

Mississippi English Language Arts

Grade 5

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: <i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)</i>	Identify roots and affixes in multi-syllabic words.	Apply knowledge of roots and affixes (inter-, super-, semi-, -ian, -ist, -ous, -eous, ious) in multi-syllabic words to determine meaning. IS (3) PT1 (1) PT2(2) PT3(1)	
1b: <i>The student will develop and apply expansive knowledge of words and word meanings to communicate.</i>		Apply expansive knowledge of words and word meanings to communicate. IS (1) PT2 (1) PT3 (1)	
1c: <i>The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>	Identify and produce appropriate synonyms, antonyms, and homonyms. IS (1) PT1 (1) PT2 (1)	Identify and produce appropriate synonyms, antonyms, and homonyms. PT1(1)	Justify the use of synonyms and antonyms for their appropriateness in selected text. PT2(1)
1d: <i>The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)</i>		Use context clues (examples) to infer meanings. IS (3) PT1 (2) PT2 (2) PT3 (3)	Justify the use of context clues to infer meaning. PT1(1)
1e: <i>The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)</i>	Identify simple figurative language in text PT2(1)	Apply knowledge of figurative language (idiom) to determine the meaning of text. IS (2) PT1 (2) PT2(2) PT3 (2)	Compare the use of figurative language in multiple texts to justify inferred meaning of text. PT2 (1) PT3 (1)

<p><i>If: The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)</i></p>		<p>Select appropriate reference materials to gain information for unfamiliar words used in text.</p> <p>IS (1) PT1(2) PT2(1)</p>	
<p><i>Ig: The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)</i></p>		<p>Communicate using vocabulary that is appropriate for the context, purpose, and situation (formal and informal language).</p> <p>IS (2) PT1(2) PT2(1) PT3(1)</p>	
<p>Framework Objectives</p>	<p>Basic</p>	<p>Proficient</p>	<p>Advanced</p>
<p><i>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)</i> 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. 2) Parts of a book - title page, table of</p>	<p>Recognize, identify, and use text features, parts of a book, text structures, and genres to understand text.</p>	<p>Apply knowledge of text features (subheadings, numberings), text structures (order of importance, problem/solution) and genres (biographies and autobiographies) to interpret text.</p>	

<p>contents, glossary, index, appendix, footnotes, etc. 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. 4) Genres – Fiction, nonfiction, poetry, biographies, and autobiographies</p>	<p>PT1 (2) PT2 (1) PT3 (1)</p>	<p>IS (1) PT1 (3) PT2 (2) PT3 (1)</p>	
<p>2b: <i>The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</i> 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. 2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order. 3) Identify and infer cause and effect in texts. 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>	<p>IS (1) PT1 (2) PT2 (1)</p>	<p>Analyze text to infer or synthesize information or to draw conclusions.</p> <p>IS (1) PT1 (5) PT2 (2) PT3 (2)</p>	<p>Justify an inferred outcome, synthesis, or conclusion based on text-based evidence.</p> <p>PT2(1) PT3 (2)</p>

<p>2c: The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)</p>	<p>Recognize and identify appropriate summary or paraphrase of events or ideas in text of increasing length and difficulty.</p> <p>IS (2) PT1 (4)</p>	<p>Generate a summary or paraphrase of events or ideas in text of increasing length and difficulty, citing text-based evidence.</p> <p>PT2 (4) PT3 (4)</p>	
<p>2d: The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <p>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p> <p>2) Literary devices (e.g., imagery, exaggeration, dialogue)</p> <p>3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</p> <p>4) Author's purpose (e.g., inform, entertain, persuade)</p>	<p>Identify and compare story elements, literary devices, sound devices, and author's purpose in text of increasing length and difficulty.</p> <p>PT1(2) PT2(1) PT3 (4)</p>	<p>Interpret increasingly complex literary text, literary non-fiction, and informational text to compare and contrast information.</p> <p>IS (1) PT1 (1) PT2 (4) PT3 (6)</p>	<p><i>There is no PLD listed on the chart for this objective; however, based on the practice items labeled advanced for this objective, a suggested PLD would be:</i></p> <p>Justify increasingly complex literary text, literary non-fiction, and informational text to compare and contrast information.</p> <p>PT1(1)</p>
<p>2e: The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2)</p> <p>1) Distinguish between fact and opinion.</p> <p>2) Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).</p>	<p>Recognize and identify facts, opinions, and tools of persuasion in text of increasing length and difficulty.</p> <p>IS (2) PT1 (2) PT2 (1) PT3 (3)</p>	<p>Interpret facts, opinions, and tools of persuasion (association, stereotypes, bandwagon) in text.</p> <p>PT1(1) PT2(2)</p>	

