score Point: 1

The response correctly identifies three supplies, but the explanation of how they were useful (“to use for help”) is minimal.

Instructional Materials Question 22

Three things the main character packed in the knapsack was chewing gum. The other thing the main character carried in his knapsack was tangerines. One more thing the main character carried in his knapsack was more of the tangerines and more of the chewing gum. I think that he is a good planner because he brought some food to the tigers in the jungle at the beach. That is why I think he is a good planner. I also think that that was good information to give to the tigers about the chewing gum.

Score Point: 1

This is an example of a response that looks like it has more substance than it does. The student correctly identifies two things the main character packed, but does not go beyond that. It is a minimal response.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“An Excerpt from *The Peasant and the Lion*”**

**23**

In Scene 5, why does the wife yell at the fox?

- A She is accusing the fox of being too old and weak.
- B She is afraid that the lion and the fox will attack them.
- C She is pretending that the fox is helping her catch the lion.
- D She is angry at the fox because he did not follow directions.

**Scoring Notes:**

**Rationale A:** Incorrect: The wife describes the lion as “a miserable bag of bones,” not the fox.

**Rationale B:** Incorrect: The husband is afraid about being attacked, but the wife is confident that she can save them.

**Rationale C:** Correct: The wife tricks the lion into believing that the fox has been bringing her lions to cook.

**Rationale D:** Incorrect: Although the wife does begin by accusing the fox of bringing another bad lion, she does this to trick the lion, not to punish the fox.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“An Excerpt from *The Peasant and the Lion*”**

**24** Compare the character traits of the peasant and the lion. Write each phrase from the list under the correct character.

**Character Trait Comparison**

Peasant	Lion

- takes bad advice
- acts without thinking
- panics quickly
- gets good advice
- is easily fooled
- learns a lesson

**Scoring Notes:**

**Character Trait Comparison**

Peasant	Lion
panics quickly	takes bad advice
gets good advice	acts without thinking
learns a lesson	is easily fooled

Nevada Instructional Materials Phase III  
Grade 4 Reading  
“An Excerpt from *The Peasant and the Lion*”

**25** What is the **main** theme of the play?

- A Be kind to those you love.
- B A strong brain can defeat a strong body.
- C Loyal friends always take care of each other.
- D Look past appearances to learn what is in the heart.

**Scoring Notes:**

**Rationale A:** Incorrect: Although the wife is always kind to the peasant, kindness is not a theme of the play.

**Rationale B:** Correct: The wife outwits the lion using her brain, even though the lion could have killed both people at any time.

**Rationale C:** Incorrect: The fox and lion act like friends in Scene 4, but when the lion is fooled into believing that the fox has betrayed him, he does not give the fox a chance to explain, but instead the lion hits the fox.

**Rationale D:** Incorrect: Although the wife calls the lion “a miserable bag of bones,” appearance is not a theme of the play.

Nevada Instructional Materials Phase III  
Grade 4 Reading  
“An Excerpt from *The Peasant and the Lion*”

**26** How do the stage directions help the reader understand the play? Select **two** answers.

- A They help the reader to decide which character is smartest.
- B They help the reader to know more than the characters know.
- C They help the reader to imagine how the characters look and move.
- D They help the reader to understand what the characters did in an earlier scene.

**Scoring Notes:**

**Rationale A:** Incorrect: The stage directions do not tell the reader which character is smartest; the dialogue of the play is a much better indication.

**Rationale B:** Correct: The stage directions tell the reader information that the characters do not know; for example, in Scene 3, the lion does not know that the peasant and the wife are aware that he is there and are only pretending that they don’t see him.

**Rationale C:** Correct: The actions, vocal tone, etc., described in the stage directions allow the reader to “see” the action of the drama.

**Rationale D:** Incorrect: The stage directions are written as the action is happening in the drama, and do not indicate past actions.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“An Excerpt from *The Peasant and the Lion*”**

**27** Read the summary of Scenes 1 and 2 at the beginning of the play. Write a summary like this for Scenes 3, 4, and 5. Use details from the play to support your response. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>3</b>	Response is a <b>complete</b> summary of the three scenes. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> summary of the three scenes. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> summary of the three scenes. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses will vary, but should reflect an understanding of the following:

- In Scene 3, the wife helps the frightened husband by tricking the lion into thinking she is making lion stew. The lion believes her and runs away.
- In Scene 4, the lion is shocked to learn from the fox that the humans tricked him. The fox persuades the lion to return and kill the people.
- In Scene 5, the wife tricks the lion again, and the lion thinks that the fox has betrayed him.

### Instructional Materials Question 27

In scene 3, the peasant is worried that the lion is on his way to gobble the peasant and his wife. The peasant, with the help of his wife, come up with a plan to get the lion to think that the peasant and his wife eat lions.

In scene 4, the lion is running from the peasant, and runs into fox. There, lion tells fox that the peasant and his wife eat lions. Fox then tells lion that they were deceiving him, and lion and fox make a deal to eat the two peasants.

In scene 5, the peasant and his wife relax outside now that the lion is gone. The peasant stands and spots the lion and the fox in the distance. The peasant starts to panic and his wife devises a plan to scare off the lion. The lion and the fox arrive and the wife tells the fox he brought a too skinny lion. The lion, now angered, backhand slaps the fox and flees.

#### Score Point: 3

This is an example of a complete summary. It attends to the main parts of each scene and omits most minor information that is not necessary to a summary.

