

Mississippi English Language Arts

Grade 4

Making the Connection: The Frameworks, Performance Level Descriptors, & Released Items Grade 4 ELA

Competency 1: Blueprint Items: 8 The student will use word recognition and vocabulary (word meaning) skills to communicate.	Performance Level Descriptors (Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)		
Framework Objectives	Basic	Proficient	Advanced
1a: The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) for decoding words. (DOK 1)	Use syllabication types for decoding words. IS (2) PT1(2) PT3 (1)		
1b: The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. (DOK 2)		Identify roots and affixes (non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. IS(3) PT1(1) PT2(1)	
1c: The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)		Apply expansive knowledge of words and word meanings. PT1(1) PT2(1) PT3(1)	
1d: The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)	Identify and produce synonyms, antonyms, and homonyms. PT1(1) PT2(1) PT3 (1)	PT2(1)	
1e: The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words. (DOK 2)		Use context clues (definitions, synonyms, or antonyms) to infer meanings. IS (2) PT1(2) PT2(2) PT3(2)	Justify the use of context clues to infer meaning.
1f: The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate. (DOK 2)	Apply knowledge of simple figurative language (simile, metaphor, personification) to determine meaning. PT 3 (1)	Apply knowledge of simple figurative language (hyperbole) to determine meaning of words and communicate. IS (2) PT1(2) PT2(4)	Compare the use of figurative language in multiple texts to justify inferred meaning of words. PT1(1) PT3(1)

<p><i>Ig: The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)</i></p>	<p>Use reference materials (dictionary, glossary) to determine the meaning and pronunciation of unknown words.</p>	<p>Use reference materials (dictionary, glossary) to determine syllabication, synonyms, antonyms, and parts of speech for unknown words.</p> <p>IS (1) PT1(1) PT2(1) PT3(2)</p>	
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<p>Competency 2: Blueprint Items: 17 The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	<p style="text-align: center;">Performance Level Descriptors</p> <p>(Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p>		
<p style="text-align: center;">Framework Objectives</p>	<p style="text-align: center;">Basic</p>	<p style="text-align: center;">Proficient</p>	<p style="text-align: center;">Advanced</p>

<p>2a: <i>The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)</i></p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull down menus, key word searches, etc.</p> <p>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</p> <p>3) Text structures - sequential order, description, simple cause and effect, simple procedure, compare/contrast, etc.</p> <p>4) Genres - Fiction, nonfiction, and poetry</p>	<p>Recognize and <u>identify</u> text features (boldfaced print, italics, maps, icons, pull-down menus, key word searches), parts of a book (appendix, footnotes), text structures (compare/contrast), and genres to understand text.</p> <p>IS (2) PT1(4) PT2(2) PT3(1)</p>	<p>Apply knowledge of text features (boldfaced print, italics, maps, icons, pull-down menus, key word searches); parts of a book (appendix, footnotes); text structures (compare/contrast); and genres to interpret or analyze text.</p> <p>PT2(3) PT3(1)</p>	
<p>2b: <i>The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)</i></p> <p>1) Identify the stated main idea or supporting details in a paragraph.</p> <p>2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.</p> <p>3) Identify stated causes and effect relationships in paragraphs and short passages.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p> <p>5) Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.</p>	<p>Analyze text to identify and understand information.</p> <p>PT3(1)</p>	<p>Analyze texts in order to infer or synthesize information.</p> <p>IS (1) PT1(4) PT2(4) PT3(5)</p>	<p>Evaluate an inferred outcome or synthesis based on text-based evidence.</p> <p>PT1(1) PT2(1) PT3(2)</p>

<p>2c: <i>The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</i></p>	<p>Recognize a summary or paraphrase of the events or ideas in text.</p> <p>IS (1) PT1(2)</p>	<p>Generate a summary or paraphrase of events or ideas in text, citing text-based evidence.</p> <p>PT1(2) PT2(2)</p>	
<p>2d. <i>The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</i></p> <p>1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) 4) Author’s purpose (e.g., inform, entertain, persuade)</p>	<p>Use text to identify story elements, literary devices, sound devices, and author’s purpose.</p> <p>PT2(2) PT3 (1)</p>	<p>Interpret increasingly complex text to compare and contrast information regarding story elements (setting, characters, character traits, events, resolution, point of view); literary devices (imagery, exaggeration, dialogue); sound devices (rhyme, rhythm, alliteration, onomatopoeia, assonance); and author’s purpose (inform, entertain, persuade).</p> <p>IS (2) PT1(3) PT2(4) PT3 (3)</p>	
<p>2e: <i>The student will identify facts, opinions, or tools of persuasion in text. (DOK 2)</i></p> <p>1) Distinguish between fact and opinion. 2) Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view).</p>	<p>Distinguish between fact and opinion.</p> <p>IS (1) PT2(1) PT3(1)</p>	<p>Identify tools of persuasion (name calling, endorsement, repetition, air and rebut the other side’s point of view) in text.</p> <p>PT1(3) PT2(1) PT3(1)</p>	

<p>Competency 3: Blueprint Items: 13 The student will express, communicate, evaluate, or exchange ideas effectively.</p>	<p>Performance Level Descriptors (Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p>		
<p>Framework Objectives</p>	<p>Basic</p>	<p>Proficient</p>	<p>Advanced</p>
<p>3a: <i>The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate,</i></p>	<p>Use an appropriate composing process.</p>	<p>Use an appropriate composing process.</p>	<p>Based on audience and purpose, justify an appropriate composing process.</p>

<p><i>evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested under competency four.]</i> (DOK 3)</p> <p>1) Planning</p> <ul style="list-style-type: none"> Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) Drafting</p> <ul style="list-style-type: none"> Draft with increasing fluency. <p>3) Revising</p> <ul style="list-style-type: none"> Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p>4) Editing</p> <ul style="list-style-type: none"> Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>5) Publishing/Sharing</p> <ul style="list-style-type: none"> Share writing with others formally and informally using a variety of media. 			
<p>3b: <i>The student will compose descriptive texts using specific details and vivid language. (DOK 3)</i></p>	<p>Use an appropriate composing process to produce grade-level descriptive text.</p>	<p>Use an appropriate composing process to produce descriptive text using specific details and varied language.</p>	<p>Based on audience and purpose, justify an appropriate composing process to produce or evaluate descriptive text of increasing complexity and length</p>
<p>3c: <i>The student will compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3)</i></p> <p>1) Stories and retellings 2) Narrative poems 3) PowerPoint presentations</p>	<p>Use an appropriate composing process to produce grade-level narrative text with a clear beginning, middle, and end.</p>	<p>Use an appropriate composing process to produce narrative text relating an event with a clear beginning, middle, and end.</p>	

<p>3d: <i>The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)</i></p> <p>1) Reports 2) Letters 3) Functional texts 4) Presentations 5) Poems</p>	<p>Use an appropriate composing process to produce grade-level informational text.</p> <p>IS (2)</p>	<p>Use an appropriate composing process to produce informational text clearly expressing a main idea with supporting details, including but not limited to text containing chronological order, cause and effect, compare and contrast, or simple procedure.</p> <p>IS (2) PT1(2) PT2(2) PT3(3)</p>	<p>Based on audience and purpose, justify an appropriate composing process to produce or evaluate narrative text of increasing complexity and length.</p> <p>PT3 (1)</p>
<p>3e: <i>The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)</i></p> <p>1) Letters 2) Speeches 3) Advertisements</p>	<p>Use an appropriate composing process to produce grade-level simple persuasive text.</p> <p>IS (1)</p>	<p>Use an appropriate composing process to produce simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience.</p> <p>IS (1) PT1 (3) PT2 (1) PT3 (2)</p>	<p>Based on audience and purpose, justify an appropriate composing process to produce or evaluate persuasive text of increasing complexity and length.</p>
<p>3f: <i>The student will compose text based on inquiry and research. (DOK 3)</i></p> <p>1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information. 3) Identify and paraphrase important information from sources. 4) Present the results.</p>	<p>Use an appropriate composing process to produce text based on inquiry and research.</p>	<p>Use an appropriate composing process to produce text based on inquiry and research.</p> <p>IS (1) PT1(1) PT2(1)</p>	<p>Justify composed text based on inquiry and research.</p> <p>PT2(1) PT3(1)</p>

<p>Competency 4: Blueprint Items: 12</p> <p>The student will apply Standard English to communicate.</p>	<p align="center">Performance Level Descriptors</p> <p>(Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p>		
<p align="center">Framework Objectives</p>	<p align="center">Basic</p>	<p align="center">Proficient</p>	<p align="center">Advanced</p>

<p>4a: The student will apply Standard English grammar to compose or edit. (DOK 1)</p> <p>1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives) 2) Verbs (e.g., helping verbs, irregular verbs, linking verbs) 3) Verb tense (conjugation and purpose for past, present, future, present perfect) 4) Subject-verb agreement 5) Articles and coordinating conjunctions 6) Adjectives (e.g., possessive, comparative, superlative) 7) Prepositions 8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, object pronouns, reflexive pronouns, demonstrative pronouns) 9) Pronoun-antecedent agreement (number and gender) 10) Adverbs (avoiding double negatives; comparative forms) 11) Interjections</p>	<p>Recognize Standard English grammar</p> <p>1) appositives;</p> <p>2) linking verbs</p> <p>3) present perfect verb tense</p> <p>8) object, reflexive, and demonstrative pronouns</p> <p>10) comparative forms of adverbs</p> <p>PT1(1) PT2(2)</p>	<p>Apply Standard English grammar to compose or edit:</p> <p>1) appositives</p> <p>2) linking verbs</p> <p>3) present perfect verb tense</p> <p>8) object, reflexive, and demonstrative pronouns</p> <p>10) comparative forms of adverbs</p> <p>IS (1) PT1(2) PT2(5) PT3(5)</p>	<p>Apply knowledge of Standard English grammar purposefully</p> <p>3) using present perfect verb tense.</p> <p>PT1(1)</p>
<p>4b: The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation point)</p> <p>2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)</p> <p>3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, and nonessential appositive phrases)</p> <p>4) Apostrophes (e.g., possessives; contractions)</p>	<p>Recognize Standard English mechanics</p> <p>3) commas for introductory prepositional phrases and nonessential appositive phrases</p>	<p>Apply Standard English mechanics to compose or edit:</p> <p>3) commas for introductory prepositional phrases and nonessential appositive phrases</p>	<p>Apply knowledge of Standard English mechanics and sentence structure purposefully including phrases and clauses to produce texts with sophisticated grade-level syntax.</p>

<p>5) Quotation marks (e.g., quotations; titles of poems, titles of songs, titles of short stories)</p> <p>6) Underlining/Italics (e.g., titles of books and movies)</p> <p>7) Colons (e.g., time, before lists introduced by independent clauses)</p> <p>8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in greetings and closings of friendly letters, proper adjectives)</p> <p>9) Spell words commonly found in fourth grade level text.</p> <p>10) Produce legible text</p>	<p>5) quotation marks with titles of songs and titles of short stories</p> <p>7) colons before lists introduced by sentences</p> <p>8) capitalization of first word in greetings and closings of friendly letters and of proper adjectives</p> <p>PT1(1)</p>	<p>5) quotation marks with titles of songs and titles of short stories</p> <p>7) colons before lists introduced by sentences</p> <p>8) capitalization of first word in greetings and closings of friendly letters and of proper adjectives</p> <p>9) Spell words commonly found in fourth grade level text.</p> <p>IS (1) PT1(5) PT2(6) PT (4)</p>	<p>PT1(1)</p>
<p>4c: The student will apply knowledge of sentence structure in composing or editing. (DOK 2)</p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences; and complex sentences, including independent and dependent clauses).</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences; and complex sentences.</p> <p>3) Avoid sentence fragments and run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing</p>	<p>Recognize sentence structure incorporating:</p> <p>1) simple sentences with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses</p> <p>3) comma splices</p> <p>4) & 5)</p>	<p>Apply knowledge of sentence structure to compose or edit, avoiding comma splices:</p> <p>1) simple sentences with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses</p> <p>3) avoiding comma splices</p> <p>4) & 5) sentences with</p>	<p>Apply knowledge of Standard English mechanics and sentence structure purposefully including phrases and clauses to produce texts with sophisticated grade-level syntax.</p>

<p>descriptive adjectives, adverbs, prepositional phrases, and appositive phrases.</p> <p>5) Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.</p>	<p>sentences with descriptive adjectives, adverbs, prepositional phrases functioning as adjectives or adverbs, and appositive phrases</p> <p>IS (1) PT2(1) PT3 (2)</p>	<p>descriptive adjectives, adverbs, prepositional phrases functioning as adjectives or adverbs, and appositive phrases</p> <p>IS (1) PT1(3) PT2(3) PT3 (1)</p>	<p>PT2(1) PT3(3)</p>
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Mississippi English Language Arts Grade 4

Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate.

1a: *The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel - consonant + e, consonant + le) for decoding words. (DOK 1)*

BASIC

Use syllabication types for decoding words.

IS (2) PT1(2) PT3 (1)

1. Which word has the same

ou sound as house?

- A. Foul*
- B. Could
- C. Rough
- D. Thought

DOK 1**BASIC****Item Specifications**

2. Which of the following correctly divides the word estimation into syllables?

- A. E-sti-mat-ion
- B. Estim-ation
- C. Es-ti-mat-ion
- D. Es-ti-ma-tion*

DOK 1**BASIC****Practice Test 1**

12. What is the correct way to divide the word disappointment into syllables?

- F. dis / appoint / ment
- G. disap / point / ment
- H. dis / ap / point / ment
- J. di / sap / point / ment

DOK 1**BASIC****Practice Test 1**

21. Read this part of a dictionary entry.

Oath (oth)

Which of the following words has the same vowel sound as oath?

- A. ox
- B. coin
- C. glow
- D. horse

DOK 1**BASIC****Practice Test 1**

18. What is the correct way to divide the word *chocolate* into syllables?

- F. cho / col / ate
- G. cho / co / late
- H. choc / o / late
- J. choc / ol / ate

DOK 1

BASIC

Practice Test 3

1b: The student will identify roots and affixes (e.g., **non-**, **trans-**, **over-**, **anti-**, **-tion**, **-or**, **-ion**, **-ity**, **-ment**, **-ic**) in words. (DOK 2)

PROFICIENT
Identify roots and affixes (non- , trans- , over- , anti- , -tion , -or , -ion , -ity , -ment , -ic) in words.
IS(3) PT1(1) PT2(1)

1. What is the root word in overeducated?

- A. Over
- B. Educate *
- C. Educated
- D. Overeducate

DOK 2	PROFICIENT	Item Specifications
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2. What is the root word in the word nonvoting?

- A. Nonvoting
- B. Voting
- C. Nonvote
- D. Vote

DOK 2	PROFICIENT	Item Specifications
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3. Read this sentence.

A reporter for our local newspaper wrote the story I heard about last night on the national news.

Which sentence below uses a word with the suffix –er to mean something different from its meaning in reporter?

- A. The mail carrier brought our mail early today.
- B. My teacher gave me a new assignment.
- C. The desk is much heavier than the chair.*
- D. The leader of our group made a good suggestion.

DOK 2	PROFICIENT	Item Specifications
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11. Read the following sentences.

Kim ran well and was in first place. However, she could hear Bill's footsteps pounding on the track behind her. Slowly but surely, Bill was going to overtake Kim.

Based on the prefix over-, what is the meaning of the word overtake?

- A. To win
- B. To pass
- C. To fall behind
- D. To run quickly

DOK 2

PROFICIENT

Practice Test 1

8. Based upon the prefix over-, what is the meaning of overspend?

- F. To spend again
- G. To spend too much
- H. To spend after receiving money
- J. To spend when something is owed

DOK 2

PROFICIENT

Practice Test 3

1c: The student will develop and apply **expansive** knowledge of words and word meanings to communicate. (DOK 1)

PROFICIENT

Apply expansive knowledge of words and word meanings.
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PT1(1) PT2(1) PT3(1)

1. Read the sentence in the box below.

We practice for our play on every Monday, Wednesday, and Friday.
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Which sentence below uses the word **play** in the same way that **play** is used in the sentence in the box?

- A. Cameasha and I play after school everyday.
- B. Our teacher asked us to play the drums in the parade.
- C. The play we created had several different settings.*
- D. I decided to play the DVD for my friends at the party.

DOK 1

PROFICIENT

Item Specifications

2. In which sentence below is the underlined word NOT used correctly?

- A. Trains provide useful transportation for people in rural areas to travel quickly to large cities.
- B. My Uncle Jack loves passing over the ocean when he takes the transatlantic flight from New York to London.
- C. Patricia transplanted the flowers by breaking them off the stem and putting them in a vase of water for her grandmother.*
- D. The transcontinental railroad that connects the east coast of the United States with the west coast took many years to build.

