

# Georgia Milestones

Assessment System



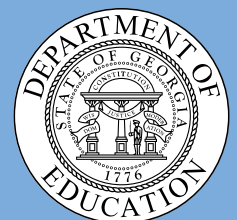
## Study/Resource Guide for Students and Parents English Language Arts Grade 4



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions for English Language Arts. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at [www.georgiastandards.org](http://www.georgiastandards.org).

**Study/Resource Guide**



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## **INTRODUCTION**

Please see the *Study/Resource Guide for Students and Parents: Introduction and Overview* document for valuable information about how to use this guide.

## DEPTH OF KNOWLEDGE (DOK) EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

**All example and sample items contained in this guide are the property of the Georgia Department of Education.**

### Example Item 1

#### Selected-Response

**DOK Level 1:** This is a DOK level 1 item because it requires the student to distinguish between common and proper nouns.

**English Language Arts (ELA) Grade 4 Content Domain II:** Writing and Language

**Standard:** ELAGSE4L2a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.

**Read the sentence.**

My mother picked out our next family car from a dealership in texas.

**Which underlined word in the sentence should start with a capital letter?**

- A. mother
- B. family
- C. dealership
- D. texas

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) texas. Cities, towns, states, and nations are always capitalized. Choice (A) is incorrect because it is not used as a name. Choices (B) and (C) are incorrect because they are common nouns.

## Example Items 2 and 3

Read the article and answer example items 2 and 3.

### Central Park

Before 1850, many of the world's great cities had nice parks. However, there were no city parks in the United States. New York City was a busy city, and there were no places to escape from the noise or from the smell of horses. Some important people in New York City decided that a park was needed. The city had a contest to see who could design the best park.

There were many different designs for the park. People argued about the purpose of the park. Some people said that it should be like parks in England and France. Those parks were mostly for people who had lots of money. The parks had long, straight roads. People who could afford horses and carriages could ride in the parks. The gardens in those parks were very square. They had lots of large stone buildings. The parks were built like the gardens around palaces.

Other people said that a park should be designed for all the people, not just the rich. That meant the park should be good for walking, and there shouldn't be long, straight roads. Straight roads and big buildings allowed for less natural scenery.

The plan that the city chose was more like a park for all the people. It included large green areas and curvy walking paths. These paths were built around natural features, like large rocks. The park had very few buildings. It had special paths for horses to keep the animals separate from people. Today, Central Park is considered one of the greatest parks in the world.

## Example Item 2

### Selected-Response

**DOK Level 2:** This is a DOK level 2 item because the student is asked to apply knowledge of the text in order to answer the question.

**English Language Arts (ELA) Grade 4 Content Domain I:** Reading and Vocabulary

**Genre:** Informational

**Standard:** ELAGSE4RI3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Which sentence BEST describes why Central Park was designed to have few straight roads?**

- A. Curved roads were better for horses.
- B. More natural features were left in place.
- C. The builders used roads that already existed.
- D. The roads were built to go around the gardens.

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) More natural features were left in place. The park was built to show as much natural scenery as possible, so roads curved around existing rocks and other features. Choice (A) is incorrect because the author does not tell you curved roads are better for horses. Choice (C) is incorrect because the author never says this. Choice (D) is incorrect because the author never mentions gardens in Central Park.

## Example Item 3

### Drag-and-Drop Technology-Enhanced

**DOK Level 3:** This is a DOK level 3 item because students are asked to draw a conclusion based on information in the article and then support that conclusion with evidence from the article.

**English Language Arts (ELA) Grade 4 Content Domain I:** Reading and Vocabulary

**Genre:** Informational

**Standard:** ELAGSE4RI3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Move the sentence that BEST describes how the purpose of the park impacted Central Park's design into the first column of the chart. Then move TWO key details that BEST support the sentence into the second column.

How the Purpose of the Park Impacted Central Park's Design	Supporting Details
•	•

**How Purpose Impacted Design**

The park was designed with paths built around natural features so that it could be used by everyone.

The park was designed with long roads so that people could ride horse-drawn carriages through the park.

The park was designed with square gardens so that people could feel like they were seeing a palace.

**Details**

Some people said that it should be like parks in England and France.

People who could afford horses and carriages could ride in the parks.

The parks were built like the gardens around palaces.

That meant the park should be good for walking, and there shouldn't be long, straight roads.

It included large green areas and curvy walking paths.

Select to Respond



Due to the size of the response area, this item has a “Select to Respond” button on the screen. Clicking this button will bring up the response area at full size.

**Go on to the next page to finish example item 3.**

**Example Item 3. *Continued.***

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How the Purpose of the Park Impacted Central Park's Design	Supporting Details
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

How Purpose Impacted Design

**The park was designed with paths built around natural features so that it could be used by everyone.**

**The park was designed with long roads so that people could ride horse-drawn carriages through the park.**

**The park was designed with square gardens so that people could feel like they were seeing a palace.**

Details

**Some people said that it should be like parks in England and France.**

**People who could afford horses and carriages could ride in the parks.**

**The parks were built like the gardens around palaces.**

**That meant the park should be good for walking, and there shouldn't be long, straight roads.**

**It included large green areas and curvy walking paths.**

Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the chart next to the bullets.



**Example Item 3. Continued.**

**Scoring Rubric**

Points	Description
2	The student correctly fills in both columns (order within each column does not matter).
1	The student correctly fills in the first column or the first column and one bullet in the second column (order within each column does not matter).
0	The student correctly fills in the second column or does not correctly fill in either column.

**Exemplar Response**

The correct response is shown below.

↶
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How the Purpose of the Park Impacted Central Park’s Design	Supporting Details
<ul style="list-style-type: none"> <li>• <b>The park was designed with paths built around natural features so that it could be used by everyone.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>That meant the park should be good for walking, and there shouldn’t be long, straight roads.</b></li> <li>• <b>It included large green areas and curvy walking paths.</b></li> </ul>

How Purpose Impacted Design

**The park was designed with long roads so that people could ride horse-drawn carriages through the park.**

**The park was designed with square gardens so that people could feel like they were seeing a palace.**

Details

**Some people said that it should be like parks in England and France.**

**People who could afford horses and carriages could ride in the parks.**

**The parks were built like the gardens around palaces.**

The correct response in the first column is “The park was designed with paths built around natural features so that it could be used by everyone.” This is the correct response because the article states that Central Park’s design was chosen to appeal to all people. Therefore, the greenery and trails could be utilized and enjoyed by everyone, not just by wealthy people who could travel by horse and carriage. One of the correct responses for the second column is “That meant the park should be good for walking, and there shouldn’t be long, straight roads.” The other correct response for the second column is “It included large green areas and curvy walking paths.” These are the correct responses for the second column because they are details that reinforce the idea that a park designed for all people would be one that people could enjoy simply by walking around the park. NOTE: The order of the details in the second column does not matter.

## Example Item 4

### Extended Writing-Response

**DOK Level 4:** This is a DOK Level 4 item because it requires students to read two passages, synthesize information, and respond to an extended writing task.

**English Language Arts (ELA) Grade 4 Content Domain II:** Writing and Language

**Genre:** Informational

**Standards:**

ELAGSE4W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE4L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an informational essay.

Before you begin writing your essay, you will read two passages.

As you read the passages, think about details you may use in an informational essay comparing and contrasting the two pilots.

**These are the titles of the passages you will read:**

1. Charles Lindbergh
2. Amelia Earhart

## Charles Lindbergh

In 1927, Charles Lindbergh became the first person to fly nonstop across the Atlantic Ocean. This was a famous event in an event-filled life.

Lindbergh was born in 1902. At that time, flying was in its early days. Young Lindbergh found flight fascinating. He left college to go to flight school. After two years, he went into the U.S. Army. He became a pilot for the U.S. Army Air Corps.

After the army, Lindbergh flew for the U.S. Postal Service. He flew a mail plane from St. Louis to Chicago. During this time, he earned his nickname, "Lucky Lindy." He had to jump out of his plane four times. He got lucky and lived every time!

In 1919, a man named Raymond Orteig started a contest. He offered \$25,000 to the first person who could fly across the Atlantic Ocean. Lindbergh spent the next eight years getting the right plane. He named the plane the *Spirit of St. Louis*. Then, in May 1927, he made his famous flight across the Atlantic.

Lindbergh received many awards in his life. One was a Pulitzer Prize for a book he wrote about his life. Lindbergh died at the age of 72.

### **Amelia Earhart**

Amelia Earhart was born in 1898 in Kansas. She was a good student. However, she left college at the age of 19. Soon afterward, Earhart went to an air show in Long Beach, California. It was there that she took her first airplane ride. It changed her life forever. She started taking flying lessons. Earhart spent the next couple of years learning all about flying. She even bought her own plane.

Unfortunately, Earhart ran out of money and had to sell her plane. She went back to school for a while. Then she worked as a teacher and a social worker. In 1927, Charles Lindbergh made his famous flight across the Atlantic Ocean. People began asking, "Who will be the first woman?" In 1928, Earhart was a passenger on a flight across the Atlantic. She was the first woman to fly across the Atlantic. She later wrote a book about the experience. But being a passenger wasn't enough for Earhart.

In 1935, Earhart became the first person to fly from Hawaii to the U.S. mainland. The U.S. government gave her a medal for this. In 1937, she decided to try to fly around the world. She made it to an island in the Pacific Ocean. But then her plane disappeared. She was never found. Earhart will always be remembered, though. She showed the world what women pilots can do.





**The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 83 and 84 to see why this example would earn the maximum number of points.**

*Charles Lindbergh and Amelia Earhart had many similarities. They were both pilots at around the same time. Both left college and studied flying. They were both first at many flying goals, like flying across the Atlantic Ocean. They both wrote books about what they did.*

*The two pilots were different in some ways, however. One clear difference is that Lindbergh was a man, and Earhart was a woman. Also, Lindbergh didn't have the problems with money that Earhart had. I think the biggest difference between them, though, was that Lucky Lindy had good luck. He survived four plane crashes and lived to be 72 years old. But Earhart didn't have such good luck. At a young age, she disappeared while trying to fly around the world.*

*In the end, we will remember both Lindbergh and Earhart for being great pilots.*

## CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 4 English Language Arts EOG assessment. This includes main ideas and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do with your classmates or family to prepare for the test.

**All example and sample items contained in this guide are the property of the Georgia Department of Education.**

### Unit 1: Reading Literary Text

#### READING PASSAGES: LITERARY TEXT

##### Content Description

The literary passages in the English Language Arts test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary. You may be asked to write a narrative in response to a prompt based on a literary passage. For more information about narrative writing, please refer to Unit 3.

##### Key Ideas and Details

- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Look for themes as you read. Ask yourself, “What is this about?”
- Think about why the author made the choices he or she made about the characters, setting, and events in the passage.
- Use specific details from the passage to help you describe a character’s thoughts, words, or actions.
- Summarize the important ideas and details after you read.

##### Craft and Structure

- Make sure you understand the words and phrases as you read.
- Think about how the author includes words that allude to significant characters found in mythology.
- Compare and contrast the structural elements of different passage types, including poems, dramas, and prose, and be able to explain the similarities and differences.
- Compare and contrast the point of view in multiple passages, focusing on first- and third-person narration.

##### Integration of Knowledge and Ideas

- Look at the illustration in a passage. Make connections between the illustration and the description, events, or character traits in the passage.
- Think about the similarities and differences between themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.



