



**Grade 4**

**Think Smart  
for Smarter Balanced Assessments**

# **Unit Assessments**



**Assessing the California  
Common Core State Standards**



Read the poem. Then answer the questions.

## Acrobats of the Ocean

The darkened sky recedes at dawn.  
Black ocean turns to blue.  
A distant sound breaks through the air  
As dolphins come into view.

Like birds on air they rise and jump,  
Light dancing off their skin.  
They squeak and chatter through the waves.  
They leap, they chase, they spin.

They swim as fast as lightning  
And protect others in their pod.  
Jumping high like shooting stars,  
They leave observers awed.

These ballet dancers of the sea  
Slap tails, butt heads, and play.  
Their curved mouths always smiling,  
They look and swim away.

I'd like to be a dolphin,  
Taking care of those I love  
While dancing in the ocean air,  
Sun shining warm above.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1 Read the lines from the poem.

The darkened sky recedes at dawn.  
Black ocean turns to blue.

Draw lines to match **two** words that mean **nearly** the opposite of recedes.

recedes

advances

recedes

approaches

lessens

hides

remains

- 2** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence **best** states the theme of the poem?

- ☐ (A) Dolphins are very happy creatures.
- ☐ (B) Dolphins are extremely fast.
- ☐ (C) Dolphins move much like birds do.
- ☐ (D) Dolphins are the performers of the sea.

**Part B:** Which line from the poem **best** supports your answer in Part A?

- ☐ (A) Like birds on air they rise and jump,
- ☐ (B) They swim as fast as lightning
- ☐ (C) They leave observers awed.
- ☐ (D) Their curved mouths always smiling,

- 3** Explain how the speaker's comparisons of dolphins to other things help the reader understand the speaker's point of view. Use **two** details from the poem to support your answer.

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- 4 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the stanza from the poem.

They swim as fast as lightning  
And protect others in their pod.  
Jumping high like shooting stars,  
They leave observers awed.

As used in the poem, what is a pod?

- Ⓐ a way of moving in the water
- Ⓑ a type of jumping
- Ⓒ a small group of creatures
- Ⓓ a gathering of watchers

**Part B:** Which phrase from the poem **best** supports your answer in Part A?

- Ⓐ They swim
- Ⓑ protect others
- Ⓒ Jumping high
- Ⓓ like shooting stars

- 5 Read the line from the poem.

A distant sound breaks through the air

What is the **most likely** meaning of the word breaks as used in the poem?

- (A) disobeys
- (B) fails
- (C) splits
- (D) stops

- 6 What are the poet's **most likely** reasons for using first-person point of view? Pick two choices.

- (A) to show why the speaker is like a dolphin
- (B) to express the speaker's wish to be like a dolphin
- (C) to point out why everyone loves to watch dolphins
- (D) to show how other animals behave like dolphins
- (E) to help readers understand why the speaker likes dolphins

- 7** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence provides the **best** summary of the poem?

- ☐ **A** A young person daydreams about what life would be like as a dolphin.
- ☐ **B** An observer admires the beauty and graceful movements of dolphins.
- ☐ **C** A dolphin tries to dance and jump like ballet dancers and acrobats.
- ☐ **D** A group of people watch the dolphins as the creatures play games with each other.

**Part B:** Which line from the poem **best** supports your answer in Part A?

- ☐ **A** Black ocean turns to blue.
- ☐ **B** As dolphins come into view.
- ☐ **C** They swim as fast as lightning
- ☐ **D** These ballet dancers of the sea



Read the passage. Then answer the questions.

## A Helping Hand—or Paw?

Most of us realize that animals are fun to watch. Others are fun to have as pets. But did you know animals help humans and the whole planet?

### Being of Service

Many animals can be trained as service animals. Dogs are easy to train. They have a very strong sense of smell. They have been used as helpers for people with certain illnesses. The dogs can alert their humans to changes in their bodies that may not be normal. Dogs also are used as guides for people who cannot see or hear well. Dogs sometimes visit places like hospitals. They often help people feel happier.

Monkeys can be service animals also. They help people who have a limited ability to move. One group focuses on training a type of monkey called a capuchin. These monkeys do many tasks that people with various disabilities cannot do. This includes everything from turning off lights and turning on computers to turning the pages of a book.