DOK 1

PROFICIENT

Item Specifications

15. What is the meaning of the word **skim**?

- A. run
- B. stand
- C. study hard
- D. read quickly

DOK 1

PROFICIENT

Practice Test 1

17. What is the meaning of the word **trudge**?

- A. To walk slowly
- B. To speak loudly
- C. To run quickly
- D. To listen carefully

DOK 1

PROFICIENT

Practice Test 2

24. What is the meaning of the word **proof**?

- F. Ideas that someone has about a subject

G. Knowledge about how to make things

H. Directions to a new location

J. Facts that show something is true

DOK 1

PROFICIENT

Practice Test 3

1d: The student will identify and **produce** grade level appropriate synonyms, antonyms, and homonyms. (**DOK 2**)

BASIC
Identify and produce synonyms, antonyms, and homonyms.
PT1(1) PT2(1) PT3 (1)

1. Which word is an antonym for splendid?

- A. Grand
- B. Dreadful*
- C. Excellent
- D. Wonderful

DOK 1 **BASIC** Item Specifications

24. Look at each pair of words. Which of the pairs are synonyms?

- F. possession – precious
- G. eyebrow – eyelash
- H. beside –beneath
- J. bother –upset

DOK 1 **BASIC** Practice Test 1

16. Which pair is not a set of antonyms?

- F. stable – shaky
- G. nuisance – pleasure
- H. numerous – plentiful
- J. destroy – manufacture

DOK 1 **BASIC** Practice Test 2

9. Which of the following is a pair of synonyms?

- A. imitate—copy
- B. cast—deliver
- C. dangle—pause
- D. admit—realize

DOK 2 **BASIC** Practice Test 3

PROFICIENT

The student will identify and **produce** grade level appropriate synonyms, antonyms, and homonyms

PT2(1)

15. Which word below does not represent a base word with an affix?

- A. Champion
- B. Editor
- C. Nonsense
- D. Overhead

DOK 2

PROFICIENT

Practice Test 2

1e: The student will use *definitional, synonym, or antonym* context clues to *infer* the meanings of unfamiliar words. (DOK 2)

PROFICIENT

Use context clues (**definitions, synonyms, or antonyms**) to infer meanings.

IS (2) PT1(2) PT2(2) PT3(2)

1. Read the sentence in the box below.

Bears that hibernate satiate themselves in late summer to grow an extra layer of fat for the months that their bodies will rely on the stored fat to keep them alive during their long winter sleep.

Based on the sentence in the box, the reader can infer which of the following explains the meaning of satiate?

- A. Bears eat as much as they can.*
- B. Bears rest as much as they can.
- C. Bears prepare a place to hibernate.
- D. Bears search for a place to hibernate

DOK 2

PROFICIENT

Item Specifications

2. Read the sentences in the box.

Early settlers celebrated the red fox for its speed and cunning. With its beautiful red-gold coat and white-tipped tail, the red fox relied on its fast legs and bagful of tricks to survive.

Which word group below helps the reader to understand the meaning of cunning?

- A. Beautiful red-gold coat
- B. White-tipped tail
- C. Its fast legs
- D. Bagful of tricks*

DOK 2

PROFICIENT

Item Specifications

13. Read the following sentences.

“I don’t want to meddle in matters that don’t concern me,” said a neighbor to a friend, “but who talked you into getting a pet? You know you don’t have the time or the interest to take care of it.”

Based on these sentences, which of the following choices is the meaning of meddle?

- A. To encourage people not to make mistakes
- B. To get involved in other people’s business
- C. To question carefully
- D. To help others

DOK 2**PROFICIENT****Practice Test 1**

22. Read the following sentences.

The club members wore a patch on the right sleeve of their uniforms. On each patch was a tiger, the emblem of the club.

Based on these sentences, which of the following choices is the meaning of emblem?

- F. flag
- G. prize
- H. saying
- J. symbol

DOK 2**PROFICIENT****Practice Test 1**

4. Below, read lines 17–18 from the passage “A New Gold Rush.”

These tools include a metal pan, a pair of tweezers, a small shovel or trowel, a pan-sized piece of screen mesh, and a glass vial for holding gold.

Based upon this sentence, which of the following choices is the meaning of the word vial?

- F. A machine used in mining for gold
- G. A small bottle used to keep objects
- H. A flat pan used to strain gold pieces
- J. A tool used for cleaning minerals

DOK 2**PROFICIENT****Practice Test 2**

(Refer to the poem “Just One”)

24. Below, read lines 24–27 from the poem “Just One.”

When I find myself contemplating
the idea that I am just one person
and that my voice is too soft to be heard,
I’ll close my eyes and remember Dr. King.

Based upon these lines, which of the following choices is the meaning of the word contemplating?

- F. Laughing at
- G. Speaking of
- H. Agreeing with
- J. Thinking about

DOK 2	PROFICIENT	Practice Test 2
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2. Read the following sentences from the passage.

Partners use special language to signal what they are doing. This language helps them communicate clearly so that the climb is safe.

Based upon the context clues in these sentences, what will the reader infer to be the meaning of the word *communicate*?

- F. To speak a new language
- G. To make information known
- H. To climb a wall safely
- J. To tell someone what to do

DOK 2	PROFICIENT	Practice Test 3
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7. Read the following sentence from the passage.

A climber stands before a high wall that is studded with knobs.

Based upon the passage, which of the following is a synonym for the word *studded* in this sentence?

- A. celebrated
- B. decorated
- C. scattered
- D. polished

DOK 2	PROFICIENT	Practice Test 3
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ADVANCED

Justify the use of context clues to infer meaning.

The hyperbole in the sentence means which of the following?

- A. Joe’s brother thinks he will never see the New York Yankees play baseball.
- B. Joe’s brother plays to play professional baseball with the New York Yankees.
- C. Joe’s brother wants to go to New York one day to see the New York Yankees.*
- D. Joe’s brother thinks the New York Yankees are the best professional baseball team.

DOK 2**PROFICIENT****Item Specifications**

14. Read the following sentence.

Laura does not want her mom to know how disappointed she is, but her mom can read her like a book.

What does the phrase “read her like a book” tell the reader about Mom?

- F. She can tell exactly what Laura is feeling by looking at her.
- G. She gets impatient when Laura does not tell her how she is feeling.
- H. She knows Laura so well that they like to read the same books.
- J. She fails to understand Laura’s feelings unless Laura writes about them.

DOK 2**PROFICIENT****Practice Test 1**

(Refer to “Manners Matter”)

28. Read the following sentence from the passage.

If you notice a friend who seems sad, bend over backwards for him or her.

What does the author mean by this sentence?

- F. Do gymnastics to cheer up a sad friend.
- G. Do funny tricks to make your friend laugh.
- H. Do everything you can to cheer up a sad friend.
- J. Do something funny so that a friend will think about other things.

DOK 2**PROFICIENT****Practice Test 1**

(Refer to “Kayla’s Song”)

12. Below, read lines 10–11 from the story “Kayla’s Song.”

“If you don’t eat anything, those butterflies will turn into lions and start growling in your tummy,” Kayla’s mom joked, bringing a smile to her daughter’s face.

What is the meaning of the figurative language in this sentence?

- F. Lions growl when they are hungry.
- G. Hungry lions sometimes eat butterflies.
- H. Kayla’s stomach feels as if it has butterflies and lions in it.
- J. Kayla’s stomach will make a noise like a lion if she gets hungry.

DOK 2 **PROFICIENT** **Practice Test 2**

(Refer to “Kayla’s Song”)

13. Below, read these lines from the story.

All of the other students had begun their tests, but Kayla’s hand was a frozen block of ice that impeded her writing. Kayla closed her eyes and tried to think. Suddenly, she remembered what her mother had told her. Kayla began humming their new song quietly to herself. She smiled and picked up her pencil to begin the test.

Based upon the author’s use of figurative language, what can the reader determine to be the meaning of the word impede?

- A. To make something cold
- B. To make something difficult
- C. To make something smooth
- D. To make something impossible

DOK 2 **PROFICIENT** **Practice Test 2**

(Refer to the poem “Just One”)

20. Which of the following explains how the poet uses figurative language to show that Dr. Martin Luther King, Jr., helped Americans come together as one?

- F. The poet uses hyperbole in lines 3–5 and in lines 18–19.
- G. The poet uses personification in lines 4–5 and in lines 6–7.
- H. The poet uses metaphor lines 22–23 and hyperbole in lines 24–26.
- J. The poet uses hyperbole in lines 10–11 and personification in lines 15–17.

DOK 2 **PROFICIENT** **Practice Test 2**

(Refer “Field Day Fun”)

27. Below, read the first sentence from the story “Field Day Fun.”

Brian looked around as an ocean of students flowed through the hallway.

What is the meaning of the figurative language in this sentence?

- A. All the students were entering classrooms.
- B. Many students were moving through the halls.

C. The school's halls were flooded with rising water.

D. One by one students were walking quickly to class.

DOK 2

PROFICIENT

Practice Test 2

ADVANCED

Compare the use of figurative language in multiple texts to justify inferred meaning of words.

PT1(1)

PT3(1)

23. Read these sentences.

Your backpack, weighing more than a ton of bricks, plummeted to the floor.

Your books plummeted to the floor like a clap of thunder.

Based on the figurative language used in the sentences above, Tylando has inferred that the word plummeted means drifted downward. Is Tylando correct?

- A. Yes, because the figurative language illustrates the shapes and of the backpack
- B. Yes, because the figurative language illustrates the ease of carrying books in a backpack
- C. No, because the figurative language illustrates the heaviness of the books and the backpack
- D. No, because the figurative language illustrates the safety of carrying books in a backpack

DOK 3

ADVANCED

Practice Test 1

19. Read these sentences.

The squirrel can sprawl so far that it looks as large as a small cat.

The sprawl of the city reached out ike the arms of an octopus.

Based upon the figurative language used in the sentences above, Jackson has inferred that sprawl means to spread out in all directions.

Which statement supports Jackson's inference?

- A. The figurative language illustrates the size of the squirrel and the city.

- B. The figurative language illustrates the nature of both squirrels and cities to move.
- C. The figurative language illustrates that cities and squirrels can reach out to take as much space as they want
- D. The figurative language illustrates that squirrels, cities, and an octopus have some things in common.

DOK 3**ADVANCED****Practice Test 3**

(g: The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)

BASIC
Use reference materials (dictionary, glossary) to determine the meaning and pronunciation of unknown words.
PROFICIENT

Use reference materials (dictionary, glossary) to determine syllabication, synonyms, antonyms, and parts of speech for unknown words.

IS (1) PT1(1) PT2(1) PT3(2)

1. Read the dictionary entry in the box below.

Dictionary Entry

Contest (con'test) n. 1. a struggle; fight; controversy 2. a competitive game
v.t. (ken-test) 1. challenge; dispute
n. contestant; one who competes

In which of the following sentences is the word contest used correctly as a verb?

- A. The student looked for a contest in which to enter her drawing.
- B. I entered my dog in the contest that our school held for playful pets.
- C. She decided to contest my victory in the election for class president. *
- D. My brother Jake will contest with my friends when they come to visit me.

DOK 1

PROFICIENT

Item Specifications

25. Read the following dictionary entry.

mold (mold) noun 1. hollow form for shaping melted metal, clay, and other materials. 2. something that is shaped or formed in a mold. 3. a type of fungus that grows on wet surfaces or on old food.

Based on the dictionary entry, in which sentence is mold not used correctly?

- A. After being in a damp closet for three days, the bread was covered with mold.
- B. The shoemaker used a wooden mold to shape the dancer's new slippers.
- C. The baker poured the cake batter into the mold and then put it into the oven.
- D. The water in the bottle molded when it was heated to 212 degrees Fahrenheit.

DOK 1

PROFICIENT

Practice Test 1

14. Read the following dictionary entry.

il-lu-mi-nate \ v 1: to supply or brighten with color 2: to make clear 3: to decorate with colors

Based upon the dictionary entry, which of the following sentences does not use the word illuminate correctly?

- F. The lantern illuminated the patio.
- G. The front door illuminated the house.
- H. Margie likes to illuminate her art projects for school.
- J. The footnotes illuminated the harder parts of the book.

DOK 1

PROFICIENT

Practice Test 2

4. Read the following sentence from the passage.

Also, climbing gyms hire trainers who teach beginners about climbing gear, enforce safety rules, and give lessons.

Read the following dictionary entry.

enforce (en-fôrs) v. 1. to give force to; strengthen 2. to urge with energy 3. to effect or gain by force 4. to carry out well

Which definition is used in the sentence from the passage?

- F. Definition 1
- G. Definition 2
- H. Definition 3
- J. Definition 4

DOK 1

PROFICIENT

Practice Test 3

25. Read the following dictionary entry.

dismal (diz'-mel) adj. 1. causing to be sad. 2. showing a lack of happiness. 3. without interest.

Based upon the dictionary entry, which of the following words is a synonym for the word *dismal*?

- A. Difficult
- B. Gloomy
- C. Impatient
- D. Rough

DOK 1

PROFICIENT

Practice Test 3

Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.

2a: The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)

- 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, **bold-faced print, italics, maps, icons, pull down menus, key word searches**, etc.
- 2) Parts of a book - title page, table of contents, glossary, index, **appendix, footnotes**, etc.
- 3) Text structures - sequential order, description, simple cause and effect, simple procedure, **compare/contrast**, etc.
- 4) Genres - Fiction, nonfiction, and poetry

BASIC

Recognize and identify text features (**boldfaced print, italics, maps, icons, pull-down menus, key word searches**), parts of a book (**appendix, footnotes**), text structures (**compare/contrast**), and genres to understand text.

IS (2) PT1(4) PT2(2) PT3(1)

1. Read the paragraph in the box below.

Insects are the most numerous animals on earth. One reason that insects are so plentiful is their ability to adapt to different environments. Another important advantage that most insects have over most other animals is their wings. Their ability to fly makes it easier for them to look for food and to escape from enemies. Insects also have the ability to reproduce rapidly.

Which text structure did the author use to organize this paragraph?

- A. Cause and effect*
- B. Compare and contrast
- C. Simple procedure
- D. Sequential order

DOK 1

BASIC

Item Specifications

2. Read the paragraph in the box below.

At first glance, the orangutan and the chimpanzee appear similar, but there are several differences between these two animals. Orangutans are found only in swampy, jungle areas on the islands of Sumatra and Borneo. Chimpanzees inhabit the tropical forests of central Africa. Unlike the chimp, which spends a good deal of time on the ground, the orangutan lives almost entirely in the trees. Perhaps the most obvious difference is the color of their hair. The orangutan is covered with shaggy, reddish hair, while the coat of the chimpanzee is black.

Which text structure did the author use to organize this paragraph?

- A. Cause and effect
- B. Compare and contrast*
- C. Simple procedure
- D. Sequential order

DOK 1

BASIC

Item Specifications

(Refer to “A Day of Discovery”)

2. This passage is part of a book. Where can the reader look to find a picture of a

treehouse with a rope ladder?

- F. Index
- G. Appendix
- H. Glossary
- J. Table of Contents

DOK 1**BASIC****Practice Test 1**

(Refer to “Fun in the Sun!”)

7. How does the author organize lines 8-18?

- A. By comparing and contrasting different outdoor games
- B. By giving how-to-instructions for playing outdoor games
- C. By explaining why playing outdoor games with friends is fun
- D. By giving information about outdoor games

DOK 1**BASIC****Practice Test 1**

(Refer to “Household Chores”)

16. This passage is part of a book. Which part of the book provides the meaning of chores?

- F. Index
- G. Glossary
- H. Title Page
- J. Table of Contents

DOK 1**BASIC****Practice Test 1**

(Refer to “Manners Matter”)

30. How is this passage organized?

- F. By comparing and contrasting an idea
- G. By describing events in sequential order
- H. By presenting information in order of importance
- J. By stating the topic followed by supporting details

DOK 1**BASIC****Practice Test 1**

(Refer to “A New Gold Rush”)

3. Which text structure does the author use in lines 13–34 of the passage?

- A. Simple cause and effect
- B. Simple procedure

- C. Compare/contrast
- D. Description

DOK 1**BASIC****Practice Test 2**

(Refer to “Kayla’s Song”)

10. Which text structure does the writer use to organize the story “Kayla’s Song”?

- F. Description
- G. Sequential order
- H. Compare/contrast
- J. Simple procedure

DOK 1**BASIC****Practice Test 2**

(Refer to “A Jungle Room.”)

30. Which of the following is the text structure used in the passage?

- F. Procedure
- G. Cause/effect
- H. Problem/solution
- J. Compare/contrast

DOK 1**BASIC****Practice Test 3****PROFICIENT**

Apply knowledge of text features (**boldfaced print, italics, maps, icons, pull-down menus, key word searches**); parts of a book (**appendix, footnotes**); text structures (**compare/contrast**); and genres to interpret or analyze text.

PT2(3)**PT3(1)**

(Refer to “A New Gold Rush”)

1. Read this additional sentence from the passage.

Move the pan around slowly in the water so that you do not shake out any gold pieces.

Under which heading would this sentence appear?

- A. Preparation
- B. Step One
- C. Step Two
- D. Step Four

DOK 2**PROFICIENT****Practice Test 2**

(Refer to “A New Gold Rush”)

2. The passage “A New Gold Rush” comes from a book about gold. Where in the book would a reader find a chart that shows how the value of gold has changed throughout time?

