Vocabulary Skill Checks

Grade 4 · Teacher keys

Score meaning only. Record the count out of six and the error pattern. These passages are held back from the printed game trips. Students may know a target word from another passage, or have seen the passage online. Ask about prior exposure and record familiar passages as practice. Where a second try exists it uses different passages. Target words can repeat across tries. Compare the error patterns for the skill. The tries have not been equated.

Grade 4 · Meaning from context · Try 1

Standards from the source items · L.4.4a, RI.4.4, RL.4.4

1. A · estimate · The detail “They used that information to make a close guess.” supports the meaning “make a careful guess from known facts”.

B · Describing appearance does not produce an approximate total.

C · The guess uses known information rather than no information.

D · An estimate uses known information to reach an approximate amount.

2. C · expand · The detail “The display then covers a larger area than before.” supports the meaning “make larger”.

A · Remaining the same size is the opposite of the added space here.

B · Dividing a whole into parts does not necessarily increase its size.

D · The available area increases, rather than the same space being used differently.

3. B · consistent · The detail “The consistent results showed a leak in the same corner every time.” supports the meaning “similar across repeated checks”.

A · Unpredictable changes would not produce nearly the same results.

C · The pattern occurs across several checks, not just once.

D · Repeated results may agree without proving perfect accuracy.

4. A · resourceful · The detail “She folded spare cardboard into supports.” supports the meaning “good at finding ways to solve problems”.

B · The success comes from a useful idea, not ignoring directions.

C · The solution comes from adapting available materials.

D · Having many supplies is different from finding a useful solution with what is available.

5. C · terrain · The detail “It may mention rocky slopes, flat meadows, or sandy stretches.” supports the meaning “the shape and surface of the land”.

A · The clue describes slopes and ground surfaces, rather than only plants.

B · Distance alone does not describe the land’s shape and surface.

D · The number of visitors does not explain rocks, slopes, or meadows.

6. D · erosion · The detail “Water carried some of the soil away from the top.” supports the meaning “soil being worn and carried away”.

A · The water carries soil from one place to another.

B · Drying and hardening do not explain material moving downhill.

C · Water collecting alone does not explain the loss of soil.

Grade 4 · Meaning from context · Try 2

Standards from the source items · L.4.4a, RI.4.1, RI.4.4, RL.4.1, RL.4.4

1. A · consistent · Repeated measurements that stay almost the same show consistency.

B · The results repeat rather than becoming more surprising.

C · The pattern occurs across several checks, not just once.

D · Repeated results may agree without proving perfect accuracy.

2. D · resourceful · Finding a useful solution from available materials shows resourcefulness.

A · The solution comes from adapting available materials.

B · The person solves the difficult problem rather than avoiding it.

C · Having many supplies is different from finding a useful solution with what is available.

3. C · terrain · The phrase “mix of ground features” explains what terrain describes.

A · The clue describes slopes and ground surfaces, rather than only plants.

B · Distance alone does not describe the land’s shape and surface.

D · Weather describes atmospheric conditions, not the ground.

4. B · erosion · Soil being carried away shows wearing and movement, not simply wet ground or growing roots.

A · The water carries soil from one place to another.

C · Root growth is different from soil being carried away.

D · Water collecting alone does not explain the loss of soil.

5. C · estimate · Using a small count and the size of the whole display produces a reasonable approximate answer.

A · The guess uses known information rather than no information.

B · The full exact count comes later; this is a close guess made before it.

D · An estimate uses known information to reach an approximate amount.

6. B · expand · Adding four beds increases the garden’s size rather than moving or dividing it.

A · Moving an object alone does not make it larger.

C · The available area increases, rather than the same space being used differently.

D · Dividing a whole into parts does not necessarily increase its size.

Grade 4 · Multiple meanings · Try 1

Standards from the source items · L.4.4a, RI.4.1, RI.4.4, RL.4.1, RL.4.4

1. B · lean · The detail “Its top moved sideways while the base stayed in place.” supports this meaning. The tower’s top moves sideways while its base stays in place. That shows a tilt.

A · The passage describes a physical tilt, not relying on help.

C · Changing width is different from tilting.

D · The object stops being upright rather than moving straight forward.

2. C · track · The detail “The worker follows the prints and notes where they turn.” supports this meaning. Following marks to work out a traveled route shows tracing movement, not monitoring a project or timing a job.

A · Following signs does not mean removing objects.

B · No time is measured. The reader follows where the animal went.

D · The worker follows an animal’s route, not the progress of a project.

3. B · overlook · Almost leaving without noticing the envelope shows the fail-to-notice meaning, not a view from above.

A · A view from above is another sense, but here something is nearly missed.

C · A long inspection would not explain the failure to notice.

D · Failing to spot something differs from forgetting something already packed.

4. A · match · The same stripes, size, and lining show which glove belongs with the first one.

B · No teams are playing. The clue is about finding an item that fits.

C · The passage compares items that go together. It is not about starting a fire.

D · The passage compares features, not the time taken.

5. C · point · The idea supported across every section is the sign's main message.

A · No sharp tool is described. The passage discusses a message.

B · No game score is being counted.

D · The passage explains an idea, not a place marked on a map.

6. D · pitch · The detail "He explained the cost, showed a drawing, and gave reasons the corner would help visitors." supports this meaning. Presenting benefits and asking for support shows a short persuasive proposal.

A · The passage is about a proposal, not a baseball throw.

B · No surface is being measured. The word names a presentation.

C · No musical note is described. The speaker wants people to support a plan.