<p>Framework Objectives</p>	<p>Basic</p>	<p>Proficient</p>	<p>Advanced</p>
<p>3a: The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (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 feedback 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>Use an appropriate composing process</p>	<p>Use an appropriate composing process</p>	<p>Based on audience and purpose, justify an appropriate composing process to produce or evaluate descriptive, narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT1(2)</p>
		<p>PT1 (5) PT2 (1)</p>	

		PT3 (4)	
	IS (1)		
3b: The student will compose descriptive texts using specific details and vivid language. (DOK 3)	Use an appropriate composing process to produce grade-level descriptive text, using specific details	Use an appropriate composing process to produce descriptive text with specific details and vivid language	Based on audience and purpose, justify an appropriate composing process to produce or evaluate descriptive text of increasing complexity and length. IS (1) PT3 (1)
		PT1 (3) PT2 (2) PT3 (2)	
3c: The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3) 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies or autobiographies 6) Video narrative	Use an appropriate composing process to produce grade-level narrative text, relating an event with a clear beginning, middle, and end PT3 (1)	Use an appropriate composing process to produce narrative text using specific details relating an event with a clear beginning, middle, and end PT2(4) PT3(1)	Based on audience and purpose, justify an appropriate composing process to produce or evaluate narrative text of increasing complexity and length. IS1 (1) PT3 (1)
3d: The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) 1) Reports 2) Letters 3) Functional texts 4) Presentations 5) Poems 6) Essays	Use an appropriate composing process to produce grade-level informational text, clearly expressing a main idea with supporting details. PT2(1)	Use an appropriate composing process to produce informational text, clearly expressing the main idea with supporting details including but not limited to text containing order of importance or problem/solution IS (1) PT1(3) PT2(3) PT3 (3)	Based on audience and purpose, justify an appropriate composing process to produce or evaluate informational text of increasing complexity and length. PT1(1) PT2(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		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(2)	Based on audience and purpose, justify an appropriate composing process to produce or evaluate persuasive text of increasing complexity and length. PT1(1)

<p>4b: <i>The student will apply Standard English mechanics to compose or edit. (DOK 1)</i></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, nonessential appositive phrases, and interrupters)</p> <p>4) Apostrophes (possessives; contractions)</p> <p>5) Semicolons (compound sentences)</p> <p>6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>7) Underlining/Italics (titles of books and movies)</p> <p>8) Colons (e.g., time, before lists introduced by independent clauses, business letters)</p> <p>9) 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>10) Spell words commonly found in fifth grade level text.</p> <p>11) Produce legible text</p>	<p>Recognize Standard English mechanics:</p> <p>3) commas with interrupters</p> <p>5) semicolons with compound sentences</p> <p>6) quotation marks with titles of chapters and of magazine articles</p> <p>8) colons with business letters</p> <p>IS (1) PT1(1) PT2(1)</p>	<p>Apply Standard English mechanics to compose or edit:</p> <p>3) commas with interrupters</p> <p>5) semicolons with compound sentences</p> <p>6) quotation marks with titles of chapters and of magazine articles</p> <p>8) colons with business letters</p> <p>10) Spell words commonly found in fifth grade level text.</p> <p>IS (1) PT1(5) PT2(4) PT3 (6)</p>	<p>Apply knowledge of Standard English mechanics and sentence structure purposefully including compound sentences using compound subjects and/or compound predicates.</p>
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<p>4c: <i>The student will apply knowledge of sentence structure in composing or editing. (DOK 2)</i></p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.</p> <p>5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.</p>	<p>Recognize sentence structure incorporating:</p> <p>1) & 2) compound sentences with compound subjects and/or compound predicates</p> <p>IS (1) PT1(5) PT3 (2)</p>	<p>Apply knowledge of sentence structure to compose or edit:</p> <p>1) & 2) compound sentences with compound subjects and/or compound predicates</p> <p>PT1(1) PT2(3) PT3 (3)</p>	<p>Apply knowledge of Standard English mechanics and sentence structure purposefully including compound sentences using compound subjects and/or compound predicates to produce texts with sophisticated grade-level syntax.</p> <p>PT2(2)</p>
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Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate.