- F. Appendix
- G. Footnote

- H. Glossary
- J. Table of Contents

DOK 2

PROFICIENT

Practice Test 2

18. Look at the sample interest form below.

Student Helpers Interest Form		
Yes, I want to be a student helper this semester.		
Name: _____		
Last	First	Middle Initial
Address: _____		
Street	City	State and Zip Code
Phone Number: _____		Grade in School: _____
Signature of Parent or Guardian: _____		
Your Signature: _____		
Please put a check on the line next to the volunteer job or jobs that interest you.		
<input type="checkbox"/> Pick up absentees	<input type="checkbox"/> Monitor the restrooms	
<input type="checkbox"/> Straighten books in library	<input type="checkbox"/> Monitor the playground	
<input type="checkbox"/> Clean tables in cafeteria	<input type="checkbox"/> Run messages for teachers	

**Reese likes to keep her room clean and tidy.
Based upon her interest, which volunteer jobs will she choose?**

- F. Monitor the restrooms and the playground
- G. Pick up absentees and run messages for teachers

- H. Monitor the playground and clean tables in cafeteria
- J. Straighten books in library and clean tables in cafeteria

DOK 2**PROFICIENT****Practice Test 2**

(Refer to “Finding the Perfect Dog” and “An Unusual Pet.”)

16. Which statement about the text structures of “Finding the Perfect Dog” and “An Unusual Pet” is correct?

- F. Both passages use description to present information.
- G. Both passages use cause and effect to present information.
- H. “Finding the Perfect Dog” uses cause and effect, but “An Unusual Pet” uses sequential order.
- J. “An Unusual Pet” uses simple procedure, but “Finding the Perfect Dog” uses description.

DOK 2**PROFICIENT****Practice Test 3**

2b: The student will analyze texts in order to identify, understand, infer, or synthesize information. (**DOK 2**)

- 1) Identify the stated main idea or supporting details in a paragraph.
- 2) **Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.**
- 3) Identify stated causes and effect relationships in paragraphs and short passages.
- 4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
- 5) Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.

BASIC
Analyze text to identify and understand information. PT3(1)

(Refer to “Climb On!”)

1. **Which of the following is not a benefit of climbing indoor rock walls?**
 - A. Offers safe conditions
 - B. Introduces new friends
 - C. Helps physical fitness
 - D. Improves thinking skills

DOK 2

BASIC

Practice Test 3

PROFICIENT
Analyze texts in order to infer or synthesize information. IS (1) PT1(4) PT2(4) PT3(5)

1. **Based on the information in “A Sound to Save,” what has been an effect of cutting down forests?**
 - A. The woodpeckers have continued to live in family groups.
 - B. The woodpeckers have not been protected from harmful pests.
 - C. The red-cockaded woodpecker has raised its young safely in trees.
 - D. The red-cockaded woodpecker has become an endangered species.*

DOK 2

PROFICIENT

Item Specifications

(Refer to “A Day of Discovery”)

5. **Read the following sentence from the passage.**

The walk back seemed much longer than our trip into the forest.

Why does the walk back seem longer?

- A. Sally and her dad are really tired and hungry.
- B. The trail is hard for Sally and her dad to follow.
- C. They do not find any bugs or centipedes on the walk back.
- D. The walk back is not as exciting as when they first explored the trail.

DOK 2**PROFICIENT****Practice Test 1**

(Refer to “Fun in the Sun!”)

6. According to the passage, what is one effect of young people’s spending too much time indoors?

- F. They do not get as much exercise as they should.
- G. They play video games with their friends.
- H. They talk to friends about games they might enjoy.
- J. They use their imaginations to come up with activities.

DOK 2**PROFICIENT****Practice Test 1**

(Refer to “Household Chores”)

19. Based on this passage, what will happen when the chores are done?

- A. The family will go grocery shopping.
- B. Marc, Letty, and Robert will play outside.
- C. Marc, Letty, and Robert will find more chores to do.
- D. The family will figure out a new system for their chores.

DOK 2**PROFICIENT****Practice Test 1**

(Refer to “Manners Matter”)

27. What does this passage suggest about listening to others?

- A. Listening to others may not be interesting.
- B. Listening to others shows the listener cares.
- C. Listening to others is more important than speaking first.
- D. Listening to others is a good way for the listener to learn new things.

DOK 2**PROFICIENT****Practice Test 1**

(Refer to “A New Gold Rush”)

9. Which of the following statements from the passage shows a cause and effect relationship?

- A. The desire for gold has often led people to explore new lands. In 1540 an explorer from Spain came to North America.
- B. Today, any person can use the same process of panning to find gold. Even a child can pan with the help and supervision of an adult.

- C. Find a place where the water is clear and around six inches deep. Then take the pan and cover it with the mesh screen.
- D. The equipment may have changed a bit in appearance, but the process is still the same. All prospectors need are a metal pan, a few tools, and lots of determination.

DOK 2**PROFICIENT****Practice Test 2**

(Refer to “Kayla’s Song”)

11. Based upon the story, a reader can conclude that Kayla will continue to learn songs from her mother. Which information from the story provides evidence to support this conclusion?

- A. Kayla’s mother learned songs when he was a little girl.
- B. Kayla thinks the new song will help her during math tests.
- C. Kayla’s mother hums and sings while doing chores with Kayla.
- D. Kayla learned all the words to one song before she left for school.

DOK 2**PROFICIENT****Practice Test 2**

(Refer to the poem “Just One”)

21. Below, read lines 18–23 from the poem.

He was just one man,
 one voice among millions,
 but he spoke, and people listened.
 He led, and people followed.
 He was just one man,
 but he moved a country.

Which of the following statements expresses the main idea of these lines?

- A. No one else agreed with Dr. King’s ideas.
- B. The words of one person can change a nation.
- C. Dr. King moved from state to state across America.
- D. One voice cannot be heard among millions of voices.

DOK 2**PROFICIENT****Practice Test 2**

(Refer to the poem “Just One”)

25. After reading the poem “Just One,” the reader can infer that remembering Dr. King will affect the speaker in which of the following ways?

- A. The speaker will want to have a dream.
- B. The speaker will decide to talk about his beliefs.
- C. The speaker will desire to be famous one day.
- D. The speaker will wish to travel around the country.

DOK 2**PROFICIENT****Practice Test 2**

5. Read the following sentence from the passage.

Climbing is as much about thinking as strength!

Which lines contain information that justifies this statement?

- A. 1–4
- B. 5–9
- C. 10–15
- D. 40–45

DOK 2

PROFICIENT

Practice Test 3

(Refer to “Finding the Perfect Dog.”)

10. Read the following paragraph.

Mr. and Mrs. Brown live in a house with a nice backyard. Mrs. Brown is at home during the day while Mr. Brown works. They already have a cocker spaniel.

Based upon the chart, which dog will the reader infer to be a good choice for Mr. and Mrs. Brown?

- F. Yorkshire terrier
- G. Collie
- H. Golden retriever
- J. Labrador retriever

DOK 2

PROFICIENT

Practice Test 3

12. Read the following facts.

Carlos lives with his parents in a large, roomy house with a tiny yard. Carlos is at school every day, and both of his parents work. Carlos is nine years old. Carlos stays with his neighbor after school until his parents return home from work. Carlos’s parents both return home from work around 6 p.m.

Based upon this information and the chart from the passage “Finding the Perfect Dog,” which dog will be best for Carlos and his family?

- F. Beagle

- G. Yorkshire terrier
- H. Collie
- J. Golden retriever

DOK 2**PROFICIENT****Practice Test 3**

(Refer to “ An Unusual Pet.”)

13. Read the following sentences.

1. Many people have chosen the brown rat to be a household pet.
2. Most of the students at school who have pets have dogs.
3. Rats are similar to dogs in that they can learn tricks and need human attention.
4. Rats enjoy both the company of humans and the company of other rats.

Which statement is not supported by the passage?

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

DOK 2**PROFICIENT****Practice Test 3****27. Read the following sentence from the passage.**

Fifteen minutes dragged by as the girls sat, lost in their thoughts.

Which statement explains how this sentence provides a transition between events?

- A. The sentence shows that the girls had time to think about an answer to their problem.
- B. The sentence shows that the girls were unable to make a decision about their room.
- C. The sentence shows that the girls forgot what they were thinking about.
- D. The sentence shows that the girls needed time to calm down and stop arguing.

DOK 2**PROFICIENT****Practice Test 3**

ADVANCED

Evaluate an inferred outcome or synthesis based on text-based evidence.

PT1(1)

PT2(1)

PT3(2)

(Refer to “Household Chores”)

17. Read the following definitions of the word chore.

1. the regular or daily light work of a household or farm
2. a routine task or job
3. a difficult or disagreeable task

Read the following paragraph from the passage.

“Saturday is chore day in the Martin household. That’s the law!” Mr. Martin stated as he put his fist down and tried to look serious. Everyone burst out laughing. Mr. Martin disliked cleaning, as did Letty, Marc, and Robert.

Based on the dictionary definitions and the passage, Miranda has inferred that Mr. Martin thinks Letty, Marc, and Robert should play outside rather than do chores. Is Miranda correct?

- A. Yes, because everyone laughs at Mr. Martin
- B. Yes, because Mr. Martin calls chore day a family law
- C. No, because although Mr. Martin tries to look serious, he knows playing outside is more important
- D. No, because although Mr. Martin dislikes cleaning, he intends for everyone in the family to do chores

DOK 3**ADVANCED****Practice Test 1**

30. After reading the story “Field Day Fun” about Brian’s race, Anna, Lynn, Maria, and Jonah were asked by their teacher to predict what Brian would do next.

- Anna and Lynn predicted that Brian would go the picnic.
- Maria said that Brian would go home.
- Jonah thought that Brian would go watch another event.

The teacher then asked the students to read the schedule from “Glenview Field Day” and, using that additional information, decide whose prediction was correct.

Based upon your reading of the field day schedule, which student’s prediction was correct?

- F. Anna, because Brian would be hungry after the race
- G. Maria, because the relays were the last event of the day
- H. Jonah, because the water balloon toss would be fun to watch.
- J. Lynn, because Brian’s parents were probably helping with the picnic

DOK 3**ADVANCED****Practice Test 2**

(Refer to “The Dance of Dusk.”)

20. Read the following conclusion readers have drawn from the poem
“The Dance of Dusk.”

The changing light can make the sky at dusk seem like a work of art.

Which lines from the poem support this conclusion?

- F. 3–8
- G. 9–12
- H. 16–19
- J. 25–26

DOK 3

ADVANCED

Practice Test 3

21. Below is another conclusion based upon the poem.

What happens during the night is somehow different from what happens during the day.

Which lines from the poem support this conclusion?

- A. 1–2
- B. 13–16
- C. 20–24
- D. 27–28

DOK 3

ADVANCED

Practice Test 3

2c: The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)

BASIC

Recognize a summary or paraphrase of the events or ideas in text.

IS (1) PT1(2)

1. Read the passage “A Sound to Save.”

Which of the following correctly summarizes the major points of this passage?

- A. The red-cockaded woodpecker has become an endangered species. It has lost its Natural home in longleaf pine tress because they are being cut down. Both government andprivate businesses are working to provide nests for these birds in an effort to make sure that these woodpeckers have the homes they need.*
- B. A red-cockaded woodpecker is a medium-sized bird with black and white feathers down its back. It lives mostly in Mississippi and grips trees with sharp claws. One reason the bird is in trouble is because forests are being cut down, but now forests are being burned to save the woodpecker’s home.
- C. “A Sound to Save” is about a busy bird called the red-cockaded woodpecker. It

lives in trees and protects the trees by keeping out pests. Many people are worried about saving the woodpecker. No one wants the woodpecker to disappear because it no longer has a place to build a nest.

- D. “A Sound to Save” tells about the red-cockaded woodpecker and the problems that have made it an endangered bird. It also tells about the food these woodpeckers eat and why their nests are good for them. It warns the reader that the woodpecker is disappearing.

DOK 2**BASIC****Item Specifications**

(Refer to “Household Chores”)

18. Which sentence summarizes lines 31-36?

- F. Marc is happy that the family likes his new plan.
 G. Marc says he has some ideas about how to improve chore day.
 H. Marc decides the family needs a new plan for chore day.
 J. Marc explains his new plan for chore day to the family.

DOK 2**BASIC****Practice Test 1**

(Refer to “Manners Matter”)

29. Which sentence summarizes lines 20-28?

- A. Try to cheer up someone who is sad.
 B. Help others who are in need of help.
 C. Be considerate of other people’s feelings.
 D. Remember to say “Please” and “Thank you.”

DOK 2**BASIC****Practice Test 1**

PROFICIENT
Generate a summary or paraphrase of events or ideas in text, citing text-based evidence.
PT1(2) PT2(2) PT3(4)

(Refer to “A Day of Discovery”)

3. Which of the following sentences does not contain information important enough to be included in a summary of the passage?

- A. Sally and her father find all kinds of bugs under the stones.
 B. Sally and her father dumped their backpacks into the trunk.
 C. Sally and her father find a treehouse along a hidden path.

D. Sally and her father climb up into the treehouse and watch the birds.

DOK 2

PROFICIENT

Practice Test 1

(Refer to “Fun in the Sun!”)

8. Which of the following statements does not contain information important enough to be included in a summary of the passage?

- F. Exploring nature is another good way to get exercise outdoors.
- G. Plants, minerals, insects, and animals are all part of nature.
- H. Outdoor games are fun to play with friends.
- J. Playing outside is a good way to get more exercise.

DOK 2

PROFICIENT

Practice Test 1

(Refer to “A New Gold Rush”)

8. Which of the following details from the passage is important enough to include in a summary of the passage?

- F. All prospectors need are a metal pan, a few tools, and lots of determination.
- G. The desire for gold has often led people to explore new lands.
- H. In 1540 an explorer from Spain came to North America.
- J. In the mid-1800s gold was discovered in California.

DOK 2

PROFICIENT

Practice Test 2

(Refer to the poem “Just One”)

19. Which of the following is an accurate summary statement of the poem’s important details?

- A. Dr. Martin Luther King, Jr., changed America’s way of seeing things by telling about his dream of freedom and inspired the speaker to talk about his ideas, too.
- B. The speaker read about Dr. Martin Luther King, Jr., in school and learned that Dr. King dreamed of freedom, equality, and hope for all the nation.
- C. When America needed to be taught how to see more clearly, Dr. Martin Luther King, Jr., told millions of people about his dream for freedom.
- D. Dr. Martin Luther King, Jr., was not rich or royal, but he spoke to all the people about his dream of freedom for everyone.

DOK 2

PROFICIENT

Practice Test 2

(Refer to “Climb On!”)

6. **Which of the following sentences is not important enough to be included in a summary of the passage?**
- F. Indoor climbing walls may be part of the reason for the increasing popularity of rock climbing.
 - G. These indoor walls allow people who are new to rock climbing to climb more safely.
 - H. Exercises that help build forearm and shoulder strength include chin-ups, pull-ups, and arm hangs.
 - J. No one should climb before taking lessons, and everyone climbing should wear safety gear.

. DOK 2**PROFICIENT****Practice Test 3**

(Refer to “Finding the Perfect Dog.”)

11. **Read the following summary of “Finding the Perfect Dog” that a student wrote for a class assignment.**

There are many breeds of dogs, and they are all very different. There are several things you want to consider before choosing a dog for your family. One thing is temperament. This is the dog’s overall personality. Then you have to think about the size of dog you want and how active it is.

The student wants to add a sentence to the summary.

Which of the following is an accurate sentence to add to the summary?

- A. If you want other people to feel comfortable around your dog, a smaller dog is the best choice.
- B. If your family wants a dog that will guard your home, picking a larger dog is important.
- C. If you want both the dog and your family to be content, think about all of these qualities before bringing a dog into your home.
- D. If your family has a big house and fenced yard, choosing a larger dog is better for your family and your dog.

. DOK 2**PROFICIENT****Practice Test 3**

(Refer to “An Unusual Pet.”)

14. **Read the following sentences from the passage.**

Taking care of a pet is an important responsibility. Find out about the cage or home you will need to provide for a rat. Read about the proper diet and health care of a rat. Gather all of the facts and then decide if a rat would make a good pet for you. Having a rat for a pet may not be such an unusual choice after all.

Which of the following is an accurate paraphrase of the sentences?

- F. Rats can be enjoyable pets, but you should do research to make sure a rat is the right pet for you.
- G. Taking care of a rat can take a great deal of time, but a rat can still be an enjoyable pet to have.
- H. Learning what kind of cage is needed is important to do before deciding to get a pet rat.
- J. Rats have special diet and health needs that are important to know before you choose a rat for a pet.

DOK 2

PROFICIENT

Practice Test 3

(Refer to “the Jungle Room.”)

28. Read this summary of the passage.

The Mitchell family is packing to move to a new house. Sisters DeAnna and Ebony will be sharing a bedroom in the new house. Each girl wants to have all of her favorite posters in the new room. After working out their differences, the girls still have not packed for the move.

Which lines from the passage contain important information missing from the summary?

- F. “What if Ebony doesn’t want to have my tigers in our bedroom?” she thought to herself. “I can’t have a room without my tigers.”
- G. She looked for Ebony so that they could talk about what their room would look like.
- H. Ebony argued that her stuffed parrot and parrot posters belonged in the room as much as DeAnna’s tigers did.
- J. “That’s perfect!” Ebony replied. “Parrots and tigers both live in the jungle. We can even make a drawing of our new jungle bedroom.”