### Keeping Safe

Dogs use their strong sense of smell to sniff out dangerous materials in public places. Other animals use their sense of smell to help too. The African giant pouched rat is trained to sniff out buried explosives. They can find people in buried rubble after a natural disaster. They are even aware of diseases in human spit! Bees can smell land mines and are like helicopters. Because the bees only fly above the mines, they are not in danger of setting them off. Bees also can make specific buzzing sounds when they find dangerous chemicals.

### Protecting the Environment

Animals also help protect the earth. One national group puts dogs to work finding where endangered animals and plants are living. The group then tracks and protects these species. Some animals can travel to places that humans cannot. For example, the freezing, deep waters of the Arctic Ocean are dangerous for people. So, scientists have put monitors on the Arctic's

narwhals, elephant seals, and sea lions. The monitors measure the temperature and currents of the ocean. This information helps scientists learn about how the earth's climate is changing.

Animals help keep people safe. They even help protect the environment. Using their unique and special abilities, these incredible animals truly make the world a better place.

- 8** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** According to “A Helping Hand—or Paw,” which animal is able to handle extreme temperatures?

- ☐ (A) the capuchin monkey
- ☐ (B) the African giant pouched rat
- ☐ (C) the elephant seal
- ☐ (D) the honeybee

**Part B:** Which sentence from the passage **best** supports your answer in Part A?

- ☐ (A) These monkeys can do many tasks that people with various disabilities cannot do.
- ☐ (B) They can find people in buried rubble after a natural disaster.
- ☐ (C) Because the bees only fly above the mines, they are not in danger of setting them off.
- ☐ (D) So, scientists have put monitors on the Arctic’s narwhals, elephant seals, and sea lions.

**9** Read the sentence from the passage.

Using their unique and special abilities, these incredible animals truly make the world a better place.

The root word *credible* means “believable.” Which is **nearly** the meaning of incredible?

- (A) very unusual and fascinating
- (B) completely true and based on facts
- (C) often imagined but accepted as real
- (D) totally understood by almost everyone

**10** Draw a line to match **each** detail from the passage to the main idea that it supports.

Animals help protect the planet.

Animals help people.

Sea animals wear devices to monitor the ocean’s currents.

Monkeys can turn off lights and turn pages in a book.

Dogs go where endangered animals are living.

Dogs can sniff out dangerous things in public places.

Bees buzz when they smell dangerous chemicals.

- 11** According to the passage, how do animals use their sense of smell to help people? Pick **three** choices.

- ☐ **A** They notice changes in people's bodies that people may not be aware of.
- ☐ **B** They switch lights and computers on and off whenever needed.
- ☐ **C** They find dangerous materials and explosives in a variety of places.
- ☐ **D** They explore locations known for extreme temperatures.
- ☐ **E** They wear monitors that measure ocean temperatures and currents.
- ☐ **F** They visit hospitals to cheer up patients and make them happier.
- ☐ **G** They find people who have been buried under rubble after natural disasters.

- 12** Read the sentence from the passage.

Bees can smell land mines and are like helicopters.

Explain what **two** things are being compared in the sentence and how the comparison helps the reader understand how a bee flies over land mines.

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- 13** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which structure does the author **mostly** use in the passage?

- ☐ **A** a description of problems and how animals provide the solutions
- ☐ **B** a comparison of how different types of animals help people in trouble
- ☐ **C** a timeline of how animals and insects have helped people over the years
- ☐ **D** an explanation of how disasters are caused and the effects animals have on them

**Part B:** Which sentence from the passage **best** supports your answer in Part A?

- ☐ **A** Most of us realize that animals are fun to watch.
- ☐ **B** The dogs can alert their humans to changes in their bodies that may not be normal.
- ☐ **C** Monkeys can be service animals also.
- ☐ **D** Other animals use their sense of smell to help too.

- 14** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentence from the passage.

These monkeys do many tasks that people with various disabilities cannot do.

Which word has **most nearly** the opposite meaning from disabilities?

- ☐ (A) need
- ☐ (B) power
- ☐ (C) support
- ☐ (D) teaching

**Part B:** Which statement from the passage **best** supports your answer in Part A?

- ☐ (A) Monkeys can be service animals also.
- ☐ (B) They help people who have a limited ability to move.
- ☐ (C) One group focuses on training a type of monkey called a capuchin.
- ☐ (D) This includes everything from turning off lights and turning on computers to turning the pages of a book.

Read the passages. Then answer the questions.

## How Animals Use Tools

Tools are usually thought of as human inventions. But did you know that animals use tools to solve problems, too?

