

**English Language Arts
Grade 4**

Sample Items

Introduction

The South Carolina State Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. This document contains a set of twenty SC READY English Language Arts (ELA) Grade 4 test items that have been written to align with the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. These items were reviewed for content and bias prior to being field tested and approved for release to the public.

Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. The SC READY test assesses content standards in a variety of ways. This document does not include all item types. To see the full functionality of Technology Enhanced item types, access the Online Tools Training. <https://portal.te.drcedirect.com/SC>

Item Information Format

SC READY ELA Grade 4 Sample Item (#)	
Indicator Alignment	2024 South Carolina College- and Career-Ready English Language Arts Indicator
Indicator Description	text from the South Carolina College- and Career-Ready English Language Arts Indicator
Item Type	Selected Response, Drag and Drop, Highlighting
Answer Key	correct answer
Depth of Knowledge	cognitive demand
Estimated Difficulty	estimated based on student responses

Links

Assessment Quick Links for Teachers

<https://ed.sc.gov/tests/assessment-information/quick-links-for-teachers/>

South Carolina College- and Career-Ready English Language Arts Standards

<https://www.ed.sc.gov/instruction/standards/english-language-arts/standards/>

Norman Webb's Depth-of-Knowledge for the Four Content Areas

<https://www.webbalign.org/dok-summary-tables>

1. A student is writing an informative text about the benefits of creating secret codes.

First, drag into the chart the **two** credible sources the student should use to find more information about the benefits of creating secret codes. Then, drag into the chart the **two** non-credible sources the student should not use to find more information. **All four options will be used.**

Credible Sources the Student Should Use	Non-Credible Sources the Student Should Not Use

an interview with the student’s teacher about why students enjoy making secret codes


a video of two students explaining how they create secret codes

a television show titled *Solving Secret Codes with Friends*

a science magazine article titled “How Making Secret Codes May Improve Math Skills”

Key:

Credible Sources the Student Should Use	Non-Credible Sources the Student Should Not Use
an interview with the student’s teacher about why students enjoy making secret codes	a video of two students explaining how they create secret codes
a science magazine article titled “How Making Secret Codes May Improve Math Skills”	a television show titled <i>Solving Secret Codes with Friends</i>

Item information on following page 

SC READY ELA Grade 4 Sample Item 1	
Indicator Alignment	R.1.2
Indicator Description	Determine the credibility of a provided source.
Item Type	Drag and Drop
Answer Key	Credible sources: interview, article Non-Credible sources: video, television
Depth of Knowledge	3
Estimated Difficulty	Medium

2. A student is researching how people find fossils. Read the information from the source the student found.

¹ Fossils are the remains of ancient animals and plants. ² Scientists who search for fossils are called paleontologists. ³ Paleontologists locate fossils by carefully studying rocks and their surrounding areas while hiking. ⁴ Scientists must carry food and water with them when they are out all day looking for fossils.

Which sentence from the source contains information that is relevant to the student's research on how people find fossils?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

SC READY ELA Grade 4 Sample Item 2	
Indicator Alignment	R.1.3
Indicator Description	Determine which information is relevant to the topic.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	2
Estimated Difficulty	Low

3. A student is writing an argument about why students should be allowed to chew gum in school.

Which sentence would **best** introduce the student's opinion on the topic?

- A. Responsible students should be given the opportunity to chew gum during class.
- B. Some scientists suggest that people chew only sugar-free gum.
- C. Students who want to chew gum during class should bring enough for everyone.
- D. Some people chewed on tree sap before the invention of chewing gum.

SC READY ELA Grade 4 Sample Item 3	
Indicator Alignment	C.1.1a
Indicator Description	Write arguments to make a claim about a topic: When writing: a. introduce a topic and state an opinion about the topic.
Item Type	Selected Response
Answer Key	A
Depth of Knowledge	2
Estimated Difficulty	Medium

4. A student is writing about the inventive design of tepees. Read the paragraph from the student’s informative text. Then, select the **two** sentences that develop the topic.

Tepees, sometimes known as teepees or tipis, are cone-shaped tents that have been traditionally used by Native Americans for centuries. The shape of the tepee is purposeful. It allows air to flow into and out of the tent in a way that keeps anyone inside the tepee cool during hot summers and warm during freezing winters. The shape of the tepee also allows a person inside the tepee to safely light a fire.

Key:

Tepees, sometimes known as teepees or tipis, are cone-shaped tents that have been traditionally used by Native Americans for centuries. The shape of the tepee is purposeful. It allows air to flow into and out of the tent in a way that keeps anyone inside the tepee cool during hot summers and warm during freezing winters. The shape of the tepee also allows a person inside the tepee to safely light a fire.