DOK 2

PROFICIENT

Practice Test 3

2d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. (DOK 3)

- 1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)
- 2) Literary devices (e.g., imagery, exaggeration, dialogue)
- 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
- 4) Author’s purpose (e.g., inform, entertain, persuade)

BASIC
Use text to identify story elements, literary devices, sound devices, and author’s purpose.
PT2(2) PT3 (1)

(Refer to “A New Gold Rush”)

7. After reading the passage “A New Gold Rush,” the reader can interpret the author’s purpose to be which of the following?

- A. To persuade the reader to learn more about searching for gold
- B. To explain to the reader how gold was mined in the past
- C. To give the reader information about panning for gold
- D. To encourage the reader to search for gold in streams

DOK 2

BASIC

Practice Test 2

(Refer to the poem “Just One”)

23. Which literary or sound device does the poet use in these lines?

- A. Onomatopoeia
- B. Exaggeration
- C. Alliteration
- D. Rhythm

DOK 2

BASIC

Practice Test 2

(Refer to “The Dance of Dusk.”)

23. Read the following lines from the poem.

<p>Until the last of the light grows sleepy And exits for the evening. The moon hangs high, Keeping watch as the world rests.</p>
--

Which sound device does the poet use in these lines?

- A. Alliteration
- B. Onomatopoeia
- C. Rhythm
- D. Rhyme

DOK 2**BASIC****Practice Test 3****PROFICIENT**

Interpret increasingly complex text to compare and contrast information regarding story elements (**setting, characters, character traits, events, resolution, point of view**); literary devices (**imagery, exaggeration, dialogue**); sound devices (**rhyme, rhythm, alliteration, onomatopoeia, assonance**); and author's purpose (**inform, entertain, persuade**).

IS (2) PT1(3) PT2(4) PT3 (3)

1. Read "A Sound to Save."

Based upon the information in the passage, which statement below is a correct Statement about the author's purpose for writing this passage?

- A. To entertain the reader with an interesting and funny story about a bird
- B. To inform the reader about why trees that birds live in should never be cut down
- C. To inform the reader about the red-cockaded woodpecker's becoming endangered*
- D. To persuade the reader to look for red-cockaded woodpeckers in the forest

DOK 3**PROFICIENT****Item Specifications****2. Read the passage in the box below.**

My school is different from a one-room school. In my classroom at school, most of the students are the same age. In a one-room school, however, students of all ages are in the same room. The students in one-room schools sweep floors and wash blackboards, but two janitors do these jobs in my school. In addition, the students in a one-room school bring their lunches; we eat in the school cafeteria.

Based upon the information in the paragraph, which statement below is a correct statement comparing or contrasting the two schools?

- A. The lunch provided in the writer’s school is better than that in the one-room school.
- B. The one-room school cleaned by the students is cleaner than the writer’s school.
- C. The two schools are more alike than they are different.
- D. The two schools are more different than they are alike.*

DOK 2	PROFICIENT	Item Specifications
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(Refer to “A Day of Discovery”)

1. Why does this author write this passage?

- A. To persuade the reader to enjoy nature
- B. To provide facts on what to bring on a hike
- C. To describe a long hike through the woods
- D. To entertain the reader with an adventure story

DOK 3	PROFICIENT	Practice Test 1
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(Refer to “Fun in the Sun!”)

9. What is the author’s purpose for writing this passage?

- A. To provide facts about young people and exercise
- B. To explain how to play games that young people will enjoy
- C. To persuade young people to get more exercise outdoors
- D. To entertain the reader with a story about playing outdoors

DOK 3	PROFICIENT	Practice Test 1
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(Refer to “Manners Matter”)

26. What is the author’s purpose for writing this passage?

- F. To entertain the reader with stories about using manners
- G. To explain to the reader how to use manners in everyday life
- H. To provide the reader with facts about the best way to listen to others
- J. To give the reader facts about when to use “Please” and “Excuse me”

DOK 3	PROFICIENT	Practice Test 1
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(Refer to “A New Gold Rush”)

6. The passage tells about panning for gold in the 1800s and panning for gold today. Which statement below is not a correct comparison of the two processes?

- F. Both methods need a shallow stream or river.
- G. Digging for gold in the past and in the present requires patience.
- H. Today’s equipment is much more and scientific than the old equipment.
- J. The excitement prospectors feel when they find gold is the same today as it was in the past.

DOK 3	PROFICIENT	Practice Test 2
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(Refer to the poem “Just One”)

Below, use lines 28–31 from the poem to answer questions 22–23.

From the fearful shadow of the past,
he built a future full of light,
and with the weight of only words,
he gave a country sight.

22. What does the poet mean when he uses the phrase “the weight of only words”?

- F. Dr. King’s words were powerful.
- G. Dr. King’s words were very loud.
- H. Dr. King gave only long speeches.
- J. Dr. King used only big words in his speeches.

DOK 3

PROFICIENT

Practice Test 2

(Refer “Field Day Fun”)

26. Below, read lines 27-30 from the story.

Brian ran as fast as he could. His heart pounded heavily, but his feet felt as if they had wings. “Just a little further,” he thought to himself as he grew closer to the other team’s runner. With a final burst of speed, Brian shot across the finish line—two steps ahead of the runner in blue.

Now read these lines about Brian’s friend Jamal.

Jamal’s sneakers were like lead weights dragging his feet down into the track. He knew the runner in the blue shirt was going to zoom past him at any minute. Why couldn’t he move faster? Jamal did not want his part of

the relay race to cause his team to lose.

Which of the following contrasts Brian’s attitude while running the race with Jamal’s attitude?

- F. Brian is determined, but Jamal is anxious.
- G. Brian is concerned, but Jamal is sad.
- H. Jamal is proud, but Brian is worried.
- J. Jamal is calm, but Brian is upset.

DOK 3

PROFICIENT

Practice Test 2

(Refer “Field Day Fun” and “Glenview Field Day”)

The following question asks about what you read in both the story “Field Day Fun” and the passage “Glenview Field Day.” You need to think about the story and the passage when you answer questions 29–30.

29. Which statement below correctly states the authors’ purposes for writing “Field Day Fun” and “Glenview Field Day”?

- A. “Field Day Fun” was written to tell a story about one Field Day event, and “Glenview Field Day” was written to persuade people to help with the Field Day picnic.
- B. “Field Day Fun” was written to persuade readers to give their best effort when running a race, and “Glenview Field Day” was written to invite parents to the picnic.
- C. Both “Field Day Fun” and “Glenview Field Day” were written to describe an event held each year at the school.
- D. Both “Field Day Fun” and “Glenview Field Day” were written to inform readers about the Glenview Field Day.

DOK 3

PROFICIENT

Practice Test 2

(Refer to “Finding the Perfect Dog” and “An Unusual Pet.”)

17. Based upon “Finding the Perfect Dog” and “An Unusual Pet,” what will readers infer about the authors’ purposes for writing both passages?

- A. Both authors wrote the passages to tell readers stories about animal pets for their families.
- B. Both authors wrote the passages to persuade readers to choose a certain animal for a family pet.
- C. Both authors wrote the passages to explain to readers why having a pet as a part of the family is important.
- D. Both authors wrote the passages to inform readers of what to think about before choosing a family pet.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “The Jungle Room.”)

26. Based upon the information in the passage, which of the following character traits describe Mother?

- F. Stern and impatient

- G. Helpful and playful
- H. Curious and clever
- J. Fair and responsible

DOK 3**PROFICIENT****Practice Test 3**

(Refer to “A Jungle Room.”)

29. Read lines 45–51 in the passage. How does the author use the mother’s dialogue as a literary device to contrast with the girls’ response?

- A. Mother scolds the girls for not packing. The girls are happy about their new plan and know they will now be able to pack quickly.
- B. Mother wants time to sit down and color with the girls. The girls are sorry everyone has to work so hard.
- C. Mother hears the girls talking about their jungle room. The girls are likely to laugh if she calls their rooms a jungle.
- D. Mother is upset because there is still so much to do. The girls are nervous because they have been coloring instead of packing.

DOK 3**PROFICIENT****Practice Test 3**

2e: *The student will identify facts, opinions, or tools of persuasion in text. (DOK 2)*

- 1) Distinguish between fact and opinion.
- 2) **Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view).**

BASIC

Distinguish between fact and opinion.

IS (1) PT2(1) PT3(1)

1. Which sentence expresses a fact?

- A. Pet reptiles are hard to take care of because of what they eat.
- B. Thirteen students in Mrs. Jones’s class have cats for their pets. *
- C. Small dogs make better pets than small cats for young children.
- D. A good pet for the classroom is a lizard because everyone likes lizards.

DOK 2

BASIC

Item Specifications

(Refer to “A New Gold Rush”)

5. Which sentence from the passage states an opinion?

- A. In the mid-1800s gold was discovered in California.
- B. Smaller pieces will pass through the mesh and settle on the bottom of the pan.
- C. The oil from a person’s fingers can actually cause small flecks of gold to wash out of the pan.
- D. Even though the California Gold Rush happened a long time ago, searching for gold can still be an exciting experience.

DOK 1

BASIC

Practice Test 2

(Refer to “Climb On!”)

2. Which sentence from the passage is a fact?

- A. This scene may seem odd; however, it is becoming a more common one.
- B. A wall dotted with plastic or wooden knobs takes the place of a cliff.
- C. The best climber is a safe climber, and safe climbers with their partners use climbing gear.
- D. Rock climbing is exciting and entertaining, but it should not be taken lightly.

DOK 2

BASIC

Practice Test 3

PROFICIENT

Identify tools of persuasion (**name calling, endorsement, repetition, air and rebut the other side’s point of view**) in text.

PT1(3) PT2(1) PT3(1)

(Refer to “A Day of Discovery”)

4. Which of the following statements from the passage supports the narrator’s opinion, “This is the most magical place in the world?”

- F. Last Saturday I stuffed a water bottle and a magnifying glass into my backpack.
- G. After walking for a while, we rested on a cluster of large stones.
- H. Then, as I reached the first level, my dad grabbed my hand and pulled me onto the deck.
- I. A squirrel seemed to fly as it leaped from one tree to another.

DOK 2

PROFICIENT

Practice Test 1

(Refer to “Fun in the Sun!”)

10. Which of the following statements from the passage does not use endorsement to encourage young people to exercise outside?

- F. Some play with video games or computers.
- G. Games are fun to play with friends.
- H. These common games are easy to play.
- J. Exploring nature is another great outdoor activity.

DOK 2

PROFICIENT

Practice Test 1

(Refer to “Household Chores”)

20. Which of the following statements from the passage uses air and rebut to present the other side’s point of view on the assignment of chores?

- F. “That’s impossible!” replied Letty.
- G. “If you do the same thing over and over again, you’ll get better at it.”
- H. “This looks like a great start, Marc,” Mr. Martin said as he patted his son on the back.
- J. “Thanks, Marc,” said Mrs. Martin. “You’ve given me the easy tasks!”

DOK 2

PROFICIENT

Practice Test 1

28. Which of the following tools of persuasion does the author of “Glenview Field Day” use to persuade parents to volunteer to help with the picnic?

- F. Repetition
- G. Name calling
- H. Endorsement
- J. Air and rebut

DOK 2

PROFICIENT

Practice Test 2

(Refer to “An Unusual Pet.”)

15. Which tool of persuasion does the author use in lines 6–20 of the passage?

- A. Repetition
- B. Name calling

C. Endorsement

D. Air and rebut the other side's point of view

DOK 2

PROFICIENT

Practice Test 3

Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.

3a: *The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) to **express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length.** [Note: Editing will be tested under competency four.] (DOK 3)*

- 1) Planning
 - Plan for composing using a variety of strategies (e.g., **brainstorming, drawing, graphic organizers, peer discussion, reading, viewing**).
- 2) Drafting
 - **Draft with increasing fluency.**
- 3) Revising
 - **Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric.**
- 4) Editing
 - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
- 5) Publishing/Sharing
 - Share writing with others formally and informally using a variety of media.

Basic
Use an appropriate composing process. Identify appropriate descriptive details.
PT2 (1)

51. Read the beginning of Bianca’s

descriptive essay.

(1) On Saturday mornings I go to the grocery store with my mother. (2) First we stop to look at the arrangement of fruit. (3) I like to see the red and green apples, the bright yellow lemons, and the oranges lying in neat, straight rows in their bins. (4) Mother sometimes lets me help her choose which peaches to buy.

Which of the following sentences fits after sentence 4 to add specific descriptive details to the paragraph?

- A. She tells me to choose the twelve I like best.
- B. She uses them to make a delicious peach cobbler.
- C. Their skins feel soft and fuzzy when I gently lift them up.
- D. Most of the peaches are about the same size, color, and shape.

DOK 2	BASIC	Practice Test 2
Proficient		
Use an appropriate composing process.		
IS (1) PT1(2)	PT2(3)	

1. Which of the followi

ng is a good topic to include in a report on how to use the Internet for school assignments?

- A. Internet Games
- B. Internet Libraries*
- C. How to Type a Report
- D. Taking Care of Your Computer

DOK 2**PROFICIENT****Item Specifications**

40. Read the following first draft of Betty’s report about baseball.

(1) The rules of baseball are easy to follow. (2) A game lasts for nine innings. (3) The pitcher of one team throws the ball to the batter of the other team. (4) The batter tries to hit the ball. (5) If the batter hits the ball, he or she has to run around all the bases. (6) Touching home plate again will score a point, which is called a run. (7) At the end of the game, the team with the most runs is the winner. (8) Baseball is one of America’s favorite sports.

Which sentence needs to be deleted because it does not support the main idea of the paragraph?

- F. Sentence 1
- G. Sentence 3
- H. Sentence 7
- J. Sentence 8

DOK 2**PROFICIENT****Practice Test 1**

52. Sandy has an assignment to write about earth science. Read this paragraph from her report.

Natural bodies of land are called landforms. Natural collections of water are called bodies of water. Not all bodies of water contain the same kind of water. Some, such as oceans, bays, and gulfs, are made of salt water. Others, such as lakes, streams, and rivers, contain fresh water or water that is not salty.

Which of the following sentences fits as a conclusion to Sandy’s paragraph?

- F. Creeks also contain fresh water before flowing into a river.
- G. The Mississippi River is the fourth longest river in the world.
- H. Both types of bodies of water are important to plants and animals.
- J. Snow, ice, and rain are forms of water, but they are not bodies of water.

DOK 3**PROFICIENT****Practice Test 1**

39. Read Jacob’s draft of a paragraph.

(1) Kayle and Marie had been best friends since third grade. (2) They had met in the gym. (3) Marie had been waiting for someone to play ping pong with her. (4) Ping pong is a game played with paddles and a small ball. (5) Kayle came along, and the two of them had fun playing. (6) After that, Kayle and Marie did almost everything together at school. (7) However, after school the two friends liked to do different things. (8) Kayle would go to the library. (9) The library had a large selection of books. (10) Marie would go home to play with her new puppy.

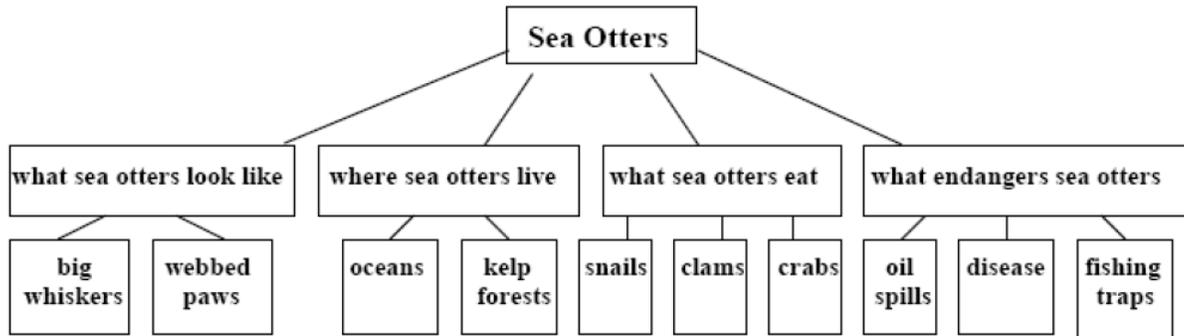
Jacob’s teacher has told him to delete two sentences that do not support the main idea. Which of the following two sentences will Jacob delete?

- A. Sentences 2 and 7
- B. Sentences 3 and 6

- C. Sentences 4 and 9
- D. Sentences 5 and 8

DOK 3**PROFICIENT****Practice Test 2**

Read the following organizer Kenya created while writing a report on sea otters. Then answer questions 47–48 based upon this organizer.



47. Kenya wants to add the detail that otters have tails for steering in the water. Under which of the following headings does the detail about otters' tails belong?
- A. What sea otters look like
 - B. Where sea otters live
 - C. What sea otters eat
 - D. What endangers sea otters

DOK 3**PROFICIENT****Practice Test 2**

48. Which of the following supporting details can Kenya include in the part of her presentation that discusses what sea otters look like?
- F. Brown coat
 - G. Good swimmers
 - H. Travel in large families
 - J. Eat clams on their backs

DOK 2**PROFICIENT****Practice Test 2**

Read the following descriptive paragraph that Tyrone has written. Then answer questions 33–35 based upon the paragraph.