The chimpanzee, for example, uses grass stems to catch termites. This animal knows where these insects live. It pokes a stem into the termites' nest. Then it waits. Inside the nest, the termites crawl over the stem. The chimpanzee pulls out the termite-covered stem and licks it clean. This is a good meal for a chimpanzee.

Sometimes the chimpanzee has trouble locating water. When this happens, it often uses leaves as a tool. The chimpanzee pushes leaves into places that it cannot reach. The leaves soak up the water from these places. Then the chimpanzee chews on the leaves. Chimps have also been known to use sticks as digging tools.

The woodpecker finch is another animal that uses tools. It uses small sticks to pick insects out of tree bark. Another animal that uses tools is the sea otter. It uses rocks to crack open shellfish. Here is how. The otter places the rock on its chest. Then it holds the shellfish in its paws and bangs it against the rock. This cracks the shell open and allows the otter to eat the creature inside.

The green heron uses bait to catch fish, just as humans use bait on the end of a fishing pole. The heron does this by picking up a small object with its beak. It flies over the water and drops the object onto the surface. Beneath the water, fish see the object and swim toward it. The



This chimpanzee uses a stick as a tool to dig for termites.

**GO ON →**



heron waits for fish to swim close to the surface. Then it swoops down and snaps up the fish.

Some animals have uses for tools other than gathering food and water. Some use leaves to dab at wounds or to clean. Some even use twigs as toothpicks. A scientist named Benjamin Beck discovered that crows are very good at solving problems. One unusual crow that lived in Beck's lab ate dry food moistened with a little water. When people forgot to add water to the food, the bird used a cup and added its own water.

The elephant is one of the most intelligent animals. Using its trunk as an arm, the elephant puts grass and branches together. It then uses this tool to swat flies. When needed, this tool can also be used as a back scratcher.

Let's not forget the amazing bottle-nosed dolphins. These remarkable animals twist sea sponges around their snouts. Why? Dolphins hunt the ocean's bottom-dwellers. They use their snouts to turn up sediment and find food. Sometimes they scrape their snouts on sand, rocks, shells, and other objects. Covering their snouts with sponges helps them avoid scrapes, or worse still, stings from poisonous animals.

These are just a few examples of how animals use tools. Scientists are discovering more and more every day. Every time scientists see animals using tools, it makes them rethink their ideas about animal behavior.

## Meeting Cody

It was a cool fall day, and the air was as crisp as apple cider. Andy was doing exactly what he liked best—racing his bicycle as fast as it would go.

As he sped along the sidewalk, the wind brushed against his face like a cool, refreshing spray. It had been a good day. At school, he had given his science report on pandas, and everyone seemed to like it. Then, at recess, he had scored two goals in the soccer game. Yes, today life was very good.

As he rounded the corner he saw the bright yellow caution tape and the orange cones in front of Mrs. Alemu's house. His mom had already warned him to stay away from the big hole in the sidewalk. "If you fell in that hole, you could be seriously injured, so it is best to just steer clear of it altogether," she had suggested.

The hole did not seem that deep, thought Andy, peering over the edge. If he went fast enough, surely he would be able to jump it without any problem. He made up his mind to give it a try and moved the cones over to Mrs. Alemu's yard. Getting back on his bicycle, Andy pedaled as fast as he could, feeling like a train thundering down the sidewalk.

As he neared the hole, his mom's warning echoed louder in his head. Maybe she was right; he might get hurt. "Mom will be really disappointed in me if I do this," Andy thought. At the last minute, he changed his mind and turned his bike's front wheel onto the grass to avoid hitting the hole. Instead, he crashed into the orange cones and fell to the sidewalk.

\* \* \*

It had been a week since Andy had broken his leg, and he had spent all of it lying on the couch or in his room.

"Hey, Andy," his dad said walking into the room. "Your buddies are here to see you!" When Andy sighed, his father added, "Give them a chance—they just want to check on you."

As his friends piled through the doorway, they could tell Andy was upset but hoped that playing a card game would cheer him up. It did not take long to realize that even cards were not helping, and finally, Andy pretended to be tired so the boys would leave.

**GO ON →**

For the next week, Andy continued to feel sorry for himself. Then one day he woke to wet sandpaper dragging across his face. He opened his eyes to see a dog staring him in the face, with its tongue hanging out. "Surprise!" his parents yelled.

