

Grade 4

Reading MCA-III Item Sampler  
Teacher Guide

## Overview of Item Samplers

Item samplers are one type of student resource provided to help students and educators prepare for test administration. While standardized tests are familiar to almost all students, each assessment has its own layout and ways students interact with it. The item samplers should be used to familiarize students and educators with how the content is assessed by providing examples of the format and item types students could encounter on the MCA.

## Other Resources

While this Teacher Guide provides detailed information about the item samplers, the student tutorial is the resource that should be used to familiarize students and educators with the general functionality of the online test, including navigation, tools, and examples of all item types.

For further information about the student tutorial and using student resources, refer to the *Purposes of Student Resources* on the [Item Samplers page](#) of PearsonAccess Next (PearsonAccess Next > Preparing for Testing > Item Samplers). Please contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us) for any questions about the MCA or resources for testing.

## Contents of this Teacher Guide

The Teacher Guides provide supplementary information for the items in the online item samplers, including:

- A detailed answer key for all items in the online item sampler, including: correct answer, item type (multiple choice or technology enhanced), skill domain (benchmark classification based on the academic standards), benchmark, and cognitive complexity (indicated as Depth of Knowledge or DOK) from the test specifications.\*
- Passage characteristics, including: substrand, Lexile, and word count.
- Item images that show correct answers followed by: benchmarks to which the sample items align (based on test specifications), DOK, and detailed rationales for correct and incorrect answer options.

For detailed information on benchmarks and cognitive complexity levels, see the [test specifications](#) on the MDE website (Districts, Schools and Educators > Statewide Testing > Test Specifications).

\*The answer key for paper item samplers (12-point, 18-point, 24-point and braille test books) is included on the last page of this Teacher Guide. Some items on the paper item samplers appear in the online item sampler and the answer key includes information on where corresponding item information can be found in this guide.

## Student Responses

Upon completion of the online item samplers, a report is displayed, which provides student responses for some item types. This report can be printed for use in conjunction with the information in this Teacher's Guide on how the student responded to those items. Note that the overall score on the report is **not** a predictor of performance on the MCA; it is simply a total of correct responses to some items.

## MCA-III Item Sampler Online Answer Key Grade 4 Reading

### Section 1 9 Questions

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	D	MC	Key Ideas and Details	4.1.1.1	I
2	C	MC	Key Ideas and Details	4.1.1.1	III
3	C	MC	Craft and Structure	4.1.6.6	II
4	N/A	TE	Key Ideas and Details	4.1.3.3	II
5	B	MC	Craft and Structure	4.1.4.4	II
6	N/A	TE	Key Ideas and Details	4.1.1.1	I
7	C	MC	Craft and Structure	4.1.6.6	III
8	A	MC	Key Ideas and Details	4.1.3.3	II
9	D	MC	Key Ideas and Details	4.1.3.3	II

### Section 2 9 Questions

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	N/A	TE	Key Ideas and Details	4.2.2.2	I
2	C	MC	Craft and Structure	4.2.4.4	II
3	D	MC	Key Ideas and Details	4.2.1.1	I
4	N/A	TE	Craft and Structure	4.2.4.4	II
5	A	MC	Key Ideas and Details	4.2.1.1	II
6	B	MC	Key Ideas and Details	4.2.1.1	I
7	N/A	TE	Key Ideas and Details	4.2.1.1	I
8	B	MC	Key Ideas and Details	4.2.1.1	II
9	C	MC	Craft and Structure	4.2.6.6	III

### Section 3 23 Questions

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	D	MC	Key Ideas and Details	4.1.2.2	II
2	A	MC	Key Ideas and Details	4.1.1.1	II
3	N/A	TE	Key Ideas and Details	4.1.3.3	II
4	N/A	TE	Key Ideas and Details	4.2.1.1	II
5	C	MC	Key Ideas and Details	4.2.2.2	II
6	N/A	TE	Craft and Structure	4.1.6.6	II
7	B	MC	Integration of Knowledge and Ideas	4.2.8.8	II
8	C	MC	Key Ideas and Details	4.2.1.1	III
9	B	MC	Key Ideas and Details	4.2.3.3	III
10	A	MC	Key Ideas and Details	4.2.1.1	III
11	N/A	TE	Key Ideas and Details	4.2.1.1	III
12	N/A	TE	Key Ideas and Details	4.2.1.1	III
13	D	MC	Key Ideas and Details	4.2.1.1	III
14	B	MC	Craft and Structure	4.2.6.6	III
15	A	MC	Craft and Structure	4.2.5.5	III

16	D	MC	Key Ideas and Details	4.2.2.2	II
17	N/A	TE	Key Ideas and Details	4.2.1.1	II
18	B	MC	Craft and Structure	4.2.5.5	III
19	A	MC	Integration of Knowledge and Ideas	4.2.8.8	II
20	N/A	TE	Key Ideas and Details	4.2.1.1	II
21	C	MC	Key Ideas and Details	4.1.3.3	II
22	N/A	TE	Key Ideas and Details	4.2.3.3	II
23	N/A	TE	Integration of Knowledge and Ideas	4.2.8.8	I

## Passage Characteristics

Section	Title	Type	Lexile	Word Count
1	I Speak English for My Mom	L	550	404
2	The Poison Dart Frog	I	890	413
3	Creatures of the Night/Bats at the Library	I/L	860/N/A	1084

## Section 1: I Speak English for My Mom

### Question 1

Who helps Mrs. Gómez learn to speak English?

- A. Mrs. Wells
- B. Claudia
- C. Mrs. García
- D. Lupe

*Benchmark: 4.1.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: D*

Rationale A	Although Mrs. Wells is a teacher and she and Mrs. Gómez converse, Mrs. Wells “does not speak Spanish” (paragraph 5). Lupe serves as translator during the exchange. Mrs. Wells could not teach a language she does not know.
Rationale B	Although Claudia is one of Lupe’s “best friends” (paragraph 6), she appears to know both English and Spanish. However, she does not converse with or help Lupe’s mother in the story.
Rationale C	Although the GárCIAS are neighbors and possible friends of Mrs. Gómez, they are portrayed in the restaurant scene as speaking only Spanish (paragraph 6). No text evidence exists to support the idea that the GárCIAS help Mrs. Gómez learn English.
Rationale D	Correct: Lupe translates for her mother throughout the story. In paragraph 1, she explains: “I have to help my mom because I can speak English, and she can’t.” In paragraph 2, she goes on to reveal, “outside our home, I speak for her.” In addition, Lupe speaks to her mother in English, and Mrs. Gómez practices responding in English (paragraphs 7-18).

## Question 2

Readers can tell that Mrs. Gómez wants to

- A. speak only English.
- B. speak only Spanish.
- C. speak Spanish and English.
- D. speak for her daughter.

*Benchmark: 4.1.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: III*

*Answer: C*

Rationale A	Although Mrs. Gómez is determined to speak English, text evidence does not support the idea that she wants to stop speaking Spanish. Spanish is her native language, and she will always speak it.
Rationale B	Lupe is a capable translator for her mother, and Mrs. Gómez says it is a challenge learning English. However, Mrs. Gómez's determination and current English vocabulary confirm she does and will continue to speak English. She says to Lupe, "one day you won't have to speak for me anymore" (paragraph 15).
Rationale C	Correct: Mrs. Gómez already speaks some English (paragraphs 7-18) and is learning more. In addition, Spanish is and will always be her native language.
Rationale D	Although one family member speaks for another—the daughter speaks for her mother—no text evidence exists to support the idea that the mother, Mrs. Gómez, needs to speak for her daughter, Lupe.

### Question 3

Who tells this story to readers?

- A. Rosa Gómez
- B. Mrs. Wells
- C. Lupe Gómez
- D. Claudia García

*Benchmark: 4.1.6.6*

Compare and contrast the point-of-view from which different stories are narrated, including the difference between first- and third-person narrations.

*DOK: II*

*Answer: C*

Rationale A	Although Rosa Gómez is a main character in the story, she is not the first-person narrator.
Rationale B	Although Mrs. Wells is part of a key conversation in the story (paragraph 5), she appears in only one scene and is not the first-person narrator.
Rationale C	Correct: The narrative is Lupe's story, and she is telling it as the first-person narrator.
Rationale D	Although a young girl is telling this story, Claudia García is not the first-person narrator, but rather the best friend of the first-person narrator.

## Question 4

Lupe's mother, Rosa Gómez, is learning to speak English.

Which statements tell two effects of Rosa learning to speak English?

Drag the two statements into the "Effects" box.

**Lupe will miss feeling needed by her mother.**

**Lupe will speak with her mother in Spanish.**

**Lupe will miss having fun with her mother.**

**Lupe will speak with her mother in two languages.**

**Effects**

### Question 4 Correct Answers

Lupe's mother, Rosa Gómez, is learning to speak English.

Which statements tell two effects of Rosa learning to speak English?

Drag the two statements into the "Effects" box.

**Lupe will speak with her mother in Spanish.**

**Lupe will miss having fun with her mother.**

**Effects**

**Lupe will miss feeling needed by her mother.**

**Lupe will speak with her mother in two languages.**

(Options may appear in either order.)

*Benchmark: 4.1.3.3*

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the two appropriate statements into the "Effects" box.

## Correct Responses

**Lupe will speak with her mother in two languages:** In paragraph 2, Lupe states she and her mother, Rosa, speak Spanish together in their home. In paragraphs 7 through 14, Rosa practices speaking in English with Lupe's help, and paragraph 15 provides evidence that Rosa plans to speak English publicly in the future. Finally, in paragraph 17, Lupe says good night to her mother in Spanish (“*Buenas noches,*” I say to her”). Her mother responds in English, a small but significant indication that Lupe and her mother will one day both speak in Spanish and English together.

**Lupe will miss feeling needed by her mother:** Paragraph 3 provides evidence that Lupe feels grown up and needed by Rosa because she is able to help Rosa communicate with others. In paragraph 16, Lupe states, “I think maybe I will miss it.” She is responding to her mother's previous statement that one day Lupe will not need to speak for her anymore.