(1) My new puppy sits in the grass in front of me. (2) She has her head tilted slightly as if she is asking me a question of some kind. (3) Her silky black and white shorthaired coat shines in the sunlight. (4) She has four white paws. (5) She also has a white patch on the tip of her nose. (6) Her eyes are dark brown and follow every movement I make. (7) Her tail slowly wags back and forth as she waits for me to play with her.

34. Which of the following is a specific detail that fits the paragraph?
- F. She eagerly charges after a tennis ball in the grassy part of our backyard.
 - G. She entertains us when she plays with my family members or with me.
 - H. She usually is tired after eating her supper and playing hard all day.
 - J. She seems to be comfortable with us because she makes only happy

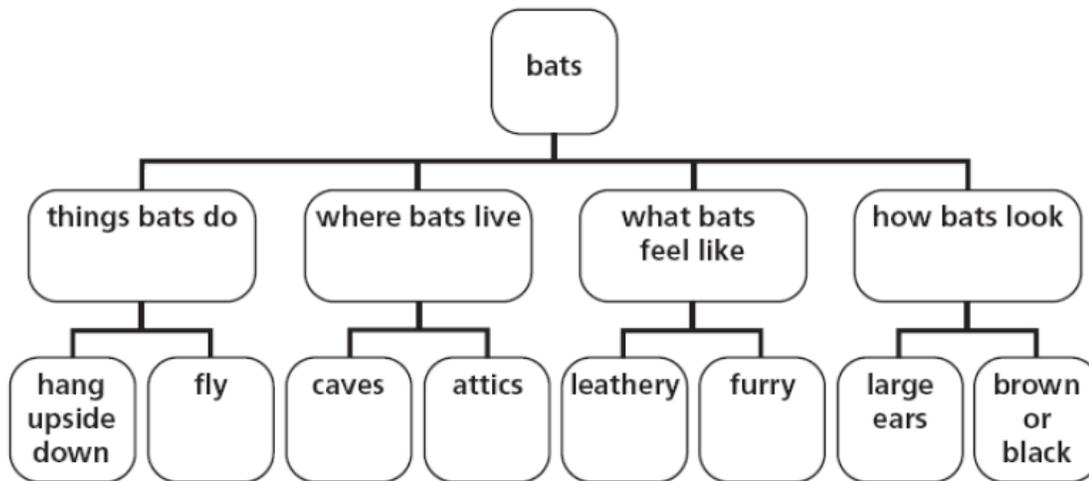
sounds.

DOK 3

PROFICIENT

Practice Test 3

44. Read Rachel's graphic organizer.



Rachel is writing a report about bats. She wants to add the detail eat insects to this graphic organizer.

Under which heading does the detail eat insects belong?

- F. how bats look
- G. things bats do
- H. where bats live
- J. what bats feel like

DOK 3

PROFICIENT

Practice Test 3

Read the following draft of an advertisement that Jay wrote for his English class. Then answer questions 54–55 based upon the draft.

Many students are tired of backpacks that fall apart within weeks, are sick of book bags with straps that hurt their shoulders, and are done with digging through jumbles of junk to find their homework. If students want to be organized, they can grab a Rad Bag, the backpack they can customize!

Rad Bags are made of tough material that stands the test of time. They also have shoulder straps with protective gel padding. Best of all, Rad Bags come with pockets students can zip in and out of the backpack.

One pocket a student can put into the Rad Bag keeps food cool or warm. I like to carry a turkey sandwich in mine. Another pocket a student can add has small places for pens and pencils. One more pocket contains big areas for books, folders, and notebook paper. Students can zip in all of these pockets in order to keep themselves extra organized. Students can zip pockets out to make extra room in the backpack. Or, students can zip over to Jay's desk now to order a Rad Bag!

55. Jay’s teacher asked him to remove details from the paragraph that are not necessary.

Which of the following sentences does Jay need to remove?

- A. If students want to be organized, they can grab a Rad Bag, the backpack they can customize!
- B. Rad Bags are made of tough material that stands the test of time.
- C. I like to carry a turkey sandwich in mine.
- D. Students can zip pockets out to make extra room in the backpack.

DOK 3

PROFICIENT

Practice Test 3

Advanced

Based on audience and purpose, justify an appropriate composing process.

PT1(1)

59. Read the following paragraph

from Jonathan’s story.

- (1) When I first got to the bus stop, I was the only one there.
 (2) The day was very warm then. (3) Soon my classmate Joan arrived.
 (4) Paul and Benny showed up next. (5) Finally, we saw the yellow bus in the distance. (6) It pulled up next to us and came to a stop.
 (7) Millie, our driver, opened the doors, and we climbed aboard.

Jonathan’s classmate has suggested that Jonathan remove sentence 2.

However, Jonathan has decided not to remove the sentence. Is Jonathan’s decision correct?

- A. Yes, because the reader knows that seeing a yellow bus is easier on a warm day
- B. Yes, because the reader knows that riding a bus is more pleasant on a warm day
- C. No, because the reader does not need to know that the day was warm in order to understand the paragraph

D. No, because the reader does not like to ride yellow buses on warm days

DOK 3

ADVANCED

Practice Test 1

3b: *The student will compose descriptive texts using specific details and vivid language. (DOK 3)*

BASIC
Use an appropriate composing process to produce grade-level descriptive text.
PT2(2)

41. Which of the following sentences

provides specific descriptive details?

- A. The fast red car raced very quickly around the track.
- B. The small red car raced around the track with amazing speed.
- C. The brightly colored racecar went at an amazing speed around the track.
- D. The speeding car was a flash of bright red as it flew around the track.

DOK 2

BASIC

Practice Test 2

1. Read the descriptive paragraph in the box.

PROFICIENT
Use an appropriate composing process to produce descriptive text using specific details and varied language.

(1) Spring has always been my favorite season. (2) When flowers first begin to bloom, brilliant colors pop up in the middle of the still brown grass and leafless tree limbs in my yard. (3) _____. (4) There is no other season I enjoy more!

Which sentence below fits the descriptive paragraph in the box as sentence 3?

- A. Winter has no flowers with their splashes of color that I like so much.
- B. The spots of color are a good change from the brown grass and bare trees in my yard.
- C. Soon the spots of color become explosions in flower gardens throughout the neighborhood. *
- D. After school each day, I like to pick the beautiful and colorful flowers from our garden for my mom.

DOK 3**PROFICIENT****Item Specifications**

33. Which sentence uses language that vividly expresses the action?

- A. The sweet, crisp apple crunched loudly as Tina took a huge bite.
- B. The crunchy, crisp apple was nice and tasty to Tina's bite.
- C. The apple was crunchy and sweet when Tina took her bite.
- D. The apple was crisp and sweet when Tina took a big bite.

DOK 2**PROFICIENT****Practice Test 1**

43. Which sentence helps readers form a detailed picture in their minds?

- A. The great baking smell in the house made us get to the kitchen really quickly.
- B. The delicious smell of baking cookies brought us racing eagerly to the kitchen.
- C. The wonderful smell of something baking in the oven brought us together fast.
- D. The smell of stuff that was cooking in the kitchen called all of us there very fast.

DOK 2**PROFICIENT****Practice Test 1**

51. Which sentence uses detailed information to help readers imagine the event?

- A. Dan's talent on the piano was exciting to hear.
- B. Dan played the piano as if he had been practicing for a long time.
- C. Dan played the piano so well it sounded as if he had played for years.
- D. Dan's fingers flew over the piano keys and beautiful melodies flowed over the room.

DOK 2**PROFICIENT****Practice Test 1**

33. Which of the following sentences uses specific descriptive details?

- A. The girl walked inside the cafeteria carefully carrying her tray.
- B. The girl moved through the cafeteria quietly holding her bright red tray.
- C. The girl went very slowly inside the really big cafeteria and held her tray while she walked.
- D. The girl weaved her way through the crowded cafeteria balancing her red tray in both hands.

DOK 2**PROFICIENT****Practice Test 2**

35. Which sentence will Tyrone add to his paragraph to include vivid language that fits the paragraph?

- A. She moves her mouth as if she is smiling at me.
- B. Her face is calm as if she has only peaceful thoughts.
- C. Her ears shoot straight up as if they are reaching for the sky.
- D. She quietly sniffs the air as if trying to recognize an unusual smell.

DOK 3**PROFICIENT****Practice Test 3**

45. Read the following narrative paragraph that Juan wrote.

(1) As I woke up, I heard scratching sounds outside my window. (2) I peeked outside and saw Grandpa raking the leaves into a huge pile. (3) I thought he might need some help. (4) I quickly put on my dark-blue T-shirt, blue jeans, and tennis shoes and raced out of the front door. (5) Grandpa had his back to me and continued raking. (6) Since he had not heard me, I sneaked past him on my tiptoes and then hurried over to the mountain of leaves Grandpa had collected. (7) I jumped into the middle of the pile, grabbed fistfuls of leaves, and sprinkled them on top of myself. (8) As I tried to bury myself completely, I heard the crackling sound of Grandpa crunching the leaves as he walked toward me. (9) His laughter filled the air when he saw me.

Which sentence contains vivid language to help the reader form a detailed picture of the setting for Juan’s paragraph?

- A. The leaves on the trees were beginning to change color.
- B. The leaves on the ground were a sign that fall was finally here.
- C. The leaves floated through the air in a swirl of bright colors.
- D. The leaves lay on the ground under the old tree.

DOK 3**PROFICIENT****Practice Test 3**

ADVANCED

Based on audience and purpose, justify an appropriate composing process to produce or evaluate descriptive text of increasing complexity and length

PT3 (1)

**Read
the
followi
ng**

descriptive paragraph that Tyrone has written. Then answer questions 33–35 based upon the paragraph.

(1) My new puppy sits in the grass in front of me. (2) She has her head tilted slightly as if she is asking me a question of some kind. (3) Her silky black and white shorthaired coat shines in the sunlight. (4) She has four white paws. (5) She also has a white patch on the tip of her nose. (6) Her eyes are dark brown and follow every movement I make. (7) Her tail slowly wags back and forth as she waits for me to play with her.

33. Tyrone wants to improve his paragraph with the use of vivid language. Read his new sentence that combines sentences 4 and 5.

She has four white paws that match what looks like a splash of white paint on the tip of her nose.

Which statement correctly evaluates how the new sentence improves the paragraph?

- A. The new sentence helps the reader imagine the white tip of the puppy's nose and compare it to a splash of white paint.
- B. The new sentence helps the reader compare the shape of the puppy's white paws to the white shape on the puppy's nose.
- C. The new sentence explains to the reader what is splattered on the puppy's nose and paws.
- D. The new sentence gives the reader an idea of both the color and the shape of the spot on the puppy's nose.

DOK 3**ADVANCED****Practice Test 3**

3c: The student will compose narrative text *relating an event* with a clear beginning, middle, and end. (**DOK 3**)

- 1) **Stories and retellings**
- 2) **Narrative poems**
- 3) **PowerPoint presentations**

BASIC

Use an appropriate composing process to produce grade-level narrative text with a clear beginning, middle, and end.

PT3(1)

37. Read the four sentences that Hector wrote for a narrative paragraph.

1. Sam's grandmother smiled when she saw the hamster, and then she looked from Sam's hands into his eyes.
2. Sam now felt sure that he would be able to keep the hamster as a pet.
3. Sam moved closer to his grandmother and held out his hand so that she could see what he was holding.
4. Sam picked up the small brown and white hamster and held it in the palm of his hand.

Which of the sentences will Hector use to begin his paragraph?

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

DOK 2

BASIC

Practice Test 3

PROFICIENT

Use an appropriate composing process to produce narrative text relating an event with a clear beginning, middle, and end.

IS (1) PT1(3) PT2(1)

- 1. Martee is writing a narrative paragraph for her homework assignment. Read the four sentences that Martee wrote in the box below.**

1. At school she searched her book bag, pulling out books and papers, when her English teacher walked through the aisles asking the students for their homework.
2. Sasha wiggled in her chair as she finally finished her English homework just as her mother walked into the room to tell Sasha it was late and time for her to go to bed.
3. Sasha walked up to her teacher's desk, looking at the floor as she walked, leaned across her teacher's desk, and quietly whispered that she could not find her homework.
4. The next day Sasha when awoke, she looked at the clock with her eyes half shut and then jumped up, pulled on her blouse and jeans, ran through the house, and rushed to catch the bus.

In which order does Martee need to write the sentences to compose a well-written narrative paragraph?

- A. 2, 4, 1, 3*
- B. 3, 1, 2, 4
- C. 4, 2, 3, 1
- D. 2, 3, 4, 1

DOK 2

PROFICIENT

Practice Test 1

- 58. Read the following sentences.**

- (1) The guests in the room ate after the lengthy speech.
- (2) The boy with the shiny marbles won often.
- (3) The woman on the city bus smiled warmly.
- (4) The musicians in the jazz band played well.

Which sentence does not contain the same sentence structure as the other three sentences?

- F. Sentence 1
- G. Sentence 2
- H. Sentence 3
- J. Sentence 4

DOK 2

PROFICIENT

Practice Test 1

41. Read the following draft of a composition Guy wrote about a class trip.

Our teacher, Mr. Noonan, took us on a surprise trip last week. The school bus drove us to a place called Dunn’s Falls Water Park. I did not see any rides, though. What kind of water park was this? “This is going to be another boring trip,” I thought to myself.

A tour guide led us along the banks of the Chunky River. “Look up,” he said suddenly. Before us rose an awesome waterfall. At the top a waterwheel turned. It had been built in the 1850s to grind grain. We ate a picnic lunch, and then we splashed under the waterfall.

Which of the following sentences fits as a conclusion for Guy’s composition?

- A. When I grow up, I would like to be a tour guide at Dunn’s Falls Water Park.
- B. I would rather have called it Dunn’s Waterfall Park, but it was fun anyway.
- C. The biggest surprise of this trip was that it turned out to be fun after all.
- D. A few weeks later, Mr. Noonan took us on another trip.

DOK 3**PROFICIENT****Practice Test 1****42. Read the following draft of the poem.**

My Grandma Willow sent
me some money in a card
with a picture of a rooster
in her big backyard.

(5) She lives far away
on a big yellow farm
with a big yellow cat
and a falling-down barn.

She grows beans and peppers
(10) and she builds bookcases.
She reads scary stories
and she makes funny faces.

The card made me miss
Grandma Willow, so I wrote
(15) how I’d spend the money
in a thank-you note.

If the writer adds another verse to finish the poem, which of the following choices fits?

- F. How old Grandma is
- G. How to grow peppers
- H. What the speaker looks like
- J. What the thank-you note says

DOK 3**PROFICIENT****Practice Test 1****40. Patrick wants to write a story using the following sentences.**

(1) Paul yanked open the attic door, flicked on the light, and exclaimed, “Wow! What’s this?”

(2) Scattered across the attic floor were half-eaten pecans, bits of leaves, and tiny pieces of pine cones.
 (3) Paul sat with his legs draped over one side of the sofa and stared at a page in the new magazine that had just come in the mail.
 (4) Tossing the magazine to the floor, Paul sprang to his feet and raced up the stairs to investigate.
 (5) Suddenly his head jerked up, and he stared at the ceiling as a faint scratching noise grew louder and louder.

Which sentence needs to come first in Patrick’s story?

- F. Sentence 1
- G. Sentence 2
- H. Sentence 3
- J. Sentence 4

DOK 2

PROFICIENT

Practice Test 2

ADVANCED

Based on audience and purpose, justify an appropriate composing process to produce or evaluate narrative text of increasing complexity and length.

PT3 (1)

40. Kevin decides to add the following sentence as a conclusion for his narrative.

The fun had just begun!

Which of the following sentences justifies Kevin’s decision?

- F. The conclusion supports the idea that Kevin loves rainy weather.
- G. The conclusion explains that Kevin is eager to make paper boats.
- H. The conclusion tells the reader how to enjoy the rain.
- J. The conclusion informs the reader about Kevin’s plans for the day.

DOK 3

ADVANCED

Practice Test 3

3d: The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)

- 1) Reports
- 2) Letters
- 3) Functional texts
- 4) **Presentations**
- 5) **Poems**

BASIC

Use an appropriate composing process to produce grade-level informational text.

PROFICIENT

Use an appropriate composing process to produce informational text clearly expressing a main idea with supporting details, including but not limited to text containing chronological order, cause and effect, compare and contrast, or simple procedure.

IS (2) PT1(2) PT2(2) PT3(3)

1. Read the information in the table.

	Tiger	Leopard
Family	Mammal	Mammal
Physical characteristics	4 legs with stripes	4 legs with spots
Eating habits	Eats mammals with hooves	Eats mammals with hooves

Which sentence below correctly compares and contrasts the tiger and leopard based on the information in the table?