Instructional Materials Question 27

In scene 3, the Peasant was getting ready to eat dinner but the lion comes, so the wife tricks the lion & says she's cooking stew with lion in it. In scene 4, the Fox comes and says the humans tricked him because humans are too weak to kill lions. In scene 5, when the peasant & the wife are relaxing, the peasant sees the fox and lion coming & tells his wife. His wife is saying, "fox you old hascal!" "I told you to bring me a really fat lion, not that bag of bones that's been hanging around here!" the lion gets mad of what he's hearing, backhand slaps the fox and flees. The peasant and the wife are now free.

Score Point: 3

This is an example of a lower 3. It includes the main elements of each scene, though more detail about scene 4 would have strengthened the response. The quotation at the end is unnecessary, but in the balance, this is a complete response.

Instructional Materials Question 27

Scene 3, was about, A lion coming to a house where old people live and the old people play a trick on the lion and scares him away.

Scene 4, was about, A fox seeing the lion run really fast and wondering why he is running so fast looking scared.

Scene 5, was about, The fox and the lion going to the house and the old man freaks out and his wife tells him not to worry and plays a trick on them and the lion thinks the fox betrayed him so they don't ever come back again.

Score Point: 2

This is an example of a limited response. It includes the main events in the story, but much of the information is vague. More specificity (e.g., exactly how the wife tricks the lion) would provide evidence that the student completely understood the play and the task.

Instructional Materials Question 27

1 The wife makes the lion think that they kill lions and eat them.

2 Lion is jogging past fox and fox is telling lion that people cant kill lions.

3 They go to the peasant house the peasant see them and the wife tells the fox to bring a better lion and fox gets bit on the head by lion.

In scene 1

In scene 2

In scene 3

Score Point: 2

The response provides accurate information about each scene, but omits some key details.

Instructional Materials Question 27

lion thought the peasant  
wanted to eat him. lion runs away  
gangs up with fox wife says fox  
was bringing her lions to eat. lion  
slaps fox lion runs away.

Score Point: 1

The response shows minimal understanding of the play and task. The details are accurate but lack specificity.

Instructional Materials Question 27

The summary is the peasant is afraid of a lion. But, the lion became afraid of the peasant because the lion thought that they eat lions. Then a fox takes the lion back to the yurt, but the wife tricks both of them and tells them they want a better to the fox. Then the lion slap the fox.

Score Point: 1

The response omits too much key information to be considered anything more than minimal. For example, the wife — who is a main character — is not mentioned until the summary of Scene 5. It is not clear that the student understood the main elements of the scenes.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“An Excerpt from *The Peasant and the Lion*”**

**28**

Identify the hero of the play and explain why that character is the hero. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to use supporting evidence to justify/explain inferences. The response includes inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to use supporting evidence to justify/explain inferences. The response includes an inference that is related to the text, but the inference is vague or not well-connected to the text.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas/key events and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses will most likely indicate that the wife is the hero of the play. Responses may include, but are not limited to:

- The wife is the hero of the play.
- The wife remains calm while her husband panics over and over.
- The wife is always kind to the husband even when he is panicked.
- The wife comes up with ways to outsmart both the lion and the fox:
  - She tricks the lion into thinking that she cooks lions.
  - She tricks the lion into thinking that the fox has duped him.
  - Her tricks cause the lion to turn on the fox and strike him.

Responses may indicate that another character is the hero; this is acceptable as long as the responses are supported by evidence from the passage.

Nevada Instructional Materials Phase III  
Grade 4 Reading  
“The Story of Chocolate”

**29** Read the sentences below from the passage.

**They liked to break them open and suck out the sweet, white pulp.**

**Then they spat out the bitter beans that were in the middle. If a bean landed on an earthy patch of forest floor, it grew into another cacao tree.**

**One day, a farmer copied the monkeys and tasted a pod. “Yum!” he cried, sucking the pulp. “Yuck!” he added, spitting out a bean.**

Which words or phrases from the sentences help the reader understand the meaning of the word bitter? Select **two** answers.

- A spat out
- B in the middle
- C grew into
- D Yuck!

**Scoring Notes:**

**Rationale A:** Correct: The words “spat out” show that the beans are not edible or pleasant tasting.

**Rationale B:** Incorrect: The beans’ location in the middle of the pod is not related to their taste.

**Rationale C:** Incorrect: Although “grew into” helps the reader know what happens to the bean when it hits the dirt, it does not help describe how the bean tastes.

**Rationale D:** Correct: “Yuck!” is the reaction that a farmer had when tasting a bean. It shows that the bean does not taste good.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“The Story of Chocolate”**

**30**

How do the drawings of the Mayans help the reader better understand a key idea in the passage?

- A They show what Mayans wore and how they looked.
- B They show how Mayans turned cacao beans into a drink.
- C They show the kinds of candies that Mayans made with chocolate.
- D They show the steps Mayans took to protect their cacao beans from monkeys.

**Scoring Notes:**

**Rationale A:** Incorrect: The drawings do give the reader a general idea of what Mayans may have worn, but this information does not help the reader understand how the Mayans made their chocolate drink.

**Rationale B:** Correct: The original process for making a chocolate drink from beans is key to the passage, and the drawings of specific tools and cookware provide an understanding of this process beyond what is presented in the text alone.

**Rationale C:** Incorrect: The drawings show how Mayans made a drink out of chocolate. It was the Europeans who made chocolate into candy of different shapes and sizes.