## Incorrect Responses

**Lupe will speak with her mother in Spanish:** Both Lupe and Rosa speak two languages more than once in the passage. In paragraph 16, Lupe indicates she might miss speaking for her mother; however, neither character suggests Lupe will not speak both English and Spanish with her mother once her mother can speak English well.

**Lupe will miss having fun with her mother:** Readers may choose this option if they think Lupe's statement that she will probably miss not speaking for her mother in paragraph 16 carries additional meaning that she will no longer have any fun with her mother. The story offers no evidence Lupe is worried she will no longer have fun with her mother once her mother learns English.

## Question 5

What word is the best definition of grown-ups in paragraph 6?

- A. Helpers
- B. Adults
- C. Friends
- D. Teachers

*Benchmark: 4.1.4.4*

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

*DOK: II*

*Answer: B*

Rationale A	In paragraph 3, Lupe says she feels “grown-up” when she translates for her mother, and in paragraph 4, her mother says Lupe is “a very good helper.” Readers may, therefore, draw a connection between “helper” and the later mention of “ <u>grown-ups</u> ” (paragraph 6). However, Lupe says she <i>feels</i> like a <u>grown-up</u> , not that she <i>is</i> one. In addition, the <u>grown-ups</u> are clearly foil characters to the children in paragraph 6.
Rationale B	Correct: The scene in paragraph 6 clearly illustrates the <u>grown-ups</u> are foil characters to the children. In the pair of parallel sentences at the end of the paragraph, the adults speak their native language, and the children, in contrast, are bilingual.
Rationale C	Although Lupe’s childhood friends appear in paragraph 6, “ <u>grown-ups</u> ” and “kids” clearly are not the same group.
Rationale D	Although teachers are <u>grown-ups</u> , Mrs. Wells appears earlier in the story (paragraph 5), not at the restaurant (paragraph 6).

## Question 6

Select the groups of words that correctly complete the sentence about Lupe and Rosa Gómez.

After  , Rosa Gómez takes her daughter to the Mexican restaurant to  .

## Question 6 Correct Answers

Select the groups of words that correctly complete the sentence about Lupe and Rosa Gómez.

After  , Rosa Gómez takes her daughter to the Mexican restaurant to  .

*Benchmark: 4.1.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: x*

*Rationale:*

For a full credit response, readers select the group of words in each dropdown that correctly complete the sentence.

## Correct Responses

### 1<sup>st</sup> inline choice

**meeting with Mrs. Wells:** In paragraph 5, Lupe describes the meeting her mother has with her teacher, Mrs. Wells: “My teacher does not speak Spanish, so I go to the meeting and tell my mother and Mrs. Wells what each one is saying.”

### 2<sup>nd</sup> inline choice

**reward Lupe for good grades:** Directly following the parent-teacher meeting, paragraph 6 provides evidence Lupe’s mother took her to a Mexican restaurant specifically as a “reward for getting a good report card.”

## Incorrect Responses

### 1<sup>st</sup> inline choice

**talking at home:** Some readers may choose “talking at home” if they think Lupe continues to describe how her mother appreciates and compliments the way Lupe helps her communicate with English speakers when out in public. However, the text in paragraphs 5 and 6 is specific in describing the school visit and the visit to the Mexican restaurant.

**visiting with the Garcias:** Readers may choose “visiting with the Garcias” because Lupe and her mother see the Garcias at the restaurant. However, they see the Garcias after they arrived at the restaurant, not before.

### 2<sup>nd</sup> inline choice

**thank Lupe for speaking for her:** Lupe’s mother is appreciative of how Lupe helps her by translating, so some readers may choose “thank Lupe for speaking for her.” However, paragraph 6 contains a detail that clearly states the trip to the restaurant is a direct result of Lupe’s good grades: “It is my reward for getting a good report card.”

**treat Lupe’s friends to ice cream:** In paragraph 6, Lupe and her friends “mix up English and Spanish” while they “eat ice cream and tell jokes.” Although Lupe and her friends enjoy ice cream at the restaurant, the passage does not mention Lupe’s mother treated all of the kids to ice cream.

## Question 7

Readers can tell that the author wanted her story to be

- A. thrilling.
- B. unbelievable.
- C. true to life.
- D. upsetting.

*Benchmark: 4.1.6.6*

Compare and contrast the point-of-view from which different stories are narrated, including the difference between first- and third-person narrations.

*DOK: III*

*Answer: C*

Rationale A	Although many authors write thrilling stories, this story is more endearing than exciting. Lupe and her mother primarily show feelings of tenderness for one another.
Rationale B	Although many authors write unbelievable stories, this author makes this story realistic; it portrays real life events in familiar settings.
Rationale C	Correct: The author provides careful details of a parent-teacher (and student) meeting at school, a fun trip to a restaurant, conversations with friends, and endearing mother-daughter conversations. The author uses Lupe as character and narrator to create an authentic voice and a true-to-life, relatable story.
Rationale D	Although the challenges of learning a language can be upsetting, the author shows a mother-daughter relationship built on a foundation of love and trust. With Lupe's help, Mrs. Gómez's "long" (paragraph 15) journey to learning English is not portrayed as upsetting.

## Question 8

How does Mrs. Gómez most likely feel about learning to speak English?

- A. She is determined to learn English, but she understands that it will be difficult.
- B. She is learning English only so Lupe will not have to go everywhere with her.
- C. She is learning English only because she needs it to be able to live in Chicago.
- D. She is angry that she cannot use her native language all the time.

*Benchmark: 4.1.3.3*

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

*DOK: II*

*Answer: A*

Rationale A	Correct: At the end of the story, Mrs. Gómez says, “It takes a long time to learn a new language” (paragraph 15). However, despite the challenge, she is clearly determined to see the day when Lupe no longer needs to translate for her.
Rationale B	Although Mrs. Gómez tells Lupe she eventually will not have to translate for her, Mrs. Gómez is learning English for more practical reasons, not because she does not want Lupe to follow her. In fact, Lupe says she “will miss” (paragraph 16) helping, indicating the effort is not a burden for her.
Rationale C	Clearly, Mrs. Gómez is learning English because many of the people with whom she interacts speak only English; however, text evidence does not indicate a lack of English would prevent her from being able to live in Chicago. She also demonstrates a genuine desire to learn the language well.
Rationale D	Although Mrs. Gómez must ask Lupe to translate for her “If a stranger says something” (paragraph 3), at the parent-teacher meeting, she does not express anger over her situation (paragraph 5). In fact, Lupe’s willingness to help makes her mother’s interactions less frustrating:

	“What would I do without you, Lupe!” my mother says. “You are a very good helper” (paragraph 4).
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## Question 9

How does Lupe show respect for her mother at the end of the story?

- A. She tells her mother that it will take her a long time to learn English.
- B. She asks her mother questions in English so she can practice.
- C. She asks her mother to tell her what she would do without her.
- D. She tells her mother she will miss translating and says, “*Buenas noches.*”

*Benchmark: 4.1.3.3*

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

*DOK: II*

*Answer: D*

Rationale A	Although Lupe has been helping her mother for some time (paragraph 1), Lupe’s mother, not Lupe, says, “It takes a long time to learn a new language” (paragraph 15).
Rationale B	Although Lupe helps her mother by asking her questions in English, this exchange occurs in the middle of the story rather than at the end of the story.
Rationale C	Although Lupe feels close to her mother, Lupe’s mother offers the expression early in the story: “What would I do without you, Lupe!” (paragraph 4).
Rationale D	Correct: Although Lupe’s mother implies Lupe will be translating for her for some time, Lupe shows her mother she feels joy, not a burden, in helping her: “I think I will miss” translating (paragraph 16). Then she wishes her mother a good night. These are Lupe’s ways of saying, “I respect you.”

## Section 2: The Poison Dart Frog

### Question 1

The article describes the small but poisonous dart frog.

Which paragraphs support the central idea that the dart frog's poison is powerful and useful?

Select the three paragraphs that support the central idea.

Paragraph	Support for Central Idea
2	<input type="checkbox"/>
3	<input checked="" type="checkbox"/>
4	<input checked="" type="checkbox"/>
7	<input checked="" type="checkbox"/>
8	<input type="checkbox"/>

*Benchmark: 4.2.2.2*

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

*DOK: 1*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three paragraphs that support the central idea of the article.

### Correct Responses

**Paragraph 3:** Paragraph 3 reveals how the Choco people used the frog's poison and relied on it for hunting with blowguns prior to being able to hunt with modern firearms. The Choco people "dipped into a very strong poison" the darts they used in their blowguns.

**Paragraph 4:** Paragraph 4 describes the power of the frog's poison. The poison dart frog's poison is "20 times more deadly than any other frog," a single dart "can kill 20,000 mice," and "one drop (200 micrograms) is enough to kill a grown man."

**Paragraph 7:** Paragraph 7 explains the frog's poison is so powerful that would-be predators have learned the bold behavior of the frog indicates they should back away from the deadly frog: "many predators sense danger and retreat when they can't scare this little frog."

### **Incorrect Responses**

**Paragraph 2:** Paragraph 2 provides some background information about when the frog was discovered and introduces the Embera Choco people who "have known this frog for generations," but it does not provide any details about how they used the frog's poison or how powerful the poison is.

**Paragraph 8:** Paragraph 8 provides information about the changing hunting habits of the Embera Choco people. The paragraph states, "rifles are replacing blowguns in the Columbian rain forest." Therefore, they will have less use for the poison dart frog. The paragraph does not provide information about the power or usefulness of the frog's poison.

## Question 2

In paragraph 5, the word carcass means

- A. strong poison.
- B. palm wood.
- C. dead body.
- D. dry stick.

*Benchmark: 4.2.4.4*

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade-4 topic or subject area.

*DOK: II*

*Answer: C*

Rationale A	Although Choco hunters use “strong poison” (paragraph 3) of the frog to make their darts deadly, this option is not supported by the context. The poison cannot be “cut away” (paragraph 5) from the dart.
Rationale B	Although the blowguns are “made from palm wood” (paragraph 3), this option is not supported by the context provided for <u>carcass</u> in paragraph 5.
Rationale C	Correct: Since the dart kills the hunter’s target, and since the hunter “cuts away any part of the <u>carcass</u> ” (paragraph 5) touched by the dart, the <u>carcass</u> is a dead body.
Rationale D	Paragraph 5 states that the hunter uses a stick in order to hold the frog down to prevent coming into physical contact with the frog’s skin. The stick, however, is not related to the <u>carcass</u> .