- A. Leopards are mammals with spots and four legs and eat the same things, but tigers are not.
- B. Tigers have stripes, but leopards have spots and four legs and eat a lot of other mammals.
- C. Tigers and leopards are similar four-legged mammals, but tigers have stripes and leopards have spots.*
- D. Tigers and leopards are both similar four-legged mammals and have a lot in common like their legs.

DOK 3**PROFICIENT****Item Specifications****2. Read the sentences in the box below.**

1. For example, the red fox may run along a path and then double back.
2. Sometimes he may hide in a hollow log while another fox leads the dogs.
3. The red fox uses several tricks to make dogs lose the scent or smell.
4. Then the fox being chased runs into the log as the other one runs out.

Which sentence will be the topic sentence when these sentences are rearranged into a paragraph?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3*
- D. Sentence 4

DOK 3**PROFICIENT****Item Specifications****32. Read the following paragraph.**

Many children grew up watching a “television neighbor” named Fred Rogers. His program was on every weekday from 1968 until 2001. Rogers had not planned to work in television. However, he did not like the programs he saw. Therefore, he made a show that was different from the rest. Mr. Rogers’ Neighborhood looked at the world as a young child might. Rogers always spoke gently to his viewers. He ended every program by saying that each of them was special. He was well-loved for giving simple, important messages like this one.

Which sentence gives another detail that fits in the second paragraph?

- F.** Rogers lived in Canada for a few years.
- G.** Rogers studied the piano in college.
- H.** Rogers planned his shows carefully.
- J.** Rogers was born on March 20, 1928.

DOK 2**PROFICIENT****Practice Test 1**

50. Read the following draft of a student’s instructional paragraph about how to correctly address an envelope.

(1) First, hold the envelope so the flap faces away from you. (2) Lay the envelope so the flap is face down on the table. (3) Next, write your name and address in the upper left corner. (4) In the middle of the envelope, write the name and address of the person who will receive the letter. (5) Then, check that all the information is correct. (6) Finally, put a stamp in the upper right corner of the envelope.

Which detail fits after sentence 4?

- F.** Be sure to seal the envelope tightly.
- G.** Be sure to drop the letter in a mailbox.
- H.** Be sure to put the letter in the envelope.
- J.** Be sure to include the ZIP code after the state’s name.

DOK 3**PROFICIENT****Practice Test 1**

32. Mary is creating a presentation about plants for her science class. The main

idea of her presentation is that plants grow in different types of climates.

Which of the following sentences uses compare and contrast to add a supporting detail that fits the main idea of Mary's presentation?

- F. Roses grow all over the United States.
- G. Cacti grow in hot, dry weather while fir trees grow in rainy weather.
- H. The temperature is often cold in Alaska but hot in Mexico.
- J. Plants called seaweed can grow in water.

DOK 3**PROFICIENT****Practice Test 2**

49. Keith is writing a simple procedure for a presentation on how to build a birdhouse.

Which of the following sentences does not contain a supporting detail that will help Keith use the simple procedure method for his presentation?

- A. Choose wood that is ½ inch thick.
- B. The entrance hole needs to be big enough to fit the chosen bird.
- C. To give proper ventilation, make smaller holes above the entrance and near the roof.
- D. Birds seek three kinds of protection: the nest shelter, the food shelter, and the nest house.

DOK 3**PROFICIENT****Practice Test 2**

43. Read the following draft of a student's paragraph about how to make a bird treat.

First, gather a pinecone, birdseed, peanut butter, string, a bowl, and a spoon. Next, mix the seeds and the peanut butter together. Then, spread the mixture on the pinecone. Tie the string to the pinecone. Finally, hang the feeder outside. The birds will be happy to have a feast.

Which is the topic sentence for the paragraph?

- A. Pinecones are the perfect size and shape for special bird treats.
- B. People can make bird treats by following a few simple instructions.
- C. People and birds enjoy eating many kinds of delicious treats.
- D. Bird feeders are often filled with treats and hung in the branches of tall trees.

DOK 3**PROFICIENT****Practice Test 3**

60. Read the following informational report that Jasmine has written about tree frogs.

(1) Red-eyed tree frogs are a bright green color to help them blend in with the tree leaves around them. (2) Other bright orange and blue markings on the sides and the limbs of the frog show up only when the frog is moving. (3) This flash of color scares away predators like snakes, bats, spiders, and birds. (4) The frogs have suction discs on their fingers

Which of the following sentences is a supporting detail Jasmine will add after sentence 1?

- F. These frogs are always looking for their next meal of insects.
- G. Red-eyed tree frogs hunt for insects during the night.
- H. Their color helps keep the frogs hidden from the insects that they eat.
- J. Red-eyed tree frogs are also known as red-eyed leaf frogs.

DOK 3**PROFICIENT****Practice Test 3****ADVANCED**

Based on audience and purpose, justify an appropriate composing process to produce or evaluate informational text of increasing complexity and length.

PT1(1)

49. Read the following paragraphs from Jody's report on the Wright brothers.

Wilbur and Orville Wright's parents taught their children that family is very important. In fact, the two brothers were very close. They worked together in business and did very well. However, they are famous because they invented and flew the first airplane.

On December 17, 1903, at Kitty Hawk, North Carolina, Wilbur and Orville made seven flights. They took turns. The longest flight lasted fifty-nine seconds.

In the following years, the Wright brothers designed even better planes. In 2003 the world celebrated one hundred years of flight.

Jody has decided to add the following sentence as a topic sentence for paragraph 1.

That the Wright brothers were able to work together so successfully was no accident.

Is Jody's decision correct?

- A. Yes, because the paragraph states that the Wright brothers grew up in Dayton, Ohio

- B.** Yes, because the paragraph states that the Wright brothers were trained by their parents to value their family relationship
- C.** No, because the paragraph does not state that the brothers played with flying toys when they were children
- D.** No, because the paragraph does not state that the brothers took turns flying

DOK 3

ADVANCED

Practice Test 1

3e: *The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)*

- 1) Letters
- 2) Speeches
- 3) Advertisements

BASIC
Use an appropriate composing process to produce grade-level simple persuasive text.
IS (1)

1. The school carnival committee made this sign to advertise for the carnival.

<p>Buy your ticket to the Homecoming Fall Carnival November 3rd 6:30 p.m. to 9:30 p.m. Fairfield Gymnasium</p>
--

Which of the following will add a persuasive detail to the sign to help attract students to the carnival?

- A. Next Friday Only
- B. Tickets on Sale Tuesday
- C. Fairfield Students Only
- D. Tons of Exciting Games

DOK 2	BASIC	Item Specifications
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PROFICIENT
Use an appropriate composing process to produce simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience.

IS (1) PT1 (3) PT2 (1) PT3 (2)

2. **The fourth-grade class wants to invite tourists in their city to visit their school’ annual festival. The students have written some sentences to include in a letter to the editor of newspapers in several nearby towns. Read the sentences they have written in the box below.**

1. Martin Elementary is happy to announce the celebration of its tenth birthday on May 20th.
2. Among the special activities planned are a parade, a bazaar, and a concert by a local band.
3. The school will have free sugar cookies for the first fifty customers at the bazaar.
4. To help raise money for a school project, the PTO will sell tickets for a “spaghetti supper” for five dollars a plate.

The students have decided to add the phrase “as a bonus” to create a more persuasive detail. To which sentence will the students add “as a bonus”?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3*
- D. Sentence 4

DOK 3

PROFICIENT

Item Specifications

31. **Hector’s teacher has given him an assignment to write a speech about TV. Read the following notes he has written for his speech.**

_____. I suggest that people pick one day a week to be TV free. They would see changes for the better right away. Parents would probably find more time to talk to their children. Children might find more time to play or do homework. If you are interested in a TV-Free Day, give me your name. We could share ideas for encouraging others to join us.

Which sentences makes a correct first line for Hector’s speech?

- A. We should all watch less TV.
- B. Watching less TV makes people smarter.
- C. Children who do not watch TV play more active games.
- D. People should give me their names if they want to have a TV-Free Day.

DOK 2

PROFICIENT

Practice Test 1

34. **Stacy’s teacher has given her an assignment to write a persuasive letter. Read the following paragraph she is writing.**

I am in favor of making a seating chart for all the buses. If seats are assigned, the bus driver can easily tell if anyone who should be on the bus is missing. Assigned seats allow for younger or shy students to have a fair chance at a good seat. Right now, older or pushier students grab all the best seats. With assigned seats, the driver can also separate students who cannot get along.

Which of the following choices fits as a concluding sentence for this paragraph?

- F. To sum up, the bus driver cannot solve this problem alone; we have to help.
- G. To sum up, leaving the buses as they are now would be a foolish thing to do.
- H. To sum up, assigned seats would take care of many problems on our buses.
- J. To sum up, the buses will be even more unpleasant to ride.

DOK 2**PROFICIENT****Practice Test 1**

57. Bryan’s teacher has given him an assignment to write a speech about Picture Day at school. Read the following notes Bryan wrote.

The day when all students have their pictures taken is a waste of time. First, we should take a class picture only, not pictures of each student. Class pictures are fun to take and fun to look at. However, the student pictures usually do not come out as well. It is better to take a nice snapshot on your own than to waste a whole day with this useless activity.

What is another detail to support Bryan’s position?

- A. Most parents would like the idea of not having Picture Day.
- B. All the class pictures should be hung up in the halls of the school.
- C. Taking pictures at Tom’s Photo Shop at the mall is more expensive.
- D. A class picture helps us remember everyone instead of just a few people.

DOK 3**PROFICIENT****Practice Test 1**

31. Robert wants to have two friends over to spend the night. His mother has not agreed to his plan. Read the first part of the note Robert wrote to his mother to persuade her to let his friends spend the night.

Mom,

I would really like to have my friends over this weekend. We will not eat food in the bedroom. We won’t turn on the computer, and we won’t run and shout in the house. After we play with my toys, we will put them back into the closet.

Which of the following sentences adds another detail that supports Robert’s specific purpose?

- A. Please, please let my friends come over this weekend.

- B. Last summer one of my friends stayed overnight at our house.
- C. I will do all of my homework every night next week before you remind me.
- D. We will get into our sleeping bags as soon as you tell us to turn off the lights.

DOK 3**PROFICIENT****Practice Test 2**

52. Read the following paragraph from the draft of a persuasive letter that Emma wrote to her principal.

(1) Many students and parents agree that our school needs new playground equipment. (2) New equipment will allow children to play safely each day at recess. (3) The equipment we currently have is very old and outdated. (4) The equipment is either missing parts so that we cannot use it at all, or the equipment has rusty pieces that could injure us if we fall the wrong way. (5) I am not sure if the equipment meets safety guidelines. (6) Please consider this improvement for our school. (7) New playground equipment will make the school a safer place for future students as well.

What is another detail to support Emma’s position?

- F. Newer equipment can be added gradually as the older equipment becomes unusable.
- G. New equipment will provide children exercise with running and climbing activities.
- H. Some of the equipment is still in good condition.
- J. The new equipment should be the same type as the present equipment.

DOK 3**PROFICIENT****Practice Test 3**

Read the following draft of an advertisement that Jay wrote for his English class. Then answer questions 54–55 based upon the draft.

Many students are tired of backpacks that fall apart within weeks, are sick of book bags with straps that hurt their shoulders, and are done with digging through jumbles of junk to find their homework. If students want to be organized, they can grab a Rad Bag, the backpack they can customize!

Rad Bags are made of tough material that stands the test of time. They also have shoulder straps with protective gel padding. Best of all, Rad Bags come with pockets students can zip in and out of the backpack.

One pocket a student can put into the Rad Bag keeps food cool or warm. I like to carry a turkey sandwich in mine. Another pocket a student can add has small places for pens and pencils. One more pocket contains big areas for books, folders, and notebook paper. Students can zip in all of these pockets in order to keep themselves extra organized. Students can zip pockets out to make extra room in the backpack. Or, students can

54. Jay wants to add a detail that supports his main idea and fits the advertisement’s purpose and audience.

Which detail will Jay add to support the main idea and purpose of the advertisement?

- F. Special zipper pockets for camping gear are sold separately.
- G. Rad Bags are my best invention yet.
- H. The convenient pockets are designed for everyday use.
- J. Rad Bags are great both for the office and for travel.

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Based on audience and purpose, justify an appropriate composing process to produce or evaluate persuasive text of increasing complexity and length.

3f: The student will *compose text based on inquiry and research*. (DOK 3)

- 1) Generate questions.
- 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
- 3) Identify and paraphrase important information from sources.
- 4) Present the results.

PROFICIENT
Use an appropriate composing process to produce text based on inquiry and research.
IS (1) PT1(1) PT2(1)

1. Rafael has read an article on the Internet about events in Mississippi that take place every year to help him decide on his research project. When he read about the Mississippi State Fair, he decided he would make it his research topic. Which of the following questions does Rafael NOT need to ask while researching Information about the Mississippi State Fair for his project?
- A. When does the Mississippi State Fair begin?
 - B. Where does the Mississippi State Fair take place?
 - C. How often does the Mississippi State Fair take place?*
 - D. How many people usually attend the Mississippi State Fair?

DOK 2

PROFICIENT

Item Specifications

60. Read the following paragraph.

<p>The octopus is a very interesting animal. It has eight legs that it can use like arms. It has a big head, and its eyes stick out at the if its legs. The octopus is a shy animal. It usually lives alone at the bottom of the ocean. It likes to live among rocks. When it sees an enemy, it shoots out a kind of ink that helps it hide.</p>
--

Which question can be answered after reading this paragraph?

- F. Where would an octopus most likely be found?
- G. How does an octopus most likely find food?
- H. When does an octopus sleep?
- J. What does an octopus eat?

DOK 2

PROFICIENT

Practice Test 1

55. Benita is brainstorming a list of questions she needs to answer for a report on the history of roller coasters.

Which of the following questions will not help her learn more about the roller coaster's history?

- A. Who invented the roller coaster?
- B. What did early roller coasters look like?
- C. Where was the first American roller coaster?
- D. Which country has the most roller coasters?

DOK 3**PROFICIENT****Practice Test 2**

53. Read the following sentences.

California's coast redwoods grow fast, and they grow to be huge. Some redwoods have been measured at more than 375 feet tall. (The Statue of Liberty is 305 feet tall.) Some are so wide at their base that a car could drive through them. Yet the seeds redwoods grow from are so tiny that 100,000 of them weigh only one pound.

Which of the following accurately paraphrases the important information in these sentences?

- A. Coast redwoods are bigger than some important monuments, and yet they start out very small.
- B. Coast redwoods produce thousands of tiny seeds, but they grow to be very tall.
- C. Coast redwoods may start from tiny seeds, but a fully grown redwood is enormous.
- D. Coast redwoods grow from small seeds, and they grow more quickly than most other trees.

DOK 3**PROFICIENT****Practice Test 3**

59. Read the following sentences.

Crows can live on farms or in the mountains, and they can live in forests as well as in cities. Crows can and will eat almost anything. Their food choices are known to include the eggs of small birds, grasshoppers, some crops, worms, insects, and even field mice.

Which of the following accurately paraphrases the important information in these sentences?

- A. Crows are able to eat almost anything, but their diet is affected by the area where they live.
- B. Crows can live almost anywhere in the world so long as they can find things to eat.
- C. Crows help farmers by eating pests, but crows live in many places, not just on farms.
- E. Crows are able to live almost anywhere, and they eat a variety of plants and animals.

DOK 3**PROFICIENT****Practice Test 3****ADVANCED**

Justify composed text based on inquiry and research.

PT2(1) PT3(1)

52. Brenda is writing an informational essay about prairie dogs. Read the following information that Brenda found on a zoo’s website about black-tailed prairie dogs.

Black-tailed prairie dogs live in communities called “towns.” These towns are made up of underground tunnels with a number of rooms. In the past a typical prairie dog town covered 100 acres or more.

Now read the additional information that Brenda found on a different Internet site.

The prairie dogs make the rooms in their tunnels comfortable with dry leaves and grass. The tunnels have many openings, but the one people recognize has a mound of earth on top that reaches about a foot above the ground.

Brenda needs to decide what is important in each source and prepare that information for use in her report.

Which of the following paraphrases can Brenda justify as the one that is accurate to use in her report?

- F. The communities in which black-tailed prairie dogs live are called “towns.” These prairie dog towns once covered 100 acres or more. In the underground tunnels that make up their towns, prairie dogs make the rooms comfortable with grass and leaves. The main opening for the tunnel is a mound of dirt about a foot high.
- G. Black-tailed prairie dogs live in “towns.” These towns are made up of underground tunnels. The black-tailed prairie dogs line their burrow rooms in the tunnels with grass and leaves. The entrance to the tunnel is through the large mound on top. Prairie dog towns used to be very large.
- H. Prairie dogs enter their underground tunnel homes through a large mound on top. In the rooms of the tunnel, grass and leaves line the floor. Prairie dog “towns” once covered 100 acres. People recognize prairie dog towns by the mound on top.
- J. The “towns” in which prairie dogs live are made up of tunnels and cover 100 acres or more. The tunnels have grass and leaves inside and a mound on top. Prairie dog towns have many rooms.

DOK 3

ADVANCED

Practice Test 2

Read the following personal narrative that Kevin wrote. Then answer questions 38–40 based upon the narrative.

