

Directions: Read the passage below and answer the question(s) that follow.

## Raisins

### SAMPLE A

#### What is a Raisin?

What is a raisin? A raisin is a dried grape. Grapes are dried on the grapevine until 20 percent of their weight is sugar. Then they are picked and placed on trays to dry. The sun dries the grapes in ten to fourteen days. Then they are cleaned with lots of water and put into sealed packages to sell.

Raisins are very good for you. They taste good, too! They are good in cookies, cakes, bread, and on cereal. They have lots of Vitamin A, Vitamin B, and also lots of iron.

Most of the raisins grown in the world are grown in California because of the hot and dry climate.

Put a box of raisins in your lunchbox for a tasty treat and for some extra energy.

### SAMPLE B

#### Oatmeal–Raisin Cookie Recipe

Make yummy oatmeal–raisin cookies in 10 minutes.

#### Ingredients:

3/4 cup butter 3/4 white sugar  
3/4 brown sugar  
2 eggs  
1 teaspoon vanilla extract  
1 1/4 cups flour  
1 teaspoon baking soda  
3/4 teaspoon cinnamon  
1/2 teaspoon salt  
2 3/4 cups rolled oats  
1 cup raisins

#### Instructions:

1. Preheat the oven to 375 degrees
2. In one bowl stir the butter, white sugar and brown sugar until it is smooth.
3. Next mix in the eggs and vanilla.
4. Then stir in the flour, baking soda, cinnamon and salt.
5. Stir these ingredients for three minutes.
6. Next, stir in the oats and raisins for three more minutes.
7. Now you have made cookie dough.
8. Drop small spoonfuls of the cookie dough onto an ungreased cookie sheet.
9. Bake in oven for 8 to 10 minutes or until brown.

### SAMPLE C

#### Rain – Rebuild Dictionary Entry

Directions: Read the passage below and answer the question(s) that follow.

<b>rain - raisin</b>	<b>ram - rebuild</b>
<b>rain</b> <i>noun</i> - water falling in drops condensed from vapor in the atmosphere	<b>ram</b> <i>noun</i> - a male sheep
<b>raisin</b> <i>noun</i> - a grape of any several varieties that has been dried in the sun or by artificial heat	<b>rant</b> <i>verb</i> - to talk in a noisy, excited, or declamatory manner
	<b>rare</b> <i>adjective</i> - marked by unusual quality, merit, or appeal
	<b>rebuild</b> <i>verb</i> - to repair

## SAMPLE D

**Raisin Factory**

The new Raisin Factory is having a grand opening in October. The factory has something for everyone; from movies to samples. The Raisin Factory has a cool movie about the history of the raisin. This movie is in 3D! After the movie, you can stop by the packaging room. If you go close to the window you can see how raisins get packaged. The factory makes a hundred packages a minute. After walking through the factory make sure to stop by the tasting room. This is most people's favorite part! You can eat as many raisins as you want there! Did you know that raisins have lots of Vitamin A, Vitamin B, and also lots of iron? They are very healthy. Before you leave; make sure to stop by the gift shop. The gift shop is the biggest in the country. This is a good place to get treats to take home. The factory is too big to walk through in one visit, so make sure you come back. Every time you come, you will learn something new. So, don't forget to come to the Raisin Factory!

The factory is open from 10:00 am to 5:00 pm.

Directions: Answer the following question(s) relating to the passage titled "Raisins".

**1 TEACHER READS:**  
Read and complete the task that follows.

**What can the reader infer about the benefits and uses of raisins? Use details from Sample A in your answer.**

Write your answer on the lines below.

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Master ID: 484303 Revision: 1  
Rubric: 2 Point(s)

**2** A response:

- Gives sufficient evidence of the ability to justify interpretations of information
- Includes specific examples that make clear reference to the text
- Adequately supports examples with clearly relevant information from the text

Raisins have lot of iron, Vitamin A and Vitamin B. They taste good and provide extra energy. Raisins can be used in cookies, cakes, bread, and in cereal.

**1** A response:

- Gives limited evidence of the ability to justify interpretations of information
- Includes some examples that make clear reference to the text
- Supports examples with limited information from the text

Raisins are used in cakes and cookies. They have lot of iron and Vitamins.