"Great, now the dog can feel sorry for me too," Andy said, wiping his cheek with his sleeve.

"Dogs don't feel sorry for people—only people do that," his father said. "We thought adopting this guy would help get you out of this fog you have been in."

"Whatever," Andy said without much interest. When the dog just sat there staring at him, Andy quietly asked, "What's his name?"

"We named him Cody," his mom replied. "Now Dad and I will let you two get to know each other," she said as they left the room.

After a few minutes Cody nudged Andy's hand with his nose, and Andy had to smile. Maybe having a dog would be better than he had thought.

"You want to go outside, Cody?" Andy asked. Cody jumped up excitedly, and carefully, Andy stood up too. He hobbled to the back door on his crutches and, as he and Cody passed through the kitchen, Andy's mom whispered, "Well, will you look at that?"

As Andy sat on the porch steps, he said, "You know, boy, Dad said only people feel sorry for themselves." He paused and leaned down to pick up a stick. "I've spent a lot of time feeling sorry for myself, but that's going to change now," he said, throwing the stick across the yard. Cody dashed after it but turned to bark at his new friend. Andy was almost sure he was saying, "Welcome back!"

**Answer these questions about “How Animals Use Tools.”**

- 15** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which animal uses a tool in almost the same way as the chimpanzee?

- ☐ (A) the woodpecker finch
- ☐ (B) the sea otter
- ☐ (C) the green heron
- ☐ (D) the bottle-nosed dolphin

**Part B:** Which sentence from the passage supports your answer in Part A?

- ☐ (A) First, the otter places the rock on its chest.
- ☐ (B) It uses small sticks to pick insects out of tree bark.
- ☐ (C) The green heron uses bait to catch fish just as humans use bait on the end of a fishing pole to attract fish.
- ☐ (D) By covering their snouts in sponges, they can avoid getting hurt, or getting stung by the ocean’s poisonous animals.

- 16** Read the sentence from the passage.

One unusual crow that lived in Beck's lab ate dry food moistened with a little water.

The prefix un- means "not" or "the opposite of." Which is **nearly** the meaning of unusual?

- ☐ (A) popular
- ☐ (B) pretty
- ☐ (C) rare
- ☐ (D) strong

- 17** Explain how the image and caption help the reader better understand the ideas in the passage. Use **two** details from the passage to support your answer.

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**Answer these questions about “Meeting Cody.”**

- 18** Which sentence **best** states the main theme of the passage “Meeting Cody”?
- (A)** Life is nearly impossible to predict.
  - (B)** Follow safety rules when riding a bicycle.
  - (C)** Surprises can often be more fun than you would think.
  - (D)** Feeling sorry for yourself does not improve a situation.

- 19** Read the sentence from the passage.

Then one day, he woke to wet sandpaper dragging across his face.

Describe what two things are being compared. Then explain how the comparison helps the reader understand the author’s idea.

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- 20** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence provides the **best** summary of the passage?

- (A) A boy gets hurt when he makes a mistake, and then almost makes a bigger one with self-pity.
- (B) A dog finds the perfect home to live in because a boy is feeling very lonely and missing his friends.
- (C) A city street is full of danger, and when a boy does not pay attention to the warnings, he is seriously hurt.
- (D) A family finds a way to show their son that following the rules is the most important lesson to learn.

**Part B:** Which sentence from the passage **best** supports your answer in Part A?

- (A) "We thought adopting this guy would help get you out of this fog you have been in."
- (B) It had been a week since Andy had broken his leg, and he had spent all of it lying on the couch or in his room.
- (C) Maybe having a dog would be better than he had thought.
- (D) "I've spent a lot of time feeling sorry for myself, but that's going to change now," he said, throwing the stick across the yard.





The passage below needs revision. Read the passage. Then answer the questions.

I've always loved animals, but we can't have a dog or cat because my brother is allergic to animal fur. My mother loves animals too. She works as a volunteer at a local \_\_\_\_ (1) \_\_\_\_ . My \_\_\_\_ (2) \_\_\_\_ job sounds really fun.

Mom has told me many \_\_\_\_ (3) \_\_\_\_ about the animals at the shelter. I'm still too young to volunteer, but last week I asked my mom if I could go with her to help. She told me I could but warned me to be ready to work. \_\_\_\_ (4) \_\_\_\_ jobs can change every day. Most of the time, Mom helps socialize the cats. This means that she helps cats get used to people so they can be adopted and have better \_\_\_\_ (5) \_\_\_\_ . We spent all afternoon "socializing" the cats.