SC READY ELA Grade 4 Sample Item 4	
Indicator Alignment	C.2.1b
Indicator Description	Write informative/explanatory texts to examine a topic and provide information. When writing: b. develop the topic with facts, definitions, details, and/or quotes related to the topic.
Item Type	Highlighting
Answer Key	air to flow; light a fire
Depth of Knowledge	2
Estimated Difficulty	Medium

5. In which sentence are the underlined adjectives ordered correctly?
- A. I had a pink huge delicious smoothie for breakfast.
- B. My grandma always wears a beautiful old silver necklace.
- C. I put my blanket in the blue round large basket by the couch.
- D. My uncle built us a new wooden big swing that hangs from our tree.

SC READY ELA Grade 4 Sample Item 5	
Indicator Alignment	C.4.1e
Indicator Description	Write grammatically correct single- and multi-paragraph compositions using a variety of sentence types and phrasing. When writing: e. order adjectives within sentences according to conventional patterns.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	1
Estimated Difficulty	Low

6. A student is writing a narrative. Read the paragraph the student wrote.

Claire loved stargazing. Tonight, she and her mom were watching the sky together. “Look!” Mom said excitedly, pointing up. A shooting star was in the sky.

Which revision of the underlined sentence most strengthens the student’s writing?

- A. A shooting star went across the night sky.
- B. A bright shooting star blazed across the dark night sky.
- C. A shooting star moved from left to right in the dark sky.
- D. A shiny shooting star traveled from one part of the sky to another.

SC READY ELA Grade 4 Sample Item 6	
Indicator Alignment	C.5.1
Indicator Description	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium

Read the passage and the poem. Then answer the questions.

Emily's Turn

In the faint morning light, Aunt Mary started cooking while the kitchen was still dim and gray. She cracked the eggs into her best frying pan and watched them sizzle. She grilled the toast until it was crispy and brown, then fried the bacon last. Emily, her nine-year-old niece who was still sleeping upstairs, would soon awaken to the delicious smell of breakfast.

As she arranged the filling, hearty meal on Emily's plate, Aunt Mary could not help but feel excited. It was a special morning. The kind of morning Aunt Mary's grandmother used to call "beaning morning." This was the morning when Aunt Mary and Emily would finally be able to pick the green beans they had planted in the garden eight weeks before.

Just as she and her grandmother had done many years ago, Aunt Mary and Emily had cared for their bean plants together. Tenderly, they had watered the plants and studied them as the plants grew. At first, they were nothing but seeds. Then, they were skinny, leafy sprouts. Now, the plants were covered in plump, green pods that were ready to be enjoyed.

The Sun had risen above the horizon, and its joyful rays now flooded the kitchen.

"Rise and shine!" Aunt Mary called up the stairs to Emily. At first, Aunt Mary heard no movement above, and there was no sign that anyone was awake. "It's beaning morning!" Aunt Mary said, making her voice louder and brighter this time. The sound of Emily's feet landing firmly on the floor answered Aunt Mary's call.

Emily didn't know it yet, but Aunt Mary had a special surprise for her. It was a beautiful little basket just the right size for Emily. It had a silky red ribbon around its handle, and Aunt Mary had even labeled the basket with Emily's name.

Once she heard Emily coming down the stairs, Aunt Mary smiled and tucked the little basket inside her own larger beaning basket. Aunt Mary knew that Emily could use it not only today but also for many bright beaning mornings to come.

Beaning Morning

The summer Sun rises up, peeking into my room.
Pulling up the soft sheet, I settle in for more sleep.
The season stretches out before me beyond sight,
Full of late mornings, hot afternoons, starry nights.
5 Dreams dance at the corner of my imagination until
Aunt Mary's "Rise and shine!" races up the stairs.
I burrow deeper, hiding from the interruption.
The meaning shifts when she adds the magical words
"It's beaning morning!"

10 A smile blossoms like a sunflower at first light.
Forever ago, Aunt Mary and I had planted those seeds.
We'd watered, weeded, waited, watched as plants grew.
I imagined the green beans we would munch for months
Tossed into salads, chopped into casseroles, served as sides.
15 I'd happily eat them fresh or steamed, pickled or canned.
Each year, I dreamed of picking them alongside Aunt Mary.
Snapping the beans in half was like a special summer song called
"It's Beaning Morning."

