Name: Date: Lexile: 860

1

The author uses a word that means close or nearby in the text. Click on the underlined word in the paragraph that **best** shows that meaning.

There is little light below 600 feet (183 m). Total darkness begins at about 3,000 feet (914 m). No plant life exists in the deep trenches. This is because no sunlight reaches these depths. Yet not only do creatures live in this dark world, they are present in unexpected numbers and varieties. Some swim to the surface waters to feed. Still others hunt for food in their immediate surroundings. The main food source for deep-sea life, however, is the constant rain of plant and animal remains that drift down from above.

C1T10 DOK1,2

2

Read the paragraph.

Many deep-sea animals glow in the dark! They have luminous organs on their bodies. The organs glow so the animals can attract their prey. These organs may also help fish identify each other and find maters. Deep-sea fish are dull in color- typically brown or black. However, their glowing organs can flash vivid colors.

What is the meaning of the word luminous?

A. green
B. lumpy
C. shining

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D. useful

C1T10 DOK1,2

3

Read the paragraph.

Scientists have only just begun to explore the fascinating world of the ocean depths. At one time, they thought no life existed at the bottom of the sea. They knew it was dark and cold. Deep down, water pressures are enormous- measured in tons per square inch. However, about 100 years ago scientists began dragging heavy nets across the sea floor. They found crabs, worms, and some strange-looking fish. More recently, deep-sea submersibles- vehicles designed to explore the ocean floor- have helped scientists discover the surprising variety of life in this extreme environment.

What does the use of the word extreme tell the reader about the environment in the passage? Choose **two** answers.

A. The environment is friendly to all life.
B. The environment is hard to survive in.
C. The environment is dark and mysterious.
D. The environment is well known by scientists.
E. The environment is very different than our own.

C1T10 DOK1,2

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4

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

PART A

Which sentence best tells the author's main idea in **Glow-in-the-Dark Fish**?

A. Deep-sea creatures can change their bodies to make room for food.
B. Deep-sea creatures can light up parts of their body to help them find food.
C. Deep-sea creatures have found many ways to find food in their strange environment.
D. Deep-sea creatures have found creative ways to eat, live, and reproduce in their dark environment.

PART B

Which sentence from the passage is an example of your answer in part A?

A. "Many deep-sea animals glow in the dark!"
B. "They have ways to find food in their dark world."
C. "Deep-sea creatures have adapted to survive the great water pressure and low temperatures of the depths."

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D. "Some have elastic stomachs that stretch to hold whatever food they come across, even if it is larger than they are."

C1T9 DOK2

5

Which sentence best describes the author's message in **Mini Monsters?**

A. Deep-sea creatures are well known to scientists.
B. Deep-sea creatures are not as colorful as fish in coral reefs.
C. Deep-sea creatures are often scary to look at because of their size.
D. Deep-sea creatures' looks are not an important part of their survival but you would be shocked if you saw them.

C1T9 DOK2

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6

What is the main idea of the passage? Explain using key details from the text to support your answer.

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C1T9 DOK3

7

A student is writing a research report about creatures found in the deep ocean. Which sentence has information that the student can use in her report?

A. Scientists have been searching for many years for new ocean-dwelling animals.
B. The fangtooth fish is one of the deepest-living fish ever discovered.
C. Animals from the deep sea live on the surface of the water.
D. The average depth of the ocean is about 12,100 feet.

C4 DOK2

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8

A student is writing a story for the teacher about being with his best friend. Read the draft of the story and complete the task that follows.

I went to get permission from my mom to go to Trent's house. The first thing we did was get supplies out of his garage. We got tools and a pump for his tires. Then we got to work. We had to fix his tire because it would go flat every five minutes. We changed the inner tube and also used some stuff called "No More Flats." Now it never goes flat! Riding bikes with my best friend Trent is always fun. We were both happy that we fixed his bike.

Write a beginning for the story that shows what is going on at the start of the story.