### Question 3

The Choco people use poison dart frogs to

- A. make medicine from darts.
- B. study the effects of the frog's poison.
- C. trap dangerous snakes.
- D. hunt with darts dipped in the frog's poison.

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: D*

Rationale A	Although the frog's poison can cause heart failure (paragraph 4) and the Choco people rub a dart across the frog's back to collect the poison (paragraph 5), no text evidence indicates the Choco people use the animal or darts for medicine.
Rationale B	Readers may select this option because the idea of studying the frogs is revealed in paragraph 7. However, scientists, not the Choco people, study the frog.
Rationale C	Because the "frog-eating snake" can eat the poison dart frog, readers may conclude the Choco people use the frogs as bait so they can capture the snakes. However, the snake is the only creature "able to eat the frog and live to eat again" (paragraph 6), indicating the poison would not immobilize the snake and allow the Choco people to trap it.
Rationale D	Correct: Paragraph 3 reveals: "the Choco people hunted with blowguns made from palm wood." The paragraph goes on to explain: "Darts used in the blowguns were dipped into a very strong poison. This poison comes from the poison dart frog."

## Question 4

Paragraph 7 reveals information about how poison dart frogs behave.

Which phrases from paragraph 7 help readers understand what the word retreat means?

Select the two phrases that help readers understand the meaning of retreat.

When approached by would-be predators, the poison dart frog does not try to escape or hide. This bold behavior is unusual in the animal world. Many predators sense danger and retreat when they can't scare this little frog. But if they go ahead and take a bite, it will be their last. The poison dart frog has been known to hop within an inch of scientists studying the species. The scientists know to back away.

*Benchmark: 4.2.4.4*

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade-4 topic or subject area.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two phrases that help define the meaning of the vocabulary word.

## Correct Responses

**“escape or hide”**: Typically a small frog would try to “escape or hide” from a predator. The fact that the poison dart frog does not act as expected helps readers understand how its bold, unusual behavior causes would-be predators to sense danger and move away from, or retreat, rather than advance in order to attack.

**“back away”**: Frogs rarely hold their ground unafraid as strangers approach. The scientists, like the predators, sense danger in this unusual behavior and “back away” from the poison dart frog. The situation described in paragraph 7 provides context and reinforces the meaning of retreat.

## Incorrect Responses

**“When approached by”**: This phrase announces movement toward the frog by the predator. The frog does not try to “escape or hide.” This alarming behavior causes the predator to sense danger and move away from, rather than toward, the frog. Since the phrase describes a movement toward, it does not directly help define retreat.

**“bold behavior”**: Although this phrase describes the unusual behavior of the small frog, it does not provide any indication of movement, forwards or backwards, by the predator, the scientist, or the frog.

## Question 5

Based on the article, a Choco blowgunner most likely uses darts to

- A. kill animals for food.
- B. scare away enemies.
- C. capture frogs.
- D. cut meat.

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: A*

Rationale A	Correct: Paragraph 5 explains the use of darts in hunting and mentions birds are a frequent target.
Rationale B	Readers may select this option because paragraph 4 states the poison dart frog can “kill a grown man.” However, paragraph 5 indicates Choco blowgunners use darts to hunt game, not frighten enemies.
Rationale C	Because a hunter “holds down a poison dart frog with a stick and rubs the dart across the frog’s back” (paragraph 5), readers may think the darts are used to capture the frogs. However, the Choco people use the stick for capturing frogs and the darts for hunting other animals.
Rationale D	Although the Choco hunters cut the poisoned meat out of the carcass of the game they felled with their darts (paragraph 5), and the darts are likely sharpened in order to penetrate the hide of their prey, the hunters would not cut away the poisoned meat with the poisoned dart.

## Question 6

Where is the frog's poison located?

- A. In its muscles
- B. On its skin
- C. In its mouth
- D. On its feet

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

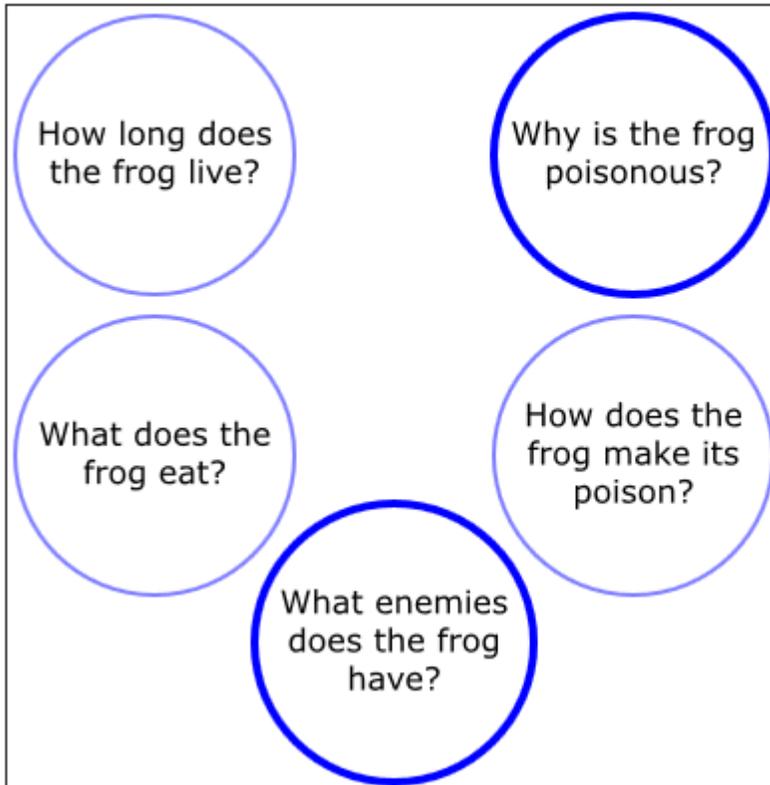
*Answer: B*

Rationale A	Although paragraph 4 states the frog's poison can cause "muscle contractions that lead to heart failure" in those who touch it, paragraph 3 indicates the poison is secreted from pores on the frog's skin.
Rationale B	Correct: Paragraph 3 states, "Small pores all over the frog's skin secrete this colorless, odorless poison."
Rationale C	Paragraph 6 states the frog-eating snake "is able to eat the frog and live to eat again." Readers may infer the snake's poison is, therefore, located in its mouth. However, the text does not state that poison is located in the mouth of either the snake or the frog.
Rationale D	In paragraph 3, the author states: "Small pores all over the frog's skin secrete this colorless, odorless poison." Although the feet could possibly secrete poison as well, the text only reveals the blowgunners "rub the darts across the frog's back" (paragraph 5).

## Question 7

Which questions about the poison dart frog does the article answer?

Select the two questions about the poison dart frog that the article answers.



*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: 1*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two questions about the poison dart frog the article answers.

### **Correct Responses**

**Why is the frog poisonous?** Paragraph 4 explains that many frogs, including the poison dart frog, “secrete poisons to protect them from predators.”

**What enemies does the frog have?** Paragraph 6 identifies the “only two natural enemies” the poison dart frog has, “the Choco blowgunners and a frog-eating snake.”

### **Incorrect Responses**

**How long does the frog live?** Some readers may notice paragraph 5 indicates the poison a blowgunner applies to his dart “will be poison for a year,” and they may attach that length of time to the life span of the frog. However, the text does not reveal how long the poison dart frog lives.

**What does the frog eat?** Some readers may notice paragraph 5 describes the process a hunter uses with a poison dart to “find its target, often a bird,” and they may apply the search for food to the frog rather than the hunter. However, the text does not provide information regarding the poison dart frog’s diet.

**How does the frog make its poison?** Paragraph 3 describes how the frog delivers its poison. Paragraph 4 describes the remarkable degree of lethality of the poison and how it kills. However, the text does not describe the process within the frog’s body that produces its poison.

## Question 8

If a predator comes near a poison dart frog, what will the frog most likely do?

- A. Move toward the predator
- B. Remain in the same spot
- C. Jump away from the predator
- D. Hide among the leaves

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: B*

Rationale A	This option may appeal to readers because in paragraph 7, the author mentions some frogs “hop to within an inch of scientists studying the species.” However, this behavior is isolated; the first two sentences of paragraph 7 indicate the frog generally remains where it is when facing a potential predator.
Rationale B	Correct: The author states in paragraph 7, “When approached by would-be predators, the poison dart frog does not try to escape or hide.”
Rationale C	Readers may be drawn to this option because the author states in paragraph 7 when “Many predators sense danger,” they “retreat.” However, in the same paragraph, the author indicates the poison dart frog does not try to escape, or retreat, from potential danger.
Rationale D	Because the setting of the article is the rainforest, readers may think the frogs use leaves for cover. This option may also appeal to readers because the author states in paragraph 1 that the frog is “Only two inches long,” making it easy for the frog to hide in leaves. However, according to paragraph 7, the frog does not try to hide from predators.

## Question 9

The author most likely wrote this article to

- A. introduce readers to the Embera Choco people of Colombia.
- B. persuade readers to visit the rain forest of Colombia.
- C. inform readers about a deadly animal that lives in South America.
- D. warn readers to avoid a dangerous animal that lives in South America.

*Benchmark: 4.2.6.6*

Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of [sic] the same event or topic; describe the differences in focus and the information provided.

*DOK: III*

*Answer: C*

Rationale A	This option may appeal to readers because early in the article (paragraph 2), the author introduces readers to the Choco people. She mentions the people of Colombia again in paragraphs 5, 6, and 8. However, her references to the Choco people deal only with their relationship to the poison dart frog, which is the subject of the entire article.
Rationale B	Although the author begins the article with information about the “rain forest of Colombia” (paragraph 1), she does so only to inform readers where the poison dart frog is found. Furthermore, the author’s intent is to inform rather than persuade.
Rationale C	Correct: Throughout the article, the author provides objective, factual information about the poison dart frog—“a tiny, beautiful frog”—that lives “deep in the lowland rain forest of Colombia, South America” (paragraph 1).
Rationale D	Readers may find this option appealing because the author informs readers about the lethal qualities of the poison dart frog in paragraphs 1 and 3-5. However, the primary purpose of the article is to inform rather than to warn.