**Rationale D:** Incorrect: There is a drawing of a monkey, but the monkey is just watching the Mayans dry the beans, and the Mayans do not seem concerned about the monkey being there.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“The Story of Chocolate”**

**31** Explain why the author puts information about the monkeys at the beginning of the passage. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>3</b>	Response is a <b>complete</b> explanation of why the author puts information about the monkeys at the beginning of the passage. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> explanation of why the author puts information about the monkeys at the beginning of the passage. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> explanation of why the author puts information about the monkeys at the beginning of the passage. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

- Monkeys are an important part of the story of chocolate.
- They helped people discover cacao beans and their taste.
- Farmers saw the monkeys suck the sweet pulp out of the pods and spit out the beans, so the people tried it.
- Soon people were using the beans to make chocolate.
- The monkeys also helped the cacao trees grow by spitting the beans out onto the forest floor, where they grew into trees.

Instructional Materials Question 31

The arthur puts information about the monkeys because monkey knew all about the pods and that these were the first ones to do it. The monkeys like to break it open and suck out the sweet, white pulp and they spat out the bitter that were in the middle. If the bean landed on the earthy a will grow in another one. This guy copied a monkey and did it what the monkey did so know they discovered a way to capture this smell by turning the beans into a drink. know every body sucking the pulp and spitting the bean and making the beans into a drink.

Score Point: 3

The response reflects an understanding of the monkeys' role in the history of chocolate, including that "their were the first ones to do it." It includes sufficient detail from the passage to be considered complete.

Instructional Materials Question 31

The reason why The author put's information about the monkeys at the beginning of the passage, is because the monkey's are the one's who knew about the pods. So, I think that the farmer got the idea from the monkey's, because the monkey's were the one's who were eating & sucking out the pulp from the CaCao tree's pods. So the farmer drank to and said "Yum, but then Yuck" and then chocolate & The farmer's new drink called chocolhaa, started to be produced. Therefore, the author included the information about the monkey in the passage for a reason.

Score Point: 3

This is a complete, if succinct, response. It reflects an understanding that humans became interested in cacao pods after watching monkeys eat them and includes relevant details from the passage.

Instructional Materials Question 31

The author puts the information about the monkeys at the beginning of the passage because the monkeys are the reason the farmer found out about the cacao pods. Basically, the monkeys were the first ones to know about cacao beans and pods. The author wants us to know that the monkeys are the reason we have chocolate.

Score Point: 2

This is an example of a solid 2. It lacks the detail found in responses receiving a higher score.

Instructional Materials Question 31

The author butts monkeys in the passage because monkeys were the first ones to drink the liquid from the pod then that encouraged the farmers to drink. They that led to people making chocolate, and the article is about chocolate.

Score Point: 2

This is an example of a lower 2. It reflects an understanding that monkeys knew about eating the pods before humans did, but some of the details are vague or incorrect (e.g., “the first to drink the liquid from the pod”).

Instructional Materials Question 31

The reason why the author put information about the monkeys in the beginning of the passage is because the monkeys knew all about the pods and they liked to break them open and suck out the sweet, white pulp.

Score Point: 1

The response includes details about what monkeys did with the pods, but does not reflect an understanding of how this connects to the overall history of chocolate.

**Instructional Materials Question 31**

Why the author puts information about the monkey's at the beginning of the passage is because it shows how they found the chocolate and it shows how they found the tree.

**Score Point: 1**

The response reflects a vague understanding that monkeys “found the chocolate.” It is a minimal response.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“The Story of Chocolate”**

**32** Which steps below were part of making Mayan chocolate, or *chocol haa*? Select **five** steps.

- Add milk and sugar.
- Roast the beans over a fire.
- Add water and spices.
- Form the paste into a bar.
- Leave the beans to rot.
- Spit out the bitter beans.
- Grind the beans into a paste.
- Dry the beans in the sun.

**Scoring Notes:**

- Add milk and sugar.
- Roast the beans over a fire.
- Add water and spices.
- Form the paste into a bar.
- Leave the beans to rot.
- Spit out the bitter beans.
- Grind the beans into a paste.
- Dry the beans in the sun.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“The Story of Chocolate”**

**33** The custom of drinking chocolate began to change when the Spanish learned about it.

Underline or highlight the sentence in the passage that **best** supports this idea.

**Scoring Notes:**

Responses should indicate the following:

“But they decided the drink tasted better hot and with lots of sugar.”

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“The Story of Chocolate”**

**34** What is the **main** idea of the passage?

- A** Chocolate is made with cacao beans.
- B** Farmers in Central America discovered chocolate.
- C** Only rich people could afford chocolate when it was first brought to Europe.
- D** Chocolate has become very popular since its discovery more than a thousand years ago.

**Scoring Notes:**

**Rationale A:** Incorrect: This is a true statement, but it is a detail.

**Rationale B:** Incorrect: This is a true statement, but it is a detail.

**Rationale C:** Incorrect: This is a true statement, but it is a detail.

**Rationale D:** Correct: The passage describes how more and more people ate or drank chocolate, beginning from its discovery thousands of years ago, when few people ate it, to its use by the Aztecs and later the Europeans, to its use today.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“The Story of Chocolate”**

**35** In your own words, explain how chocolate changed from being a treat for the rich to being a treat that many people could afford. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to identify or summarize central ideas, key events, or procedures. The response includes specific inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to identify or summarize central ideas, key events, or procedures. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas, key events, or procedures and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses should reflect an understanding of the following:

When chocolate became easier to make, it became less expensive. Before the steam engine was invented, chocolate was made by hand. The invention of the steam engine let people make goods like chocolate in factories. This was much easier, and it brought down the price of chocolate, so more people could afford it.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Galileo’s Acceleration Ramp”**

**36**

Based on the passage, which actions below are examples of acceleration? Select **two** answers.