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C2T1 DOK3

ANSWER KEY

Item	Target	Type of Question	Points Possible	Correct Answer(s)
1.	10	ST (HT)	1	immediate
2.	10	MC	1	C
3.	10	MS	1	B, E
4.	9	EBSR	1	Part A: D Part B: C *Must choose both correct answers.*
5.	9	MC	1	D
6.	9	WR (ST)	2	See rubric
7.	C4	MC	1	B
8.	C2	Brief write	2	See rubric

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Rubric for Short Text Items

#6:

Score	Rationale	Allowable Evidence
2	A response: -Gives sufficient evidence of the ability to justify interpretations of information - Includes specific examples that make clear reference to the text - Adequately supports examples with clearly relevant information from the text	Details may include but are limited to: <u>Main idea:</u> Scientists are continuing to find new life in the deep sea. <u>Detail:</u> 1- More recently, deep sea submersible vehicles designed to explore the ocean floor have helped scientists discover the surprising variety of life in this extreme environment. 2- Much remains to be learned about the deep sea. 3- Scientists have only just begun to explore the fascinating world of the ocean depths.
1	A response: -Gives limited evidence of the ability to justify interpretations of information - Includes some examples that make clear reference to the text -Supports examples with limited information from the text	
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.	

#8:

Points	The response:
2	-provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose -adequately connects to or sets up the body of the narrative
1	-provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters -provides a limited and/or awkward connection to the body of the narrative
0	-provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters -provides no connection to the body of the narrative

Name: Date: Lexile: 860

Once people thought nothing lived at the bottom of the ocean. Read the article to find out what scientists have discovered.

Creatures of the Deep

Adapted by Paula Desmond

Scientists have only just begun to explore the fascinating world of the ocean depths. At one time, they thought no life existed at the bottom of the sea. They knew it was dark and cold. Deep down, water pressures are enormous- measured in tons per square inch. However, about 100 years ago scientists began dragging heavy nets across the sea floor. They found crabs, worms, and some strange-looking fish. More recently, deep-sea submersibles- vehicles designed to explore the ocean floor- have helped scientists discover the surprising variety of life in this extreme environment.

The Gloomy Depths

There is little light below 600 feet (183 m). Total darkness begins at about 3,000 feet (914 m). No plant life exists in the deep trenches. This is because no sunlight reaches these depths. Yet not only do creatures live in this dark world, they are present in unexpected numbers and varieties. Some swim to the surface waters to feed. Still others hunt for food in their immediate surroundings. The main food source for deep-sea life, however, is the constant rain of plant and animal remains that drift down from above.

Glow-in-the-Dark Fish

Deep-sea creatures have adapted to survive the great water pressure and low temperatures of the depths. They have ways to find food in their dark world. Some fish have huge mouths to help them catch and eat anything that swims by. Some have elastic stomachs that stretch to hold whatever food they come across, even if it is larger than they are.

Many deep-sea animals glow in the dark! They have luminous organs on their bodies. The organs glow so the animals can attract their prey. These organs may also help fish identify each other and find mates. Deep-sea fish are dull in color- typically brown or black. However, their glowing organs can flash vivid colors.

Mini-Monsters

While animals of the coral reef are very colorful, deep-sea creatures are not. What sets creatures of the deep apart is their odd appearance. Most are quite small in size- often just a few inches in length. But these mini-monsters can be fearsome to see.

Much remains to be learned about the deep sea. Scientists now know one thing, though. Here in the darkness, beneath tons of icy water, life thrives.

4.NBT.B.5.TE.E.2: Multiply Whole Digit Numbers (4 by 1 digit and 2 by 2 digit)Practice Set

Student Name:

Date:

1

Multiply 4,893 and 6. Enter the product in the response box.

2

Which expression is equal to 29 x 64?