### Section 3: Creatures of the Night / Bats at the Library

#### Question 1

Which statement is a main idea of the poem?

- A. Librarians can be forgetful.
- B. Librarians can be thoughtful.
- C. Libraries are usually closed at night.
- D. Libraries are great places to spend time.

*Benchmark: 4.1.2.2*

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

*DOK: II*

*Answer: D*

Rationale A	Readers may think librarians are forgetful because the bats are able to enter the library through “a window... left ajar” (line 8). Later in the poem, the speaker expresses the hope that some “librarian / will give us bats this chance again” (lines 66-67), which implies this event does not happen often and, therefore, was not intended. Despite the librarian’s possible mistake, however, the librarian’s forgetfulness is not a main idea of the poem. The main idea is that bats enjoy spending time in libraries.
Rationale B	The librarian’s action of leaving the window ajar (line 8) for the bats to enter may be construed as an act of thoughtfulness by readers who view the librarian as sympathetic to and aware of the bats’ secret love of books. The characterization of the librarian’s actions, however, is not a main idea of the poem. The main idea is that bats enjoy spending time in libraries.
Rationale C	Although, as implied throughout the poem, the library is closed at night, and although the bats have “waited for this night all year” (line 17), the business hours of the library reflect the setting more than a main idea of the poem.

Rationale D	Correct: The library in the poem proves to be an amusement park for the bats, who play “wingtip-tag” (line 35), “duplicate” themselves on a photocopier (lines 36-39), swim in a drinking “fountain” (lines 42-43), read a “pop-up book” (line 41), and read and listen to stories from books (lines 54-57). The poet chooses a comical way to prove the idea that libraries are fun places to spend time, and bats enjoy their time there.
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## Question 2

In lines 36–39 of the poem, what are the bats doing?

- A. Making copies of themselves
- B. Removing books from shelves
- C. Digging around in a box of books
- D. Shining bright lights at each other

*Benchmark: 4.1.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: A*

Rationale A	Correct: The “big box” referred to in line 36 is the copying machine, which blasts “brighter than the sun” (line 37). They use the machine to “duplicate,” or create copies, of themselves (line 39) while they are playing inside the library.
Rationale B	Readers may be drawn to this option because of the mention of books and shelves in line 38; however, “Instead of copying books from shelves” (line 38), the bats happily exclaim, “we can duplicate ourselves!” (line 39).
Rationale C	The box referred to as “loads of fun” in line 36 and the location of the bats inside the library may lead readers to select this option, but the box referred to is the copier, not a box of books.
Rationale D	The reference to the box that blasts “brighter than the sun” (line 37) may convince readers the bats are shining lights at one another, especially given the mention of lamps earlier in the poem (line 26). However, the bright light referred to in these lines belongs to the copying machine.

### Question 3

The poem lists several activities in which the young bats participate.

Drag the events from the poem into the order in which they happen, with the first event at the top.

<b>Eat dinner</b>
<b>Fly in through a window</b>
<b>Play games</b>
<b>Listen to stories</b>
<b>See the pale sky</b>

*Benchmark: 4.1.3.3*

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers stack the events of the story in the order in which they happen in the poem.

#### **Correct Responses**

**1<sup>st</sup> Eat dinner:** This event is first because line 3 says the bats have “feasted, fluttered, swooped, and soared.” The word “feasted” is the only verb in the poem that describes the bats eating.

**2<sup>nd</sup> Fly in through a window:** In line 8, the speaker reveals “a window has been left ajar.” In line 16, the bats “rocket through the opening” and gain entry to the library.

**3<sup>rd</sup> Play games:** In line 32, some of the little bats “drift away / and figure out a game to play.” The speaker goes on to list those games: “shaping shadows on the wall” (line 34) or “wingtip-tag around the hall” (line 35).

**4<sup>th</sup> Listen to stories:** By line 46, the bats are tiring, and although it is “hard to settle down and read,” “storytime is just the thing” (line 48).

**5<sup>th</sup> See the pale sky:** Readers are informed the sky is growing pale in line 59. The bats are so engrossed in reading they are “lost within the tale” (line 58), and they do not immediately notice dawn is coming. However, in line 60 they wonder, “*What is that light? A lamp? The moon?*” The bats then acknowledge “it’s much too late—we’ve got to fly” (line 65) because morning is coming fast.

### **Incorrect Responses**

Any other order presented is incorrect because it will not reflect the order in which events happened.

## Question 4

Read this article and poem about bats. Then answer the questions. Some questions may ask you about certain paragraphs or lines. The paragraphs and lines are numbered on the left side.

### Selection 1

#### Creatures of the Night

written for the Minnesota Department of Education

- 1 What is that flying around in the dark? Is it a bird? Is it a mouse? Is it a flying mouse?
- 2 Popular myths make bats seem frightening. However, they are actually helpful creatures in danger of vanishing. [Disease and human beings are threats to bats.](#) Most bats live only ten to twenty years. For these reasons, bats face an uncertain future. Hopefully, people will take notice of these interesting and useful creatures before they disappear from the planet.
- 3 Although bats fly like birds, they do not look like birds in any other way. The faces of bats look more like the faces of mice. Bats are mammals, not birds, because fur covers their bodies instead of feathers. Depending upon the kind of bat, this fur can be black, brown, red, multicolored, or even white! In addition, female bats nurse their young, a fact that is true of other mammals. Bats are the only mammals that can fly. [Even with their wings, bats are some of the smallest mammals on Earth.](#)
- 5 [Most bats are only active at night.](#) Many people believe that bats are blind, but most bats actually have good eyesight. A keen eye is necessary for a bat, which can fly hundreds of feet above the ground looking for a good meal. Bats also use their hearing to locate prey they cannot see in the dark.
- 8 People often think of bats as lonesome creatures. In reality, most bats live in large colonies and crowd together to stay safe and warm. Bats spend their lives traveling, hunting, and resting in groups. Most female bats give birth to one baby each year; they take care of their babies in groups like large families. [Bats even provide food for the sick among them.](#)
- 9 Some people think that bats are strange. But many plants would disappear without bats, and the many animals that depend on these plants would not survive. There are more than one thousand different kinds of bats, some of which can eat more than five hundred mosquitoes in one hour. [If not for bats, the number of insects would be enormous.](#) When people are out enjoying nature and are free of insects, they may have a bat to thank!

The article discusses facts about bats.

Scroll through the entire article to select the two sentences in the article that show bats as helpful animals.

(To see the entire passage text, refer to the Reading Sampler.)

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two sentences that portray bats as helpful animals.

### **Correct Responses**

**“Bats even provide food for the sick among them”**: Paragraph 8 includes this detail as one among the many ways bats are social creatures. Caring for the sick is commonly considered a helpful activity.

**“If not for bats, the number of insects would be enormous”**: Paragraph 9 explains some types of bats can eat more than 500 mosquitoes in one hour, and paragraph 6 reveals the fact that a single bat can eat thousands of flies per night. This idea implies bats are helpful animals, and it is fortified for readers by the last sentence, “When people are out enjoying nature and are free of insects, they may have a bat to thank!” Fewer insects equates to a more enjoyable experience for humans, and bats help make that happen.

### **Incorrect Responses**

**“Disease and human beings are threats to bats”**: Readers may select this option because it follows and affirms the statement that bats “are actually helpful creatures in danger of vanishing” (paragraph 2). However, the statement itself does not relate to bats’ helpfulness; it simply reveals the fact they are vulnerable to sickness and human activities.

**“Even with their wings, bats are some of the smallest mammals on Earth”**: In paragraph 3, readers learn “female bats nurse their young” and bats “are the only mammals that can fly.” Some readers may believe these two statements show bats are helpful because mothers fly to find food to nourish themselves and, in turn, their young. However, a benevolent use for bat wings is not implied in this sentence which simply reveals two physical features of bats: they have wings and are physically small mammals.

**“Most bats are only active at night”**: Readers who select this option as a helpful detail may be considering the fact that bats eat prey and insects at night (paragraph 5). However, their nocturnal nature is not in itself evidence for their helpfulness.

## Question 5

Which sentence is the best summary of paragraph 5?

- A. Bats can search the ground and locate prey while they fly.
- B. Bats can make a meal out of anything they catch in the dark.
- C. Bats must have good eyesight and good hearing to find food.
- D. Bats must be able to see in the dark because they are active at night.

*Benchmark: 4.2.2.2*

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

*DOK: II*

*Answer: C*

Rationale A	Readers may be drawn to this option because the author mentions bats can “fly hundreds of feet above the ground looking for a good meal.” In the last sentence, the author also writes that bats are able to “locate prey.” However, this option leaves out the essential element of a bat’s sense of hearing and how it contributes to its ability to capture food.
Rationale B	The reference to a bat’s search “for a good meal,” and the fact that bats can “locate prey they cannot see in the dark,” may draw readers to this option. However, this option ignores the essential roles eyesight and hearing play in a bat’s ability to find food.
Rationale C	Correct: The second sentence in paragraph 5 addresses a bat’s good eyesight, and the third sentence addresses a bat’s ability to see prey, even while flying “hundreds of feet above the ground,” which further emphasizes the animal’s good eyesight. The final sentence acknowledges the importance of a bat’s hearing “to locate prey they cannot see in the dark.”
Rationale D	Although this option captures the importance of a bat’s night vision, which may attract readers who focus on the first sentence (“Most bats are only active at night”) and the reference to the dark in the last sentence, it fails to address the ability of the bat to see and hear its prey, despite the darkness.

## Question 6

Which words from lines 11–14 use first-person point of view?

Select the three words that use first-person point of view.

The **sky** is lively as **we** race  
together toward **our** favorite **place**.  
Eager wings **beat** autumn **air**—  
Look, **that's it**. **We're** almost **there**!

*Benchmark: 4.1.6.6*

Compare and contrast the point-of-view from which different stories are narrated, including the difference between first- and third-person narrations.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the words that illustrate first-person point of view.