- A** a ball rolling along the sidewalk
- B** a pine cone dropping to the forest floor
- C** a person walking downhill at a steady speed
- D** a person hurrying to cross the finish line in a race

**Scoring Notes:**

**Rationale A:** Incorrect: The author discusses rolling a ball down a ramp and dropping a ball straight down, but in this example it is not clear that acceleration is present. The sidewalk could be level and the ball could be rolling at a steady speed or slowing down.

**Rationale B:** Correct: This example of acceleration is analogous to two of the examples provided in the passage: a ball dropping straight down and an apple falling from a tree.

**Rationale C:** Incorrect: The act of moving downhill suggests the concept of the ramp that is central to the passage, yet a person walking at a steady speed is controlling his or her speed, whereas the ball is accelerating due to the force of gravity.

**Rationale D:** Correct: This example of acceleration is akin to the first example given in the passage: pedaling a bike harder to increase speed.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Galileo’s Acceleration Ramp”**

**37** In step 3, what does the word slight mean?

- A wide
- B small
- C steep
- D heavy

**Scoring Notes:**

**Rationale A:** Incorrect: The adjective “wide” is often associated with angles, but in this context it does not apply.

**Rationale B:** Correct: The sentence-level (“a book or two”) and passage-level (making a greater angle in Step 4) context suggests that the first angle is relatively small.

**Rationale C:** Incorrect: Ramps and hills are often described as “steep,” but the word would more likely describe a ramp at a greater angle.

**Rationale D:** Incorrect: The word “heavy” is applicable to a different property of an object.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Galileo’s Acceleration Ramp”**

**38** According to the passage, which change in the experiment will result in a faster rate of acceleration?

- A rolling more than one marble
- B using more than one yardstick
- C stacking more books under the stick
- D poking more pins through the cardboard

**Scoring Notes:**

**Rationale A:** Incorrect: Step 4 calls for more books, not more marbles. You would hear more pings by rolling additional marbles but the rate of acceleration would be the same for each marble.

**Rationale B:** Incorrect: More than one yardstick placed end to end could be used to create a smaller angle and thus a slower rate of acceleration.

**Rationale C:** Correct: Step 4 indicates that a greater angle, created by stacking more books under the stick, will result in a greater rate of acceleration.

**Rationale D:** Incorrect: With more pins, the calculations for measuring the rate of acceleration (as outlined in Step 3) would be slightly different, but the angle and thus the rate of acceleration would remain the same.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Galileo’s Acceleration Ramp”**

**39** Explain why you might need someone to help with the experiment. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, ideas). The response includes specific inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, ideas). The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, ideas) and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

In the experiment you have to compare the number of pings in the first second to the number of pings in the second second. It might be too hard to watch the clock or your watch and count the pings at the same time, but a friend could watch the clock while you count.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Galileo’s Acceleration Ramp”**

**40** Explain how the picture of a Galileo ramp helps the reader to better understand the experiment. Use details from the passage to support your response. Write your response on the lines below.

**Scoring Guide:**

Score	Description
<b>3</b>	Response is a <b>complete</b> explanation of how the picture of a Galileo ramp helps the reader to better understand the experiment. Response is supported with details from the passage.
<b>2</b>	Response is a <b>limited</b> explanation of how the picture of a Galileo ramp helps the reader to better understand the experiment. Response is supported with limited details (number or quality) from the passage.
<b>1</b>	Response is a <b>minimal</b> explanation of how the picture of a Galileo ramp helps the reader to better understand the experiment. Response is supported with few or no details from the passage.
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses should reflect an understanding that the picture shows how to set up the ramp and makes the instructions for the steps of the experiment clear.

Details from the passage may include, but are not limited to:

- If you don’t know what “trough” means in Step 1, you will understand how to tape the cardboard to the yardstick by looking at the picture.
- From the picture you can see how the pins look when they’re poked through and about how many pins you will need. The number of pins is not on the supplies list.
- In Step 3 it says to use “a book or two,” but the picture shows three books. You can see the angle made by stacking three books. You will know you need about three books for the experiment. The number of books is not on the supplies list, but in Step 4 you need “more books under one end.”
- From the picture you see where and how to “prop up one end of the yardstick.” The back of the yardstick is sticking out beyond the books.
- The passage says to “roll the marble down the slope,” and the picture makes this clear with an arrow.

### Instructional Materials Question 40

Well the picture of Galileo's ramp helps the reader know how similar it should look like if the reader is going to make a ramp of his own. Now the reader might not know how many books to stack so the 3 books in the picture kinda give an idea on how many books you stack, like for example you only stack one book and it doesn't work like you thought it would so the picture show how. The picture also shows how you can set it up, because if you don't understand what the directions say, you can just look at the picture and maybe try setting it up a little better than the instructions given. It also helps to see the cardboard cut out and how it's supposed to look once you finish cutting it out and kinda tells how to place the cardboard cut out, and in how it's supposed to go and where exactly it is supposed to be pointed. I think that the picture of the ramp is an example of how to make it look at the end whatever finished with it. These are some reasons on how Galileo's picture of the ramp helps the reader understand why he put it there.

Score Point: 3

The hypothetical situations described in this response convey complete understanding of the passage and the task.

### Instructional Materials Question 40

The picture helps the reader understand the passage more because on one part I read a part without understanding the picture and I had to reread it and reread it and look at the picture to finally understand what it meant. Like on page 7 on step two it says "Poke the tips of the pins just nicking the tip making the ping sound" I didn't get that and I was just rereading it and then I looked at the picture and it helped me understand how to put the pins and where to put them. Also if a person understood what it was saying and wanted to know if they did it right and if they did any mistakes they would know how to fix it. Also on page 7 steps one and three use the words "trough" and "slope" and I don't know what they mean so looking at the picture made me understand how to do the experiment.