OA. (20 x 60) + (9 x 4)

OB. (20 x 9) + (60 x 4)

OC. (20 + 9) x 64 + (20 + 9) x 4

OD. (20 x 60) + (20 x 4) + (60 x 9) + (9 x 4)

4.NBT.B.5.TE.E.2: Multiply Whole Digit Numbers (4 by 1 digit and 2 by 2 digit)Practice Set

Student Name:

Date:

3

Which strategy for multiplying 38 and 79 should result in the correct product?

1.
$$\begin{array}{r} 38 \\ \times\ 79 \\ \hline 2100 \\ 270 \\ 560 \\ +\ 27 \end{array}$$

2.
$$\begin{array}{r} 38 \\ \times\ 79 \\ \hline 2100 \\ 270 \\ 630 \\ +\ 72 \end{array}$$

3.
$$\begin{array}{r} 38 \\ \times\ 79 \\ \hline 72 \\ 270 \\ 560 \\ +\ 2100 \end{array}$$

4.
$$\begin{array}{r} 38 \\ \times\ 79 \\ \hline 72 \\ 270 \\ 560 \\ +\ 210 \end{array}$$

OA. Strategy 1

OB. Strategy 2

OC. Strategy 3

OD. Strategy 4

4

Enter the unknown number that makes the equation true.

$49 \times 85 = 3200 + \square + 720 + 45$

4.NBT.B.5.TE.E.2: Multiply Whole Digit Numbers (4 by 1 digit and 2 by 2 digit)Practice Set

Student Name:

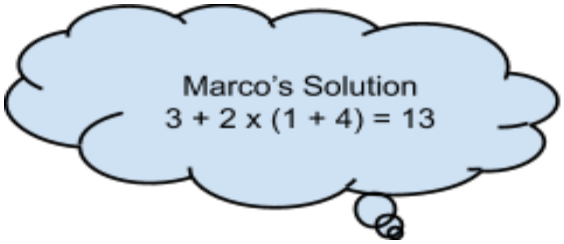
Date:

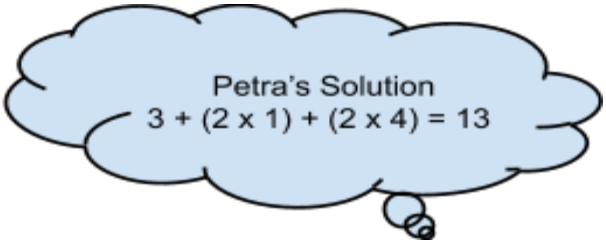
5

Marco and Petra made birdhouses for their yard. They each used 1 pint of paint, 2 packages of nails, and 4 feet of pine. The table shows the cost of their supplies.

Supplies	Cost
1 Pint of Paint	$3
2 Packages of Nails	$1 + $1
4 Feet of Pine	$2 + $2 + $2 + $2

They each figured out the cost of the supplies in a different way.





Which equation can be used to explain why Marco and Petra got the same result?

OA. (2 x 4) = 2 x (4 + 1)

OB. 2 x (1 + 4) = (2 x 1) + (2 x 4)

OC. 2 x (3 + 1 + 1) = 3 + 2 x (4 + 1)

OD. 3 + (2 x 1) = 2 x (1 + 2)

4.NBT.B.5.TE.E.2: Multiply Whole Digit Numbers (4 by 1 digit and 2 by 2 digit)Practice Set

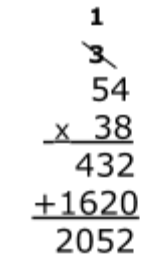
Student Name:

Date:

6

Jana solved a multiplication problem using two different methods. She made a mistake in either Method A or D.

Method A
54 x 38



Method D
54 x 38

Area Model

	50	+4
30	1500	120
+8	58	32

Rectangle Sections

1 1
1500
120
58
+ 32
1710

Which method was solved incorrectly, and where did the mistake first occur?

OA. Method A because only 2 tens should have been added to the product of 50 and 8.

OB. Method A because 1 hundred should have been added to the sum of 400 and 600.

OC. Method D because the area model should have the product of 50 and 8 instead of the sum of 50 and 8.