1a: The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, *inter-*, *super-*, *semi-*, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)

BASIC
Identify roots and affixes in multi-syllabic words.

PROFICIENT
Apply knowledge of roots and affixes (inter-, super-, semi-, -ian, -ist, -ous, -eous, ious) in multi-syllabic words to determine meaning.
IS (3) PT1 (1) PT2(2) PT3(1)

1. Based on the prefix inter, what is the definition of interstate?

- A. Between states*
- B. In a state
- C. Beside a state
- D. Far from a state

DOK 2

PROFICIENT

Item Specifications

2. Read the following sentences in the box below.

Mario and his family left the place that had been their home for six years and began their journey to their new home in the state where his grandmother lived. Two days later and one thousand miles of behind them, they arrived at their destination still on Interstate 10, the same highway on which they had begun their trip.

What information in the passage helps the reader understand the word interstate?

- A. “left the place that had been their home for six years”
- B. “their journey to their new home in the state where his grandmother lived”*
- C. “two days later and one thousand miles behind them”
- D. “the same highway on which they had begun”

DOK 2

PROFICIENT

Item Specifications

3. Read the sentence in the box below.

We go to the store’s semi-annual sales in December and July.

Which of the following is the meaning of semi-annual.

- A. Half-price
- B. One day
- C. Once a month
- D. Twice a year

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

21. Based on the suffix -ious, what is the meaning of the word spacious?

- A. Having great space
- B. Throughout space
- C. Being in space
- D. Without space

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

11. Which word below is not formed by adding the affix ous to a base word?

- A. tremendous
- B. marvelous
- C. humorous
- D. ridiculous

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

14. Based upon the meaning of the affix semi-, which of the following does not uses semi- correctly?

- F. Patients are told to eat only semisolid foods for a week after any type of major throat surgery.
- G. Students in grades five through eight must prepare for semiannual tests in October, February, and May.
- H. The semicircular arrangement of seats in the theater allowed the entire audience a good view of the stage.
- J. Students had difficulty reading the instructions in the semidarkness of their classroom after the electricity went off.

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

22. Based upon the meaning of the affix -ious, what is the meaning of laborious?

- F. Finding a job
- G. Finishing a job
- H. Requiring work
- J. Willing to work

DOK 2

PROFICIENT

Practice Test 3

1b: *The student will develop and apply expansive knowledge of words and word meanings to communicate.*

PROFICIENT
Apply expansive knowledge of words and word meanings to communicate.
IS (1) PT2 (1) PT3 (1)

1. Read the sentence below.

The actors in the play we saw yesterday gave a superior performance.

Which of the following is the meaning of superior as it is used in the sentence?

- A. Higher in rank
- B. Having great value*
- C. Higher in number
- D. Having great strength

DOK 1

PROFICIENT

Item Specifications

17. What is the meaning of the word indignant?

- A. Indicating a reason for change
- B. Upset by something that is unfair
- C. Living naturally in a certain place
- D. Content with things as they appear

DOK 1

PROFICIENT

Practice Test 2

20. What is the meaning of disguise?

- F. To reproduce the work of somebody else
- G. To change something so that it cannot be recognized
- H. To enclose something or somebody completely
- J. To say something that opposes what somebody has said

DOK 1

PROFICIENT

Practice Test 3

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

BASIC

Identify and produce appropriate synonyms, antonyms, and homonyms.

IS (1) PT1 (1) PT2 (1)**1. Which of the following is a synonym for disguise?**

- A. Destroy
- B. Ruin
- C. Hide*
- D. Reveal

DOK 1**BASIC****Item Specifications****13. Which of the following words is a homonym for rung?**

- A. ring
- B. rang
- C. wrong
- D. wrung

DOK 1**BASIC****Practice Test 1****12. Which of the following is an antonym for wither?**

- F. defeat
- G. fade
- H. shrink
- J. thrive

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

Identify and produce grade level appropriate synonyms, antonyms, and homonyms.

PT1 (1)**24. What is the definition of bewildered?**

- F. exhausted
- G. frightened
- H. pressure
- J. confused

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

Justify the use of synonyms and antonyms for their appropriateness in selected text.