Early dew tickling my toes, I slip softly into the garden.
20 Aunt Mary walks gently beside me, the basket in hand.
The bean basket had been woven long before I was born,
Holding countless garden harvests grown over generations.
Juicy tomatoes sharing room with long zucchini, purple eggplant.
Summer Sun and sudden rains changing soil and seeds into food.
25 The basket was like a treasure chest, carrying fortune for everyone.
Finally, at last, my favorite gem of all was ready, because
It's beaning morning!

Like long green pencils, the beans hang down, silently waiting
For our skillful fingers to pluck and pinch them from the vine.
30 Yet, just as I reach out for the first pod, Aunt Mary stills my hand.
She reaches inside the bean basket and pulls out a smaller basket.
A red ribbon encircles the handle; a paper tag announces my name.
Aunt Mary smiles as she hands the miniature bean basket to me.
"This is for today, tomorrow, and into the future," she whispers.
35 "This is for every summer morning that you will greet by saying,
'It's beaning morning!'"

7. In “Beaning Morning,” how does being in the garden affect Emily?
- A. She becomes better friends with her Aunt Mary.
 - B. She begins to better respect the beauty of nature.
 - C. She starts feeling very tired from the chores.
 - D. She becomes more and more excited for picking beans.

SC READY ELA Grade 4 Sample Item 7	
Indicator Alignment	AOR.1.1
Indicator Description	Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Medium

8. Read the line from “Beaming Morning.”

A smile blossoms like a sunflower at first light.

How does the figurative language in the line add meaning to the poem?

- A. It suggests that Emily enjoys picking sunflowers.
- B. It reveals Emily’s instant feeling of happiness.
- C. It highlights that Emily is waking up very early.
- D. It suggests that Emily smiles most of the time.

SC READY ELA Grade 4 Sample Item 8	
Indicator Alignment	AOR.1.2
Indicator Description	Determine and explain how figurative language impacts meaning and contributes to the reader’s experience.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Low

9. Move a theme that is developed in both “Emily’s Turn” and “Beaning Morning” into the chart. Then, move the **two** details from the passages that **best** develop the theme into the chart.

Common Theme of Both “Emily’s Turn” and “Beaning Morning”	Key Details

Theme

Traditions help families create special memories that last for years.
It can take a lot of practice to become a patient person.

Key Details

In the faint morning light, Aunt Mary started cooking while the kitchen was still dim and gray.
Aunt Mary knew that Emily could use it not only today but also for many bright beaning mornings to come.
Each year, I dreamed of picking them alongside Aunt Mary.
Juicy tomatoes sharing room with long zucchini, purple eggplant.

Key:

Common Theme of Both “Emily’s Turn” and “Beaning Morning”	Key Details
Traditions help families create special memories that last for years.	Aunt Mary knew that Emily could use it not only today but also for many bright beaning mornings to come.
	Each year, I dreamed of picking them alongside Aunt Mary.

SC READY ELA Grade 4 Sample Item 9	
Indicator Alignment	AOR.2.1
Indicator Description	Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.
Item Type	Drag and Drop
Answer Key	Theme: “Traditions help . . .” Key Details: “Aunt Mary knew . . .” and “Each year . . .”
Depth of Knowledge	3
Estimated Difficulty	Medium

10. Which sentence **best** explains the point of view of “Emily’s Turn” and the point of view of “Beaning Morning”?
- A. Both passages use a first-person narrator to show Aunt Mary’s inner thoughts and feelings.
 - B. Both passages use a third-person narrator to discuss the history of beaning morning.
 - C. “Emily’s Turn” uses a third-person narrator to describe the thoughts and actions of multiple characters, while “Beaning Morning” uses a first-person narrator to describe Emily’s thoughts and feelings.
 - D. “Emily’s Turn” uses a first-person narrator to reveal Aunt Mary’s thoughts and feelings, while “Beaning Morning” uses a third-person narrator to describe the beaning morning chores Emily must complete.

SC READY ELA Grade 4 Sample Item 10	
Indicator Alignment	AOR.3.1a
Indicator Description	Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	3
Estimated Difficulty	Medium

11. How do the structural elements of the poem, “Beating Morning,” differ from the structural elements of the narrative, “Emily’s Turn”?
- A. Only “Beating Morning” uses some dialogue.
 - B. Only “Beating Morning” uses stanzas to group ideas.
 - C. Only “Beating Morning” uses complete sentences.
 - D. Only “Beating Morning” uses descriptive words to create images.