OD. Method D because only 2 numbers should be added together, not 4 numbers.

4.NBT.B.5.TE.E.2: Multiply Whole Numbers (4 by 1 digit and 2 by 2 digit)

ANSWER KEY

Practice Set

Item	Points Possible	Correct Answer(s)
1.	1	29,358
2.	1	D
3.	1	C
4.	1	200
5.	1	B
6.	1	C

Formative Assessment

Item	Points Possible	Correct Answer(s)
1.	1	21,308
2.	1	Value of B 180; Value of C 350 Student must answer both parts correctly.
3.	1	D
4.	1	C
5.	1	A
6.	1	D

Lesson 105

1. A pattern is generated using this rule:
   Start with the number 6 as the first term and add 2.
   Part A: Drag numbers into the boxes to show the next six terms of this pattern.

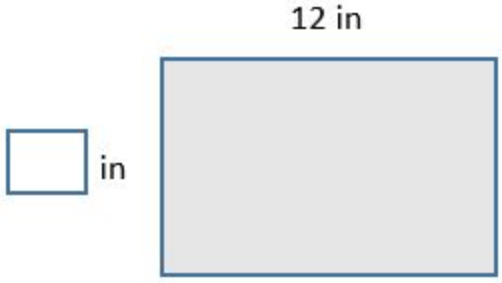
6						
First Term	Second Term	Third Term	Fourth Term	Fifth Term	Sixth Term	Seventh Term

Part B: Based on what you observe about the first seven terms, which numbers below are also in the pattern? Select all of the numbers that are in the pattern.

8,563 910 45 73,358

2. Multiply 8179 and 6. Enter the product in the response box.

3. Use the diagram of the rectangle to solve the problem.



The perimeter of the rectangle is 36 inches. What is the length, in inches, of the unknown scale?

4. Enter the difference.

$$\begin{array}{r} 7000 \\ \underline{-\ 6752} \end{array}$$

Lesson 106

1. Enter the unknown number to make the equation true.

(☐ ÷ 3) + (6 ÷ 3) = 76 ÷ 3

2. When rounding to the nearest thousand, select **all** numbers that round to 80,000.
   A. 75,999
   B. 80,089
   C. 79,500
   D. 80,499

3. Enter the unknown number to make the equation true.

$\frac{9}{12}$ - ☐ = $\frac{2}{12}$

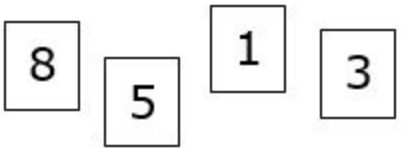
4. Select True if the comparison is true. Select False if the comparison is **not** true.

	True	**False**
⅓ > ½		
$\frac{2}{10} < \frac{2}{9}$		
$\frac{5}{6} = \frac{15}{18}$		

Lesson 107

1. Aaron ran the 1600 meter and 800 meter races on Saturday at the track meet. What is the total number of meters Aaron ran at the track meet?

2. Coco and Ferdinand were playing a number game with the following four cards.



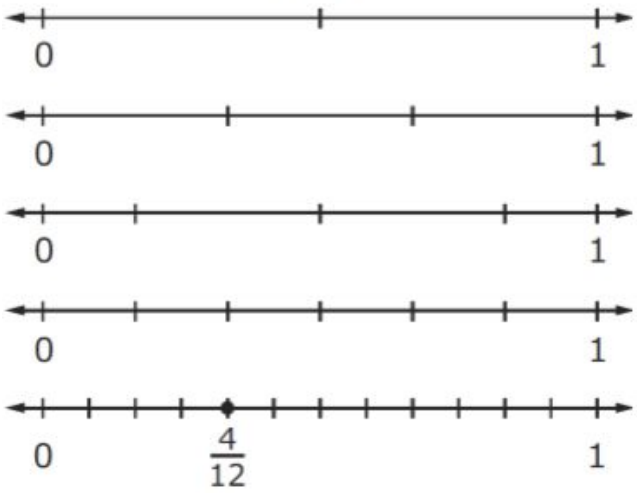
The winner of the game is the person that makes the number with the least value.