**0** A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.

Raisins are very good and tasty.

Standards:  
CCSS.LA.4.RI.4.3

Directions: Answer the following question(s) relating to the passage titled "Raisins".

**2 TEACHER READS:**  
Read and complete the task that follows.

**Based on the information from Sample A and Sample D, what can a reader conclude about how healthy raisins are? Support your answer with details from the passage.**

Write your answer on the lines below.

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Master ID: 463127 Revision: 1  
Rubric: 2 Point(s)

**2** A response:

- Gives sufficient evidence of the ability to justify interpretations of information
- Includes specific examples that make clear reference to the text
- Adequately supports examples with clearly relevant information from the text

Raisins have a lot of Vitamin A, Vitamin B, and a lot of iron. Sample A states "Raisins are very good for you. They taste good, too! They are good in cookies, cakes, bread, and on cereal. They have lots of Vitamin A, Vitamin B, and also lots of iron." Sample D states "Did you know that raisins have lots of Vitamin A, Vitamin B, and also lots of iron? They are very healthy."

**1** A response:

- Gives limited evidence of the ability to justify interpretations of information
- Includes some examples that make clear reference to the text
- Supports examples with limited information from the text

Raisins have a lot of Vitamin A, Vitamin B, and a lot of iron.

**0** A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.

Raisins are healthy.

Standards:  
CCSS.LA.4.RI.4.9

Directions: Answer the following question(s) relating to the passage titled "Raisins".

**3 TEACHER READS:**

Read the question to yourself and select the best answer.

**What is the MAIN difference between Samples A and C?**

- A. Sample C is more detailed than Sample A.
- B. Sample A and C both give a definition of what a raisin is.
- C. Sample A goes more in depth of what a raisin is compared to Sample C.
- D. Both samples contain information about raisins.

Master ID: 31683 Revision: 1

Correct: C

Rationale:

- A. Student(s) may have confused samples C and A.
- B. Student(s) may have misunderstood the question and may have thought the question asked for a similarity between the two samples.
- C. Correct answer
- D. Student(s) may have misinterpreted or misread the question. Student(s) may not have realized the question was asking for a *difference* between the samples.

Standards:

CCSS.LA.4.RI.4.9

Directions: Read the passage below and answer the question(s) that follow.

## Benjamin's Library

Read the following passage and answer the question(s).

### Other Contributions by Benjamin Franklin

*The following excerpt is adapted from: The Autobiography of Benjamin Franklin*

In Mr. Grace's little room, we had a club meeting. I suggested that we should bring all our books together in one place. It would be helpful to all to have our books where we meet. Many times our books were the topic of discussion and debated between all of us. Also, we would all benefit from having access to more books. The group agreed and we began. We all contributed all of the books we could spare. Once the books were assembled, we had only filled one end of the room. The number was not as great as we expected, though they had been of great use.

My first project of a public nature, was that for a subscription library. Members would pay forty shillings each year. Then they would only pay ten shillings a year for fifty years. This assured the future of the subscription library. This was the foundation of all the North American libraries for all people. With this accomplishment, now there are so many. It is become a great thing, and continues to grow. These libraries have improved the general talk of people. Common tradesmen and farmers are as smart as most gentlemen. With provoking thought, this could be the start of our defense of our freedoms.

Public Domain

### The First Public Library

*The following is from a textbook chapter on Benjamin Franklin.*

Benjamin Franklin was known for his public service. His first public project was the design of the first subscription library. Benjamin Franklin was part of a club for improvement, called the Junto. Benjamin Franklin and his group decided to bring their books together. They put the books in one location. The club members could each share in reading other club member's books. The club often discussed what they had read. Having the books in their meeting place gave them the ability to use the books during their debates. The books were well used by the club members.

Once their library was created, they realized that they did not have as many books as they would have liked. Benjamin Franklin came to realize that people outside of their club would also find the collection of books valuable. They offered subscriptions to the club's library to common men. They set up the payments for new members. They paid forty shillings to sign up and then only paid ten shillings a year. The money was used to buy more books.