PT2 (1)

22. Read lines 14-24 from “Looking at the Moon.”

The Apollo astronauts traveled to the moon to look for signs of living things and to explore whether or not the moon would be safe for life. The astronauts noticed no motion and no life forms. On the moon nothing was moving. The surface of the moon, covered with dried lava fields called maria, looked dead and deserted. These lava fields are made of molten, or melted, rocks that bubbled to the surface and hardened. The surface also has craters, or deep holes. With all these obstructions, the astronauts had to walk very cautiously. “The moon is not safe for settlers,” they reported.

Even though their exploration halted any plans for a colony on the moon, their work did provide scientists with some interesting data. The astronauts brought back samples of moon rocks that show that the moon’s surface has a crust and mantle similar to Earth’s crust, mantle, and core.

Which of the following synonyms is an appropriate replacement of the word obstructions as justified by the text?

- F.** barriers
- G.** hazards
- H.** hurdles
- J.** setbacks

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

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

PROFICIENT
Use context clues (examples) to infer meanings.
IS (3) PT1 (2) PT2 (2) PT3 (3)

1. Read the sentence in the box below.

The acting in the play was so <u>magnificent</u> that at the end of the play the audience rose to their feet and applauded.

Based on the statement, which of the following is a synonym for magnificent?

- A. Proud
- B. Realistic
- C. Enormous
- D. Impressive*

DOK 2

PROFICIENT

Item Specifications

2. Read the sentence in the box below.

Based on the <u>perplexed</u> look on the students' faces, the science teacher decided she would have to teach another lesson on kinetic energy before the test.
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What is the meaning of the word perplexed in the sentence?

- A. Eager
- B. Quiet
- C. Annoyed
- D. Confused*

DOK 2

PROFICIENT

Item Specifications

3. Read the sentence in the box below.

Traditionally, we observe Martin Luther King Day on the third Monday in January.
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Which word below is a synonym for observe as it is used in the sentence?

- A. Obey
- B. Watch
- C. Celebrate*
- D. Discover

DOK 2

PROFICIENT

Item Specifications

12. Read the following sentence.

Based on this sentence, which of the following words is the meaning of desolate?

We drove past the broken-down shacks in the desolate old mining town, which people had abandoned after the gold rush ended.

- F. dry
- G. distant
- H. deserted
- J. decorated

DOK 2**PROFICIENT****Practice Test 1****31. Read the following sentence.**

Denzel avoids going to the gym because lifting weights over and over again quickly becomes tedious.

Based on this sentence, which of the following is the meaning of tedious?

- A. Entertaining
- B. Amusing
- C. Relaxing
- D. Boring

DOK 2**PROFICIENT****Practice Test 1****25. Read the following sentences.**

The children were astounded by the determination of all competing in the science fair.
His determination to reach the top of the mountain was exhibited in every step he took forward.

Which of the following synonyms correctly replaces determination in both sentences?

- A. decision
- B. resolution
- C. judgment
- D. solution

DOK 2**PROFICIENT****Practice Test 2****26. Read the following sentence.**

The wood on the dock is flimsy and needs to be replaced before someone falls through.

Based upon the sentence above, which choice below can the reader infer as the correct meaning of the word flimsy?

- F. thin
- G. shaky
- H. gnawed
- J. slippery

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

7. Read the following sentence.

The owner of the gift shop was surprised but delighted that all the figurines in the shipment were intact. Because they were made of

Which of the following will the reader infer to be the meaning of intact based upon the context of the sentences?

- A. on time
- B. included
- C. attractive
- D. unbroken

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

9. Read the following sentences.

Nature holds few sounds more pleasing to the ear than the delicate chirping and twittering of birds singing. In addition to providing their unique and lovely music, these creatures are entertaining to observe as well.

Based upon how it is used in these sentences, what is the meaning of **unique**?

- A. Practiced and skilled
- B. Ordinary and available
- C. Hidden and unimportant
- D. Particular and unusual

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

28. Read the following sentence.

Our basketball team made a valiant effort, but the team we played in the state tournament was simply too big and too fast for us.

Based upon how the word is used in the sentence, which word is not a synonym for **valiant**?

- F. brave

- G. determined
- H. strong
- J. successful

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

Justify the use of context clues to infer meaning.

PT1 (1)**23. Read the following definitions of the word arduous.**

1. not easy to accomplish
2. marked by great effort
3. hard to travel

Read the following paragraph.

Sammy and Cal decided to take a leisurely ride in the park. Their relaxed outing soon became a disaster. The hills were too difficult to climb. They ended up walking their bikes up and down the hills.