## KEY TERMS

**Literary text:** Passages that are stories, dramas, or poems. (RL)

**Inference:** To infer means to come to a reasonable conclusion based on evidence found in the passage. By contrast, an **explicit** idea or message is stated directly by the author. The author tells the readers exactly what they need to know. (RL1)

**Theme:** The theme of a literary passage is its lesson or message. For example, a passage could be about two friends who like to do things together, and the theme might be the importance of friendship. (RL2, RL9)

**Summarize:** To give the main events of a passage in the order in which they happen. (RL2)

**Character:** A person or thing in a work of literature. Goldilocks is a character in “Goldilocks and the Three Bears.” (RL3)

**Setting:** Where and when a literary passage takes place, including the time of day, the season, or the location. (RL3)

**Plot:** The events that happen in the beginning, middle, and end of the passage. (RL3)

**Mythology:** Literary passages about popular beliefs in different cultures. In Greek mythology, the stories of the Greek gods are very well known and sometimes appear with different names in other cultures, such as in Roman mythology. (RL4)

**Allusion:** An allusion is an indirect reference to something. When an author refers to something without mentioning it explicitly, it is an allusion; for example, *The new student is a regular Einstein*. In this sentence, the author is alluding to Albert Einstein, the Nobel Prize-winning scientist and historical figure. (RL4)

**Prose:** A form of writing that uses ordinary language. It is the opposite of poetry. (RL5)

**Poem:** A piece of writing that uses words and phrases chosen for their sound or meaning. These words are arranged in a specific way on the page and use a number of poetic devices. (RL5)

- **Verse:** Writing organized in a rhythmic pattern, as often is the case in poetry. (RL5)
- **Rhythm:** The regular, repeated sounds of words in a poem. (RL5)
- **Meter:** A rhythm that repeats a basic pattern in a poem. (RL5)

**Drama:** A story, also known as a play, that is written for people to act out. (RL5)

- **Dialogue:** The words that actors are supposed to say or read aloud when they are acting out a drama. (RL5)
- **Stage directions:** The instructions that tell actors what to do in a drama. Stage directions may also give information about what the stage should look like, what the lighting should be, and what sounds should be heard. For example, stage directions tell actors when to enter the stage, when to exit, or what specific actions they should do while speaking. (RL5)
- **Cast of characters:** The list of different parts actors can play in the drama. Usually, each character is played by a different actor. (RL5)

**Point of view:** The perspective from which a story is told. The point of view depends upon who the narrator is and how much he or she knows. The point of view could be first person (*I* went to the store), second person (*You* went to the store), or third person (*He* went to the store). The point of view used by the author can have a big influence on his or her passage. (RL6)




**Compare vs. contrast:** Though similar, comparing is analyzing two things, such as characters or themes, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or themes. (RL6, RL9)

**Genre:** A category of passages, such as fiction and nonfiction. Each genre has a particular style, form, and content. (RL9)

**Pattern of events:** What happens in the story. This is often referred to as the plot or the sequence of events that make up the story. For example, a quest is a pattern of events in which a character searches for something. (RL9)

**Traditional literature:** Stories that were first told verbally but were written down much later. These stories do not happen in a specific time or place. Instead, they share values or common themes. For example, the stories of Cinderella, Sleeping Beauty, and the Three Little Pigs all had their beginnings in traditional literature. (RL9)

### Important Tips

-  Use details to support ideas and to answer *what* you know and *how* you know it.
-  When responding to an item, try to answer the question being asked before you read the answer choices.
-  Look for familiar prefixes, suffixes, and word roots to help you decide the meaning of an unknown word.

## SAMPLE ITEMS

Read the story and answer questions 1 through 8.

### The Piano

Greta did not like change. She didn't like it when they changed the design on the wrapper of her favorite kind of ice cream (strawberry mango). She didn't like it when her father shaved his beard, because it made him look too young. And she didn't like it when she came home to find this . . . *thing* in the living room. It was old and brown and heavy, and it practically took up a whole wall. It had yellow teeth, and it made noise. It was a piano.

When her older brother Richard started banging on the instrument with his elbows, Greta ran to her room and closed the door. That's when she noticed something even worse: the toy chest was now in the middle of her room. This was the toy chest that had stood against the wall in the living room forever.

"Don't you like our new family member?" Greta's mother asked from outside the door.

Greta opened the door and blurted, "Where did you *get* that thing?"

"The Kleins are moving out, and they didn't want to move it."

"The Kleins are moving?" That meant more change. The Kleins had always lived in the apartment down the hall. It was all too much.

"Yes, and it will all be fine," said Greta's mother, and she walked back toward the living room.

Greta closed the door, flopped onto her bed face-down, and did what she always did when she didn't like what was going on: she fell asleep.

*In her dream, Greta was floating on a raft in the middle of a river. The breeze stirred the water and made the most beautiful sound. The sound rose and fell and became louder when the wind became stronger.*

Greta woke up and opened her eyes, but the sound continued. She got up and stumbled into the living room, where her mother sat at the piano. The sound was pouring out of her mother's fingers, but she was looking straight ahead with her head cocked slightly to the right. Then she stopped playing and remained still, in a different world.

"Come and sit here," Greta's mother said as she scooted over and patted the bench next to her.

"I didn't know . . .," Greta began.

"Of course you didn't know, because I never told you I could play. I started when I was about five years old."

"Why did you stop?"

“I didn’t really stop. I guess I kind of drifted away from it. When I moved out of my parents’ house, I left the piano behind, and I never got another one.”

Greta stared at her mother’s face, which held a half smile. “You never should have stopped,” said Greta.

“You might be right,” Greta’s mother said, and she stole a quick look at her daughter.

Greta felt like her mother had just told her a secret, and a bubble of warmth rose inside her.

“Will you play some more?” she asked.

### Item 1

#### Selected-Response

**What is the MOST LIKELY reason Greta’s mother invites Greta to sit on the piano bench with her?**

- A. She would like to show Greta how to play the piano.
- B. She knows Greta is upset and is trying to comfort her.
- C. She would like to explain to Greta how she learned to play the piano.
- D. She knows Greta is nervous about having new neighbors.

### Item 2

#### Selected-Response

**Which explanation BEST describes the meaning of the phrase drifted away from it as it is used in these sentences from the story?**

“I didn’t really stop. I guess I kind of drifted away from it. When I moved out of my parents’ house, I left the piano behind, and I never got another one.”

- A. Greta’s mother stopped enjoying music.
- B. Greta’s mother felt sad about playing music.
- C. Greta’s mother stopped playing the piano bit by bit.
- D. Greta’s mother suddenly finished listening to a song.

### Item 3

#### Selected-Response

At the end of the story, Greta asks her mother, “Will you play some more?”

Based on the story, why does Greta MOST LIKELY ask this question?

- A. She wants her neighbors to hear her mother playing the piano.
- B. She worries that her mother does not like playing the piano.
- C. She hopes her mother can become better at playing the piano.
- D. She enjoys hearing her mother playing the piano.

### Item 4

#### Selected-Response

Why does the author use dialogue in the scene at the piano?

- A. to show how Greta’s feelings are changing
- B. to show why Greta’s mother is upset
- C. to show Greta’s excitement about having new neighbors
- D. to show that Greta’s mother worries about her daughter

### Item 5

#### Selected-Response

Which sentence correctly states the point of view in the story?

- A. The story is told by a narrator who provides Greta’s point of view.
- B. The story is told by a narrator who provides Greta’s mother’s point of view.
- C. The story is told by a narrator who provides Richard’s point of view.
- D. The story is told by a narrator who provides many family members’ points of view.

## Item 6

### Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

#### Part A

Which word **BEST** describes Greta’s mother?

- A. generous
- B. humorous
- C. talented
- D. forgiving

#### Part B

Which sentence from the story **BEST** supports the answer in Part A?

- A. “Yes, and it will all be fine,” said Greta’s mother, and she walked back toward the living room.
- B. The sound was pouring out of her mother’s fingers, but she was looking straight ahead with her head cocked slightly to the right.
- C. “You might be right,” Greta’s mother said, and she stole a quick look at her daughter.
- D. Greta felt like her mother had just told her a secret, and a bubble of warmth rose inside her.

## Item 7

### Drag-and-Drop Technology-Enhanced

Finish retelling the story. Move the THREE MOST important events into the chart in the order they happen in the story.

Event	Description
Event 1	Greta returns home to find an old piano in her living room.
Event 2	
Event 3	
Event 4	
Event 5	Greta asks to hear more of her mom's playing.

Greta is upset about the piano, so she runs to her room.  
 Greta is happy to learn that her mom can play the piano.  
 Greta dreams about floating on a raft down a river.  
 Greta awakes from a nap and hears beautiful piano music.  
 Greta feels a bubble of warmth rise inside of her.

Select to Respond

- ➡ Due to the size of the response area, this item has a “Select to Respond” button on the screen. Clicking this button will bring up the response area at full size.

**Go on to the next page to finish item 7.**

**Item 7. Continued.**

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<b>Event 1</b>	Greta returns home to find an old piano in her living room.
<b>Event 2</b>	
<b>Event 3</b>	
<b>Event 4</b>	
<b>Event 5</b>	Greta asks to hear more of her mom's playing.

**Greta is upset about the piano, so she runs to her room.**

**Greta is happy to learn that her mom can play the piano.**

**Greta dreams about floating on a raft down a river.**

**Greta awakes from a nap and hears beautiful piano music.**

**Greta feels a bubble of warmth rise inside of her.**

➡ Use a mouse, touchpad, or touchscreen to move the descriptions below the table into the boxes in the table.







## SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE4RL3 Literary	2	B	The correct answer is choice (B) She knows Greta is upset and is trying to comfort her. This answer is supported by Greta’s mother’s earlier comment, “Yes, and it will all be fine.” Choice (A) is incorrect because there is no evidence that Greta’s mother wants to teach Greta to play the piano. Choice (C) is incorrect because Greta’s mother mentions she knows how to play the piano, but there is no evidence that she would like to explain how she learned to play. Choice (D) is incorrect because although Greta knows her neighbors are moving, the story doesn’t provide enough evidence to show that their moving is Greta’s main concern.
2	ELAGSE4RL4 Literary	2	C	The correct answer is choice (C) Greta’s mother stopped playing the piano bit by bit. Perhaps unintentionally, Greta’s mother slowly moved away from playing piano. Choice (A) is incorrect because there is no evidence that Greta’s mother stopped enjoying music; she just got out of the habit of playing it. Choice (B) is incorrect because the passage contains no evidence that music made Greta’s mother sad. Choice (D) is incorrect because “drifting away” refers to abandoning piano playing altogether, not discontinuing to listen in the middle of a song.
3	ELAGSE4RL1 Literary	2	D	The correct answer is choice (D) She enjoys hearing her mother playing the piano. The context of the passage supports the idea that Greta enjoys listening to her mother play and that knowing that her mother can play is like “a secret,” causing “a bubble of warmth [to rise] inside her.” Choice (A) is incorrect because there is no suggestion it is important to Greta that others hear her mother play. Choice (B) is incorrect because she is not trying to nudge her mother into doing a difficult task. Choice (C) is incorrect because her mother seems to be an adept pianist.
4	ELAGSE4RL5 Literary	2	A	The correct answer is choice (A) to show how Greta’s feelings are changing. There are two sections of dialogue, with the first showing Greta’s dismay at the piano’s arrival and the second showing Greta’s pleasure at her mother’s piano playing. Choice (B) is incorrect because Greta’s mother is not upset. Choice (C) is incorrect because Greta’s emotions are directed at the piano, not the neighbors. Choice (D) is incorrect because Greta’s mother reassures her daughter but does not express worry over her.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
5	ELAGSE4RL6 Literary	2	A	The correct answer is choice (A) The story is told by a narrator who provides Greta’s point of view. The story is told from a third-person limited point of view, limited to Greta’s thoughts and emotions. Choices (B), (C), and (D) are incorrect because the story is not told from the mother’s, Richard’s, or an omniscient point of view.
6	ELAGSE4RL3 Literary	3	C/B	<p>The correct answers are choice (C) talented <b>and</b> choice (B) The sound was pouring out of her mother’s fingers, but she was looking straight ahead with her head cocked slightly to the right.</p> <p>Greta hears beautiful music and cannot identify the source right away; she is pleasantly surprised to find that it is her mother playing the piano. The correct answer choice for Part B of the item shows text that supports this.</p> <p>In Part A, choice (A) is incorrect because, while it is appealing, Greta’s mother’s talent with the piano is emphasized more in the passage. Choice (B) is incorrect as there is no indication that Greta’s mother is humorous. Choice (D) is incorrect because there is no scenario that requires Greta’s mother to be forgiving within the passage. The incorrect options in Part B support incorrect answers in Part A.</p>
7	ELAGSE4RL2 Literary	3	N/A	See scoring rubric and exemplar response on page 29.
8	ELAGSE4W3	4	N/A	See scoring rubric beginning on page 81 and sample responses on page 30.

## EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

### Item 7

#### Scoring Rubric

Points	Description
2	The student correctly fills in all three rows.
1	The student correctly fills in two rows.
0	The student does not correctly fill in at least two rows.

#### Exemplar Response

The correct response is shown below.

↶
?

<b>Event 1</b>	Greta returns home to find an old piano in her living room.
<b>Event 2</b>	<b>Greta is upset about the piano, so she runs to her room.</b>
<b>Event 3</b>	<b>Greta awakes from a nap and hears beautiful piano music.</b>
<b>Event 4</b>	<b>Greta is happy to learn that her mom can play the piano.</b>
<b>Event 5</b>	Greta asks to hear more of her mom's playing.

**Greta dreams about floating on a raft down a river.**

**Greta feels a bubble of warmth rise inside of her.**

The correct response for Event 2 is “Greta is upset about the piano, so she runs to her room.” The correct response for Event 3 is “Greta awakes from a nap and hears beautiful piano music.” The correct response for Event 4 is “Greta is happy to learn that her mom can play the piano.” These are the correct responses because each sentence represents a key event that occurred in the story. In addition, each sentence is correctly placed in the order the events occurred in the story.

**Item 8**

To view the four-point holistic rubric for a text-based narrative response, see pages 81 and 82.

**Exemplar Response**

Points Awarded	Sample Response
4	<p>Greta’s mother said, “Now tell me why you were so upset when you saw the piano.”</p> <p>“Well, for one thing, you know me. I don’t like surprises.”</p> <p>“That’s for sure! I did know that,” her mother said.</p> <p>“Well, then Richard was pounding on the piano really loudly. And it replaced my toy chest. My toy chest has always been in that spot in the living room.” Greta felt a little foolish for a moment. She giggled softly.</p> <p>“Well,” said her mother, raising her eyebrows, “we could always bring the toy chest back in here and get rid of the piano. Then you can play with your stuffed animals all day.”</p> <p>They both laughed.</p> <p>“Now let me show you a simple little melody,” Greta’s mother said, turning to the piano keys.</p>
3	<p>Greta’s mother said, “Now tell me why you were so upset when you saw the piano.”</p> <p>“Because I don’t like change. And this thing was a big change.”</p> <p>“Okay,” said her mother. “I understand. I know the piano is a big change. I wonder if we can turn it into something good. Do you want to give it a try?”</p> <p>Her mother then gave Greta her first piano lesson.</p>
2	<p>Greta’s mother wondered why Greta was so upset about the piano. She knew Greta didn’t like change but thought the piano was a good thing. She decided to play the piano to make Greta feel better.</p>
1	<p>Greta’s mother didn’t know why Greta was so upset. She saw Greta run to her room after Richard played the piano.</p>
0	<p>Greta’s mother loves the new piano.</p>

## ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

**Standards:** ELAGSE4RL1, ELAGSE4RL2, ELAGSE4RL3, ELAGSE4RL9

**Prepare for the activity.**

1. Ask a family member to help you locate and print out 10 fables, including “The Lion and the Mouse,” from the following website: <http://read.gov/aesop/index.html>
2. A theme is listed at the bottom of each fable. Cut out the theme from each fable. (Keep “The Lion and the Mouse” separate to use as an example.)
3. Ask a family member to shuffle the remaining themes and give you a stack of stories and a stack of themes.

**Work through the example with a family member.**

1. Read the fable “The Lion and the Mouse.”
2. After you have read the fable, try to figure out the theme. You can usually determine the theme by answering the following questions:
  - a. How did the main character change through the challenges he or she faced in the fable?
  - b. What is the lesson the main character learned by the end of the fable?
3. Write the theme on the printed copy of the fable.
4. Go back and underline the specific detail(s) from the fable that helped you decide on the theme.
5. Now read the theme on the strip of paper cut from the fable: “A kindness is never wasted.”
6. With your family member, discuss how the theme you wrote and the theme on the strip of paper are similar or different. If the themes are different, discuss why you and the author decided on different themes.

**Now try it on your own.**

1. Read the first fable in the stack provided to you.
2. After you have read the fable, try to figure out the theme.
3. Write the theme on the printed copy of the fable.
4. Underline the specific detail(s) from the fable that helped you decide on the theme.
5. Continue steps one through four with the remaining stories.

**Play a theme matching game.**

Using your themes, you can play a matching game with the themes that were cut from the bottom of the fables.

1. Look through the stack of themes that were cut from the bottom of the fables. Find the theme you believe is the best match for the theme you’ve written for each fable.
2. After you’ve matched all the themes, ask your family member to confirm the theme for each of the fables by going back online and checking the themes at the bottom of each story.
3. With your family member, discuss how your theme and the theme on the paper are similar or different. If they are different, discuss why you and the author came up with different themes.

**Make more connections.**

1. Do any of the fables have a similar theme to the example? If so, how are the themes similar?
2. Do any of the other fables have similar themes? If so, how are the themes similar?
3. How are the patterns of the events in the fables similar or different?
4. How are the characters' thoughts, words, or actions in the fables similar or different?



## Unit 2: Reading Informational Text

### READING PASSAGES: INFORMATIONAL TEXT

#### Content Description

The informational passages in the English Language Arts test can be used to determine main ideas, write objective summaries, analyze ideas, and provide supporting text evidence. You may be asked to write a narrative in response to a prompt based on an informational passage. For more information about narrative writing, please refer to Unit 3.

#### Key Ideas and Details

- Think about the passage and try to paraphrase and summarize as you read.
- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Think about how key details, examples, and inferences help you determine the main idea in the passage.
- Use specific details from the passage when explaining events, procedures, ideas, and concepts.

#### Craft and Structure

- Make sure you understand the words in the passage.
- Understand common organizational structures, such as chronological order, cause and effect, and comparison, and recognize when they are used in a passage.
- Understand how a firsthand account differs from a secondhand account when reading two passages about the same event or topic.

#### Integration of Knowledge and Ideas

- Understand how graphic features, such as charts, graphs, maps, timelines, and illustrations, are used to help the reader understand the passage.
- Think about how the author uses reasons and evidence to support particular points in the passage.
- Integrate information from two passages on the same topic in order to show an understanding of the topic.

## KEY TERMS

**Informational text:** Passages that explain or inform. (RI)

**Inference:** To infer means to come to a reasonable conclusion based on evidence found in the passage. By contrast, an **explicit** idea or message is stated directly by the author. The author tells the readers exactly what they need to know. (RI1)

**Main idea:** The most important idea that the author is trying to say. (RI2)

**Key details:** The facts and ideas that support the main idea of a passage. (RI2)

**Summary:** A summary contains the most important points from a passage but does not give all the details. (RI2)

**Organization:** Organization refers to the way in which a piece of writing is structured. Each sentence, paragraph, or chapter fits into the overall structure of a text and contributes to the development of ideas. **Organizational structures** include chronological order, cause and effect, compare and contrast, and problem and solution. (RI5)

- **Chronological order:** The order in which a series of events happens. A passage that is arranged in order of time from the beginning to the end is in chronological order. (RI5)
- **Compare and contrast:** Compare and contrast analyzes the relationships between ideas in a text. Comparing analyzes the similarities, while contrasting analyzes the differences. (RI5, RI6)
- **Cause and effect:** This is a relationship where one thing causes another thing to happen. (RI3, RI5)
- **Problem and solution:** Text that is organized by problem and solution identifies a problem and proposes one or more solutions. An author may use problem and solution to try to persuade readers about a certain topic or course of action. (RI5)




**Firsthand account:** A description of events written or told by someone who was actually there. If your friend tells you she fell and hurt her knee, it is a firsthand account. (RI6)

**Secondhand account:** A description of events written or told by someone who was not actually there but who got the story from another source. If your friend tells you that your other friend fell and hurt her knee, but the friend who is telling you didn't see the fall happen, it is a secondhand account. (RI6)

**Evidence:** Something that proves the truth of something else. Informational texts may contain evidence in the form of key words, illustrations, maps, or photographs to prove that the information is correct. (RI7)

**Author's purpose:** The author has a specific reason or purpose for writing the passage. Often the author's purpose is not directly stated. (RI8)

### Important Tips

-  Try to read the questions about an informational passage before you read the passage so that you know what to look out for.
-  Use evidence from a passage to help explain what is being said.
-  Use facts and details to support ideas and answer *what* you know and *how* you know it.

## SAMPLE ITEMS

Read the article and answer questions 9 through 11.

### The Statue of Liberty

The Statue of Liberty is one of the world's most famous statues. Lady Liberty stands with a torch in her hand. She has been welcoming ships into New York City's harbor since 1886. Many people know that the statue was a gift from France to the United States. But the story is not that simple.

The idea to make a statue as a gift began in France. An artist named Frédéric-Auguste Bartholdi wanted to build the statue, but he needed the money to do it. He formed a group in France. They decided to raise money in France to pay for the copper statue. However, Lady Liberty needed a base to stand on. That money was to be raised in the United States.

Many people in France gave money for the statue. Even schoolchildren contributed. A copper company gave Bartholdi all the copper he needed.

Bartholdi made the right arm and hand of the statue. It was put on display in Philadelphia and New York City. People became excited about the statue. Americans began to give money to complete it. But there still wasn't enough money for the base.

Then Bartholdi came up with a good idea. In New York he spread the word that the statue might go to Boston or another city. The idea worked. New Yorkers didn't want to be left out. The people of New York donated more money. Then Bartholdi could complete the base. Now Lady Liberty stands in New York Harbor. The people of France and the United States worked together. Like most great works, it took a long time. It also took a lot more work than most people think.

### Item 9

#### Selected-Response

Which sentence from the article explains why enough money was finally raised for the base?

- A. That money was to be raised in the United States.
- B. People became excited about the statue.
- C. Americans began to give money to complete it.
- D. New Yorkers didn't want to be left out.

### Item 10

#### Selected-Response

What does the phrase **spread the word** mean in this sentence from the article?

In New York he spread the word that the statue might go to Boston or another city.

- A. told a lie
- B. kept a secret
- C. wrote a large sign
- D. told a lot of people

### Item 11

#### Selected-Response

With which statement would the author **MOST LIKELY** agree?

- A. People often do not know the real story behind events.
- B. No one knows how the Statue of Liberty was really built.
- C. The money for the Statue of Liberty came only from France.
- D. Americans do not care enough about their nation's history.

## SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
9	ELAGSE4RI1 Informational/ Explanatory	2	D	The correct answer is choice (D) New Yorkers didn't want to be left out. The key word in the question is <i>finally</i> . It was Bartholdi's "good idea" that inspired donations to complete the base. Choice (A) is incorrect because it refers to the time before fundraising began in the United States. Choice (B) is incorrect because Americans' initial excitement inspired donations for the statue, not the base. Choice (C) is incorrect because this also refers to the statue rather than the base.
10	ELAGSE4RI4 Informational/ Explanatory	2	D	The correct answer is choice (D) told a lot of people. Bartholdi wanted to make sure New Yorkers heard what he was saying. Choice (A) is incorrect because the author never states that Bartholdi was lying. Choice (B) is incorrect because "spread the word" means the opposite of keeping a secret; it means telling a lot of people. Choice (C) is incorrect because although a sign could help spread the word, there is no evidence that Bartholdi limited his efforts to a sign.
11	ELAGSE4RI8 Informational/ Explanatory	2	A	The correct answer is choice (A) People often do not know the real story behind events. The author writes, "Many people know that . . . , [b]ut the story is not that simple." Choice (B) is incorrect because the author provides information about how the statue came to be built. Choice (C) is incorrect because although some of the money came from France, a significant portion came from the United States. Choice (D) is incorrect because the author does not imply that Americans don't care about their history; on the contrary, they donated money to make the statue.