SC READY ELA Grade 4 Sample Item 11	
Indicator Alignment	AOR.5.1
Indicator Description	Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	3
Estimated Difficulty	High

12. What structural element does “Beating Morning” use in every stanza?
- A. rhymes to create a smooth flow
 - B. scenes to introduce a new setting
 - C. a repeated line to build a sense of joy
 - D. a variety of line lengths to add conflict

SC READY ELA Grade 4 Sample Item 12	
Indicator Alignment	AOR.5.1
Indicator Description	Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	2
Estimated Difficulty	High

13. Read the sentences from “Emily’s Turn.”

Then, they were skinny, leafy sprouts. Now, the plants were covered in plump, green pods that were ready to be enjoyed.

What is the meaning of the word plump as it is used in the sentence?

- A. thin
- B. spiky
- C. smooth
- D. thick

SC READY ELA Grade 4 Sample Item 13	
Indicator Alignment	AOR.8.1c
Indicator Description	Determine an author’s use of figurative and technical language in grade-level literary, informational, and multimedia texts: c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Low

Read the passage. Then answer the questions.

Cats at Sea

Bounce, Dirty Face, and Tom the Terror were accomplished sailors. They traveled thousands of miles as part of their ships' crews. They held important jobs and did them perfectly. What you don't know is that Bounce, Dirty Face, and Tom the Terror were cats.

History

Cats have worked on ships for thousands of years. They hunted rats on boats sailing down the Nile River in ancient Egypt. They sailed the Mediterranean on merchant ships. They traveled with early explorers who came to America. They were also important members of ship crews during World War I and World War II.

Hunters

Cats are natural hunters. They sneak up and pounce on their prey. Rats and mice are some of their favorite meals. Rats were plentiful aboard ships, especially in ancient times. They ate almost anything in sight. They broke into the crew's food supply and happily nibbled on food meant for the sailors. They also gnawed through sails and other equipment. They chewed up paper to build nests for their babies. Rats and mice caused huge problems aboard ships. The solution was to bring cats onto ships. These swift animals could easily take care of the rat problem.

Sometimes the cats did their jobs so well that there were not enough rats to eat. When this happened, the cats found other ways to get food. Some cats learned to dive into the sea to catch fish. Others used their paws to knock down any fish that jumped out of the water and sailed above the ship's deck. Others feasted on fish that washed up on deck during storms.

Cats and Weather

Many ancient sailors had interesting beliefs about cats. For example, they thought it was good luck when a cat decided to come on board a ship. But if a cat decided to run off while the ship was in port, some sailors believed it meant trouble ahead.

Many sailors were certain that cats controlled the weather. When a cat twitched its tail a certain way, some sailors took it to mean that the cat was mad. Other sailors believed the cat's anger would cause a violent storm. Sure enough, sometimes the ship was rocked by stormy seas after the cat twitched its tail in that way.

Later, sailors realized that cats did not control the weather. They predicted it. A sudden drop in air pressure would upset the furry crew. Such air pressure drops meant a storm was on the way. The cats' behavior was a warning of what was to come.

Morale Boosters

Sailors spent long months away from family and friends. A snuggling cat could lift a homesick sailor's spirits. Many cats became much-loved pets aboard ships. Some navy crew members even dressed their cat pals in little navy uniforms and made hammocks for them to sleep in at night.

Unlike dogs, cats are difficult to train. Some U.S. Navy sailors, however, succeeded in training them. They taught the cats to stand at attention and salute. The sailors also taught the cats to walk a tightrope and ring a bell.

Cats' ability to hear high-pitched sounds proved valuable during both World Wars. They warned the sailors of any approaching aircraft. Still, perhaps the most important job the cats performed during war was as much-needed companions to the sailors. Cats made life during war a little more tolerable.

The End of Cats at Sea

The end of World War II meant the end of cats at sea. Budget problems forced the navy to cut out anything that was not essential. With new methods to control pests, cats were no longer needed for pest control. Scientists also developed ways to predict the weather that were more accurate than watching for a twitching cat tail. Therefore, cats became a luxury no longer needed aboard ships.

International laws also played a part. Cats and other pets had to spend months apart from their owners as the sailors traveled the seas and went to foreign countries. If a cat did sneak off a ship somewhere, the captain could be fined or detained.

Almost all countries have now banned cats from their sailing vessels. Does this mean there will never be another sailing cat? Maybe not. Only time and the great seas will tell.

14. Move a central idea of the passage into the chart. Then, move the **two** details that **best** support that central idea into the chart.

Central Idea	Supporting Details

Central Idea

Cats sailed the Mediterranean on merchant ships.

The cats on the ships made sailors more cheerful and happy.

Supporting Details

But if a cat decided to run off while the ship was in port, some sailors believed it meant trouble ahead.

The cats' behavior was a warning of what was to come.