Score Point: 3

The response explains both how the picture helps the reader understand the process and how it might provide context clues to the meanings of words. It is a complete response.

Instructional Materials Question 40

The picture of a Galileo ramp helps the reader to better understand the experiment because if you just get the materials and follow through the steps you might get messed up on a step because you don't understand the step. If you get messed up on a step you might end up doing the experiment wrong. So if you look at the picture of Galileo ramp you would know how to set it up. You could also see how to put the pin on. It tells you how many books you should stack and how many pins you should put. It also shows you how it should look like.

Score Point: 2

The response reflects a broad understanding that the picture helps you know if you “get messed up on a step.” It refers to the placement of the pins and books. More specificity would improve the score for this response.

Instructional Materials Question 40

The picture of the Galileo ramp helps to understand the experiment because you can correct yourself through the picture. In step one it says to cut thin long strips and put them on the end of the yardstick. You may not understand what they mean, the picture shows clearly what to do. As you can see the picture helps you to understand the experiment.

Score Point: 2

This is an example of a weaker 2. It focuses on one part of the experiment and how the picture shows clearly how to do it, without providing any real specifics.

Instructional Materials Question 40

The picture shows the way  
and angle the ball is going. It  
also shows the height of the books  
and how big the books have to  
be.

Score Point: 1

The response correctly identifies several areas where the picture can help clarify the information in the text, but it lacks any supporting detail. It is a minimal response.

Instructional Materials Question 40

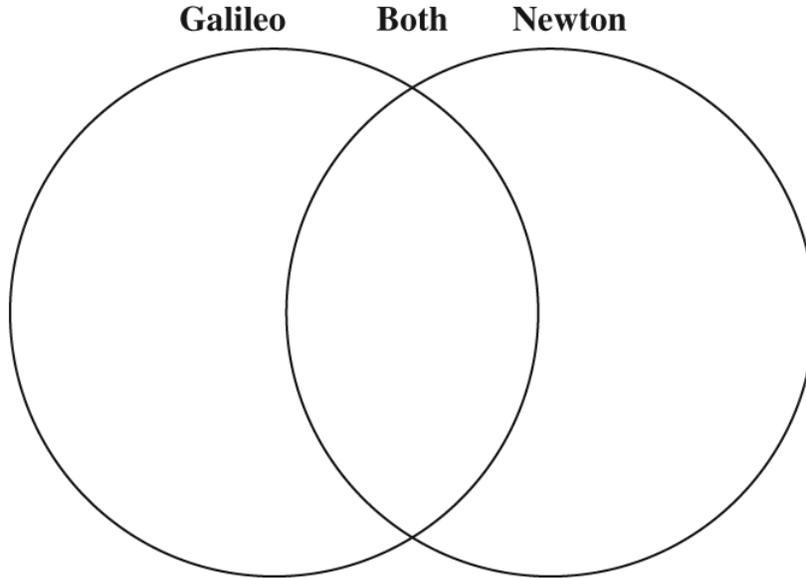
The Picture Of the Galileo Pamps helps the reader  
With the picture because the reader can see all  
they need to do is place three books, Put a yard  
stick on top of it and place the ball. As  
you can see the picture help the reader so it will  
be easier.

Score Point: 1

The response reflects an understanding of major elements in the picture.

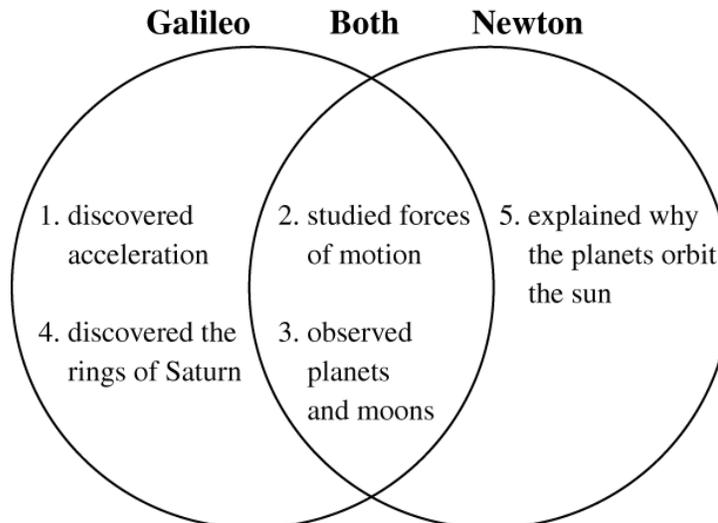
**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Galileo’s Acceleration Ramp”**

**41** Galileo and Newton are two of the most famous scientists in history. Look at the list of details in the textbox. Write the number of each detail in the list in its proper place in the Venn diagram to show how these two scientists are alike and how they are different.



- |   |
|---|
| <ol style="list-style-type: none"><li>1. discovered acceleration</li><li>2. studied forces of motion</li><li>3. observed planets and moons</li><li>4. discovered the rings of Saturn</li><li>5. explained why the planets orbit the sun</li></ol> |
|---|

**Scoring Notes:**



**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Galileo’s Acceleration Ramp”**

**42**

Some stories about people in history are not completely based on facts. Underline or highlight **two** sentences in the passage that support this idea.

**Scoring Notes:**

Responses may include, but are not limited to:

“This led to the story that Galileo dropped two different weights from the top of the Leaning Tower of Pisa.”

“This may be an amusing story, but it most likely didn’t happen.”

“It was said that Newton figured this out when he saw an apple fall from a tree, while the moon hung in the sky behind the tree.”

“People thought it made a better story to say that the apple hit him on the head.”