At this time, books were not accessible for everyone. Not only were books hard to find, but they were expensive too. Books had to be ordered and sent from England. Only the rich and church leaders had books. Now because of the library, the average person could have access to their books. This allowed for people to become educated. Farmers, tradesmen and the rich now had reading in common.

Directions: Answer the following question(s) relating to the passage titled "Benjamin's Library".

**4 TEACHER READS:**

Read the question to yourself and select the best answer.

**Which statement *best* describes how the use of events works in both passages?**

- A. The secondhand textbook account was the same as Benjamin's firsthand account giving the reader the same information.
- B. Benjamin's firsthand account explains how creating one library helped start a more thought out North America, while the text book gave an overview of the creation process. This allows the reader to gain more information.
- C. Benjamin's secondhand account gives a summary of the process of creating a library and the textbook's secondhand account gives the reader more information about the same event.
- D. Benjamin's firsthand account gave details about only the rich and church leaders having books, but the textbook does not include that information because it is not important to the reader.

Master ID: 478588 Revision: 1

Correct: **B**

Rationale:

- A. Student(s) may have misinterpreted Benjamin's personal account and textbook secondhand account believing that both passages gave all of the same information.
- B. Correct answer
- C. Student(s) may have misunderstood firsthand and secondhand accounts when comparing information between passages.
- D. Student(s) may have formed an erroneous conclusion that information presented was not important to the reader. Student(s) may have confused the passages.

Standards:

CCSS.LA.4.RI.4.6

**5 TEACHER READS:**

Read the question to yourself and select the best answer.

**How is Benjamin Franklin's personal account different from the textbook chapter?**

- A. Benjamin did not explain why tradesmen and farmers did not have books.
- B. The textbook chapter had more details about how much a subscription would cost for a library user.
- C. The textbook describes how important the library was to the average person.
- D. Benjamin explained in more detail who the Junto were.

Master ID: 478542 Revision: 1

Correct: **A**

Rationale:

- A. Correct answer
- B. Student(s) may have formed an erroneous conclusion as both texts described precisely the same information.
- C. Student(s) may have misunderstood since this information was never identified in the either passage.
- D. Student(s) may have misinterpreted Benjamin's personal account to give more details when it was the chapter text that explained who the group was.

Standards:

CCSS.LA.4.RI.4.6

Directions: Read the passage below and answer the question(s) that follow.

## Golden Keys

### Golden Keys

A bunch of golden keys is mine  
To make each day with gladness shine.  
"Good morning!" that's the golden key  
That unlocks every door for me.  
When evening comes, "Good night!" I say,  
And close the door of each glad day.  
When at the table "If you please"  
I take from off my bunch of keys.  
When friends give anything to me,  
I'll use the little "Thank you" key.  
"Excuse me," "Beg your pardon," too,  
When by mistake some harm I do.  
Or if unkindly harm I've given,  
With "Forgive me" key I'll be forgiven.  
On a golden ring these keys I'll bind,  
This is its motto: "Be ye kind."  
I'll often use each golden key,  
And so a happy child I'll be.



Directions: Read the passage below and answer the question(s) that follow.

6 Explain how the organization of the poem into different stanzas helps the reader understand its meaning. Include examples from the poem to support your answer.

Write your answer on the lines below.

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Master ID: 489905 Revision: 2  
Rubric: 2 Point(s)  
Responses may include but are not limited to:  
The poem is organized into stanzas. Each stanza gives an example of a way to be polite. One stanza tells something polite to say when friends give something. A different stanza tells something polite to say when making a mistake. The stanzas make it easier to see each example or key to kindness.

2 The response:

- gives sufficient evidence of the ability to identify and explain the use of a structural element of poetry.
- includes specific explanation that makes reference to the text.
- adequately supports the explanation with clearly relevant details from the text.

1 The response:

- gives limited evidence of the ability to identify and explain the use of a structural element of poetry.
- includes limited explanation that makes reference to the text.
- partially supports the explanation with limited details from the text.

0 A response gets no credit if it provides no evidence of the ability to identify and explain the use of a structural element in poetry, includes no relevant information from the text, or is vague.

Standards:  
CCSS.LA.4.RL.4.5