A snuggling cat could lift a homesick sailor's spirits.

Still, perhaps the most important job the cats performed during war was as much-needed companions to the sailors.

Key:

Central Idea	Supporting Details
The cats on the ships made sailors more cheerful and happy.	A snuggling cat could lift a homesick sailor's spirits.
	Still, perhaps the most important job the cats performed during war was as much-needed companions to the sailors.

Item information on following page 

SC READY ELA Grade 4 Sample Item 14	
Indicator Alignment	AOR.2.2
Indicator Description	Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.
Item Type	Drag and Drop
Answer Key	Central Idea: “The cats on the ships . . .” Supporting Details: “A snuggling cat . . .” and “Still, perhaps . . .”
Depth of Knowledge	3
Estimated Difficulty	High

15. Which sentence **best** explains how the author’s perspective affects the passage?
- A. The author enjoys sailing and wants to explain to the reader why cats would still be welcome on ships.
 - B. The author likes animals and wants to convince the reader that cats should be allowed on ships again.
 - C. The author enjoys joking and wants to entertain the reader with humorous stories about cats that sailed the seas.
 - D. The author likes cats and wants to inform the reader about the amazing ways cats helped sailors aboard ships.

SC READY ELA Grade 4 Sample Item 15	
Indicator Alignment	AOR.4.1
Indicator Description	Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	3
Estimated Difficulty	Medium

16. Which sentence **best** describes the text structure used to organize information in the passage?
- A. Comparison is used to explain how rules for ships during past wars are similar to the rules for modern ships.
 - B. Problem and solution is used to explain that cats solved common problems aboard ships.
 - C. Sequence is used to tell the events that led to cats becoming part of a ship's crew.
 - D. Compare and contrast is used to show how the use of cats on ships changed over time.

SC READY ELA Grade 4 Sample Item 16	
Indicator Alignment	AOR.5.2
Indicator Description	Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	High

17. Which detail from the passage **best** supports the author’s claim that “many ancient sailors had interesting beliefs about cats”?
- A. Cats have worked on ships for thousands of years.
 - B. Many sailors were certain that cats controlled the weather.
 - C. Many cats became much-loved pets aboard ships.
 - D. The sailors also taught the cats to walk a tightrope and ring a bell.

SC READY ELA Grade 4 Sample Item 17	
Indicator Alignment	AOR.5.3
Indicator Description	Explain an author’s use of reasons and evidence to support a claim(s) in an informational text.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium

18. Which paragraph is the **best** summary of the passage?
- A. Bounce, Dirty Face, and Tom the Terror were the most important cats that have been on ships. They caught the rats and mice that would chew through the sails on ships. Once the rats and mice were gone, the cats ate fish. Ancient sailors looked to the cats to help tell what the weather was going to be like.
 - B. Cats have been used on ships for thousands of years to catch rats and mice. Some sailors believed that cats could control the weather by their behavior, but the cats were just reacting to air pressure. Sailors enjoyed having cats on their ships, and some sailors were even able to train some cats. Cats are now banned on most ships.
 - C. Cats are amazing animals. Some were used in the past to catch rats and other rodents that were on ships. If there were no rodents for the cats to eat, the cats would catch fish. Sailors liked having pet cats on the ships because the cats made nice friends when the sailors were gone for a long time.
 - D. The most famous cats are Bounce, Dirty Face, and Tom the Terror. They lived on ships that sailed across the seas. The cats are famous for catching rats and mice that were causing problems on the ships they were on. Some sailors also thought that these cats could tell what the weather was going to be like by the way the cats wagged their tails.

SC READY ELA Grade 4 Sample Item 18	
Indicator Alignment	AOR.6.1b
Indicator Description	Summarize a text to enhance comprehension: b. include a central idea and relevant supporting details for an informational text.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium

19. Read the sentences from the passage.

Budget problems forced the navy to cut out anything that was not essential. With new methods to control pests, cats were no longer needed for pest control.

What is the meaning of the word essential as it is used in the sentence?

- A. convenient
- B. necessary
- C. orderly
- D. safe

SC READY ELA Grade 4 Sample Item 19	
Indicator Alignment	AOR.7.1a
Indicator Description	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Low

20. Read the sentences from the passage.

Later, sailors realized that cats did not control the weather. They predicted it.

Based on the prefix “pre-,” what is the meaning of the word predicted?

- A. to tell something from the past
- B. to tell something in advance
- C. to tell something in great detail
- D. to tell something again and again

SC READY ELA Grade 4 Sample Item 20	
Indicator Alignment	AOR.9.1
Indicator Description	Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium