**Academic Language – Grade 4 (2014)**

**(From SBAC Practice Test Scoring Guide 2014 for Grade 4)**

| **G** | **DOK** | **STD. #** | **Standard** | **Question** |
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| 4 | 1 | L-1, L-2 | To complete this task, the student must identify the error in subject-verb agreement and the error in the use of a coordinating conjunction. | Click on the **two** sentences that **contain mistakes** in punctuation or grammar usage. |
| 4 | 1 | L-1, L-2, L-3.b | To complete the task, students must identify the correct use of commas and quotation marks to mark direct speech and quotations. | Choose the sentence that is **punctuated correctly**. |
| 4 | 2 | L5.a | The student will interpret the meaning of figurative phrases used in context. | Why does the author use the **phrase** “\_\_\_\_\_\_\_\_\_\_\_\_\_\_”? |
| 4 | 2 | L-5.a | The student will analyze the impact of word choice on reader interpretation of a text. | How does the **phrase** “\_\_\_\_\_\_\_\_\_” help the **reader understand the author’s thoughts** about \_\_\_\_\_? |
| 4 | 2 | RI-1 | The student will identify text evidence to support a given conclusion based on the text. | Which sentence from the passage **supports the conclusion** that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |
| 4 | 2 | RI-2 | The student will summarize the central idea in a text. | Part A. Which sentence **best describes** the author’s main idea in paragraph 1? Part B. Which **detail** from the passage **best supports** your answer in part A? |
| 4 | 3 | RI-3 | The student will form a conclusion about an informational text and identify details within the text that supports that conclusion. | Part A. Which **conclusion** about the author’s purpose is **supported by the passage**? Part B. Which sentence from the passage **best supports** your answer in Part A? |
| 4 | 3 | RI-3 | The student will form a conclusion about an informational text and identify details within the text that support that conclusion. | What **conclusion can be drawn** about \_\_\_\_\_\_\_\_\_\_\_\_? **Support your answer** with details from the passage. |
| 4 | 4 | RI-3 | The student will analyze the interaction between elements within a text. | Read the paragraphs from the passage. How does the author’s use of these paragraphs add to the **reader’s understanding** of \_\_\_\_\_\_? Make **two** choices. |
| 4 | 2 | RI-5 | The student will interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. | How is the **second paragraph** different from the ones that came after it in the passage? |
| 4 | 2 | RL-1 | The student will identify text evidence to support a GIVEN inference based on the text. | Click the sentence **best supports** the inference that \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| 4 | 2 | RL-2 | The student will determine or summarize a theme of a text. | Which sentence **best describes** the lesson the \_\_\_\_ learns in the passage. |
| 4 | 3 | RL-3 | The student will analyze the relationship between characters' actions/interactions within the text. | Click on the statement that **best explains** how the characters’ actions show their relationship in the passage. |
| 4 | 2 | RL-4, L-4.d | The student will determine the meaning of a word based on its context in a literary text. | **What does the use of the word \_\_\_\_\_\_ suggest? Pick two choices.** |
| 4 | 3 | RL-4, L-5 | The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. | What **effect** does the author create by using the phrase \_\_\_\_\_\_? |
| 4 | 3 | RL-5 | The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning. | Why did the **author choose to begin the passage** with this paragraph? Pick **three** choices. |
| 4 | 3 | RL-6 | The student will form a conclusion about a literary text and identify details within the text that support that conclusion. | What **conclusion** can be drawn about the **author’s point of view**? Support your answer with details from the passage. |
| 4 | 2 | SL-2 | 1. The student will identify the key points of the presentation. | What does the author **hope the listener will learn** from the presentation? Pick **two** choices. |
| 4 | 2 | SL-2, SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. | Part A. What is the **most likely** reason the author made the presentation? Part B. Which sentence **best supports** your answer in part A? |
| 4 | 2 | SL-2, SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. | What does the sentence **mean**? |
| 4 | 3 | SL-2, SL-3 | 3. The student will draw and/or support a conclusion based on content in a presentation. | Based on the presentation, which **two** statements **best describe** \_\_\_? |
| 4 | 1 | SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. | According to the presentation, what happens when \_\_\_\_\_\_? |
| 4 | 3 | SL-3 | 3. The student will draw and/or support a conclusion based on content in a presentation. | What **conclusion** is supported by the presentation? |
| 4 | 2 | W-1.b | (Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as a. Developing the opinion with supporting evidence/reasons and elaboration | Choose **two** sentences that would add the **best support** to the **underlined** opinion about \_\_\_\_\_\_. |
| 4 | 3 | W-2.a | (Organization) The student will use information provided in a stimulus to write organized informational/explanatory text by a. Stating a focus (main idea) | Write an introduction that **clearly states the main idea** of the report and sets up the information to come in the body of the report. |
| 4 | 2 | W-3.a | (Organization) The student will revise narrative texts by identifying improved narrative organizational elements such as an introduction that establishes a situation. | Choose the **best beginning sentence**s to introduce the story. |
| 4 | 2 | W-3.d, | The student will identify and use effective sensory details to convey experiences and events. | The writer wants to **replace the underlined** words to make his meaning clearer. Which word would be a **better choice**? |
| 4 | 2 | W-8, RI-7 | The student will interpret information from a visual source to support a given purpose related to research tasks. | Read the second source below. Then click on all of the sentences from the second source that **support** the **information** in the **timeline**. |
| 4 | 2 | W-8, W-9 | The student will locate information from a text source to support a central idea or subtopic related to research. | Read the source. Click on **one** sentence that has the information that **answers the research question**. |
| 4 | 2 | W-9 | The student will select evidence to support conjectures or opinions based on evidence collected and analyzed. | Read source 1. The student took notes about \_\_\_\_.  Select **two** **notes** that s**upport the author’s opinion** in **Source 1.** |