### Correct Responses

**“we”**

**“our”**

**“We’re”**

The words “we,” “our,” and “We’re” are pronouns that indicate first-person point of view. The group of bats as a whole is the speaker of the poem.

### Incorrect Responses

**“sky”**

**“place”**

**“beat”**

**“air”**

**“that’s”**

**“it”**

**“there”**

The remaining terms in the text box do not indicate first-person point of view.

## Question 7

What information from the article supports the fact that bats are mammals?

- A. Bats have thumbs and can hang upside down.
- B. Bats have fur and can nurse their young.
- C. Bats have skin that covers their wings.
- D. Bats have faces that look like mice.

*Benchmark: 4.2.8.8*

Explain how an author uses reasons and evidence to support particular points in a text.

*DOK: II*

*Answer: B*

Rationale A	A unique feature of bats, the thumb, helps bats “cling to various surfaces and hold onto its food” (paragraph 4). However, the presence of this thumb (and its thumbnail), and the bats’ innate ability to hang upside down (paragraph 7), do not qualify an animal as a mammal.
Rationale B	Correct: In paragraph 3, the author states, “Bats are mammals, not birds, because fur covers their bodies instead of feathers.” The author further states, “female bats nurse their young, a fact that is true of other mammals.”
Rationale C	The mention of a bat’s skin and how it “stretches from finger to finger to form each wing” (paragraph 4), may attract readers to this option, especially since these unique wings make bats the only flying mammal (paragraph 3). However, the presence of skin and wings is not exclusive to mammals.
Rationale D	Since the author mentions a bat’s resemblance to a mouse in paragraph 3, readers may select this option. However, the resemblance of one animal to another does not necessarily make it a member of the same class.

## Question 8

Read line 3 from “Bats at the Library.”

We’ve feasted, fluttered, swooped, and soared,

Which paragraph in the article shows how the bats “feasted”?

- A. Paragraph 4
- B. Paragraph 5
- C. Paragraph 6
- D. Paragraph 7

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: III*

*Answer: C*

Rationale A	Readers may be drawn to this option because of the mention of a bat’s fingernail, which “helps the bat cling to various surfaces and hold onto its food” (paragraph 4). However, the primary focus of paragraph 4 is bats’ wings, and the simple mention of food does not constitute a feast.
Rationale B	Although bats look “for a good meal” with their excellent eyesight and “use their hearing to locate prey they cannot see in the dark” (paragraph 5), bats’ hunting skills do not determine how much food they are capable of feasting on in a single evening.
Rationale C	Correct: According to paragraph 6, “A single bat can eat thousands of flies each night!” Such a dinner qualifies as a feast, along with other menu items mentioned: “beetles,” “mayflies,” “fruit,” “nectar,” “flower parts,” “lizards,” and “frogs.” In addition, paragraph 6 states, “For a bat, nature is an all-you-can-eat buffet.”
Rationale D	A bat’s hunger is referred to in the first sentence of paragraph 7. Although the word “hunger” may attract readers, the remainder of paragraph 7 focuses on where and how bats “find a place to rest.”

## Question 9

The article helps readers understand the setting of the poem by explaining why bats

- A. live only indoors.
- B. are only active at night.
- C. like only cool weather.
- D. rest only while hanging upside down.

*Benchmark: 4.2.3.3*

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.

*DOK: III*

*Answer: B*

Rationale A	The article describes some indoor haunts of bats, such as “barns” and “attics” (paragraph 7). However, bats also seek outdoor places to nest, such as “a dead tree or a dark cave” or “underneath bridges” (paragraph 7). Paragraphs 6 and 9 reveal bats can “eat thousands of flies each night” and some can eat “more than five hundred mosquitoes in one hour.” These are outdoor activities. The bats in the poem do not choose the library based on its location inside a building.
Rationale B	Correct: The article addresses the nocturnal nature of bats. In the first sentence, bats are described as “flying around in the dark,” while paragraph 4 indicates that large bats are “a sight...in the nighttime sky.” In paragraph 5, the author reveals, “Most bats are only active at night,” and they “use their hearing to locate prey they cannot see in the dark.” Understanding bats as nocturnal creatures helps readers better understand the poem: When “Another inky evening’s here” (line 1), the bats are allowed to enter the library through “a window...left ajar” (line 8) by a librarian (lines 66-69). Once “the sky grow[s] pale” (line 59), the bats must leave because their nighttime fun is nearly over.
Rationale C	Although the article does not refer to bats’ favorite type of weather, the opening of the poem states, “the air is cool and calm and clear” (line 2),

	<p>and in line 13, readers discover the bats are flying in “autumn air.” The relative temperatures of the outdoors and the interior of the library, however, have no bearing on the bats’ choice to enter the library. The bats enter the library because they are “a little bored” (line 4). They like to read books and take part in other activities the library offers.</p>
Rationale D	<p>Readers may be drawn to this option because of the article’s reference to bats’ ability to “hang upside down by their feet” (paragraph 7). However, the bats described in the poem “lose themselves / among the books lined up on shelves” (lines 22-23), while others “settle down and read” (line 46) or even play games (lines 33-35) while relaxing at the library.</p>

## Question 10

Which statement is supported by details in both the article and the poem?

- A. Bats live in groups that spend time together.
- B. Bats hunt with one another for food at night.
- C. Bats play a part in helping plants grow.
- D. Bats look for food whenever possible.

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: III*

*Answer: A*

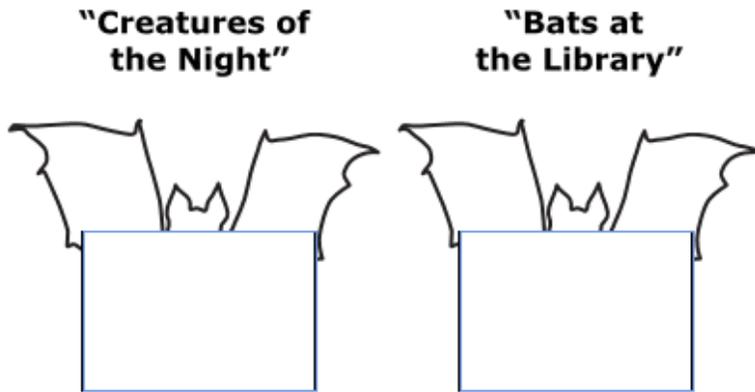
Rationale A	Correct: Both selections address bats as members of a community. “Creatures of the Night” addresses the quality of bats as social creatures in paragraph 7, where “groups of bats often gather in barns, in attics, or underneath bridges.” Bats are also described as social creatures in paragraph 8: “most bats live in large colonies and crowd together to stay safe and warm. Bats spend their lives traveling, hunting, and resting in groups.” “Bats at the Library” shows the bats experiencing the library together, playing games and discussing “the books they’ve read” (line 27).
Rationale B	The bats in the article are “active at night” (paragraph 5) and hunt for food with other bats. The author also indicates, “Bats spend their lives traveling, hunting, and resting in groups” (paragraph 8). The bats in the poem, however, are in the library to read and “figure out a game to play, / like shaping shadows on the wall, / or wingtip-tag around the hall” (lines 33-35), and do not spend their time together hunting.
Rationale C	Playing a key role in pollination, the fruit bats in the article “also consume nectar and flower parts. These bats later transfer pollen to other plants or drop seeds that will grow into more fruit-bearing plants” (paragraph 6). However, the bats in the poem are concerned with playing and reading while in the library. No mention of pollination occurs.

Rationale D	The bats in the article search for food in many ways (paragraph 5) and enjoy a variety of foods (paragraph 6), including, for some bats, “more than five hundred mosquitoes in one hour” (paragraph 9). The bats in the poem have just “feasted” (line 3), and they become “a little bored” (line 4). However, instead of searching for more food to escape their boredom, the bats instead visit the library for a fun evening.
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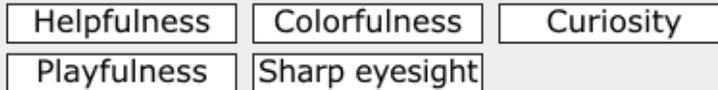
### Question 11

Which bat qualities do "Creatures of the Night" and "Bats at the Library" describe?

Drag each quality into the correct bat figure.



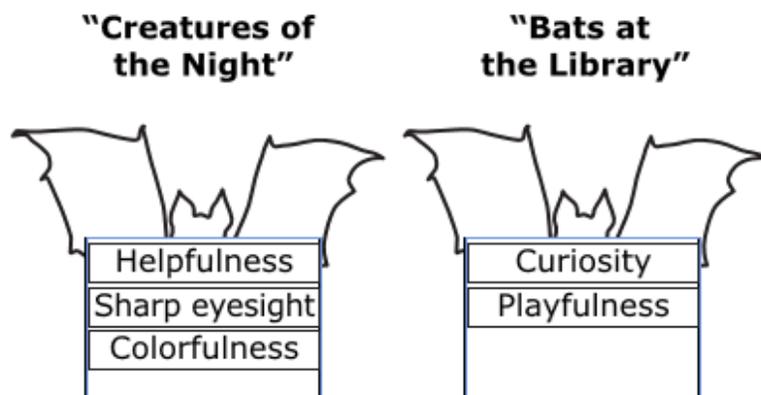
#### Qualities of Bats



### Question 11 Correct Answers

Which bat qualities do "Creatures of the Night" and "Bats at the Library" describe?

Drag each quality into the correct bat figure.



#### Qualities of Bats

(In each box, options may appear in any order.)

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag each quality into the correct box.

### **Correct Responses**

#### **“Creatures of the Night”**

**Helpfulness:** Paragraph 2 describes bats as “helpful creatures.” Pollinating plants, dropping seeds, and keeping the populations of insects in balance are some of the ways different types of bats are useful (paragraphs 6 and 9). Paragraph 9 proclaims, “many plants would disappear without bats, and the many animals that depend on these plants would not survive.”

**Sharp eyesight:** Although bats are often believed to be blind, “most bats actually have good eyesight. A keen eye is necessary for a bat, which can fly hundreds of feet above the ground looking for a good meal” (paragraph 5).