**22** Which answer should go in blank (1)?

- ☐ (A) Animal Shelter
- ☐ (B) Animal shelter
- ☐ (C) animal shelter

**23** Which answer should go in blank (2)?

- ☐ (A) mothers'
- ☐ (B) mother's
- ☐ (C) mothers

**24** Which answer should go in blank (3)?

- ☐ (A) stories
- ☐ (B) storyes
- ☐ (C) storys

**25** Which answer should go in blank (4)?

- ☐ (A) Volunteer's
- ☐ (B) Volunteers'
- ☐ (C) Volunteers

**26** Which answer should go in blank (5)?

- ☐ (A) lifes
- ☐ (B) life
- ☐ (C) lives

The passage below needs revision. Read the passage. Then answer the questions.

### Big Cats

(1) Big cats are large. (2) They are also powerful. (3) They are much bigger and stronger than household cats. (4) Lions cheetahs and leopards are big cats.

(5) Many big cats live in the grasslands of africa. (6) The cheetah, the world's fastest land mammal, is one. (7) It can run 70 miles per hour. (8) It has excellent eyesight. (9) The cheetah's spotted coat helps it blend into the high grass. (10) It also has long, sharp teeth. (11) Most of the time, the cheetah's prey does not see the cheetah until it is far too late.

- 27** What is the **best** way to combine sentences 1 and 2 without changing the meaning?
- (A)** Big cats are large and big cats are powerful.
  - (B)** Cats are big and powerful and large.
  - (C)** Powerful and large are the cats.
  - (D)** Big cats are large and powerful.
- 28** What is the correct way to write sentence 4?
- (A)** Lions, cheetahs, and leopards are big cats.
  - (B)** Lions cheetahs, and leopards are big cats.
  - (C)** Lions, cheetahs, and, leopards are big cats.
  - (D)** Lions, cheetahs, and leopards, are big cats.
- 29** What is the correct way to write sentence 5?
- (A)** Many big cats live in the grasslands of Africa.
  - (B)** Many big cats live in the Grasslands of africa.
  - (C)** Many big cats live in the Grasslands of Africa.
  - (D)** Many big Cats live in the Grasslands of Africa.

- 30** What is the **best** way to combine sentences 7 and 8 without changing the meaning?
- (A)** It can run 70 miles per hour although it has excellent eyesight.
  - (B)** It can run 70 miles per hour since it has excellent eyesight.
  - (C)** It can run 70 miles per hour and has excellent eyesight.
  - (D)** It can run 70 mile per hour, but it has excellent eyesight.
- 31** What is the correct way to write sentence 10?
- (A)** It also has long, sharp tooth.
  - (B)** It also has long, sharp toothes.
  - (C)** It also has long, sharp teeth.
  - (D)** It also has long, sharp teeths.



## Informational Performance Task

**Task:**

Your class has been learning about animals and how amazing they are. Now your class is going to create a website to share what they have learned. Each student will write something for the website.

Before you decide what you will write about animals, you do some research and find two articles that provide information about how animals communicate, or “talk” to each other. After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an informational article for the class website.

In Part 2, you will write your article using information from the two sources.

**Directions for Part 1**

You will now look at two sources. You can look at either of the sources as often as you like.

**Research Questions:**

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

## Source 1: Can Animals Talk?

People share thoughts and feelings using words. How about animals? Many people think that animals cannot communicate with each other. After all, only humans use words. However, we can also tell each other things without words. We wave our hands to ‘say’ hello and goodbye. We smile, frown and raise our eyebrows to share how we feel and what we think. Believe it or not, some animals can also tell each other many things without using words. Here are a few examples.

### Animal Sounds

Animals do not use words or language, but they do make many kinds of sounds. These sounds tell other animals things they need to know. Robins find each other using chirps and songs. Cobras hiss warnings. Blue whales sing low, loud notes to call out to other whales. Scientists now understand that animal songs can vary depending on where each animal lives. So animals can have different accents!

Vervet monkeys warn other monkeys using special sounds. A “cough call” means danger overhead. When the monkeys hear the cough call, they take cover under bushes and look to the skies and hide from flying predators like eagles. But Vervet monkeys give a completely different warning sound if danger comes on land, such as an oncoming leopard.

