

1. Read the sentence and directions that follow. (RL1)

Children and adults can work together.

Choose the **two** details that **best** support this conclusion.

C. Jessie and Mrs. Baxter talked about the birds for a while.

D. "Keep an eye on them for me, will you?"

2. This question has **two** parts. First, answer part A. Then, answer part B. (RL2)

**Part A**

Which sentence **best** describes the lesson of the passage?

A. Animals should be protected.

**Part B**

Which sentence from the passage **best** supports your answer in part A?

D. "You can't use this door," Jessie said, holding her arms out stiff.

3. Read the sentence from the passage (RL4)

A jumble of sticks and grass stuck out from the middle of the wreath.

What does the word jumble **most likely** mean?

D. a messy group of items

4. What inference can be made about the author's message about animals? Include information from the passage to support your answer.

A 2-Point response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text

A 1-Point response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text

A 0-Point response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference/conclusion but includes no examples or examples/details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or no relevant information from the text

5. Why is including dialogue important to understanding the passage? Pick **three** choices. (RL5)

A. It helps the reader understand Jessie's actions.

D. It helps the reader know how the movers feel about the birds.

F. It helps the reader understand Mrs. Baxter and Jessie's interest in the birds.

6. Read the sentence from the passage.

As carefully as she could, Jessie unlocked the front door and eased it open.

What does the phrase "eased it open" tell the reader about Jessie?

D. Jessie is a gentle and thoughtful person.

7. Jason is writing a report for his teacher about keeping lizards as classroom pets. The student wants to revise the draft to have a better opening. Read the draft of the paragraph and complete the task that follows. (W2a)

...

Choose the sentence that **best** introduces the topic of the student's report.

D. You should think about what it takes to take care of a classroom pet when choosing one.

8. A student is writing an opinion paper for class about serving flavored milk in school cafeterias. Read the draft of the essay and complete the task that follows. (W1a)

...

The beginning of the student's essay does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about.

A 2-Point response: • introduces an opinion that adequately reflects the stimulus as a whole; • provides sufficient information to put the opinion about the topic into context for the teacher; • does more than list points/reasons to support opinion—not formulaic; • provides an adequate connection to the body paragraph.

A 1-Point response: • provides an opinion that partially reflects the stimulus as a whole; • provides partial or general information to put the opinion into context for the teacher; • may just list ideas—formulaic • provides a limited connection to the body paragraph.

A 0-Point response • provides no opinion or no appropriate opinion, or simply restates the reasons about serving flavored milk in the school cafeteria; • provides irrelevant or no information to put the opinion into context; • provides a weak, if any, connection to the body paragraph

9. Allison is writing a story for her teacher about a trip to a state park. Read the draft of the story and complete the task that follows. (L6)

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The writer wants to replace the underlined word to make her meaning clearer. Which **two** words would make her word choice **better**?

- D. muddy
- E. soggy

10. Choose the sentence that contains a spelling error. (L2)
- C. The grass was too wet, so she walked the dogs on the sidewalk.
11. Which of the following sentences has an error in grammar usage? (L1)
- C. "I wishes we could grow blue roses," Brenda says.

12. A student is writing a report about squirrels. Read the sentences from the source and the directions that follow.

...

The parts of the student's report are listed below. Where in the report should the student place the information from the source?

D. Ways Squirrels Travel

13. A student is writing a research report about elephants. The student took notes and thought of three main ideas for her report. For each note, select the main idea it **best** supports. (W8, RI1)

13 a ① ② ③

b ① ② ③

c ① ② ③

d ① ② ③

14. A student is writing a report about how to build a tree house. Which source would **most likely** have information for the report? (W8)

D. [www.makeatreehouse.com](http://www.makeatreehouse.com)

Learn how to make different kinds of tree houses. We give you lists of materials needed and directions.