## Unit 3: Writing

### CONTENT DESCRIPTION

In this unit, you will be reading passages that are similar to passages you may read in the Georgia Milestones End-of-Grade assessment. You will use the passages as sources of support for opinion and informational/explanatory essays and as jumping-off points for narrative writing.

Some informational passages will help you develop opinions and support your point of view on a topic in an opinion essay. In your writing, you will use evidence to develop and support your opinion. Other informational passages will help you develop an informational/explanatory essay. In your writing, you will state ideas, summarize information, and use details from more than one source to develop and support your ideas.

You will also write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. Narrative prompts will vary depending on the passage(s) you are shown. For example, you may be asked to write a new beginning or ending to a literary story, write an original story based on information from an informational text, or rewrite a scene from a specific character’s point of view. In your writing, you will use narrative techniques to develop the reader’s understanding of a real or imagined experience.

There will also be writing standalone items that assess your revision skills and your understanding of opinion, informational/explanatory, and narrative writing. For example, you may be asked to answer a selected-response question that focuses on introducing a topic in an informational text. In addition, there will be writing standalone items that assess your planning and research skills.

### Writing Types and Purposes

#### Opinion Essay

- An opinion essay states an opinion or agrees or disagrees with a point of view.
- Some common opinion words are “agree,” “disagree,” “for,” or “against.”
- When you state your opinion, you need to support it with reasons, examples, and evidence.

#### Informational/Explanatory Essay

- An informational/explanatory essay states ideas and information clearly and accurately.
- When you develop your topic, use facts, definitions, and details related to your topic.

#### Narrative

- A narrative develops a real or imagined experience or event.
- When you develop your narrative, use narrative techniques, descriptive details, and event sequence.

### Production and Distribution of Writing

- Use the writing process to develop opinion essays, informational/explanatory essays, and narratives.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Strengthen your writing by reviewing or revising, if needed.

**Opinion Essay**

- Introduce a topic or text clearly by stating your opinion and create an organizational structure in which related ideas are grouped to support your opinion.
- Develop your opinion by providing reasons that are supported by facts and details.
- Use linking words and phrases to connect opinions and reasons.
- Provide a concluding statement related to the opinion you present.

**Informational/Explanatory Essay**

- Introduce a topic clearly and group related information about the topic in paragraphs and sections.
- Develop your topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic.
- Use linking words and phrases to connect ideas within categories of information.
- Use precise language to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation.

**Narrative**

- Include a situation and introduce a narrator and/or characters.
- Organize an event sequence that unfolds naturally.
- Develop your narrative by using dialogue and/or descriptions of actions, thoughts, and feelings to develop events or show how characters respond to situations.
- Use a variety of transitional words and phrases to sequence the events in the narrative.
- Use concrete words and phrases and sensory details to clearly describe experiences and events.
- Include a conclusion.

**Audience, Purpose, and Voice**

- As you write, remember who your audience will be.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.
- As you write opinion or informational/explanatory essays, reveal your writing voice by using language that matches the content, connects with your intended readers, and reveals your personality and writing style.
- As you write your narrative, reveal your writing voice by choosing a narrator and point of view that allow your readers to experience the story and relate to the characters in a meaningful way.

**Research to Build and Present Knowledge**

- Conduct a short research project that builds knowledge through investigation of different aspects of a topic.
- Gather information from different types of sources, including print and digital sources.
- Take brief notes on the sources and sort the information about the topic into categories.
- Provide a list of sources you used for your research.

## Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Scoring Rubrics

- A narrative scoring rubric can be found beginning on page 81. An informational/explanatory scoring rubric can be found beginning on page 83. An opinion scoring rubric can be found beginning on page 85. You may find it helpful to read and discuss these rubrics with a parent or another adult.
- The rubrics are important to understand because they show you what is needed to produce a strong piece of opinion, informational/explanatory, or narrative writing.
- Opinion, informational/explanatory, and narrative writing on the EOG assessment will be scored using these rubrics.

## KEY TERMS

**Opinion text:** An opinion text states an opinion or agrees or disagrees with a point of view. (W1)

**Point of view:** The opinion or perspective of the writer on a specific topic. (W1)

**Topic:** What a piece of writing is about. When writing your opinion, choose topics about which you have strong feelings and a lot to say. (W1a, W2a)

**Introduction:** The beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea, or thesis, of the writing. (W1a, W2a)

**Organization:** The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together and the order of the information should make sense. Each sentence, paragraph, or text feature fits into the overall structure of a passage and contributes to the development of ideas. Writers structure their texts to match their purpose and audience. (W1a, W4)

**Reasons:** Details that support your opinion in a piece of writing. (W1b)

**Fact and opinion:** A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer’s belief or judgment about something. Deciding whether a statement is a fact often comes down to a single question: “Can you prove it?” If you can prove a statement, then it is a fact. If not, it’s an opinion. (W1b)

**Linking words and phrases:** Words or groups of words that link one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader along. Examples of linking words include *also*, *another*, *and*, *more*, *because*, *therefore*, *since*, and *but*. Examples of linking phrases are *to begin*, *on the other hand*, *for example*, and *in conclusion*. (W1c, W2d)

**Concluding statement:** The end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W1d, W2e)

**Informational/explanatory texts:** A form of writing that informs the reader or explains something. (W2)

**Formatting:** The way in which a piece of writing is organized. For example, a writer can use headings and subheadings to organize the writing and present the information in a clear way. (W2a)



**Precise language:** Good writers choose their words carefully. Specific and vivid words and phrases describe or explain and make meaning clear. The sentence *A bird was on the ground* is very general and does not use precise language. However, that sentence could be rewritten using more specific nouns and verbs: *A robin landed in the grassy field.* (W2d)

**Narrative:** A narrative is a real or imaginary story. It may be about a situation, a single moment in time, or a series of related events and experiences. Narratives may be about a single moment in time but focus on how one character thinks and feels about it. Narratives may be about a single moment in time but focus on how several different characters think and feel about it. Narratives may also be about a series of related events and experiences and how a character feels about them. Good writers order the thoughts, feelings, events, and experiences in a way that makes sense to the reader. (W3)

**Experience:** An experience is an event or series of events that happen to or are seen by a character. In a narrative, characters learn, grow, or find meaning by going through an experience. An experience in a narrative may be described as a single event (*Mary's team won the soccer game*) or as a series of events (*Mary kicked the ball toward the goal. The goalie dived but missed the ball. The ball landed inside the goal. Mary had scored the winning point. Her team won the game!*). A character may be part of an experience (*Mary kicked the soccer ball into the goal*). A character may also watch or observe an experience without being part of it (*Mary watched as her two older brothers played against each other on different soccer teams*). A narrative may include more than one experience. (W3, W3a, W3b)

**Event:** An event is a single thing that happens to a character or that a character sees. For example, *John caught the soccer ball* is an event. It is a single thing that happened to the character John. (W3, W3a, W3b)

**Orient the reader:** Readers need to understand who is telling the story. Readers also need to know the setting, characters, and conflict or challenge of the story. Good writers share this information early in a narrative so that readers can follow the events, thoughts, and experiences of a story and understand the story's meaning or message. Sharing this information in a meaningful way is called orienting the reader. (W3a)

- **Introduction:** The introduction is the first few paragraphs of a narrative that orient the reader to the story. Good writers create an introduction that interests the reader and shares just enough information to keep the reader reading and learning more. There is no one right way to write an introduction. Introductions may include dialogue, a description of the setting, an introduction of the narrator, a description of a character, an explanation of the situation, or any combination of these. Good writers create a unique introduction that best fits their story and its meaning. (W3a)
- **Narrator:** The narrator is the person the writer chooses to tell a story. The narrator may be a character in the story. The narrator may also record the characters' actions, words, and thoughts but not be a character in the story. (W3a)
- **Characters:** Characters are persons, things, or beings in stories. The characters may be real or imaginary. The details you share about characters—the way they think, talk, and act—help the reader understand the characters' personalities. (W3a, W3b)

**Sequence:** Sequence is the order of events in a narrative. Often, the events in a story are told in the exact order they happened. Sometimes, a story is told out of order to create surprise or to help the reader learn more about the characters and how they think and behave. (W3, W3a)

**Narrative techniques:** Narrative techniques are the tools writers use to create interesting experiences, events, and characters in a story. (W3, W3b)

- **Dialogue:** Writers use dialogue to show the reader the exact words the characters are saying. Dialogue usually has quotation marks around it. Each time a new character speaks, a new paragraph begins. The reader learns about characters from the way they speak or respond to a situation. Dialogue can also move the action forward in a story or cause a character to decide something. (W3b)
- **Description:** Good writers use description to help the reader imagine the characters, settings, and events. Description helps make it feel like the reader is living the events of the story, both seeing what a character sees and feeling what the character feels. This sentence does not have good description: *The kids at my new school were friendly.* These sentences use description to help the reader see and feel what the character experiences: *I stepped into the classroom. I worried that I would not make new friends in my class. After the teacher introduced me, she asked me to tell the class where I was from. "I moved to Georgia from India," I said. "This is my first time in the United States." Everyone in the class smiled at me with shining eyes. "Welcome to our class," a girl in the front row said. "Would you like to sit with me at lunch today?"* (W3b)

**Transitional words and phrases:** The reader needs clues in a story to know how time is passing and how events are ordered. Transitional words and phrases link one idea to the next and help the reader understand how time is passing in the story. Transitional words and phrases also make clear the order in which events happen. Examples of transitional words are *first, next, before, during, and finally*. Examples of transitional phrases are *after that, in the beginning, it started when, and the next day*. (W3c)

**Concrete words and phrases:** Concrete words and phrases refer to physical things that can be seen, heard, smelled, tasted, or touched. Examples are *sidewalk, pizza, plate, tree, and puppy*. Good writers use concrete details to help the reader understand exactly what the writer means and picture a scene clearly. The sentence *Ani wanted a friend* is not concrete because the word *friend* means different things to different people. This sentence uses concrete words to help the reader understand exactly what Ani wants: *Ani wanted a striped furry kitten that would rub against his pant legs, chase toy balls, and curl up next to him in bed at night.* (W3d)

**Sensory details:** Sensory details describe concrete words and phrases in a way that allows the reader to experience the way things look, sound, smell, taste, or feel through imagination. Good writers share sensory details to help the reader imagine what it would be like to live the experience in the story. For example, the sentence *The hot spring stank* does not help the reader imagine what the hot spring smelled like. The sentence *The hot spring smelled like rotten eggs that had blown up in the microwave* helps the reader better imagine the smell. (W3d)

**Conclusion:** Every story needs to have an end. The end can be anywhere the writer chooses to stop writing. But the reader needs to feel like the story is over. Good writers create this feeling of ending with a conclusion. In the conclusion, the events of the story stop, and the reader understands one or more of these ideas: what the story meant, what characters learned, how characters felt about the experience, how characters changed, and what the reader can learn from the story. (W3e)

**Audience:** The people who will be reading the piece of writing. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

**Purpose:** The writer's reason for writing his or her essay or article. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

**Revision:** The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and make ideas clearer. (W5)

**Research:** Gathering information in order to learn more about a topic. (W7)

**Source:** A book, article, website, person, or piece of media that contains information. (W8)

**Evidence:** Something that proves the truth of something else. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. In literary text, the characters' thoughts, words, or actions may be used as evidence. (W9)

### Important Tips

#### Opinion and Informational/Explanatory Essays

- ✍ Organize your writing by using an organizational structure in which related ideas are grouped together.
- ✍ In your opinion essay, be sure to develop your opinion with reasons that are supported by facts and details. In your informational/explanatory essay, be sure to develop your informational topic with details, such as facts, definitions, quotations, or other information that supports your topic.
- ✍ Make sure your writing has a concluding statement related to the opinion or information presented.

#### Narrative

- ✍ Organize thoughts, ideas, or events in a sequence.
- ✍ Use dialogue and description to develop events and to show how characters respond to situations.
- ✍ Make sure your narrative has a conclusion.