Peacocks use their tail feathers to make special sounds, which are so low that human ears cannot hear them! But peahens (female peacocks) can hear them. When they hear tail feathers rustle, they come to see what all the noise is about.

### Animal Gestures

Many animals communicate using body language. In Rwanda’s Volcanoes National Park, gorillas beat their chests. Are they angry? No, they are happy and letting the other gorillas know how they feel. Dogs let people and other animals know they are happy by wagging their tails. Animals can also send warnings with body language. When cats arch their backs, they are saying, “Stay away!”

Many animals also reach out to express themselves. Chimpanzees help groom their friends. Using their hands, they pat their friends on the back and help keep their fur clean. Grooming leads to cooperation and sharing in the group. This sends the message that they are friends.

Even animals in the seas use touch to tell how they are feeling. Sea otters rub noses with each other. They may even touch noses with other animals like seals and sea lions! This “nosing around” signals play and trust.

So, can animals actually talk? The short answer is ‘no.’ Only humans can use words as language. However, animals communicate in many ways. The more we study animals, the more we learn about other methods of communication.

## Source 2: Sneaky Animal Signals

Many animals communicate with sights and sounds. Dogs wag their tails. Chickens strut. Pigs grunt. Cats meow. But did you know that some animals can give and receive messages in ways we cannot? Some animals use their powers of touch, taste, and smell to send and receive signals that we can’t even sense. How sneaky!

### Charged with Feeling

Did you know that some types of fish use electricity to communicate? Some fish send electrical pulses that bounce back to them and tell them where good food is. Other fish, like sharks, for example, can feel the electrical signals of their prey. This way, they can “feel” where their food is. The electrical pulses are not dangerous. They are weak electrical signals that cannot hurt other animals or people. We can’t even feel them. Electrical signaling is an ideal type of communication for animals that live in dark, unclear waters.

### Chemical Tastes and Smells

Some animals can detect chemical cues that we can’t sense at all. Snakes can use their special forked tongues to “taste” the scent of animals in the air. Snakes can tell which chemical cues belong to dangerous animals and which come from animals that would make a good dinner. Snakes have receptors in the roofs of their mouths that help them sense the chemical cues of animals nearby.



Have you ever smelled skunk spray? Skunks spray a stinky odor to protect themselves from predators like bears that otherwise would try to eat them! Some animals have scents they use to communicate that we can't detect at all. Have you ever seen a cat rub its head against something? It is marking its territory. Cats have scent glands near their mouths, on their foreheads, and at the base of their tails. They use these organs to mark territory and tell other cats to stay away. Insects communicate with scents, too. Some moths make special chemicals that other moths can sense to find them.

Many animals say things through songs, growls, and whistles. But it is amazing to know that some animals send signals that no one can hear. They can send these signals in daylight or the dark of night. They learn things this way. Animals have a lot to say. We just don't always understand how they say it. Scientists are working to learn more about animals and the incredible signals they use.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1** Match each detail to the source or sources in which the detail is given. Draw a line from **each** detail to its source.

Source 1: Can Animals Talk?

Pulses of electricity can help in finding food.

Source 2: Sneaky Animal Signals

Senses help animals communicate.

Both Source 1 and Source 2

Sounds can warn of danger.

- 2** Read the sentence from “Sneaky Animal Signals.”

But it is amazing to know that some animals send signals that no one can hear.

What details from each source support this sentence? Use **one** detail from **each** source to support your explanation. Be sure to give the source number or title for each detail.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 3** Both “Can Animals Talk?” and “Sneaky Animal Signals” give information about how animals send messages.

Explain what you have learned about how animals send messages. Use **one** detail from **each** source to support your explanation. Be sure to give the source number or title for each detail.

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**Directions for Part 2**

You will now look at your sources, take notes, and plan, draft, revise, and edit your article for the website. First read your assignment and the information about how your informational article will be scored. Then begin your work.

**Your Assignment:**

Your class is creating a website about amazing things animals can do. For your part of the website, you will write an informational article about how animals “talk” to other animals. Your article will be read by other students, teachers, parents, and other people who visit the website.

Using information from the two sources, “Can Animals Talk?” and “Sneaky Animal Signals,” develop a main idea about how animals communicate. Choose the most important information from more than one source to support your main idea. Then, write an informational article several paragraphs long. Clearly organize your article and support your main idea with details from the sources.

Use your own words except when quoting directly from the sources. Be sure to give the source title when using details from the sources.