Coco made the number 1385. Using the same cards, what number could Ferdinand make to win the game?

3. Enter the fraction that is equivalent to the expression $\frac{2}{9} + \frac{2}{9} + \frac{2}{9} =$ ☐

4. Figure B shows several number lines that divide 1 into equal parts.

Figure B



Enter **another** fraction that is equal to $\frac{4}{12}$.

☐

Lesson 108

1. Enter numbers into the boxes to make four different factor pairs of 36.

	x		= 36
	x		= 36
	x		= 36
	x		= 36

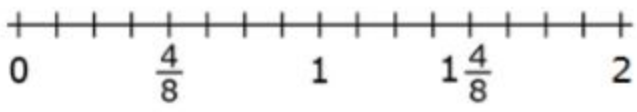
2. Nemo and Dory collected pennies for their class. Nemo collected 200 pennies and Dory collected 2000 pennies.
   The number of pennies Dory collected is how many times greater than the number of pennies Nemo collected.
   Enter your answer in the response box.

3. A baker has 3 ¾ cups of sugar. She has 2 ¼ more cups of sugar than cups of flour. How many cups of flour does she have? Enter your answer in the response box.

4. Michelle measures the mass of the books in her desk. The list shows the mass of each book in pounds.

$$\frac{4}{8}, \frac{2}{8}, \frac{3}{8}, \frac{4}{8}, \frac{9}{8}, \frac{6}{8}, 1\frac{7}{8}, 2$$

Click above a tick mark to complete the line plot that displays the data.



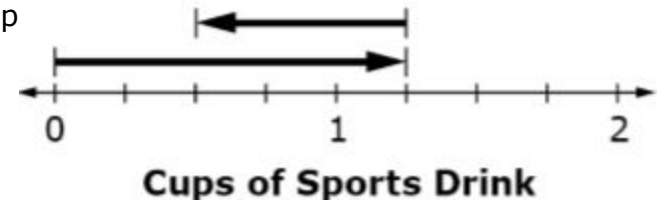
Mass of Books (lb)

Lesson 109 (Edcite ETQ#11)

1. When rounding to the nearest ten thousand, which numbers round to 960,000?
Select Yes if the number rounds to 960,000. Select No if the number does **not** round to 960,000.

	Yes	No
964,999		
956,026		
954,985		

2. Jose has 1 ¼ cups of a sports drink. He gives ¾ cup of his drink to his sister.
How much sports drink, in cups, does Jose have left?



3. Figure A has ⅖ of its whole shaded.

Enter **another** fraction that is equal to ⅖.

4. Select the symbol (<, >, or =) that correctly compares each pair of numbers.

	<	>	=

$\frac{2}{6} \square \frac{1}{4}$			
$\frac{3}{5} \square \frac{6}{15}$			

4th Grade Entry Task Lessons
Week 18 Days 85-89

Lesson 105	Standard
Part A: 6, 8, 10, 12, 14, 16, 18 **Part B**: 910 & 73358	OA.5
49074	**NBT.5**
6 in	MD.3
248	**NBT.4**

Lesson 106	Standard
70	**NBT.6**
B, C, D	**NBT.3**
7/12	**NF.3ac**
F, T, T	**NF.2**

Lesson 107	Standard
2400 meters	**OA.3**
1358	**NBT.2**
6/9 or 2/3	**NF.3b**
2/6, or 1/3	**NF.1**

Lesson 108	Standard
4 x 9 6 x 6 2 x 18 3 x 12	OA.4
10 times	**NBT.1**
6 cups	**NF.3d**
See line graph	MD.4

Lesson 109	Standard
Y, Y, N	**NBT.3**
2/4 or ½ cups	**NF.3d**
4/10 or 6/15, 8/20	**NF.1**
=, >	**NF.2**