I awoke to the sound of tapping on the roof. I knew the sound meant one thing. A rainstorm had finally arrived! My family and I had not seen rain at our house in weeks. I jumped up, dressed, and headed to the kitchen for a quick breakfast. I did not want to miss a drop of rain. Splashing in a summer shower is one of my favorite things to do.

My friend Samantha was already outside with her little brother. They had made paper boats and were sailing them down the sidewalk. The tiny boats whirled around and around as they were swept downstream by the rushing water.

I dashed across the yard toward my friends. My feet suddenly slipped on the wet grass. I landed in the middle of a giant puddle. Laughing, I jumped up and shook the water out of my face. I stepped back a little, took a running jump, hit the puddle once more with my feet, and ran off to join Samantha.

39. Kevin mentions in his story that rain had not fallen in weeks. He wants to write a report on the lack of rain in the area. Kevin decides to add information about the average amount of rainfall his city has each year.

Which of the following justifies Kevin’s decision to add the information to his report?

- A. The information will help the reader understand how unusual the dry weather is this year.
- B. The information will help the reader understand why the area has not had rain.
- C. The information will show the reader what happens when an area lacks rainfall.
- D. The information will provide ways for the reader to handle the lack of rain.

DOK 3

ADVANCED

Practice Test 3

Competency 4: The student will apply Standard English to communicate.

4a: The student will apply Standard English grammar to compose or edit. (DOK 1)

- 1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)
- 2) Verbs (e.g., helping verbs, irregular verbs, **linking verbs**)
- 3) Verb tense(conjugation and purpose for past, present, future, **present perfect**)
- 4) Subject-verb agreement
- 5) Articles and coordinating conjunctions
- 6) Adjectives (e.g., possessive, comparative, superlative)
- 7) Prepositions
- 8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns**)
- 9) Pronoun-antecedent agreement (number and gender)
- 10) Adverbs (avoiding double negatives; **comparative forms**)

11) Interjections

Basic

Recognize Standard English grammar

- 1) **appositives;**
- 2) **linking verbs**
- 3) **present perfect verb tense**
- 8) **object, reflexive, and demonstrative pronouns**
- 10) **comparative forms of adverbs**

PT1(1) **PT2(2)**

35. Which of the following sentences contains an appositive?

- A. Mrs. Smith and Mr. Johnson are our school's librarians.
- B. The boy's mother drove her car to school late in the day.
- C. Maria, my best friend, is moving to Arkansas in September.
- D. My sister likes to read, but my aunt prefers to watch movies.

*DOK 1**BASIC**Practice Test 2***Proficient**

54. Read the following

sentence.

The baseball pitcher usually throws the ball _____ than any other player on the team.

Which of the following choices correctly completes the sentence?

- F. harder
- G. hardest
- H. more hard
- J. most hard

*DOK 1**BASIC**Practice Test 1*

53. Which sentence below uses present perfect tense?

- A. The choir has won first place in the competition every year.
- B. The choir will win first place in the competition every year.
- C. The choir wins first place in the competition every year.
- D. The choir won first place in the competition every year.

Apply Standard English grammar to compose or edit:

- 1) **appositives**
- 2) **linking verbs**
- 3) **present perfect verb tense**
- 8) **object, reflexive, and demonstrative pronouns**
- 10) **comparative forms of adverbs**

IS (1) PT1(2) PT2(5) PT3(5)

DOK 1

BASIC

*Practice
Test 2*

1. Which sentence uses the present perfect tense of the verb block correctly?

- A. The trees on the edge of the river have blocked the view until they were cut down last month.
- B. Our neighbor's visitor's car has blocked our driveway every night this week and is parked in our driveway again tonight. *
- C. Martha's mother was upset because an accident has blocked their route to school this morning and made them arrive after the tardy bell.
- D. The chairs piled up on the sidewalk have blocked the usual flow of traffic in front of our candy store for two days before they were taken away this morning.

DOK 2

PROFICIENT

Item Specifications

36. In which sentence is the word its used correctly?

- F. Mom says its time for us to wash our hands for dinner.
- G. Marco says its not his fault his team lost the game.
- H. I do not know why its so hard for you to hear me.
- J. The kitten chased its toy ball under the sofa.

DOK 1

PROFICIENT

Practice Test 1

47. Which of the following sentences is correct?

- A. Mom told my sister and I to be home before dark.
- B. Sean and me like to go running in the park after school.
- C. Mr. Sanchez asked Jen and me to help decorate the bulletin board.
- D. Uncle Troy hired Ronnie and I to clean out the garage and mow the yard.

DOK 1

PROFICIENT

Practice Test 1

42. Read the following sentences.

My class moved quietly into the library.
Mr. Howard's class was quieter than mine was.

Which statement below uses the correct comparison to combine the two ideas?

- F. Mr. Howard's class moved quieter into the library than my class did.
- G. My class was less quieter than Mr. Howard's when both classes moved into the

library.

- H. Mr. Howard's class moved more quietly than mine did when both classes went into the library.
- J. My class moved quietly, but Mr. Howard's class was more quiet when both classes went into the library.

DOK 1**PROFICIENT****Practice Test 2****45. Read the four sentences below.**

My friend Maribel gave herself a haircut.
 The scouts put up the tents themselves.
 Tyrone promised himself that he would study his math.
 We were proud of cleaning the playground ourselves.

How many sentences use a correct reflexive pronoun?

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

DOK 1**PROFICIENT****Practice Test 2****54. Which of the following sentences does not use a linking verb?**

- F. The pickles in that jar taste sour.
- G. The huge kite fell quickly to the ground.
- H. The students seemed tired after lunch.
- J. The new book was quite interesting to me.

DOK 1**PROFICIENT****Practice Test 2****57. Read the following sentence.**

Mrs. Juarez had dinner with Mrs. Radcliffe and Mrs. Radcliffe's nephew.

Which of the following options show the sentence rewritten using the correct object pronouns?

- A. Mrs. Juarez had dinner with she and him.
- B. Mrs. Juarez had dinner with her and he.
- C. Mrs. Juarez had dinner with her and him.
- D. Mrs. Juarez had dinner with she and he.

DOK 1**PROFICIENT****Practice Test 2****59. Read the following sentences.**

- (1) Michael remembered to run more carefully when the track was wet.
- (2) Norman is the least likely of all my brothers to play soccer or football.
- (3) Susan threw the ball faster than the other starting pitcher on her team.
- (4) Ralph spoke more softer than Richard as they walked into the library.

Which of the following revisions corrects an error in the comparative form of an adverb?

- A. Michael remembered to run more careful when the track was wet.
- B. Norman is the less likely of all my brothers to play soccer or football.
- C. Susan threw the ball fastest than the other starting pitcher on her team.
- D. Ralph spoke more softly than Richard as they walked into the library.

DOK 1**PROFICIENT****Practice Test 2**

32. Read the following sentences.

**I have a younger sister named Laura.
She sings like a bird.**

Which sentence uses an appositive to correctly combine the two ideas?

- F. I have a younger sister who sings like a bird, and her name is Laura.
- G. I have a younger sister who is named Laura, and she sings like a bird.
- H. My younger sister, Laura, sings like a bird.
- J. My younger sister is Laura, and she sings like a bird.

DOK 1**PROFICIENT****Practice Test 3**

36. Which of the following sentences does not use the present perfect tense correctly?

- F. I have not seen the elephant at the zoo this year.
- G. Our grandmother has lived with us for three years.
- H. People have traveled to the moon several times.
- J. I have not finished my math homework yesterday.

DOK 1**PROFICIENT****Practice Test 3**

41. Which of the following sentences does not use correct pronoun antecedent agreement?

- A. The engine of our truck is not running smoothly, but the auto repair shop will fix it tomorrow.
- B. One of the students has decided to enter the short story contest, but he will not enter the poetry contest.
- C. Each sister looked in the closet for an old jacket that they could wear on the playground.
- D. Both of the fish were swimming near the dock when they were caught in the net.

DOK 1**PROFICIENT****Practice Test 3**

51. Read the following sentences.

My family meets for a picnic every summer. The picnic is a custom that started many years ago.

Which sentence that combines the two ideas uses the present perfect tense?

- A. My family has continued the custom of meeting for a family picnic every summer for many years.
- B. My family will continue the custom of meeting for a family picnic every summer for many years.
- C. The picnic is a custom every summer that my family started many years ago.
- D. The picnic is a custom every summer that my family will continue many years.

DOK 1**PROFICIENT****Practice Test 3**

58. Which sentence uses the correct form of the adverb?

- F. I can run more fast than my brother when I wear running shoes.
- G. I can talk more louder than my uncle when I am excited.
- H. I can move more quickly than all the players on my team.
- J. I can swim more better than all my friends in the neighborhood.

DOK 1**PROFICIENT****Practice Test 3**

Advanced

Apply knowledge of Standard English grammar purposefully **using present perfect verb tense.**

PT1(1)

44. Read the following sentence Martha wrote in a paragraph about her friends.

My friends have traveled to the mountains every summer since they moved to Mississippi.

Why did Martha use the verb have traveled in this sentence?

- F. To show action that started at some unknown time in the past
- G. To show action that started and finished in the past
- H. To show action that took place recently
- J. To show action that started in the past and continues into the present

DOK 3

ADVANCED

Practice Test 1

4b: *The student will apply Standard English mechanics to compose or edit. (DOK 1)*

- 1) End punctuation (e.g., period, question mark, exclamation point)
- 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- 3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases, and nonessential appositive phrases**)
- 4) Apostrophes (e.g., possessives; contractions)
- 5) Quotation marks (e.g., quotations; titles of poems, **titles of songs, titles of short stories**)
- 6) Underlining/Italics (e.g., titles of books and movies)
- 7) Colons (e.g., time, **before lists introduced by independent clauses**)
- 8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” **first word in greetings and closings of friendly letters, proper adjectives**)
- 9) Spell words commonly found in **fourth grade** level text.
- 10) Produce legible text.

BASIC

Recognize Standard English mechanics

- 3) **commas for introductory prepositional phrases and nonessential appositive phrases**
- 5) **quotation marks with titles of songs and titles of short stories**
- 7) **colons before lists introduced by sentences**
- 8) **capitalization of first word in greetings and closings of friendly letters and of proper adjectives**

PT1(1)

53. Helen wrote a letter to her Aunt Catherine. She wrote the address on the envelope. Read what she wrote.

Mrs. Catherine Bell
729 Oak Circle
Jackson MS 39204

What change should Helen make to the address on the envelope?

- A. MRS. Catherine Bell
- B. 729 Oak circle

- C. 729, Oak Circle
D. Jackson, MS 39204

<i>DOK 1</i>	<i>BASIC</i>	<i>Practice Test 1</i>
PROFICIENT		
Apply Standard English mechanics to compose or edit: 3) commas for introductory prepositional phrases and nonessential appositive phrases 5) quotation marks with titles of songs and titles of short stories 7) colons before lists introduced by sentences 8) capitalization of first word in greetings and closings of friendly letters and of proper adjectives 9) Spell words commonly found in fourth grade level text.		
IS (1) PT1(5) PT2(6) PT (4)		

1. **Which sentence uses commas correctly?**

- A. My mom bought berries, and, oranges, and walnuts for the salad she was preparing for our company.
 B. The little girls, and boys in the second grade class picked up to leaves to take to science class.
 C. Miesha, a girl in my classroom goes to the city park, every afternoon to ride the merrygo-round.
 D. After the late night at the baseball game, Ricky overslept this morning and was late again.

<i>DOK 2</i>	<i>PROFICIENT</i>	<i>Item Specifications</i>
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35. **Which sentence is punctuated correctly?**

- A. When Ken, grows up he wants to be an astronaut.
 B. When, Ken grows up he wants to be an astronaut.
 C. When Ken grows up he wants to be, an astronaut.
 D. When Ken grows up, he wants to be an astronaut.

<i>DOK 1</i>	<i>PROFICIENT</i>	<i>Practice Test 1</i>
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39. **Which sentence is punctuated correctly?**

- A. "I can't wait to go the fair next week" shouted David!
 B. "I can't wait to go to the fair next week"! shouted David.
 C. "I can't wait to go to the fair next week!" shouted David.
 D. "I can't wait to go to the fair next week shouted David!"

<i>DOK 1</i>	<i>PROFICIENT</i>	<i>Practice Test 1</i>
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45. **Which sentence is punctuated correctly?**

- A. During the gentle spring shower, Alisha watched the rain drip from the roof.
 B. During the gentle spring shower Alisha watched the rain drip, from the roof.
 C. During the gentle spring, shower Alisha watched the rain drip from the roof.
 D. During the gentle spring shower Alisha watched the rain, drip from the roof.

<i>DOK 1</i>	<i>PROFICIENT</i>	<i>Practice Test 1</i>
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48. Which sentence is punctuated correctly?

- F. Germs are found in the following places, in the water, in the air, and on our hands.
- G. Germs are found in the following places in the water, in the air, and on our hands.
- H. Germs are found in the following places: in the water, in the air, and on our hands.
- J. Germs are found in the following places; in the water, in the air, and on our hands.

DOK 1

PROFICIENT

Practice Test 1

55. Steve has written the following sentence.

The old shed a secret hiding place was popular with the neighborhood boys.

Steve has decided to place commas after shed and place. Is his decision correct?

- A. Yes, the sentence needs commas because it is too long as written.
- B. Yes, the description of the shed is not a necessary part of the sentence.
- C. No, commas will interrupt the natural flow of the sentence.
- D. No, a comma should not come before a verb.

DOK 2

PROFICIENT

Practice Test 1

34. Abbie's teacher told her to correct the capitalization error she has made in the following letter.

Dear Aunt Sarah,

I had fun at your Fourth of July picnic. The hot dogs and hamburgers were good, and the decorations were beautiful. I especially liked looking at the American flag hanging from the front porch. I hope we can celebrate at your house again next year.

Love Always,
Abbie

Which of the following choices corrects Abbie's error?

- F. aunt
- G. Picnic
- H. Flag
- J. always

DOK 1

PROFICIENT

Practice Test 2

36. Read the following sentence.

The committee studied American schoolchildren’s favorite national holidays and most familiar government buildings.

Which word from the sentence is not spelled correctly?

- F. favorite
- G. familiar
- H. goverment
- J. buildings

DOK 1**PROFICIENT****Practice Test 2**

38. Which of the following sentences uses a colon correctly?

- F. For his birthday Daniel wants: a baseball glove, a football, and a joke book.
- G. We have three kinds of trees in our front yard: an oak, a pine, and a pear.
- H. My favorite kinds of dogs are: collies, poodles, and beagles.
- J. I like desserts such as: cake, ice cream, and pudding.

DOK 1**PROFICIENT****Practice Test 2**

43. Which of the following words is not spelled correctly?

- A. Balence
- B. Material
- C. Patient
- D. Stomach

DOK 1**PROFICIENT****Practice Test 2**

46. Which of the following sentences is punctuated correctly?

- F. My cousin, Lucy holds the school record for track.
- G. Baseball, my favorite sport, is played in the spring.
- H. Jessica went home to play with, Spot, her new puppy.
- J. Louie my uncle from Mexico, speaks five languages.

DOK 1**PROFICIENT****Practice Test 2**

50. Which of the following sentences correctly punctuates a title?

- F. “Charlie and the Chocolate Factory” is a book that was made into a movie.
- G. The ice cream truck is playing Turkey in the Straw over its speaker system.
- H. “A Worn Path” by Eudora Welty is an interesting story.
- J. Shel Silverstein wrote a poem called “Messy Room.”

DOK 1**PROFICIENT****Practice Test 2**

31. Which sentence correctly uses a colon?

- A. My best friends are: Gus, Vince, and Julio.
- B. I am busy on these days: Monday, Tuesday, and Friday.
- C. For breakfast I had: an apple, an egg, and a bowl of oatmeal.

D. I play on: track, baseball, and volleyball teams.

DOK 1

PROFICIENT

Practice Test 3

46. In which sentence is all of the capitalization correct?

F. Riley will celebrate New Year's eve with my family.

G. My favorite book is *Island of the blue Dolphins*.

H. The Arctic Circle surrounds the North Pole.

J. George Washington was the First President of the United States.

DOK 1

PROFICIENT

Practice Test 3

56. Read the sentence.

Jonas chose to sit in the lether chair because he felt it was especially comfortable.

Which word from the sentence is not spelled correctly?

F. chose

G. lether

H. especially

J. comfortable

DOK 1

PROFICIENT

Practice Test 3

57. Which sentence uses commas correctly?

A. My favorite uncle, Uncle William, surprised us last night.

B. In the trunk, of the car, Joe and John packed their tents.

C. The baseball game the last one of the season, begins tonight at 7:00 p.m.

D. The exciting movie, the one on television last night was unusually short.

DOK 1

PROFICIENT

Practice Test 3

ADVANCED

Apply knowledge of Standard English mechanics and sentence structure purposefully including phrases and clauses to produce texts with sophisticated grade-level syntax.

PT1(1)

37. Jack has written the following sentence.

Jeffrey wanted to swim all day but his mother said they had to go home.

Jack has decided to place a comma after day. Is his decision correct?