#### Opinion, Informational/Explanatory, and Narrative Writing

- ✍ Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- ✍ **Use the writer's checklist before, during, and after writing to make sure you are meeting the criteria.**

## SAMPLE ITEMS

The practice writing items for this unit include an extended writing-response item, an extended constructed-response item, and writing standalone items. There are also sample reading comprehension items connected to the passages you will read in this unit. You will have sample selected-response, evidence-based selected-response, and/or constructed-response items in this section. In the actual assessment, there is often a mix of reading comprehension and extended constructed-response and/or extended writing-response items connected to one passage or passage set.

### Sample Items 12–15

#### Extended Writing-Response (Opinion or Informational/Explanatory Essay)

In Section 1 of the Georgia Milestones End-of-Grade assessment, you will be asked to comprehend a pair of informational passages and use information from the passages to write an opinion or informational/explanatory essay. In the End-of-Grade assessment, the task will include the following items:

1. Three selected-response (multiple-choice) questions (three in this example)
2. A constructed-response question (no constructed-response question in this example)
3. An extended writing-response question (one in this example)

The instructions for the extended writing prompt are in the same form as those that appear on the Georgia Milestones assessment. In the actual assessment, you will receive either an opinion or an informational/explanatory writing task. The sample provided in this resource is an example of an opinion writing task.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an opinion essay.

Before you begin writing your essay, you will read two passages and answer three multiple-choice questions about what you have read.

As you read the passages, think about details you may use in an opinion essay about weekend homework.

#### These are the titles of the passages you will read:

1. Homework on the Weekend
2. Weekends Are for Fun

### Homework on the Weekend

Homework on the weekend is an important part of our education. First of all, we go to school to prepare for the real world. In the real world, most people work long hours. They may work nights and on the weekends. Sometimes, they don't have a choice about weekend work. Learning is the same way. It doesn't happen just during the school week. Doing homework on the weekend is another way to help you learn.

It's true that there is no school on the weekends. Many students look at the weekend as a time to play or to do other fun activities. No one is saying you need to stay in and do a lot of homework. You need *some* time for fun. But an hour or so of homework should be fine. There is plenty of time over the weekend to get it done and go have fun as well.

Finally, many students want to go to a college or university. Students do whatever is necessary to help them get into college, even if that means doing homework on the weekend.

### **Weekends Are for Fun**

Homework on the weekends is more harmful than helpful. One university study explored the effects of homework. The study leaders asked, Does homework help students do better in school? Homework had very little effect on younger kids especially. If homework isn't helping us, why have it on weekends?

Homework can actually harm students. Young people need their weekends. They should forget about school. They should just be kids. Weekend homework is stressful for kids. It ruins their time off.

On weekends kids should spend time with their families. Sports and hobbies are also important. What happens if kids can't do these things? They are tired and unhappy on Mondays. Tired, unhappy students don't perform well. Therefore, teachers should not give homework on the weekends.

## Item 12

### Selected-Response

Why does the author of “Homework on the Weekend” MOST LIKELY mention college?

- A. College students often work jobs on weekends.
- B. Students in college have to study on weekends.
- C. Weekend homework might help students get into college.
- D. College is more like the real world than elementary school is.

## Item 13

### Selected-Response

Which sentence from “Weekends Are for Fun” explains why students would do better in school if they had no homework on weekends?

- A. Homework had very little effect on younger kids especially.
- B. If homework isn’t helping us, why have it on weekends?
- C. On weekends kids should spend time with their families.
- D. Tired, unhappy students don’t perform well.

## Item 14

### Selected-Response

Which sentence describes something the reader learns from reading BOTH passages?

- A. Homework is important for young kids.
- B. Students should think about their futures.
- C. There should be no homework on weekends.
- D. It is important to have time to play on the weekends.







## Sample Items 16–19

### Extended Constructed-Response (Narrative)

On the Georgia Milestones End-of-Grade assessment, you will write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. In the actual assessment, you will also respond to reading comprehension questions before writing your narrative. Narrative prompts will vary depending on passage type. The sample provided in this resource is an example of a narrative prompt based on an informational paired passage set.

**Read the letters and answer questions 16 through 19.**

#### Pen Pals: A Letter to Mia

Dear Mia,

Hola! My name is Franco Reyes. I live on a farm with my parents, my younger sister, and my older brother. We speak Spanish, but I am writing to you in English.

We live just outside of a town called Loncotraro, in southern Chile. The country of Chile is in South America. The Pacific Ocean is on our western border. The country of Argentina is to our east.

Our school year begins in March, ends in December, and we have two weeks off in July for winter break. My teacher says this is different where you live. When do you go to school?

Each morning, I get up at 6:30 A.M. and put on my school uniform. Then I eat breakfast with my family. Usually, I eat toast and butter with a glass of milk. What do you like to eat for breakfast?

I ride the city bus to school with my siblings and cousins. Sometimes Aunt Catalina drives us to the bus stop, but usually we walk. Our bus ride into town takes 20 minutes. Then we walk through town to get to school. How do you get to school?

School begins at 8:15 A.M., and my first class is language arts. Recently, we've been writing short stories. I enjoy writing stories about space and sharing them with my friends. My class also studies math and science in the morning. In science, we are studying planets.

In the afternoon, we have physical education, music, and art classes. My favorite sport to play in physical education is soccer. My whole family loves to play and watch soccer. We also take English lessons at school. Some people think learning a new language is difficult, but I think it is easy. My mom speaks English, so she practices with me. She works as a guide taking tourists hiking. Do you study another language?

At 4:00 P.M., my siblings, cousins, and I ride the city bus home. At home, we play outside together and ride our horses. At dinner, we often eat sandwiches with either honey, butter, avocado, or ham on them. After dinner, I do my homework. At 8:30 P.M., I shower, brush my teeth, and read a chapter of a book before I fall asleep.

Please write back so that I can learn about what you do each day!

Your new friend,

Franco Reyes

## Pen Pals: A Letter to Franco

Dear Franco,

I was excited to get your letter! We have learned a lot about Chile in school. It is interesting to meet someone who lives there.

I live with my mom in an apartment building in New York City, which is the biggest city in the country! New York City is on the east coast of the United States. We have a big harbor in New York City that is on the Atlantic Ocean.

Our school year begins in September and ends in June. We have a winter break in December. It is strange to think that you are having winter when we are having summer. Do you get snow in the winter?

My daily routine is busy, and some of the things I do each day are similar to what you do. On weekdays, I get up early and eat waffles with fruit. Some of the blueberries that my mom buys come from Chile!

At 7:15 A.M., my mom and I leave our apartment and walk to the subway station. A subway is an underground train. The subway ride takes 15 minutes, and there are always people to watch on it. After the subway, we walk one block to my school, and then Mom continues walking to work.

At 8:15 A.M., my school day starts with math; we are studying multiplication. In language arts, we are writing speeches. Like you, I also like to write stories, and my favorite topic to write about is horses. What is the name of your horse?

We also take physical education, music, art, science, and social studies. I enjoy running in physical education. On weekends, I practice running with my mom. Our class will not begin learning Spanish until next school year. Can you teach me a few words in your next letter?

I attend an after-school program until my mom is finished with work. We do arts and crafts and play games there. On Tuesdays and Thursdays, I take violin lessons after school. After Mom picks me up, we ride the subway and arrive home around 6:00 P.M.

We usually eat dinner around 7:00 P.M. After dinner, I do my homework and practice violin. Then I get ready for bed at 9:00 P.M. I enjoy listening to classical music as I fall asleep.

I look forward to reading more about Chile!

Your friend,

Mia Johnson

### Item 16

#### Selected-Response

Read the sentence from Mia's letter.

My daily routine is busy, and some of the things I do each day are similar to what you do.

What does routine MOST LIKELY mean?

- A. pastime
- B. regular schedule
- C. school lesson
- D. talent

### Item 17

#### Selected-Response

Which idea about Franco and Mia is suggested by the first paragraph of BOTH letters?

- A. They are meeting through their letters.
- B. They really like the places they live.
- C. They plan to see each other in person.
- D. They will be visiting each other's country.

### Item 18

#### Selected-Response

Which statement BEST describes how BOTH Franco and Mia organize the ideas in their letters?

- A. They compare how their daily lives are the same as and different from one another.
- B. They sequence the events of their day by telling what activities they do from morning to night.
- C. They explain what caused them to write to each other and the effects of their new friendship.
- D. They address the problem of speaking different languages and come up with a solution.



A large rectangular box containing 25 horizontal lines, intended for writing content descriptions and additional sample items.

## Sample Items 20–25

### Writing Standalone Items

On the Georgia Milestones End-of-Grade assessment, there will be writing standalone items that assess your understanding of opinion, informational/explanatory, and narrative writing and revision skills. There will also be writing standalone items that assess your writing planning and research skills.

### Item 20

#### Selected-Response

Read the paragraph from a student's opinion essay.

Out of all the types of books people can read, I think comic books are the best. The stories have exciting plots, and I enjoy reading about the adventures of superheroes and villains. \_\_\_\_\_, there are interesting illustrations that help bring the stories to life. For these reasons, I think people should check out comic books from the library whenever they can.

Which linking word or phrase BEST fills in the blank to connect the ideas in the paragraph?

- A. Instead
- B. For instance
- C. In addition
- D. On the other hand

### Item 21

#### Selected-Response

Read the paragraph from a student's report.

Fruits do not come from the same part of the plant as vegetables. Fruits come from any part of the plant that contains a seed. Some popular fruits are apples, strawberries, and bananas. If you look carefully, you'll notice that each of these fruits has seeds. Fruits can usually be enjoyed without being cooked. Unlike fruits, vegetables do not have seeds. They come from other parts of a plant that can be eaten, such as the roots, stems, leaves, and flower buds. For example, lettuce comes from the leaf of a plant, while potatoes come from the root of a plant. Vegetables can be eaten raw, but many people prefer to eat them cooked.

Which sentence would BEST introduce the ideas in the paragraph?

- A. It is important to eat fruits and vegetables as part of a balanced diet.
- B. Though both fruits and vegetables come from plants, they differ in many ways.
- C. Both fruits and vegetables are plants that can be used in a wide variety of dishes.
- D. While fruits tend to taste sweet, vegetables usually have a milder flavor.

## Item 22

### Selected-Response

Read the paragraph from a student's story.

I awoke early this morning so that I could take the time to be extra careful in packing my backpack. This was the first time my family was going camping. Yesterday, my sister told me the campsite was three hours away from home. I wanted to be certain that I did not leave anything important behind. After I finished packing, I grabbed my sleeping bag and pillow and headed down to the kitchen for breakfast. I heard my parents and sister moving around upstairs as I poured myself a bowl of cereal.

Which sentence should be added to help introduce the narrator of the story?

- A. I called up to my sister, "Tasha, what do you want to eat for breakfast? I'll start to make it for you."
- B. I was so eager to go camping that I felt like days had passed before my family finally came downstairs to join me for breakfast.
- C. My mom called down to me, "Mike, since you're already in the kitchen, could you please press the start button on the coffee machine?"
- D. While my family was finishing their own packing, I went into the garage and began to put some of our camping gear into the van.

## Item 23

### Selected-Response

Read the paragraph from a student's report.

The Mississippi River is the second-longest river in North America. The river has served many purposes throughout history. Native Americans lived along the river and used it as a source of water, food, and transportation. Early explorers and traders used boats to travel along the Mississippi River as well. Over the years, even birds and fish have used the river as a migration route!

Which source should the student use to gather more information for this part of the report?

- A. a book of stories that includes legends about different animals that lived in the Mississippi River many years ago
- B. a textbook with a map that shows the ten different states the Mississippi River flows through
- C. an interview with a scientist about how water levels can affect the flow of the Mississippi River
- D. an article explaining how the Mississippi River has been used to ship supplies from one place to another



## Item 24

## Drop-Down Technology-Enhanced

Read the paragraph from a student's story. Complete the paragraph by choosing the MOST precise language from each drop-down menu.

Jennifer sleepily rolled over to check her alarm clock. She had overslept! If she hurried, she could still get to the bus stop on time. Jennifer threw on her clothes and hastily brushed her teeth. She  through the kitchen, grabbing a banana and her backpack on her way out the door. Jennifer sprinted down the sidewalk toward the parked school bus,  waving her hands in the air to try to get the driver's attention.

- ➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Jennifer sleepily rolled over to check her alarm clock. She had overslept! If she hurried, she could still get to the bus stop on time. Jennifer threw on her clothes and hastily brushed her teeth. She  through the kitchen, grabbing a banana and her backpack on her way out the door. Jennifer sprinted down the sidewalk toward the parked school bus,  waving her hands in the air to try to get the driver's attention.

- quickly
- swiftly
- wildly

- dashed
- jogged
- moved

**Item 25**

**Drag-and-Drop Technology-Enhanced**

Read the notes a student took for a report on electric airplanes. Move the correct note next to the research question it BEST answers. You will NOT use all of the notes.

Research Question	Note
Is the electric airplane healthy for the environment?	
How do electric airplanes sound compared to traditional planes?	


**Electric airplanes often have foldable propellers.**

**Electric airplanes are designed by engineers and pilots.**

**Electric airplanes are much quieter than traditional planes.**

**Electric airplanes can be flown over surprisingly long distances.**

**Electric airplanes are built in a way that produces almost no pollution.**

 Use a mouse, touchpad, or touchscreen to move the descriptions below the table into the boxes in the table.

## SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
12	ELAGSE4RI8 Informational/ Explanatory	2	C	The correct answer is choice (C) Weekend homework might help students get into college. The author mentions that students who aspire to go to college would “do whatever is necessary” to get into college, and the author’s overall purpose is to encourage weekend homework. Choice (A) is incorrect because the author mentions nothing about college students’ jobs. Choices (B) and (D) are incorrect because although they <i>could</i> be used to support the author’s argument, they are less directly related to the author’s final argument than choice (C) is.
13	ELAGSE4RI1 Informational/ Explanatory	2	D	The correct answer is choice (D) Tired, unhappy students don’t perform well. This suggests that if students did no weekend homework, they would be neither tired nor unhappy, and they would perform better than if they had done weekend homework. Choices (A) and (B) are incorrect because even if homework has <i>no</i> effect, we cannot logically conclude that students would do <i>better</i> in school if they did no weekend homework; they might perform in exactly the same way. Choice (C) is incorrect because it bears no relevance to the question. The author makes no connection between family time and school performance.
14	ELAGSE4RI1 Informational/ Explanatory	3	D	The correct answer is choice (D) It is important to have time to play on the weekends. This point is mentioned in both articles. Choice (A) is incorrect because the articles don’t say homework is important for young kids. Choice (B) is incorrect because only one of the articles talks about students’ futures. Choice (C) is incorrect because no homework on the weekend is supported by only one of the articles.
15	ELAGSE4W1, ELAGSE4L1, ELAGSE4L2	4	N/A	See scoring rubric beginning on page 85 and sample responses on page 62.
16	ELAGSE4L4a Informational/ Explanatory	2	B	The correct answer is choice (B) regular schedule. The sentence-level context “some things I do each day” supports <i>regular schedule</i> as the meaning of the word <i>routine</i> . Choice (A) is incorrect because the activities Mia enjoys doing in her free time are not activities she does daily. Choice (C) is incorrect because Mia attends school only on weekdays, not daily. Choice (D) is incorrect because <i>talent</i> is not supported by the context in this sentence.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
17	ELAGSE4RI9 Informational/ Explanatory	3	A	The correct answer is choice (A) They are meeting through their letters. Franco introduces himself in the first paragraph of his letter, and Mia says, “It is interesting to meet someone who lives there,” in response to his letter about living in Chile. Choice (B) is incorrect because the details in Mia’s first paragraph do not reference where she lives. Choices (C) and (D) are incorrect because neither first paragraph indicates they plan to visit each other or each other’s country.
18	ELAGSE4RI5 Informational/ Explanatory	3	B	The correct answer is choice (B) They sequence the events of their day by telling what activities they do from morning to night. Both Franco and Mia walk through a typical day in chronological order. Choice (A) is incorrect because the structure of each letter is not compare and contrast. Choice (C) is incorrect because the structure of each letter is not cause and effect. Choice (D) is incorrect because neither letter indicates that the fact that they speak different languages at home is a problem.
19	ELAGSE4W3	4	N/A	See scoring rubric beginning on page 81 and sample responses beginning on page 63.
20	ELAGSE4W1c	2	C	The correct answer is choice (C) In addition. The linking phrase connects an additional reason why the author thinks comic books are the best type of book. Choice (A) is incorrect because it indicates the sentence is a contrasting idea, which is not accurate. Choice (B) is incorrect because it indicates the sentence is an example of the previous sentence, but it is an additional idea. Choice (D) is incorrect because it indicates the sentence is a contrasting idea, which is not accurate.
21	ELAGSE4W2a	2	B	The correct answer is choice (B) Though both fruits and vegetables come from plants, they differ in many ways. The paragraph provides details about how fruits and vegetables come from different parts of a plant and can be prepared in different ways. Choice (A) is incorrect because, although the paragraph mentions eating fruits and vegetables, it does not focus on their dietary benefits. Choice (C) is incorrect because examples of recipes that include fruits and vegetables are not discussed in the paragraph. Choice (D) is incorrect because, rather than introducing the topic, the sentence is an additional detail comparing fruits and vegetables.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
22	ELAGSE4W3a	3	C	The correct answer is choice (C) My mom called down to me, “Mike, since you’re already in the kitchen, could you please press the start button on the coffee machine?” This is the only option that tells the reader who the narrator is. Choice (A) is incorrect because the sentence introduces the narrator’s sister. Choice (B) is incorrect because it describes how the narrator feels but does not identify who the narrator is. Choice (D) is incorrect because the sentence is an additional story detail and does not identify the narrator.
23	ELAGSE4W8	3	D	The correct answer is choice (D) an article explaining how the Mississippi River has been used to ship supplies from one place to another. This is the only option that is an additional example of a purpose the river has served. Choice (A) is incorrect because the source is fiction and would not support a research paper. Choice (B) is incorrect because the map does not support that the river has different purposes. Choice (C) is incorrect because the interview describes a process rather than explaining an additional purpose of the river.
24	ELAGSE4W3d	2	N/A	See scoring rubric and exemplar response on page 65.
25	ELAGSE4W7	2	N/A	See scoring rubric and exemplar response on page 66.

## EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

### Item 15

**The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based opinion response on pages 85 and 86 to see why these examples would earn the maximum number of points.**

*Many kids complain if they have homework on the weekend. Some say it is even harmful. However, I agree with the writer of “Homework on the Weekend” that weekend homework is an important part of our education.*

*First of all, homework helps us learn. As the writer points out, learning “doesn’t happen just during the school week.” There is not enough time during the school day to learn everything we need to know. That’s why teachers give us homework on the weekend. We can practice what we are learning so we understand it better.*

*Secondly, homework also helps get us ready for college and the real world. Just like adults, we have to learn to work even when we don’t really feel like it. We will learn that if we do our work quickly, we have more time for fun.*

*Finally, there is no reason why we can’t do our homework and have fun too. I agree with the writer of “Weekends Are for Fun” that kids need time for sports and hobbies, and need to spend time with family. But as the writer says in “Homework on the Weekend,” an hour or so of homework is not too much. There is still enough time for fun activities and relaxing on the weekends.*

*In conclusion, I think it is fine for students to have homework on the weekend. It is another way to help us learn and will help prepare us for the real world. If we plan our time well and work hard, we can get our homework done and still have time for fun.*

OR

*Should kids have homework on the weekend? People have different opinions about this topic. I agree with the writer of “Weekends Are for Fun” that students should not get homework on the weekend.*

*One reason kids get homework is because people think it helps us learn. But, according to the passage, a study showed that homework does not help kids do better in school. Even worse, it causes stress and takes time away from sports, hobbies, and being with family.*

*Another reason kids get homework is that people think it prepares us for the real world. But we are kids, not adults. As the writer says in “Weekends Are for Fun,” kids “should forget about school. They should just be kids.”*

*In “Homework on the Weekend,” the writer says that one hour of homework on the weekend is fine. But for many students, homework takes longer than an hour, especially if the work is more difficult for them. They may not have enough time to relax. They will feel tired on Monday morning when it is time to get up for school.*

*For these reasons, I think that kids should not have homework on the weekend. Homework does not help us learn and it does not prepare us for the real world. In fact, it can even be harmful because it causes stress. Instead of spending weekends doing homework, we need time to relax and just be kids.*

**Item 19**

To view the four-point holistic rubric for a text-based narrative response, see pages 81 and 82.

**Exemplar Response**

<b>Points Awarded</b>	<b>Sample Response</b>
4	<p>Mia looked at the picture Franco had sent her in his last letter. It was a picture of Franco and his horse, Luna. Then she looked up at all the people getting off the plane. She spotted Franco in the crowd.</p> <p>“Hola Franco!” she yelled. “Over here.” Franco looked over, saw them and waved. He then grabbed his mom’s arm and pulled her over towards Mia and her mom.</p> <p>“Hello Mia,” said Franco. He was smiling.</p> <p>“Welcome to New York City,” Mia said smiling back at him.</p> <p>As they walked out of the airport, it started to snow.</p> <p>“Wow,” said Franco. “We rarely get snow in Loncostraro.”</p> <p>“Try to catch a snowflake on your tongue,” said Mia. She stuck her tongue out to show Franco how to do it. They both had fun trying to catch the snowflakes. Finally, Mia’s mom told them it was time to take the subway to their apartment.</p> <p>They boarded the train and settled into their seats. Franco looked around at all the other passengers. There were a lot more people in New York City than in his hometown.</p> <p>Once they got home, Mia asked Franco what he wanted to do.</p> <p>“You play the violin, right?”</p> <p>“Yes,” replied Mia.</p> <p>“Can you play it for me? I’ve never seen anybody play one in person before.”</p> <p>Mia was nervous because she was not used to playing for her friends, but she did not want to disappoint Franco. She grabbed her violin and slowly pulled the bow across the strings as she played her favorite song.</p> <p>“That was incredible!” Franco said when Mia finished, “Can you play another song for me!”</p> <p>Mia raised her bow, but her mom interrupted before she could start playing by calling them to dinner. As they walked in to the kitchen, Mia felt happy that Franco liked her music and couldn’t wait to play another song for him when they were finished eating.</p>

**Go on to the next page to finish item 19.**

**Item 19**

**Exemplar Response  
(continued)**

Points Awarded	Sample Response
3	<p>Franco felt excited waiting for Mia’s plane to land. He was finally going to meet his pen pal!</p> <p>“Hola!” Franco heard a voice. He saw a girl and her mother walking toward him. She was waving at Franco.</p> <p>“Hello Mia,” he said. They all got on a bus to go to Franco’s house.</p> <p>“I wrote a story about a horse on the plane,” Mia said. “I tried to use some of the Spanish words you taught me.”</p> <p>“That’s wonderful! You’ll have to read it to me later,” Franco said.</p> <p>They arrived at Franco’s house and went inside. Franco’s mom made everyone a sandwich with honey on it.</p> <p>“Want to go play soccer?” asked Franco. “Yes,” said Mia. Franco asked his siblings to come play. They all went outside and played until it got dark.</p>
2	<p>Franco and his mom met Mia at the airport. The three of them rode a city bus to Franco’s house. Then Franco introduced Mia to his siblings. They all rode horses together and Franco showed Mia the town. Then they decided to write stories. They read them to Franco’s parents. It was a fun day.</p>
1	<p>Franco came to see me in New York and I showed him the city and my house. We had fun playing together.</p>
0	<p>My favorite sport to play in physical education is soccer.</p>



## Item 24

## Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

## Exemplar Response

The correct response is shown below.