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**43**

Read the sentence below from “Grand Canyon National Park.”

**There is a road here where visitors can stop at overlooks to view the canyon.**

Based on the meaning of the prefix *over-*, what are overlooks?

- A places where drivers should rest
- B pretty places at the end of a hiking trail
- C high places from where people can see things
- D places for people to get information about what to see

**Scoring Notes:**

**Rationale A:** Incorrect: The prefix may suggest that the drive or journey is over, but the meaning is more precise than this.

**Rationale B:** Incorrect: The prefix may suggest the end of something, and there are often views or overlooks on hiking trails, but the meaning in the passage is more general.

**Rationale C:** Correct: The prefix suggests that the spot will have to be over something, i.e., high enough to provide a view.

**Rationale D:** Incorrect: The sentence contains the words “visitors,” “stop,” and “view,” which might suggest a visitor’s center without consideration of the prefix and the larger context.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**44**

Read the sentence below from “Letters Home from the Grand Canyon.”

**The ranger told us that if we walked from the canyon floor to the North Rim, it would be like going from the Mexican desert to southern Canada.**

Which point is the ranger trying to make with this example?

- A** The canyon is the deepest in the world.
- B** The canyon is home to many kinds of animals.
- C** The canyon is wider from side to side than it seems.
- D** The canyon is very different from one part to another.

**Scoring Notes:**

**Rationale A:** Incorrect: The ranger’s statement does refer to the depth of the canyon but is not the ranger’s main point; furthermore, the fact that the Grand Canyon is not the deepest in the world is explicitly stated in the passage.

**Rationale B:** Incorrect: There is a paragraph describing the diversity of animal species found in the canyon, but that is not the point that the ranger is trying to emphasize with this comparison.

**Rationale C:** Incorrect: The statement refers to the vegetation and the climate variation, not the width, although the canyon is wide.

**Rationale D:** Correct: The ranger’s statement is a comparison to help readers understand how much the climate and vegetation vary throughout the canyon.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

- 45** Which sentence from “Letters Home from the Grand Canyon” supports the idea that the Grand Canyon is probably the most famous canyon in the world?
- A** “More than 5 million people from all over the world visit the canyon each year.”
  - B** “We were surprised to learn that 90% of the park’s visitors view the canyon only from the South Rim.”
  - C** “In addition to unusual natural formations, more than 3,500 archeological sites have been uncovered.”
  - D** “Some are found nowhere else in the world, like the Kaibab squirrel and the Grand Canyon rattlesnake.”

**Scoring Notes:**

**Rationale A:** Correct: This statement shows that many people all over the world know about the canyon and come to visit.

**Rationale B:** Incorrect: This statement describes the popularity of the South Rim versus the North Rim, not the popularity of the Grand Canyon.

**Rationale C:** Incorrect: This statement lists some of the things that might attract visitors, but does not support the idea that the park is famous.

**Rationale D:** Incorrect: This statement attests to the uniqueness of the park but not to its fame.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**46** Based on both passages, how is the North Rim of the Grand Canyon different from the South Rim? Select **two** answers.

- A** The North Rim is much warmer.
- B** The North Rim has fewer visitors.
- C** The North Rim has old mining camps.
- D** The North Rim is closed in the winter.

**Scoring Notes:**

**Rationale A:** Incorrect: According to the first passage, the North Rim is higher and cooler than the South Rim.  
**Rationale B:** Correct: The popularity of the South Rim with visitors is a key detail in the second passage. It can be inferred from the first passage that the South has more visitors because it is open all year, unlike the North.  
**Rationale C:** Incorrect: According to the second passage, 19th-century mining camps can be found in the Grand Canyon, but the location of these camps is not specified.  
**Rationale D:** Correct: According to the first passage, the cooler North Rim is closed in the winter due to snow.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**47** How did the Grand Canyon become a protected area? Using information from both passages, complete the timeline by writing the letter for each event underneath the year in which it happened.

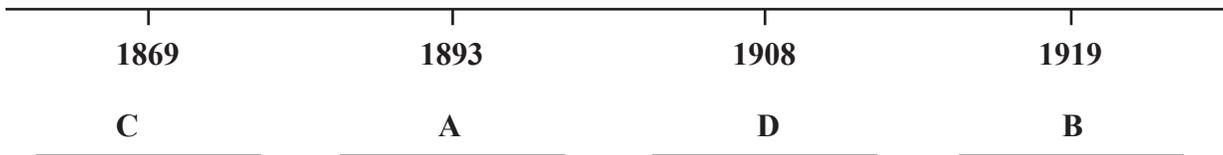
**History of the Grand Canyon**



- A President Benjamin Harrison makes the park a forest reserve.
- B President Woodrow Wilson signs a bill making the Grand Canyon a national park.
- C John Wesley Powell comes to explore the Grand Canyon.
- D President Theodore Roosevelt makes the area a national monument.

**Scoring Notes:**

**History of the Grand Canyon**



**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**48** The writer of “Letters Home from the Grand Canyon” writes, “I can’t believe I’m standing on the edge of the Grand Canyon. It’s enormous!” Underline or highlight **three** sentences from one or both passages that support the idea that the Grand Canyon is enormous.

**Scoring Notes:**

Responses may include any three of the following:

From “Letters Home from the Grand Canyon”:

“It is 1 mile deep and up to 18 miles wide.”

“Altogether, it is 277 miles long.”

“The park covers 1,955 square miles.”

“That’s about the size of Delaware!”

From “Grand Canyon National Park”:

“The Grand Canyon is so deep in some places that people standing at the top cannot see all the way to the bottom!”