**Colorfulness:** Depending on the species, the color of bats’ fur differs. Their “fur can be black, brown, red, multicolored, or even white!” (paragraph 3).

#### **“Bats at the Library”**

**Curiosity:** Based on the bats’ feelings and actions throughout the text, it can be inferred they are curious. The bats fret, “All this *sameness* leaves us blue / and makes us ache for something new” (lines 5-6). Life’s routines have left them “bored” (line 4), and the bats decide to stimulate their minds at the library. Eager for new and exciting experiences, “they’ll flutter off and lose themselves / among the books lined up on shelves” (lines 22-23), “talk about the books they’ve read” (line 27), or “figure out a game to play” (line 33). These curious bats dispel boredom by experiencing something new.

**Playfulness:** When the bats enter the library, their actions quickly turn playful. Some of the bats “figure out a game to play, / like shaping shadows on the wall, / or wingtip-tag around the hall” (lines 33-35). Others find a copying machine, proclaiming “this big box is loads of fun, / blasting brighter than the sun. / Instead of copying books from shelves, / we can duplicate ourselves!” (lines 36-39)

## **Incorrect Responses**

### **“Creatures of the Night”**

**Curiosity:** Although bats search for food in the dark (paragraph 5), this search is not provoked by curiosity. Rather, it is out of physical necessity that bats search for food. The article focuses on the general behavioral, physical, and social characteristics of bats and does not delve, as the poem does, into psychological or emotional characteristics.

**Playfulness:** Although bats live “in large colonies” (paragraph 8), the article does not discuss whether bats engage one another in a playful way. The article focuses on the general behavioral, physical, and social characteristics of bats and does not delve, as the poem does, into their psychological or emotional characteristics.

### **“Bats at the Library”**

**Helpfulness:** In the poem, readers might infer the older bats help the “little bats...learn / the reason that we *must* return” (lines 28-29) to the library. However, this idea of helpfulness relies on subtle inference and is not supported in the poem. The “helpful” (paragraph 2) nature of bats is directly stated and well supported with evidence in the article.

**Sharp eyesight:** Readers might infer the bats in the poem have sharp eyesight because they spend most of their time at the library reading. However, this characteristic is an external inference not supported by the text. A bat’s sharp eyesight is directly stated and explained in paragraph 5 of the article: “most bats actually have good eyesight. A keen eye is necessary for a bat, which can fly hundreds of feet above the ground looking for a good meal.”

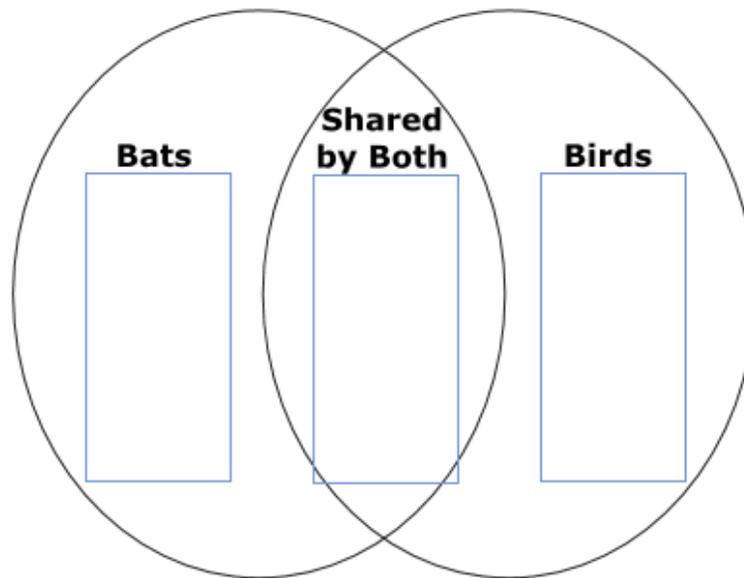
**Colorfulness:** Readers might infer the term “colorful” refers to a lively personality, or differing personalities. In this case, the bats in the poem could be categorized as “colorful.” However, this trait is implied, not stated, in the poem, whereas in the article, bats’ colorful fur is directly stated and supported as a physical characteristic: “Depending upon the kind of bat, this fur can be black, brown, red, multicolored, or even white!” (paragraph 3)

## Question 12

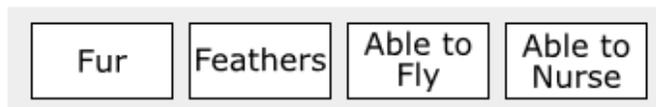
According to the article, how are bats and birds alike and how are they different?

Drag each detail into the correct space in the Venn diagram.

### Comparison of Bats and Birds



### Details

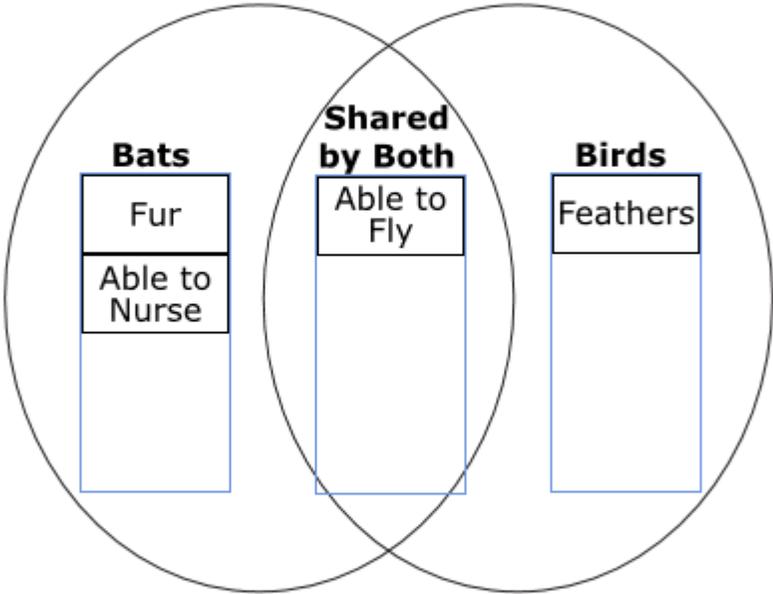


**Question 12 Correct Answers**

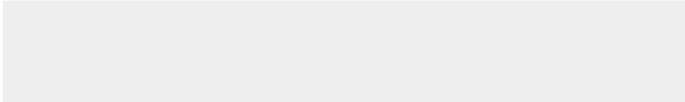
According to the article, how are bats and birds alike and how are they different?

Drag each detail into the correct space in the Venn diagram.

**Comparison of Bats and Birds**



**Details**



(Options in “Bats” (first) may appear in either order.)

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag each detail into the correct box in the Venn diagram.

### **Correct Responses**

#### **Bats**

**Fur:** Paragraph 3 directly states, “Bats are mammals, not birds, because fur covers their bodies instead of feathers.” Birds have feathers, not bats.

**Able to Nurse:** Paragraph 3 directly states, “In addition, female bats nurse their young, a fact that is true of other mammals.” Birds are not mammals and, therefore, do not nurse their young.

#### **Shared by Both**

**Able to Fly:** Paragraph 3 directly states, “Although bats fly like birds, they do not look like birds in any other way.” According to the article, flying is the only characteristic bats and birds share.

#### **Birds**

**Feathers:** Paragraph 3 directly states, “Bats are mammals, not birds, because fur covers their bodies instead of feathers.” Birds have feathers, not bats.

### **Incorrect Responses**

No additional responses are offered. Readers who switch details have not made associations based on direct evidence in the text.

### Question 13

Which statement is true about both the article and the poem?

- A. "Creatures of the Night" suggests that bats and humans can live together, but "Bats at the Library" suggests that bats cannot live around humans.
- B. "Creatures of the Night" shows the frightening side of bats, but "Bats at the Library" shows the friendly side of bats.
- C. "Creatures of the Night" describes how bats look, but "Bats at the Library" contains no descriptions of bats.
- D. "Creatures of the Night" contains information about bats, but "Bats at the Library" uses bats as characters in a story.

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: III*

*Answer: D*

Rationale A	Readers may be drawn to this option because although "human beings are threats to bats" (paragraph 2), the article suggests humans can, and should, learn to live with and appreciate bats: "Hopefully, people will take notice of these interesting and useful creatures before they disappear from the planet." However, although the bats in the poem do not enter the library until dark because they will have the place to themselves, a human librarian made it possible for the bats to enter and enjoy the library. The bats could not have had the happy experience if they did not live around humans.
Rationale B	The article debunks the myth that bats are frightening by focusing on both their helplessness in paragraph 3, "Even with their wings, bats are some of the smallest mammals on Earth," and their helpfulness in paragraph 6, "A single bat can eat thousands of flies each night!" However, readers may notice the friendly, non-frightening personification of bats throughout the poem and select this option.

Rationale C	Readers may be drawn to this option because the article contains detailed information in paragraphs 3 and 4 about bats' fur-covered bodies, various colors, and wings. However, although the poem does not contain as many specific details about bats' physical appearance, it includes references to wings in lines 13, 15, 35, and 49.
Rationale D	Correct: The article is an informational piece about bats. In paragraph 3, readers learn bats are mammals, and they get a description of their general appearance. Paragraph 4 describes bats' wings, and paragraph 5 discusses bats' eyesight and hearing and hunting habits. In paragraph 6, readers learn about the diet of bats. Paragraphs 7 and 8 offer insight into the social system of bats. The poem, however, focuses on bats as energetic characters that enter a library through an open window and enjoy an exciting evening.

## Question 14

Based on the article and the poem, the author and the poet most likely agree that bats

- A. can be hurt by people.
- B. are busiest after dark.
- C. help people in many ways.
- D. are smarter than other creatures.

*Benchmark: 4.2.6.6*

Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of [sic] the same event or topic; describe the differences in focus and the information provided.