**REMEMBER:** A well-written informational article

- has a clear main idea
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support the main idea
- develops ideas fully
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

**Now begin work on your informational article.** Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate sheet of paper.



# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	see below	Context Clues: Antonyms	L.4.5c	DOK 2
2A	D	Theme	RL.4.2	DOK 3
2B	C	Theme/Text Evidence	RL.4.2/ RL.4.1	DOK 3
3	see below	Point of View	RL.4.6	DOK 3
4A	C	Context Clues: Sentence Clues	L.4.4a	DOK 2
4B	B	Context Clues: Sentence Clues/Text Evidence	L.4.4a/ RL.4.1	DOK 2
5	C	Context Clues: Multiple-Meaning Words	L.4.4a	DOK 2
6	B, E	Point of View	RL.4.6	DOK 3
7A	B	Theme	RL.4.2	DOK 3
7B	D	Theme/Text Evidence	RL.4.2/ RL.4.1	DOK 3
8A	C	Main Idea and Key Details	RI.4.2	DOK 2
8B	D	Main Idea and Key Details/Text Evidence	RI.4.1/ RI.4.2	DOK 2
9	A	Prefixes	L.4.4b	DOK 2
10	see below	Main Idea and Key Details	RI.4.2	DOK 2
11	A, C, G	Main Idea and Key Details	RI.4.2	DOK 2
12	see below	Figurative Language: Similes and Metaphors	L.4.5a	DOK 3
13A	A	Text Structure: Problem and Solution	RI.4.5	DOK 3
13B	B	Text Structure: Problem and Solution/Text Evidence	RI.4.5/ RI.4.1	DOK 3
14A	B	Context Clues: Antonyms	L.4.4a	DOK 2
14B	B	Context Clues: Antonyms/Text Evidence	L.4.4a/ RI.4.1	DOK 2
15A	A	Main Idea and Key Details	RI.4.2	DOK 3
15B	B	Main Idea and Key Details/Text Evidence	RI.4.1/ RI.4.2	DOK 3
16	C	Prefixes	L.4.4b	DOK 2
17	see below	Text Features: Images with Captions	RI.4.7	DOK 3
18	D	Theme	RL.4.2	DOK 3
19	see below	Figurative Language: Similes and Metaphors	RL.4.5	DOK 3

Question	Correct Answer	Content Focus	CCSS	Complexity
20A	A	Theme	RL.4.2	DOK 3
20B	D	Theme/Text Evidence	RL.4.2/ RL.4.1	DOK 3
21	see below	Compare Across Texts	W.4.9	DOK 4
22	C	Common and Proper Nouns	L.4.2a	DOK 1
23	B	Possessive Nouns	L.3.2d	DOK 1
24	A	Singular and Plural Nouns	L.3.1b	DOK 1
25	B	Possessive Nouns	L.3.2d	DOK 1
26	C	Irregular Plural Nouns	L.3.1b	DOK 1
27	D	Combining Sentences	L.3.1.h/ L.3.1.i	DOK 1
28	A	Punctuation, Comma Use	L.4.2(a-d)	DOK 1
29	A	Common and Proper Nouns: Capitalization	L.4.2a	DOK 1
30	C	Combining Sentences	L.3.1h/ L.3.1i	DOK 2
31	C	Irregular Plural Nouns	L.3.1b	DOK 1

<b>Comprehension: Selected Response</b> 2A, 2B, 6A, 6B, 7A, 7B, 8A, 8B, 11, 13A, 13B, 15A, 15B, 18, 20A, 20B	/18	%
<b>Comprehension: Constructed Response</b> 3, 10, 17, 21	/10	%
<b>Vocabulary</b> 1, 4A, 4B, 5, 9, 12, 14A, 14B, 16, 19	/16	%
<b>English Language Conventions</b> 22-31	/10	%
<b>Total Unit Assessment Score</b>	/54	%

- 1 Students should draw lines to match the following:
  - recedes: advances
  - recedes: approaches
- 3 **2-point response:** The speaker compares dolphins to birds, to lightning, to shooting stars, and to ballet dancers. These comparisons suggest that dolphins are graceful in their leaping and “dancing,” fast-moving, and wonderful to watch.