“Long trails go from the rim to the canyon floor.”

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**49** Based on both passages, identify **two** reasons that people visit the Grand Canyon. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them. The response includes specific inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas/key events or procedures and details that support them and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

- Some people like to hike along the rim of the Grand Canyon but don't go to the bottom.
- Others like to view the canyon from above, flying in a helicopter or a small plane.
- People can camp near the canyon or on the bottom of the canyon after they hike or ride down on a horse or mule.
- Many people want to go rafting on the Colorado River.
- The weather in summer is sunny and you can see the Grand Canyon very clearly.
- Some people like to see the plants and animals in the Grand Canyon.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**50** Based on **both** passages, describe the walls of the Grand Canyon. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response gives <b>sufficient</b> evidence of the ability to interpret, explain, or connect information presented within or across texts. The response includes specific inferences that make clear reference to the text.
<b>1</b>	Response gives <b>partial</b> evidence of the ability to interpret, explain, or connect information presented within or across texts. The response includes one or more accurate inferences, but they are vague or otherwise incomplete.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to interpret, explain, or connect information presented within or across texts and includes no relevant information from the text.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

The walls of the Grand Canyon are made of rocks of many different colors, including red, orange, green, pink, and even purple. The rocks have interesting shapes, and you can even see some plants and animals that lived a long time ago in the rocks.

Details from “Grand Canyon National Park”:

- canyon walls are made from layers of rock
- rock layers are red, gray, green, pink, brown, and purple
- some layers have fossils of animals and plants

Details from “Letters Home from the Grand Canyon”:

- bands of red, orange, yellow, and purple rock
- interesting rock shapes and formations

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**“Grand Canyon National Park/Letters Home from the Grand Canyon”**

**51** Explain how to prepare for an overnight trip to the floor of the Grand Canyon. Use details from **both** passages to support your response. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>3</b>	Response is a <b>complete</b> explanation of how to prepare for an overnight trip to the floor of the Grand Canyon. Response is supported with details from the passages.
<b>2</b>	Response is a <b>limited</b> explanation of how to prepare for an overnight trip to the floor of the Grand Canyon. Response is supported with limited details (number or quality) from the passage(s).
<b>1</b>	Response is a <b>minimal</b> explanation of how to prepare for an overnight trip to the floor of the Grand Canyon. Response is supported with few or no details from the passage(s).
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

Details from “Grand Canyon National Park”:

- If you walk, you need shoes that will allow you to be careful on the “steep and winding” trails.
- You will have to take camping equipment to stay overnight on the canyon floor.

Details from “Letters Home from the Grand Canyon”:

- You will have to plan to walk or ride a mule down into the canyon.
- You should carry lots of water.
- If you walk, you will have to choose which trail to take. Some of the trails are steeper than others.
- You need to be prepared for scorpions and rattlesnakes that hide under rocks and can have deadly bites.
- To stay overnight, you need a permit.

Instructional Materials Question 51

So, you want to stay at the Grand Canyon. First you need to know a couple thing first. Number one idea is to think think about when you want to stay. I recomend in the summer so its not freezing out side. You also need equipment, think of the things you need to climb, sleep, and other essentials. One of the most important things you need is a permit. If you dont have one you can't hang out after dusk. Next think about transportation. You will either hike or go by mule. Also think about health concerns. There are many animals that can turn a fun trip into a deadly experience. Watch you're step! Now all you need to do is chose which trail you are going by, either the bright angel trail or the south Kalibab trail, which is steeper than the bright angle. Congratulates now you can camp out at the Grand Canyon floor. Have fun!

Score Point: 3

The many recommendations in this response are based on information that is in the passages. It is accurate and complete. This is a complete response.

### Instructional Materials Question 51

If I were to go on an overnight trip on the floor of the Grand Canyon, I would bring lots of water, just like the park ranger said in the story. I would also try to bother any animals because a bite from a snake will hurt or even kill you. I would also ride a mule to go down there, it would also be super fun, but I guess I would need to learn how to ride one. It said I could ride a horse or mule, in both of the Grand Canyon stories. I would also wear a jacket because it's cold down there, it said in the second Grand Canyon story that is like beginning at the Mexican Desert then traveling to South Canada. So those might be all the things I might take.

Score Point: 3

The response correctly identifies many text-based considerations: water, animals, transportation, and weather. It fails to mention camping equipment or permits, but overall it is a complete response.

Instructional Materials Question 51

You need to pack lots of water, pack a blacklight to see the scorpions and snakes, and pack food for that mile trip on a mule or on foot. I know that you need to pack lots of water because in "Letters Home from the Grand Canyon" it says "The ranger advised us to carry lots of water." I know to pack a blacklight because in the passage it says "That's because scorpions and rattlesnakes hide under rocks. Their bites are very painful and can be dangerous - sometimes even deadly." I know to pack food because if you choose to walk 1 mile down to the southern rim you will be hungry.

Score Point: 2

The response identifies three things one should bring (two of which are passage-based) and why. Additional development would improve this response's score.

Instructional Materials Question 51

To prepare for an overnight trip in the Grand Canyon start by packing lots of water to make sure you don't run out bring an extra bottle for everyone. After that, you want to pack breakfast, lunch, and dinner for all the people going. Once you have enough food and water start by getting things to keep you warm you don't know the climate it's going to be. Lots of warm blanket (a tent). Once you have the basics you can start with maybe binoculars if you see something moving far away you'll be able to spot it. If you want to bring your pet(s) don't forget to bring supplies like its food, water, maybe toys, leash, and collar. That about all you need for an overnight trip in the Grand Canyon. Don't forget a permit for overnight trips.