*DOK: III*

*Answer: B*

Rationale A	The author of the article assesses that “human beings are threats to bats” (paragraph 2). However, the poet indicates the bats are thankful for the person who left the window open and hope “a librarian / will give us bats this chance again” (lines 66-67). No text evidence in the poem suggests people are harmful to bats.
Rationale B	Correct: The article states in paragraph 5, “Most bats are only active at night.” The poem begins, “Another inky evening’s here.” The setting of the poem is nighttime.
Rationale C	Although the author of the article mentions various ways in which bats help human beings such as controlling insect populations (paragraphs 6 and 9) and assisting in pollination and propagation of plants (paragraph 6), the poet focuses entirely on the bats’ yearning for the entertainment found at the library. Since bats’ beneficial services are highlighted prominently in the article, readers may be drawn to this option.
Rationale D	The author of the article focuses more on the bats’ physical characteristics (paragraphs 3 and 4), physical abilities (paragraph 5), appetite (paragraph 6), sleeping quarters and orientation (paragraph 7), and social setting (paragraph 8). The author of the article neither states

	<p>nor implies an opinion on the intelligence of bats. However, readers may choose this option because the poet suggests bats can read and that they love to read and learn. This fanciful night of bat revelry indicates these fictional bats are literate.</p>
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## Question 15

Which paragraph in the article describes a problem without offering a solution?

- A. Paragraph 2
- B. Paragraph 3
- C. Paragraph 4
- D. Paragraph 5

*Benchmark: 4.2.5.5*

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

*DOK: III*

*Answer: A*

Rationale A	Correct: In paragraph 2, the author states bats are “in danger of vanishing” due to “Disease and human beings” and their own short life spans. Although the author makes the general statement, “Hopefully, people will take notice of these interesting and useful creatures before they disappear from the planet,” the author offers no specific solutions to remedy the problem of the decimation of the species.
Rationale B	Readers may view the comparison/contrast as a list of shortcomings on the part of one class, which would make this option attractive. Although paragraph 3 presents a comparison/contrast, which may appeal to some readers, no specific problem is identified with either class of animals.
Rationale C	Readers may be drawn to this option because a bat without a fingernail may have trouble clinging to surfaces and holding onto its food, abilities vital to a bat’s survival. However, no specific problem is actually mentioned in paragraph 4.
Rationale D	Readers may be drawn to this option if they think the problem is that a bats’ prey is undetectable, hidden by the darkness. However, a bat’s “solution” is “good eyesight” and keen “hearing” (paragraph 5), which allow the bat to successfully detect their prey in the darkness.

## Question 16

Which sentence from the article supports the idea that bats are useful?

- A. "Bats have four slender fingers and a thin skin that stretches from finger to finger to form each wing."  
(paragraph 4)
- B. "This nail helps the bat cling to various surfaces and hold onto its food."  
(paragraph 4)
- C. "A keen eye is necessary for a bat, which can fly hundreds of feet above the ground looking for a good meal."  
(paragraph 5)
- D. "These bats later transfer pollen to other plants or drop seeds that will grow into more fruit-bearing plants."  
(paragraph 6)

*Benchmark: 4.2.2.2*

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

*DOK: II*

*Answer: D*

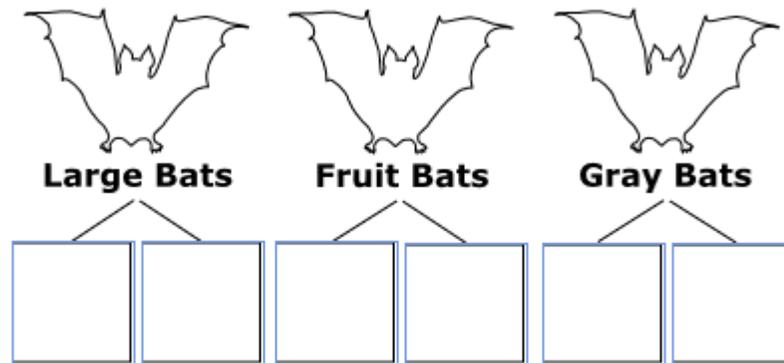
Rationale A	Readers may be drawn to this option from paragraph 4 because bats have useful wings, which are made of "four slender fingers and a thin skin that stretches from finger to finger" to fly and hunt at night. However, this option simply provides anatomical details and does not indicate the usefulness of bats.
Rationale B	This option from paragraph 4, which refers to the purpose and usefulness of the bat's fingernail, does not show how bats themselves are useful creatures.
Rationale C	Some readers may select this option from paragraph 5 because it indicates that bats' keen eyes are useful for locating food. However, this detail does not show why bats themselves are useful.

Rationale D	Correct: According to paragraph 6, bats play an important role in the ecosystem because they are capable of transferring pollen and dropping seeds that eventually help new plants grow.
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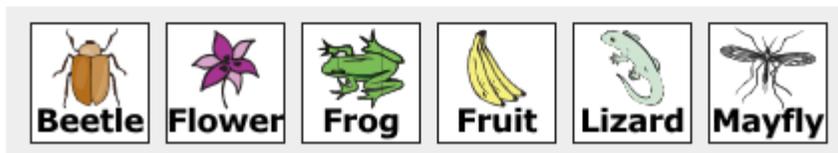
### Question 17

According to the article, which foods does each bat eat?

Drag each picture into the correct box.



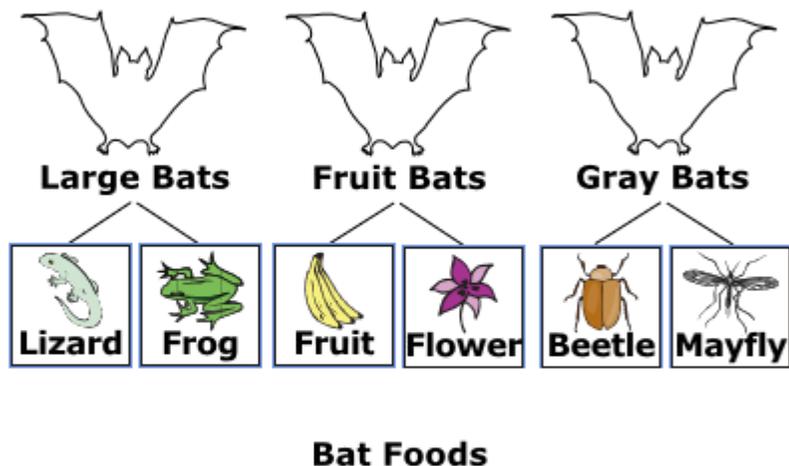
### Bat Foods



## Question 17 Correct Answers

According to the article, which foods does each bat eat?

Drag each picture into the correct box.



(Beneath each category, options may appear in either order.)

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the foods into the correct box.

### Correct Responses

**Large Bats**

**Lizard**

**Frog**

Paragraph 6 directly states, “Larger bats are even known to be great hunters that feast on lizards and frogs.”

### **Fruit Bats**

**Fruit**

**Flower**

Paragraph 6 directly states, “Fruit bats, as their name suggests, eat fruit; however, they also consume nectar and flower parts.”

### **Gray Bats**

**Beetle**

**Mayfly**

Paragraph 6 directly states, “Gray bats eat beetles, mayflies, and other insects.”

### **Incorrect Responses**

No additional responses are available. Readers who switch foods have not made associations based on direct evidence in the text.

## Question 18

How is the information in paragraph 9 presented?

- A. The author uses a problem-and-solution approach to show how people can enjoy nature.
- B. The author uses a cause-and-effect approach to show how bats help animals and people.
- C. The author uses comparison to show how bats depend on plants and animals to live.
- D. The author uses ordered steps to show how people can protect plants and animals.

*Benchmark: 4.2.5.5*

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

*DOK: III*

*Answer: B*

Rationale A	When mosquitoes are a problem for people who spend time in nature enjoying themselves, some bats can help alleviate the problem by eating “more than five hundred mosquitoes in one hour” (paragraph 9), which may attract readers to this option. However, the primary purpose of paragraph 9 is to show the many beneficial effects of bats on the environment. An enjoyable outdoor experience for people is only one benefit.
Rationale B	Correct: The author says in paragraph 9, “many plants would disappear without bats, and the many animals that depend on these plants would not survive.” This is a cascading cause and effect scenario that may result from the disappearance of bats. The author further states, “If not for bats, the number of insects would be enormous,” which would lead to the inability of people to enjoy the outdoors and be “free of insects.” The presence of bats has the effect of sustaining life and bringing people enjoyment.
Rationale C	Although the author employs an implied comparison in paragraph 9

	which may appeal to readers, the comparison is between animals and plants—both of which would suffer if bats were not around to pollinate the plants the animals eat.
Rationale D	Some readers may consider this option because paragraph 9 begins and ends with sentences that have “people” as their subjects. However, the focus of the paragraph is on the consequences that may occur if bats were to become extinct rather than on what people can do to protect the bats.

## Question 19

According to the author of “Creatures of the Night,” bats are in danger of vanishing because

- A. they have naturally short lives.
- B. they are only able to fly at night.
- C. they remain in large colonies for most of their lives.
- D. they are some of the smallest mammals in the world.

*Benchmark: 4.2.8.8*

Explain how an author uses reasons and evidence to support particular points in a text.

*DOK: II*

*Answer: A*

Rationale A	Correct: In paragraph 2, the author says bats are “helpful creatures in danger of vanishing.” Cited reasons for the threat to their existence are disease, human beings, and the fact that bats “live only ten to twenty years,” which means less time to reproduce.
Rationale B	Readers may think because bats are active at night, they can avoid dangers only during the nighttime hours, leaving them vulnerable during the daytime. However, while the article explores the nocturnal nature of bats in paragraph 5, no text evidence implies bats are unable to fly or escape dangers that present themselves during the day.
Rationale C	Paragraph 8 states bats remain in large colonies for most of their lives. However, the article neither states nor implies a cause/effect relationship between bats’ social structure and their declining numbers. In fact, living in large colonies increases bats’ safety by allowing them to take care of mothers’ “babies in groups like large families” and also to “provide food for the sick among them” (paragraph 8).
Rationale D	In paragraph 3, the author says, “bats are some of the smallest mammals on Earth.” However, the author does not list the small size of bats as a reason for their declining numbers.

## Question 20

Select the three statements that are supported by details in the article.

- A bat hunts alone.
- Some bats eat insects.
- Bats have great hearing.
- Bats are free from disease.
- Most people live longer than bats live.
- A bat is a mammal because it has fingers.