Jennifer sleepily rolled over to check her alarm clock. She had overslept! If she hurried, she could still get to the bus stop on time. Jennifer threw on her clothes and hastily brushed her teeth. She  through the kitchen, grabbing a banana and her backpack on her way out the door. Jennifer sprinted down the sidewalk toward the parked school bus,  waving her hands in the air to try to get the driver's attention.

In the first drop-down menu, the correct response is “dashed.” In the second drop-down menu, the correct response is “wildly.” These are the correct responses because they both reflect the most precise language to convey the sense of urgency in the student's story.

**Item 25**

**Scoring Rubric**

Points	Description
2	The student correctly fills in both rows.
1	The student correctly fills in one row.
0	The student does not correctly fill in either row.

**Exemplar Response**

The correct response is shown below.

Research Question	Note
Is the electric airplane healthy for the environment?	<b>Electric airplanes are built in a way that produces almost no pollution.</b>
How do electric airplanes sound compared to traditional planes?	<b>Electric airplanes are much quieter than traditional planes.</b>

**Electric airplanes often have foldable propellers.**

**Electric airplanes are designed by engineers and pilots.**

**Electric airplanes can be flown over surprisingly long distances.**

The correct response for the first research question is “Electric airplanes are built in a way that produces almost no pollution.” This is the correct response because the design of the electric airplane reduces pollution, which will help maintain a healthier environment. The correct response for the second research question is “Electric airplanes are much quieter than traditional planes.” This is the correct response because the fact that the electric airplane is quieter than a traditional plane is an example of how electric airplanes sound compared to traditional planes.

## Unit 4: Language

### CONTENT DESCRIPTION

The language portion of the English Language Arts test focuses on the conventions of Standard English, including grammar and usage and the proper use of capitalization, punctuation, and spelling.

#### Conventions of Standard English

- Use correct grammar and usage when writing.
- Use correct capitalization, punctuation, and spelling.

#### Knowledge of Language

- Express yourself clearly and in an interesting way.
- Choose your words carefully so readers understand what you are writing.

#### Vocabulary Acquisition and Use

- Vary the words you use in your writing.
- Use different strategies (e.g., context, affixes, roots) to help you determine the meaning of unknown or multiple-meaning words.
- Show an understanding of figurative language (i.e., similes, metaphors) and word relationships (i.e., synonyms, antonyms).
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use reference materials to determine the precise meanings of words or phrases.

### KEY TERMS

**Grammar:** The system of rules for a language. (L1)

**Usage:** Using the correct word when there is a choice (e.g., *to*, *too*, and *two*). (L1)

**Pronoun:** A part of speech that is used instead of a noun when the meaning of the noun is already understood. *I*, *we*, *he*, *she*, *they*, and *it* are all pronouns. (L1a)

**Relative pronouns:** Words used to refer to a noun that was already mentioned but is being referred to again. Examples of relative pronouns are *who*, *which*, *whose*, *whom*, and *that*. (L1a)

**Adverb:** A part of speech that describes a verb, an adjective, or another adverb. Adverbs usually end in *-ly*. *Quietly*, *thoroughly*, *frantically*, and *lovingly* are all adverbs. (L1a)

**Relative adverb:** A relative adverb is used to give more details in a sentence. For example, *where*, *when*, and *why*. (L1a)

**Progressive tense:** A tense used to describe an action that is ongoing and has not stopped. For example, *I am walking*, *I was walking*, and *I will be walking* are all variations of the progressive tense. (L1b)

**Helping verb:** A verb that helps a main verb by adding to the meaning of the main verb (e.g., *am*, *are*, *is*, *were*, *could*). For example, in the sentence *Dad may plant roses in the garden*, the helping verb is *may*. (L1c)

**Linking verb:** Connects the subject to a word that describes the subject. For example, in the sentence *The sky is blue*, the word *is* links the subject *sky* to the word *blue*, which describes *sky*. Linking verbs do not show any action. The most common linking verbs are forms of the verb *be*: *am, is, was, were, are*. (L1c)

**Condition:** Create conditional sentences, which are sentences that describe situations that might happen but haven't happened yet. Linking verbs and helping verbs can be added to verbs to show conditions; for example, *If the weather is wet, George will need an umbrella*. The helping verb *will* works with *need* to explain the type of condition that would require George to need an umbrella. (L1c)

**Adjective:** A part of speech that describes a noun. *Beautiful, tall, blue, and interesting* are all adjectives. (L1d)

**Order of adjectives:** This refers to the order in which adjectives are correctly listed according to their type; for example, *the big red ball*. (L1d)

**Prepositional phrases:** Phrases that are used to show direction, location, or time. Examples of prepositional phrases are *on the box, in the box, around the box, by the box, and through the box*. (L1e)

**Sentence fragment:** A sentence that is incomplete. *A short walk* would be a sentence fragment. The complete sentence would be *I went on a short walk*. (L1f)

**Run-on sentence:** A run-on happens when more than one sentence is joined without the correct word and/or punctuation mark. (L1f)

**Capitalization:** To correctly make the first letter of a word uppercase. (L2, L2a)

**Punctuation:** Writing marks that help to separate and clarify ideas. Examples of punctuation are periods, colons, exclamation marks, and question marks. Commas and quotation marks are used for dialogue to show the exact words being said. Commas are also used before coordinating conjunctions in a compound sentence. Punctuation can also be used for effect. For example, an exclamation mark can be used to show excitement. (L2, L2b, L2c, L3b)

**Quotation:** Repeating or writing out exactly what a source said, word for word. Quotes are always put inside quotation marks. (L2b)

**Coordinating conjunction:** A word that is used to combine two simple sentences to make a compound sentence. For example, *and, or, but*. (L2c)

**Compound sentence:** A compound sentence contains two independent clauses joined by a conjunction. An independent clause is a part of a sentence that can stand alone because it expresses a complete thought and has a subject and a verb. An example of a compound sentence is *The child rode his bicycle to school, so he made it to his first class on time*. The sentence contains two independent clauses joined by the conjunction *so*. (L2c)

**Conventions:** Rules for how to spell words, write sentences, and use punctuation so that everyone who reads or speaks that language will understand the intended meaning. For example, capitalizing the first word of a sentence is a convention of the English language. (L3)

**Formal style:** A formal style is used in formal writing, such as an essay, research paper, or formal letter. When writing in a formal style, the writer chooses language that matches the audience and purpose and avoids informal language. (L3c)

**Context clues:** The words, facts, or ideas in a text that help you understand the meaning of an unknown word. (L4, L4a)

**Context:** Words and phrases that surround an unknown word or phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, the word *sink* is a **multiple-meaning word** because it could mean several things. The meaning is clear when the full sentence is included: *She will throw the basketball up high from midcourt and sink it through the hoop for three points.* (L4, L4a)

**Root word:** The base word. Knowing the meaning of the root word can help a reader determine the meaning of other forms of the word. For example, if you know that the root word *school* is a place that provides knowledge, you may be able to guess that a *scholar* is someone who is seeking knowledge. (L4b)

**Affix:** Letters added to a root word that change its meaning. For example, when the prefix *dis-* is added to the word *interest*, the word *disinterest* means the opposite of the root word *interest*. (L4b)

**Dictionary:** A reference book that provides the **precise**, or exact, meanings of words and phrases. (L4c)

**Glossary:** An alphabetical list of words and phrases and their meanings. A glossary is often found at the end of a text. (L4c)

**Figurative language:** To understand figurative language, you cannot simply define the words in the phrase. You will need to distinguish between literal and figurative meanings of words and phrases. (Literal refers to the “actual meaning of a word or phrase.”) For example, if someone tells you to “open the door,” you can open a real door. If someone tells you to “open the door to your heart,” you are not expected to find a door in your chest. Instead, you are to open up your feelings and emotions. (L5)

- **Simile:** A comparison using *like* or *as*; for example, “She is as pretty as a picture.” (L5a)
- **Metaphor:** A direct comparison that states one thing is another. It isn’t meant to be literal, but descriptive. For example, if someone describes recess by saying “It was a zoo,” he or she is using a metaphor. Recess was chaotic, with many different people running around; it was not literally a zoo. (L5a)
- **Adage:** A saying that is repeated and is generally accepted as truth over time. An example is, “A penny saved is a penny earned.” (L5b)
- **Proverb:** A short saying that gives a piece of advice, such as “Don’t rock the boat.” (L5b)
- **Idioms:** Quirky sayings and expressions specific to a language. For example, “Solving that puzzle was a *piece of cake*” means that the puzzle was easy, not that it was something to be eaten. If a saying seems unfamiliar or is not understood, it may be an idiom that needs to be researched. (L5b)

**Synonyms:** Words that have the same meaning. *Small* and *little* are synonyms. (L5c)

**Antonyms:** Words that have opposite meanings. *Small* and *large* are antonyms. (L5c)

### Important Tips

- ✍ To study for this part of the EOG assessment, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need it the most.
- ✍ When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears, and continue reading for two sentences afterward. If that doesn’t give you enough clues, look elsewhere in the passage.

## SAMPLE ITEMS

### Item 26

#### Selected-Response

Which form of the verb correctly completes the sentence?

Roger \_\_\_\_\_ when suddenly he heard a knock on the door.

- A. is reading
- B. was reading
- C. will be reading
- D. has been reading

### Item 27

#### Selected-Response

In which sentence are the adjectives ordered correctly?

- A. Ted's mother drove a tiny old car.
- B. Melissa lived in a blue large house.
- C. Henry listened to a French tall man singing.
- D. There was a copper strange handle on Cliff's door.

### Item 28

#### Selected-Response

Which sentence shows correct use of a prepositional phrase?

- A. I dropped the ball, and it rolled in the creek.
- B. The rain came down of the sky like a waterfall.
- C. Paula pulled the rock out of the water and dried it.
- D. The young parrot left its cage and flew out from the house.

**Item 29****Selected-Response**

**In which sentence is the underlined word used correctly?**

- A. All the students brought their books to school.
- B. The extra work helped improve my grades to.
- C. Everyone went to Daniela’s party accept for Roland.
- D. There is nothing better then cold ice cream on a hot day.

**Item 30****Selected-Response**

**Which sentence uses correct punctuation?**

- A. Jenna asked her father “Who is your favorite singer?”
- B. Jenna asked her father? “Who is your favorite singer?”
- C. Jenna asked her father. “Who is your favorite singer?”
- D. Jenna asked her father, “Who is your favorite singer?”

**Item 31****Selected-Response**

**Which sentences use *would*, *could*, and *should* correctly?**

- A. We would try to find the person who owns this dog. We should put up signs, and hopefully the dog’s owner could see them.
- B. We should try to find the person who owns this dog. We could put up signs, and hopefully the dog’s owner would see them.
- C. We could try to find the person who owns this dog. We would put up signs, and hopefully the dog’s owner should see them.
- D. We would try to find the person who owns this dog. We could put up signs, and hopefully the dog’s owner should see them.

### Item 32

#### Selected-Response

Read the story that a student is writing.

<sup>1</sup>Yesterday, two zookeepers visited my school to give a presentation. <sup>2</sup>They told us facts about many kinds of animals. <sup>3</sup>Then one of the zookeepers brought out a surprise from behind a curtain. <sup>4</sup>It was a real-life version of our school mascot—an eagle. <sup>5</sup>I couldn't believe it. <sup>6</sup>By the end of the presentation, I had a new interest in eagles.

Which sentence should end with an exclamation point to help show the narrator's excitement?

- A. sentence 3
- B. sentence 4
- C. sentence 5
- D. sentence 6

### Item 33

#### Selected-Response

Read the paragraph.

In soccer, the goalie must defend the goal. The entyre team depends on the goalie to do this. It is a problem if the goalie stops paying attention to the game.

Which word is misspelled?

- A. defend
- B. entyre
- C. problem
- D. attention



**Item 34**

**Drop-Down Technology-Enhanced**

Read the paragraph from a student’s story. Complete the paragraph by choosing the MOST precise language from each drop-down menu.