- 10 Students should draw lines to match the following:
- Animals help protect the planet: Sea animals wear devices to monitor the ocean's currents.
  - Animals help protect the planet: Dogs go where endangered animals are living.
  - Animals help people: Monkeys can turn off lights and turn pages in a book.
  - Animals help people: Dogs can sniff out dangerous things in public places.
- 12 **2-point response:** Bees and helicopters are being compared. The comparison suggests the bee hovers over the area where landmines are located, like a helicopter would hover.
- 17 **2-point response:** This image shows a chimpanzee using a stick as a tool. It is an example of what the passage describes in words, and it helps readers visualize the action.
- 20 **2-point response:** A dog's tongue is being compared to wet sandpaper. The comparison helps the reader understand how the dog's tongue felt when the puppy licked him.
- 21 **4-point response:** People and animals use and need tools to do things they cannot do without help. In "Meeting Cody," tools are used to help people move, to warn of dangers, and as toys. The animals in "How Animals Use Tools" include a chimpanzee that uses a stick to gather termites and leaves to get water, a woodpecker finch that uses a stick to reach bugs, a green heron that uses bait to catch fish, an elephant that uses grass to swat flies, and a bottle-nosed dolphin that uses a sponge to protect its snout. "How Animals Use Tools" explains how the animals use tools for survival, specifically to get food and water.

Informational Performance Task				
Question	Answer	CCSS	Complexity	Score
1	see below	RI.4.1, RI.4.2, RI.4.9 W.4.2a-e, W.4.4, W.4.7 L.4.1, L.4.2	DOK 3	/1
2	see below		DOK 3	/2
3	see below		DOK 3	/2
Informational Article	see below		DOK 4	/4 [P/O] /4 [E/E] /2 [C]
Total Score				/15

- Students should draw lines to match the following statements:
  - Source 1: Can Animals Talk?: Sounds can warn of danger.
  - Source 2: Sneaky Animal Signals: Pulses of electricity can help in finding food.
  - Both Source 1 and Source 2: Senses help animals communicate.
- 2-point response:** Some animals send signals that no one can hear. In Source #2 we learned that sharks detect their prey by feeling the electrical signals. They can “feel” where their food is. In Source #1, we learned that male peacocks communicate by rustling their feathers to attract a mate. The sound they make is so low a human is unable to hear it.
- 2-point response:** Both sources discuss how animals can communicate by sending special messages. In Source #2, we learned that cats have special glands on their foreheads near their mouths and at the base of their tail to mark their territory with a special scent. In Source #1, we learned that Vervet monkeys use special sounds, including one that sounds like a cough, to warn other monkeys that dangerous predators are near.

**10-point anchor paper:** Have you ever wondered how animals “talk” to each other? Do they communicate like we do? Many scientists have spent time studying animals and have discovered that animals do not communicate using language like humans do. Humans communicate using speech, or writing. If they have a need, or want to tell a friend something, they use language to communicate. However, animals can “talk” to each other in other ways. They use communicate using methods such as sight, smell, touch, and even body language.

One way is sound. According to Source #1, animals use sounds to tell other animals things they need to know. One animal, the Vervet monkey, uses a special sound like a cough to warn other monkeys in their group of danger from above. The “cough call” tells the other monkeys to hide under a bush because a predator, like an Eagle, is in the sky. The monkeys make a different noise when others are in danger from a predator on the ground.



Taste is another sense that animals use to communicate with each other. According to Source #2, a snake has an unusual way of detecting animals nearby. They have a special tongue to “taste” the air. By detecting the scent of other animals, they can tell if they are good to eat or dangerous and they need to stay away from them.

Animals also can communicate through the use of body language. According to source #1, some animals use body language to express their feelings to other animals. A gorilla will beat its chest and a dog will wag its tail when they are happy. A cat will tell you it is not happy by arching its back and hissing.

Some animals have a unique way to communicate using the sense of touch. According to Source #2, some animals use electricity to sense where they can find food. They send electric pulses that will bounce back to them informing them where to look for food. They can “feel” exactly where to look. This is helpful, especially if animals hunt in areas with little light.

The skunk and cat even have a unique way of communicating with other animals—through scent. According to Source #2, skunks will spray a stinky smell to let other animals know to stay away! Cats have a scent that humans cannot detect, but other animals can. They have special glands in their heads, and tails that they will rub on objects to mark their territory. Other animals can detect this scent, and know that they need to stay away from that area.

In conclusion, animals do not communicate with each other like humans do, but they have a lot to say! According to Source #1 and Source #2, researchers continue to study animals and the way they communicate. They hope to further understand the great things animals have to say.