- A. Yes, because the information about swimming all day is not necessary
- B. Yes, because the two independent clauses of the compound sentence need to be joined with a comma before the coordinating conjunction.
- C. No, because a comma will interrupt the flow of the sentence
- D. No, because the information about going home is necessary

DOK 2**ADVANCED****Practice Test 1**

4c: *The student will apply knowledge of sentence structure in **composing or editing.** (DOK 2)*

- 1) Analyze the structure of sentences (e.g., simple sentences **including those with compound subjects and/or compound predicates**; compound sentences; and **complex sentences, including independent and dependent clauses**).
- 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences**.

- 3) Avoid sentence fragments and run-on sentences, and **comma splices**.
- 4) **Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases.**
- 5) **Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.**

BASIC

Recognize sentence structure incorporating:

- 1) **simple sentences with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses**
- 3) **comma splices**
- 4) & 5) **sentences with descriptive adjectives, adverbs, prepositional phrases functioning as adjectives or adverbs, and appositive phrases**

IS (1) PT2(1) PT3 (2)

2. Which of the following expresses a complete thought in a correct complex sentence?

- A. Although Spanish and English are spoken in many homes in our community.
- B. When the restaurant opened, the customers ordered in Spanish and English.*
- C. Since many residents speak Spanish and do not speak English.
- D. After several weeks, the new owners opened the store.

DOK 1

BASIC

Item Specifications

56. Read the following sentence.

Josie tipped over the basket of big red apples.

Which change makes this a sentence with a compound subject?

- F. The basket of big red apples suddenly tipped over, and Josie ran to it.
- G. Josie walked by the basket of big red apples, and it suddenly tipped over.
- H. The basket and the big red apples suddenly tipped over onto Josie.
- J. Josie bumped into a basket of big red apples and tipped it over.

DOK 1

BASIC

Practice Test 2

47. Which of the following sentences contains a dependent clause?

- A. Marcus and Andrew enjoy sports and movies, and they play video games, too.
- B. When Marcus and Andrew come home, they play video games.

Mom and Dad are on a special trip.

Which choice is the correct way to make these two sentences into a complex sentence?

- F. Aunt Cathy is taking care of us this weekend, Mom and Dad are on a special trip.
- G. Aunt Cathy is taking care of us this weekend, for Mom and Dad are on a special trip.
- H. Aunt Cathy is taking care of us this weekend because Mom and Dad are on a special trip.
- J. Aunt Cathy is taking care of us this weekend, but Mom and Dad are on a special trip.

DOK 2**PROFICIENT****Practice Test 1**

46. Sasha wrote the following facts for a report about beavers.

have wide, flat tails
have long, sharp teeth

Which choice is the correct way for Sasha to write a sentence using this information?

- F. Beavers have wide, flat tails, long, sharp teeth.
- G. Beavers have wide, flat tails and long, sharp teeth.
- H. Beavers have wide flat tails, but have long, sharp teeth.
- J. Beavers have wide, flat tails, beavers have long sharp teeth.

DOK 2**PROFICIENT****Practice Test 1**

56. Read the following sentence.

The green jacket in the store window suddenly interested Brian.

Which change makes this a sentence with a compound subject?

- F. The green jacket in the store window suddenly interested Brian when he saw the price tag.
- G. The green jacket in the store window and the matching shirt suddenly interested Brian.
- H. The green jacket in the store window suddenly interested Brian, and he checked the price tag.
- J. The green jacket with the matching shirt in the store window suddenly interested Brian.

DOK 2**PROFICIENT****Practice Test 1**

44. Which of the following is a complex sentence?

- F. After the race all the runners grabbed large bottles of icy cold water.
- G. Before this year the fourth graders did not compete in the relay races.
- H. For the rest of the day, the students remained outside.

J. When the bell rang, we all knew that our class field day was over.

DOK 1

PROFICIENT

Practice Test 2

58. Read the following sentences.

- (1) The guests in the room ate after the lengthy speech.
- (2) The boy with the shiny marbles won often.
- (3) The woman on the city bus smiled warmly.
- (4) The musicians in the jazz band played well.

Which sentence does not contain the same sentence structure as the other three sentences?

- F. Sentence 1
- G. Sentence 2
- H. Sentence 3
- J. Sentence 4

DOK 2

PROFICIENT

Practice Test 2

60. Read the following sentences.

Jonathan opened the window.
A breeze lifted the paper from the desk.

Which choice is the correct way to combine these two sentences into one complex sentence?

- F. A breeze from the open window lifted the paper from Jonathan's desk.
- G. Jonathan opened the window, and a breeze lifted the paper from the desk.
- H. Jonathan opened the window, then a breeze lifted the paper from the desk.
- J. A breeze lifted the paper from the desk when Jonathan opened the window.

DOK 2

PROFICIENT

Practice Test 2

38. Which of the following is a complex sentence made by combining two of Kevin's sentences?

- F. My feet suddenly slipped on the wet grass, and I landed in the middle of a giant puddle.
- G. My feet suddenly slipped on the wet grass as I dashed across the yard toward my friends.
- H. I dashed across the yard toward my friends, but my feet suddenly slipped on the wet grass.
- J. I dashed across the yard toward my friends and landed in the middle of a giant puddle.

DOK 2**PROFICIENT****Practice Test 3****ADVANCED**

Apply knowledge of Standard English mechanics and sentence structure purposefully including phrases and clauses to produce texts with sophisticated grade-level syntax.

PT2(1)**PT3(3)****37. Read the sentences in the text box.**

- (1) Miller's is a sporting goods store.
 (2) The store is moving to the new mall.

Which sentence below combines these two sentences into a sentence that uses sentence (1) as an appositive phrase?

- A. Miller's is moving to the new mall because it is a sporting goods store.
- B. Miller's is a sporting goods store, and it is moving to the new mall.
- C. Miller's is a sporting goods store that is moving to the new mall.
- D. Miller's, a sporting goods store, is moving to the new mall.

DOK 2**ADVANCED****Practice Test 2****42. Read the sentences below.**

Leta's closest friends gave her a surprise party. She was the only one who wore a costume.

Which sentence combines the ideas using an introductory prepositional phrase?

- F. When Leta arrived at the party, she was the only one of her closest friends who wore a costume.
- G. The only one of her closest friends who wore a costume, Leta came to the party.
- H. Leta arrived at the party, and she was the only one of her closest friends who wore a costume.
- J. At the party with all of her closest friends, Leta was the only one who wore a costume.

DOK 2**ADVANCED****Practice Test 3****48. Read the following sentence Crystal has written.**

I love ice cream.

Crystal decides to add an appositive and two prepositional phrases used as adverbs to her sentence.

Which sentence below shows Crystal's new sentence?

- F. Sometimes I love ice cream in the afternoon, my favorite time, on a summer's day.
- G. On a hot summer day, I love ice cream after a long walk with my friends.
- H. After a light lunch of a sandwich and fruit, I love ice cream, a cool dessert.
- J. After my races with my brother, I love ice cream, my favorite treat.

DOK 3**ADVANCED****Practice Test 3**

Item sequence	Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
1	D	2	d	3	Proficient	3
2	G	2	a	2	Basic	1
3	B	2	c	2	Proficient	2
4	J	2	e	2	Proficient	2
5	D	2	b	2	Proficient	2
6	F	2	b	2	Proficient	2
7	D	2	a	2	Basic	1
8	G	2	c	2	Proficient	2
9	C	2	d	3	Proficient	3
10	F	2	e	2	Proficient	2
11	B	1	b	2	Proficient	2
12	H	1	a	1	Basic	1
13	B	1	e	2	Proficient	2
14	F	1	f	2	Proficient	2
15	D	1	c	1	Proficient	1
16	G	2	a	2	Basic	1
17	D	2	b	2	Advanced	3
18	J	2	c	2	Basic	2
19	B	2	b	2	Proficient	2
20	G	2	e	2	Proficient	2
21	C	1	a	1	Basic	1
22	J	1	e	2	Proficient	2
23	C	1	f	2	Advanced	3
24	J	1	d	2	Basic	1
25	D	1	g	1	Proficient	1
26	G	2	d	3	Proficient	3
27	B	2	b	2	Proficient	2
28	H	1	f	2	Proficient	2
29	C	2	c	2	Basic	2
30	J	2	a	2	Basic	1
31	A	3	e	3	Proficient	2
32	H	3	d	3	Proficient	2
33	A	3	b	3	Proficient	2
34	H	3	e	3	Proficient	2
35	D	4	b	1	Proficient	1
36	J	4	a	1	Proficient	1
37	B	4	b	1	Advanced	2
38	H	4	c	2	Proficient	2
39	C	4	b	1	Proficient	1
40	J	3	a	3	Proficient	2
41	C	3	c	3	Proficient	3
42	J	3	c	3	Proficient	3

43	B	3	b	3	Proficient	2
44	J	4	a	1	Advanced	3
45	A	4	b	1	Proficient	1
46	G	4	c	2	Proficient	2
47	C	4	a	1	Proficient	1
48	H	4	b	1	Proficient	1
49	B	3	d	3	Advanced	3
50	J	3	d	3	Proficient	3
51	D	3	b	3	Proficient	2
52	H	3	a	3	Proficient	3
53	D	4	b	1	Basic	1
54	F	4	a	1	Basic	1
55	B	4	b	1	Proficient	2
56	G	4	c	2	Proficient	2
57	D	3	e	3	Proficient	3
58	F	3	c	3	Proficient	2
59	C	3	a	3	Advanced	3
60	F	3	f	4	Proficient	2

MCT2 Sample Test 2

Item Sequence	Answer Key	Competency	Objective	Item PLD	Item DOK	Framework DOK
1	C	2	a	Proficient	2	2
2	F	2	a	Proficient	2	2
3	B	2	a	Basic	1	2
4	G	1	e	Proficient	2	2
5	D	2	e	Basic	1	2
6	H	2	d	Proficient	3	3
7	C	2	d	Basic	2	3
8	F	2	c	Proficient	2	2
9	A	2	b	Proficient	2	2
10	G	2	a	Basic	1	2
11	C	2	b	Proficient	2	2
12	J	1	f	Proficient	2	2
13	B	1	f	Proficient	2	2
14	G	1	g	Proficient	1	1
15	H	1	d	Proficient	2	2
16	H	1	d	Basic	1	2
17	A	1	c	Proficient	1	1
18	J	2	a	Proficient	2	2
19	A	2	c	Proficient	2	2
20	G	1	f	Proficient	2	2
21	B	2	b	Proficient	2	2
22	F	2	d	Proficient	3	3
23	C	2	d	Basic	2	3
24	J	1	e	Proficient	2	2
25	B	2	b	Proficient	2	2
26	F	2	d	Proficient	3	3
27	B	1	f	Proficient	2	2
28	H	2	e	Proficient	2	2
29	A	2	d	Proficient	3	3
30	G	2	b	Advanced	3	2
31	D	3	e	Proficient	3	3
32	G	3	d	Proficient	3	3
33	D	3	b	Proficient	2	3
34	J	4	b	Proficient	1	1
35	C	4	a	Basic	1	1
36	H	4	b	Proficient	1	1
37	D	4	c	Advanced	2	2
38	G	4	b	Proficient	1	1
39	C	3	a	Proficient	3	3
40	H	3	c	Proficient	2	3
41	D	3	b	Basic	2	3
42	H	4	a	Proficient	1	1
43	A	4	b	Proficient	1	1
44	J	4	c	Proficient	1	2
45	B	4	a	Proficient	1	1
46	G	4	b	Proficient	1	1
47	A	3	a	Proficient	3	3
48	F	3	a	Proficient	2	3
49	D	3	d	Proficient	3	3
50	H	4	b	Proficient	1	1
51	C	3	b	Basic	2	3
52	F	3	f	Advanced	3	3

53	A	4	a	Basic	1	1
54	G	4	a	Proficient	1	1
55	D	3	f	Proficient	3	3
56	H	4	c	Basic	1	2
57	C	4	a	Proficient	1	1
58	F	4	c	Proficient	2	2
59	D	4	a	Proficient	1	1
60	J	4	c	Proficient	2	2

MCT2 Grade 4 LA Key Practice Test 3

Item sequence	Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
1	B	2	b	2	Basic	2
2	G	1	e	2	Proficient	2
3	B	2	e	2	Basic	2
4	J	1	g	1	Proficient	1
5	A	2	b	2	Proficient	2
6	H	2	c	2	Proficient	2
7	C	1	e	2	Proficient	2
8	G	1	b	2	Proficient	2
9	A	1	d	2	Basic	2
10	H	2	b	2	Proficient	2
11	C	2	c	2	Proficient	2
12	H	2	b	2	Proficient	2
13	B	2	b	2	Proficient	2
14	F	2	c	2	Proficient	2
15	D	2	e	2	Proficient	2
16	F	2	a	2	Proficient	2
17	D	2	d	3	Proficient	3
18	H	1	a	1	Basic	1
19	C	1	f	2	Advanced	3
20	G	2	b	2	Advanced	3
21	B	2	b	2	Advanced	3
22	J	1	f	2	Basic	1
23	A	2	d	3	Basic	2
24	J	1	c	1	Proficient	1
25	B	1	g	1	Proficient	1
26	F	2	d	3	Proficient	3
27	A	2	b	2	Proficient	2
28	J	2	c	2	Proficient	2
29	A	2	d	3	Proficient	3
30	H	2	a	2	Basic	1
31	B	4	b	1	Proficient	1
32	H	4	a	1	Proficient	1
33	D	3	b	3	Advanced	3
34	F	3	a	3	Proficient	3
35	C	3	b	3	Proficient	3
36	J	4	a	1	Proficient	1
37	D	3	c	3	Basic	2
38	G	4	c	2	Proficient	2
39	A	3	f	3	Advanced	3
40	F	3	c	3	Advanced	3
41	C	4	a	1	Proficient	1
42	J	4	c	2	Advanced	2

Item sequence	Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
43	B	3	d	3	Proficient	3
44	G	3	a	3	Proficient	3
45	C	3	b	3	Proficient	3
46	H	4	b	1	Proficient	1
47	B	4	c	2	Basic	1
48	F	4	c	2	Advanced	3
49	A	4	a	1	Basic	1
50	H	4	c	2	Basic	1
51	A	4	a	1	Proficient	1
52	G	3	e	3	Proficient	3
53	C	3	f	3	Proficient	3
54	H	3	e	3	Proficient	3
55	C	3	a	3	Proficient	3
56	G	4	b	1	Proficient	1
57	A	4	b	1	Basic	1
58	H	4	a	1	Proficient	1
59	D	3	f	3	Proficient	3
60	H	3	d	3	Proficient	3

MCT2 Grade 4 LA Key Practice Test 3

Item sequence	Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
1	B	2	b	2	Basic	2
2	G	1	e	2	Proficient	2
3	B	2	e	2	Basic	2
4	J	1	g	1	Proficient	1
5	A	2	b	2	Proficient	2
6	H	2	c	2	Proficient	2
7	C	1	e	2	Proficient	2
8	G	1	b	2	Proficient	2
9	A	1	d	2	Basic	2
10	H	2	b	2	Proficient	2
11	C	2	c	2	Proficient	2
12	H	2	b	2	Proficient	2
13	B	2	b	2	Proficient	2
14	F	2	c	2	Proficient	2
15	D	2	e	2	Proficient	2
16	F	2	a	2	Proficient	2
17	D	2	d	3	Proficient	3
18	H	1	a	1	Basic	1
19	C	1	f	2	Advanced	3
20	G	2	b	2	Advanced	3
21	B	2	b	2	Advanced	3
22	J	1	f	2	Basic	1
23	A	2	d	3	Basic	2
24	J	1	c	1	Proficient	1
25	B	1	g	1	Proficient	1
26	F	2	d	3	Proficient	3
27	A	2	b	2	Proficient	2
28	J	2	c	2	Proficient	2
29	A	2	d	3	Proficient	3
30	H	2	a	2	Basic	1
31	B	4	b	1	Proficient	1
32	H	4	a	1	Proficient	1
33	D	3	b	3	Advanced	3
34	F	3	a	3	Proficient	3
35	C	3	b	3	Proficient	3
36	J	4	a	1	Proficient	1
37	D	3	c	3	Basic	2
38	G	4	c	2	Proficient	2
39	A	3	f	3	Advanced	3
40	F	3	c	3	Advanced	3
41	C	4	a	1	Proficient	1
42	J	4	c	2	Advanced	2

MCT2 Grade 4 LA Key Practice Test 3

Item sequence	Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
43	B	3	d	3	Proficient	3
44	G	3	a	3	Proficient	3
45	C	3	b	3	Proficient	3
46	H	4	b	1	Proficient	1
47	B	4	c	2	Basic	1
48	F	4	c	2	Advanced	3
49	A	4	a	1	Basic	1
50	H	4	c	2	Basic	1
51	A	4	a	1	Proficient	1
52	G	3	e	3	Proficient	3
53	C	3	f	3	Proficient	3
54	H	3	e	3	Proficient	3
55	C	3	a	3	Proficient	3
56	G	4	b	1	Proficient	1
57	A	4	b	1	Basic	1
58	H	4	a	1	Proficient	1
59	D	3	f	3	Proficient	3
60	H	3	d	3	Proficient	3