Jyl and Aunt Carmen hiked through the woods in search of animal tracks. Amazingly, only two minutes into their hike, . As Jyl imagined what the rabbit might look like, . Jyl turned her head to look and saw a gray rabbit with a white, fluffy tail! The rabbit lifted its head and sniffed the air. As Jyl laughed, the rabbit scooted away into the cover of the woods.

➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Jyl and Aunt Carmen hiked through the woods in search of animal tracks. Amazingly, only two minutes into their hike, . As Jyl imagined what the rabbit might look like, . Jyl turned her head to look and saw a gray rabbit with a white, fluffy tail! The rabbit lifted its head and sniffed the air. As Jyl laughed, the rabbit scooted away into the cover of the woods.

they saw a bunch of rabbit footprints all over the place  
 they noticed what looked like rabbit footprints on the ground  
 they were greeted by several tiny rabbit footprints along the trail

Jyl and Aunt Carmen hiked through the woods in search of animal tracks. Amazingly, only two minutes into their hike, . As Jyl imagined what the rabbit might look like, . Jyl turned her head to look and saw a gray rabbit with a white, fluffy tail! The rabbit lifted its head and sniffed the air. As Jyl laughed, the rabbit scooted away into the cover of the woods.

she knew there was probably something hiding in the grass nearby  
 she sensed a creature watching her from the tall, breezy grass to her right  
 she felt there was some sort of animal sitting in the grass next to her

### Item 35

#### Drop-Down Technology-Enhanced

Complete the sentences by choosing the correct prepositional phrase from each drop-down menu.

I like swimming, but the swimming pool water has to be very warm for me to enjoy it. My brother's attitude is different . Even if the water is cold, he happily stands at the edge of the water and dives . He is in the chilly pool right now and has been swimming .



Use a mouse, touchpad, or touchscreen to click the arrow beside each of the three blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

I like swimming, but the swimming pool water has to be very warm for me to enjoy it. My brother's attitude is different . Even if the water is cold, he happily stands at the edge of the water and dives . He is in the chilly pool right now and has been swimming .

<input type="text"/>
than mine
from mine

<input type="text"/>
for two hours
since two hours

<input type="text"/>
in the pool
into the pool

## SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
26	ELAGSE4L1b	2	B	The correct answer is choice (B) was reading. Reading was an activity that was taking place when Roger heard the knock. Choice (A) is incorrect because it is the wrong tense of the verb. Choice (C) is incorrect because the action of the entire sentence occurred in the past, not the future. Choice (D) is incorrect because it is the wrong tense of the verb.
27	ELAGSE4L1d	2	A	The correct answer is choice (A) Ted’s mother drove a tiny old car. Size-related adjectives come before age-related adjectives. Choice (B) is incorrect because size comes before color. Choice (C) is incorrect because national origin comes after size. Choice (D) is incorrect because opinion comes before material.
28	ELAGSE4L1e	2	C	The correct answer is choice (C) Paula pulled the rock out of the water and dried it. The phrase “out of the water” is a correctly used prepositional phrase. Choice (A) is incorrect because the correct preposition of motion in this use is <i>into</i> , not <i>in</i> . Choice (B) is incorrect because the prepositional phrase should read “ <i>from</i> the sky.” Choice (D) is incorrect because the prepositional phrase should be “ <i>of</i> the house.”
29	ELAGSE4L1g	2	A	The correct answer is choice (A) All the students brought <u>their</u> books to school. The writer does not make the common mistake of using <i>there</i> . Choice (B) is incorrect because the correct word is <i>too</i> , not <i>to</i> . Choice (C) is incorrect because the correct word is <i>except</i> ; <i>accept</i> does not make sense. Choice (D) is incorrect because the correct word is <i>than</i> —a word of comparison rather than a word of sequence.
30	ELAGSE4L2b	2	D	The correct answer is choice (D) Jenna asked her father, “Who is your favorite singer?” This sentence provides a comma, which is the appropriate punctuation before the quotation. Choices (A), (B), and (C) are incorrect because a lack of punctuation, a question mark, and a period are all incorrect punctuation choices before the quotation.
31	ELAGSE4L1c	2	B	The correct answer is choice (B) We should try to find the person who owns this dog. We could put up signs, and hopefully the dog’s owner would see them. Choices (A), (C), and (D) all use <i>would</i> , <i>could</i> , and <i>should</i> in ways that do not sensibly combine the two sentences.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
32	ELAGSE4L3b	2	C	The correct answer is choice (C) sentence 5. This option is correct because the exclamation mark supports the student’s enthusiasm for what was seen during the presentation. Choices (A) and (D) are incorrect because they are matters of fact. Choice (B) is incorrect because it is the sentence that is leading into the narrator’s excitement, but it does not require an exclamation mark.
33	ELAGSE4L2d	1	B	The correct answer is choice (B) entyre. This word should be correctly spelled <i>entire</i> . Choices (A), (C), and (D) are incorrect because <i>defend</i> , <i>problem</i> , and <i>attention</i> are all spelled correctly.
34	ELAGSE4L3a	2	N/A	See scoring rubric and exemplar response on page 77.
35	ELAGSE4L1e	2	N/A	See scoring rubric and exemplar response on page 78.

## EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

### Item 34

#### Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

#### Exemplar Response

The correct response is shown below.

Jyl and Aunt Carmen hiked through the woods in search of animal tracks. Amazingly, only two minutes into their hike, they were greeted by several tiny rabbit footprints along the trail. As Jyl imagined what the rabbit might look like, she sensed a creature watching her from the tall, breezy grass to her right. Jyl turned her head to look and saw a gray rabbit with a white, fluffy tail! The rabbit lifted its head and sniffed the air. As Jyl laughed, the rabbit scooted away into the cover of the woods.

In the first drop-down menu, the correct response is “they were greeted by several tiny rabbit footprints along the trail.” This is the correct response because “greeted” reveals that the hikers are pleased to find the footprints. In addition, the word “tiny” indicates the size of the footprints and the phrase “along the trail” gives a precise location for where the footprints were found. In the second drop-down menu, the correct response is “she sensed a creature watching her from the tall, breezy grass to her right.” This is the correct response because the phrase “sensed a creature” indicates that Jyl became aware of the rabbit watching her. In addition, the phrases “tall, breezy” and “to her right” help the reader create a mental picture of the grass and its specific location.

**Item 35****Scoring Rubric**

Points	Description
2	The student correctly selects all three drop-down menu options.
1	The student correctly selects two drop-down menu options.
0	The student does not correctly select at least two drop-down menu options.

**Exemplar Response**

The correct response is shown below.

I like swimming, but the swimming pool water has to be very warm for me to enjoy it. My brother's attitude is different . Even if the water is cold, he happily stands at the edge of the water and dives . He is in the chilly pool right now and has been swimming .

In the first drop-down menu, the correct response is “from mine” because it follows the non-comparative adjective “different.” In the second drop-down menu, the correct response is “into the pool” because the preposition “into” represents the movement to another location (such as “the pool”). In the third drop-down menu, the correct response is “for two hours” because the preposition “for” represents a duration of time rather than a snapshot in time.

## ACTIVITY

The following activity develops skills in Unit 4: Language.

**Standard:** ELAGSE4L5c

Preparation: Number 40 simple note cards on one side from 1 to 40.

This activity is based on the game Concentration. Work with a friend or family member to think of 20 words and each word's synonym, for a total of 40 words. Shuffle the cards, and lay them out on a table, number-side down. Choose two cards at random. On one card, write the word. On the other card, write its synonym. Do not look at the numbered sides, and set aside those two cards. Continue until all cards are completed. Shuffle the cards when you are done.

**Examples:** Words and Synonyms

- |            |                 |
|------------|-----------------|
| 1. destroy | 13. ruin        |
| 2. eat     | 18. consume     |
| 3. explore | 24. investigate |
| 4. protect | 32. defend      |

Arrange the cards on a table in five rows of eight, with the numbers up, from 1 to 40.

Pick two cards to be turned over. If the words on the cards do not match as synonyms, the cards must be turned back over. Now, the other person gets a turn. Whenever a match is found, the person who finds it gets a point and the matched pair is removed from the table.

**Variation:**

After the cards have been created, work independently to find the matches.

## WRITING RUBRICS

Grade 4 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

### **Four-Point Holistic Rubric**

#### **Genre: Narrative**

A holistic rubric evaluates one major trait, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, a scorer need only choose the criteria and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

### **Seven-Point, Two-Trait Rubric**

#### **Genre: Opinion or Informational/Explanatory**

A two-trait rubric, on the other hand, evaluates two major traits, which are ideas and conventions. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the criteria and associated point value for each trait that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 4 English Language Arts EOG assessment.



## Four-Point Holistic Rubric

### Genre: Narrative

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

### Four-Point Holistic Rubric

#### Genre: Narrative (continued)

Writing Trait	Points	Criteria
<p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	1	<p><i>The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few, if any, words that convey events</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

## Seven-Point, Two-Trait Rubric

### Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic</li> <li>• Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>• Groups related ideas together to give some organization to the writing</li> <li>• Effectively uses linking words and phrases to connect ideas within categories of information</li> <li>• Uses precise language and domain-specific vocabulary to explain the topic</li> <li>• Provides a strong concluding statement or section related to the information or explanation presented</li> </ul>
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Develops the topic with some facts, definitions, and details</li> <li>• Groups some related ideas together to give partial organization to the writing</li> <li>• Uses some linking words to connect ideas within categories of information, but relationships may not always be clear</li> <li>• Uses some precise language and domain-specific vocabulary to explain the topic</li> <li>• Provides a concluding statement or section</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic</li> <li>• Ineffectively groups some related ideas together</li> <li>• Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li> <li>• Uses limited language and vocabulary that does not clearly explain the topic</li> <li>• Provides a weak concluding statement or section</li> </ul>
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Uses vague, ambiguous, or repetitive language</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

**Seven-Point, Two-Trait Rubric**

**Trait 2 for Informational/Explanatory Genre**

Writing Trait	Points	Criteria
<p><b>Language Usage and Conventions</b></p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety</li> <li>• Shows knowledge of language and its conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety</li> <li>• Shows some knowledge of language and its conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and its conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

## Seven-Point, Two-Trait Rubric

### Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic and clearly states an opinion</li> <li>• Creates an effective organizational structure that logically groups ideas and reasons to support the writer's purpose</li> <li>• Provides clear reasons that are supported by facts and details</li> <li>• Uses linking words and phrases effectively to connect opinions and reasons</li> <li>• Provides a strong concluding statement or section related to the opinion presented</li> </ul>
	3	<p><i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic and states an opinion</li> <li>• Provides some organizational structure that groups ideas and reasons to support the writer's purpose</li> <li>• Provides reasons that are supported by facts</li> <li>• Uses some linking words to connect opinions and reasons</li> <li>• Provides a concluding statement or section related to the opinion presented</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic and state an opinion</li> <li>• Attempts to provide some organization, but structure sometimes impedes the reader</li> <li>• Attempts to provide reasons that are sometimes supported by facts</li> <li>• Uses few linking words to connect opinions and reasons; connections are not always clear</li> <li>• Provides a weak concluding statement or section that may not be related to the opinion</li> </ul>
	1	<p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or state an opinion</li> <li>• May not have any organizational structure evident</li> <li>• May not provide reasons that are supported by facts</li> <li>• May not use any linking words to connect opinions and reasons</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

### Seven-Point, Two-Trait Rubric

#### Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
<p><b>Language Usage and Conventions</b></p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety</li> <li>• Shows knowledge of language and its conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety</li> <li>• Shows some knowledge of language and its conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and its conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

## APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.								
<b>L.3.3a.</b> Choose words and phrases for effect.								
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i> ).								
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*								
<b>L.4.3b.</b> Choose punctuation for effect.								
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.								
<b>L.5.2a.</b> Use punctuation to separate items in a series.†								
<b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.								
<b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
<b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
<b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
<b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.†								
<b>L.6.3b.</b> Maintain consistency in style and tone.								
<b>L.7.1c.</b> Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
<b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
<b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.								
<b>L.9-10.1a.</b> Use parallel structure.								

\* Subsumed by L. 7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

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Grade 4  
English Language Arts