Score Point: 2

The response identifies several passage-based items (water, a tent, and a permit) and notes that the "climate" is unpredictable. This is a limited response.

Instructional Materials Question 51

What you need to prepare is lots of water because its dry. You can also bring horses or mules. Water is mostly what both passages say but one says you can bring special equipment. That is a good way to prepare for a long trip down the grand canyon!

Score Point: 1

The response correctly identifies water and a horse or mule as an important thing to bring. It is a minimal response.

Instructional Materials Question 51

The things you need for a overnight trip.  
"The ranger advised us to carry lots of  
water and to make sure we returned by dusk."  
"Some campers take equipment and stay overnight  
on the canyon floor."

Score Point: 1

The response correctly indicates that it is important to bring water, but there is otherwise little evidence that the student read or understood the passages.

**Nevada Instructional Materials Phase III**  
**Grade 4 Reading**  
**Grand Canyon National Park/Letters Home from the Grand Canyon**

**52** Explain why some people call the Grand Canyon “America’s national treasure.” Use details from **both** passages to support your response. Write your response on the lines below.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>3</b>	Response is a <b>complete</b> explanation of why some people call the Grand Canyon “America’s national treasure.” Response is supported with details from the passages.
<b>2</b>	Response is a <b>limited</b> explanation of why some people call the Grand Canyon “America’s national treasure.” Response is supported with limited details (number or quality) from the passage(s).
<b>1</b>	Response is a <b>minimal</b> explanation of why some people call the Grand Canyon “America’s national treasure.” Response is supported with few or no details from the passage(s).
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Notes:**

Responses may include, but are not limited to:

Details from “Grand Canyon National Park”:

- There is a lot to do, and there are many different ways to experience the park (e.g., hiking, riding mules, camping).
- The canyon walls are colorful and have fossils in them.
- The Colorado River flows through the canyon and is a fun spot for rafting.

Details from “Letters Home from the Grand Canyon”:

- The Grand Canyon is huge and full of natural beauty (e.g., the canyon walls, the plants and animals, the river).
- There is a lot to see, including the colorful canyon walls, unusual formations, and archaeological sites.
- Many people from all over the world want to visit.
- It is one of the seven natural wonders of the world.

Instructional Materials Question 52

The reason why that people might call the Grand Canyon "America's national treasure" because of the history and the homes it provided. People enjoy seeing the Grand Canyon. Also the Grand Canyon is one big home to many species. It is a home to 88 species of mammals, 58 species of reptiles and amphibians, 26 species of fish, and 287 different kinds of bird, and some of these animals can't be found anywhere. Also the history has so many presidents protecting the Grand Canyon. For example, President Benjamin Harrison was a president who was the first to protect "America's national treasure". In 1908, President Theodore Roosevelt designated the Grand Canyon a national park. Also in 1919, President Woodrow Wilson signed a bill to officially make the Grand Canyon a national park. After all of this, I can see why people call a wonderful place like the Grand Canyon "America's national treasure".

Score Point: 3

The response discusses the canyon's role as "home" to a wide variety of species and the canyon's historical significance. The response is supported by many details from the passages. It is a complete response.

Instructional Materials Question 52

People call the Grand Canyon "America's national treasure" because there are so many things to do and see there. The rocks are all different colors. Animal fossils are there. It's so big too, it covers 1,955 square miles. That's almost the size of Delaware. There's a huge river that goes through the Grand Canyon. The river starts in Colorado and goes to Mexico. A lot of people come there to raft on the river. It is also a great view. I almost forgot there are mines in the Grand Canyon as well. The best part is it is open all year, so you can come see whenever you want. That is why people call the Grand Canyon "America's national treasure."

Score Point: 3

This is an example of a lower 3. It is a long list of things that are remarkable about the canyon, without an explicit connection to why these things make it a treasure. In the balance, however, it is a complete response.

Instructional Materials Question 52

Why some people call the Grand Canyon Americas national treasure is because how often do you see special land forms like the Grand Canyon?

The answer is not very often because its one of the seven natural wonders in the modern world. It has so many animals and all these different species and some animals and reptiles can only be found there lilce the Grand Canyon Rattlesnake only lives in the Grand Canyon. The Grand Canyon is so deep that when you are in a helicopter or airplane sometimes you can't even see the bottom.

Score Point: 2

This response reflects an understanding that many animals live in the canyon, it is deep, and it is one of the seven natural wonders of the world. Stronger support or a tighter connection between these ideas and the canyon being a "treasure" would improve this response's score.

Instructional Materials Question 52

Some people call the Grand Canyon "America's national treasure" because the Grand Canyon may be the most famous. Also you see things that you don't see anywhere else. For example: You don't see the Kaibab squirrel and the Grand Canyon rattlesnake. There's also unique rocks that are purple, red, yellow, gray, green, pink, brown, and orange.

Score Point: 2

The response correctly identifies unique animals and physical features of the canyon. It is a limited response.

Instructional Materials Question 52

"America's national treasure" is often used for a "nickname" for the Grand Canyon. People from all over the world visit the Grand Canyon. In both passages it states that many people were there. In "Letters Home from the Grand Canyon" it states that it was famous, and "it is one of the seven wonders in the world"!

Score Point: 1

While this response includes many details from the passage, they are only very loosely connected to the task. It is a minimal response.

Instructional Materials Question 52

I think the grand canyon becuas

it is a big hole. A lot of people  
come to viset the grand canyon.

There is a river. There is

Treser. It is very buitifal.

Score Point: 1

The response includes vague details that are related to the task. The statement "There is Treser" is a significant misunderstanding of the task/passage.



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