*Benchmark: 4.2.1.1*

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three statements supported by details in the article.

### **Correct Responses**

**Some bats eat insects:** In paragraph 6, the text provides evidence that some bats eat insects. The text states just one bat can “eat thousands of flies each night!” Gray bats, for example, eat “beetles, mayflies, and other insects.” The text provides further examples of bats being voracious feeders when it reveals some bats “can eat more than five hundred mosquitoes in one hour” (paragraph 9).

**Bats have great hearing:** In addition to keen eyesight, which bats use for hunting at night, “Bats also use their hearing to locate prey they cannot see in the dark” (paragraph 5).

**Most people live longer than bats live:** According to paragraph 2, “Most bats live only ten to twenty years,” a lifespan typically much shorter than that of a human being.

### **Incorrect Responses**

**A bat hunts alone:** Paragraph 8 indicates a common misunderstanding: “People often think of bats as lonesome creatures.” However, further reading of the paragraph reveals “Bats spend their lives traveling, hunting, and resting in groups.” Bats do not hunt alone but thrive in “large colonies.”

**Bats are free from disease:** Paragraph 8 states, “Bats even provide food for the sick among them,” which may give the impression that bats caring for one another prevents or eliminates disease. This external inference is not supported by the text. Paragraph 2, in fact, states, “Disease and human beings are threats to bats.”

**A bat is a mammal because it has fingers:** Directly preceding the description of bats’ fingers/wings, paragraph 3 discusses the characteristics of mammals, concluding with the line, “Bats are the only mammals that can fly.” Therefore, the “four slender fingers and a thin skin that stretches from finger to finger to form each wing” could be perceived as a defining characteristic of mammals (paragraph 4). However, bats are mammals for other reasons, and the long-fingered wings are characteristics of bats, not mammals in general. The text cites bats as mammals by other characteristics: “Bats are mammals, not birds, because fur covers their bodies instead of feathers” (paragraph 3). Further evidence is provided: “bats nurse their young, a fact that is true of other mammals” (paragraph 3).

## Question 21

At the end of the poem, how do the bats feel?

- A. Excited about leaving the library for home
- B. Frightened by the light growing in the distance
- C. Hopeful about visiting the library again in the future
- D. Angry to be interrupted while having a good time

**Benchmark:** 4.1.3.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**DOK:** II

**Answer:** C

Rationale A	Although the bats express hope and excitement about a librarian again leaving “a window open wide / to let us share the world inside” (lines 68-69) in the near future, the bats are not happy to leave the library for home. In fact, they cannot believe it is almost time to leave. They express disbelief in line 61 (“ <i>Our bookish feast can’t end so soon</i> ”) and disappointment in line 63 (“now we leave our books half done”). Excitement is felt only for the memories they made at the library and the prospect of soon making more.
Rationale B	Although the bats’ musings about the origin of the light they see in lines 59-60 may be construed by readers as fright, especially since the bats are described as “Breathless” in line 58, the bats do not flee the light. Rather, they use the light as an alarm clock to let them know when they have overstayed their welcome at the library.
Rationale C	Correct: When the bats have to leave, they depart with dreams “of things we’ve read, / a universe inside each head” (lines 70-71), and they will continue to listen hopefully each evening “for that late-night call” (line 73) to once again play and read in the library.
Rationale D	Readers may interpret the bats’ reaction to the arrival of dawn as anger, especially since they must “leave our books half done” (line 63). However, the bats accept they must fly home because it is growing late, and they leave the library with a “dream” alive “inside each head” (lines 70-71), excited for the next opportunity to enter the library.

## Question 22

Paragraph 3 explains the differences between bats and birds.

Select the traits that belong to the correct animal type.

Trait	Mammal	Bird
Flies with feathered wings	<input type="radio"/>	<input checked="" type="radio"/>
Nurses babies	<input checked="" type="radio"/>	<input type="radio"/>
Has fur	<input checked="" type="radio"/>	<input type="radio"/>

*Benchmark: 4.2.3.3*

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.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the animal that demonstrates the trait listed in the first column.

### **Correct Responses**

#### **Flies with feathered wings**

**Bird:** Paragraph 3 states “bats fly like birds” and “fur covers their bodies instead of feathers.” Contrasting bats to birds reinforces the fact that birds fly with feathered wings.

#### **Nurses babies**

**Mammal:** Paragraph 3 contrasts bats and birds. Beginning with the sentence, “Bats are mammals, not birds, because . . .,” the paragraph specifically highlights major differences between bats, which are mammals, and birds, which are not. The discussion includes this direct statement: “. . . female bats nurse their young, a fact that is true of other mammals.” Readers are provided enough information in paragraph 3 to infer nursing behavior is not true of birds.

## **Has fur**

**Mammal:** Paragraph 3 directly states, “Bats are mammals, not birds, because fur covers their bodies instead of feathers.”

## **Incorrect Responses**

Any reversals or omissions of the above responses are incorrect. The passage contains no evidence that birds nurse babies or have fur. Likewise, paragraph 3 says that bats have fur, not feathers.

## Question 23

The first selection, “Creatures of the Night,” explains facts and myths about bats.

Drag the word that best describes each statement about bats into the boxes to complete the diagram.

Fact Myth

Statement	Fact or Myth?
Bats are the only mammals that fly.	Fact
Bats have poor eyesight.	Myth
Bats are lonesome creatures.	Myth
Bats help many plants survive.	Fact

*Benchmark: 4.2.8.8*

Explain how an author uses reasons and evidence to support particular points in a text.

*DOK: 1*

*Answer: x*

*Rationale:*

For a full credit response, readers correctly indicate facts and myths about bats by dragging the correct terms into the boxes next to the statements.

### Correct Responses

#### Facts

**Bats are the only mammals that fly:** This fact is stated verbatim in paragraph 3, and the claim is verifiable.

**Bats help many plants survive:** This statement is explained in paragraph 6. Fruit bats “transfer pollen to other plants or drop seeds that will grow into more fruit-bearing

plants.” Because of their active part in plant reproduction, it is true that fruit bats help plants survive.

## **Myths**

**Bats have poor eyesight:** In paragraph 5, the myth is stated as “Many people believe that bats are blind.” However, the paragraph goes on to explain why this is a myth—bats do have and require keen eyesight for navigation and food location.

**Bats are lonesome creatures:** This myth is stated in paragraph 8 and is clued as a myth by the three words at the beginning of this sentence: “*People often think* of bats as lonesome creatures.” The paragraph goes on to offer evidence of the social behavior of bats: “. . . most bats live in large colonies and crowd together to stay safe and warm. Bats spend their lives traveling, hunting, and resting in groups.” In contrast to the myth, bats are actually highly social and interdependent creatures.

## **Incorrect Responses**

No extraneous responses are offered. Readers who switch facts and myths have not made associations based on evidence in the text.

**MCA-III Item Sampler Paper Answer Key  
Grade 4 Reading**

**Segment 1  
9 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
1	C	MC	Sec. 1, #2	Key Ideas and Details	4.1.1.1	III
2	C	MC	Sec. 1, #3	Craft and Structure	4.1.6.6	II
3	B	MC	N/A	Key Ideas and Details	4.1.3.3	III
4	B	MC	Sec. 1, #5	Craft and Structure	4.1.4.4	II
5	B	MC	N/A	Key Ideas and Details	4.1.1.1	I
6	D	MC	Sec. 1, #1	Key Ideas and Details	4.1.1.1	I
7	C	MC	Sec. 1, #7	Craft and Structure	4.1.6.6	III
8	A	MC	Sec. 1, #8	Key Ideas and Details	4.1.3.3	II
9	D	MC	Sec. 1, #9	Key Ideas and Details	4.1.3.3	II

**Segment 2  
9 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
10	A	MC	N/A	Craft and Structure	4.2.2.2	II
11	C	MC	Sec. 2, #2	Craft and Structure	4.2.4.4	II
12	D	MC	Sec. 2, #3	Key Ideas and Details	4.2.1.1	I
13	A	MC	N/A	Key Ideas and Details	4.2.4.4	II
14	A	MC	Sec. 2, #5	Key Ideas and Details	4.2.1.1	II
15	B	MC	Sec. 2, #6	Key Ideas and Details	4.2.1.1	I
16	D	MC	N/A	Key Ideas and Details	4.2.2.2	II
17	B	MC	Sec. 2, #8	Key Ideas and Details	4.2.1.1	II
18	C	MC	Sec. 2, #9	Craft and Structure	4.2.6.6	III

**Segment 3  
15 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
19	D	MC	Sec. 3, #1	Key Ideas and Details	4.1.2.2	II
20	A	MC	Sec. 3, #2	Key Ideas and Details	4.1.1.1	II
21	D	MC	N/A	Key Ideas and Details	4.2.1.1	II
22	C	MC	Sec. 3, #5	Key Ideas and Details	4.2.2.2	II
23	B	MC	Sec. 3, #7	Integration of Knowledge and Ideas	4.2.8.8	II
24	C	MC	Sec. 3, #8	Key Ideas and Details	4.2.1.1	III
25	B	MC	Sec. 3, #9	Key Ideas and Details	4.2.3.3	III
26	A	MC	Sec. 3, #10	Key Ideas and Details	4.2.1.1	III
27	D	MC	Sec. 3, #13	Key Ideas and Details	4.2.1.1	III
28	B	MC	Sec. 3, #14	Craft and Structure	4.2.6.6	III

29	A	MC	Sec. 3, #15	Craft and Structure	4.2.5.5	III
30	D	MC	Sec. 3, #16	Key Ideas and Details	4.2.2.2	II
31	B	MC	Sec. 3, #18	Craft and Structure	4.2.5.5	III
32	A	MC	Sec. 3, #19	Integration of Knowledge and Ideas	4.2.8.8	II
33	C	MC	Sec. 3, #21	Key Ideas and Details	4.1.3.3	II

## Passage Characteristics

Segment	Title	Type	Online Sampler Location	Lexile	Word Count
1	I Speak English for My Mom	L	Sec. 1	550	404
2	The Poison Dart Frog	I	Sec. 2	890	413
3	Creatures of the Night/Bats at the Library	I/L	Sec. 3	860/N/A	1084