Joni wants to replace the word difficult with the word arduous. Based on the dictionary definitions and the passage, has Joni chosen the correct synonym?

- A. Yes, because the boys had such a restful outing
- B. Yes, because the boys enjoyed pushing their bikes up and down the hills
- C. Yes, because the boys had to struggle to get their bikes up and down the hills
- D. Yes, because the boys had no trouble on their outing

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

1e: *The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, **idiom**) to determine the meaning of **text** and to communicate. (DOK 2)*

BASIC

Identify simple figurative language in text

PT2 (1)

(Refer to passage “Buried Treasure”)

2. What type of figurative language does the poet use in lines 51-52 to describe the sea?

- F. Simile
- G. Metaphor
- H. Hyperbole
- J. Personification

DOK 1

BASIC

Practice Test 2

PROFICIENT

Apply knowledge of figurative language (idiom) to determine the meaning of text.

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

1. Read the sentence in the box below.

My Aunt Benecia’s green thumb always wins her first place in the annual spring flower show for the tulips that she enters from her own garden.

Based on the sentence, the reader can determine that the idiom “green thumb” means which of the following?

- A. The ability to grow plants that are especially healthy*
- B. The ability to select pretty plant entries for a flower show
- C. The ability to grow plants that are green in a spring garden
- D. The ability to find the right kind of plants for a flower show

DOK 2

PROFICIENT

Item Specifications

2. Read the sentence in the box below.

By Tomalisha’s sly grin, we could tell she had something up her sleeve.

Based on the sentence, the reader can determine that the idiom “something up her sleeve” means which of the following?

- A. Tomalisha is hiding an object by keeping it in her clothing.
- B. Tomalisha is planning something that she has not shared with others.*
- C. Tomalisha is taking something with her that she does not want others to see.
- D. Tomalisha is worried about being caught with something that she should not have.

DOK 2

PROFICIENT

Item Specifications

(Refer to passage “Mississippi Sandhill Crane”)

2. Based upon this passage, choose the line that confirms the author used a simile as a

literary device.

- F. Line 6
- G. Line 17
- H. Line 21
- J. Line 27

DOK 2

PROFICIENT

Practice Test 1

22. Read the following sentence.

Julie fell out laughing at her own mistake.

This sentence uses an idiom. What do the words “fell out laughing” tell the reader?

- F. Julie dropped to the floor.
- G. Julie laughed because she fell.
- H. Julie thought the mistake was funny.
- J. Julie passed out because she made a mistake.

DOK 2

PROFICIENT

Practice Test 1

(Refer to passage “Buried Treasure”)

13. Read the following paragraph.

Bobby came out of school one day to find that someone had spilled juice on the handlebars of his bike. He knew that he had to clean off the handlebars before riding home so that his hands would not get sticky. Bobby felt angry that whoever had spilled the juice had not cleaned it up. He thought for a minute. Bobby decided that he was glad he had not been spilled on, too, and that he was making a mountain out of a molehill.

Based upon the paragraph, which of the following is the correct meaning of the idiom making a mountain out of a molehill?

- A. Building a larger mound of dirt
- B. Getting angry about what happened
- C. Giving an event too much importance
- D. Comparing the size of two different objects

DOK 2

PROFICIENT

Practice Test 2

(Refer to passage “Looking at the Moon”)

24. Which of the following is the correct meaning of the figurative language used in lines 6-7?

- F. Figurative language describes how warm Earth is with its blanket of air.
- G. Figurative language describes how Earth is different from the moon.
- H. Figurative language describes how the atmosphere wraps around Earth like a blanket.
- J. Figurative language describes how the atmosphere on Earth is like the atmosphere on the moon.

DOK 2

PROFICIENT

Practice Test 2

5. Read the following lines from the passage.

I was a little nervous about running with mostly older students, but my determination marched me to practice the next day to face my fears.

Which sentence accurately explains how figurative language is used in these lines?

- A. The figurative language shows that the narrator is able to move closer to her goal to run with older students by ignoring her fears.
- B. The figurative language shows that the narrator finally realizes her fears about trying out for the team are not reasonable.
- C. The figurative language shows that the narrator’s desire to be on the track team is stronger than her fears.
- D. The figurative language shows that the narrator’s fears are keeping her from reaching her goal of being on the track team.

DOK 2

PROFICIENT

Practice Test 3

15. Read the following lines from the poem.

**Now, just up ahead, other shadows appear
Through the morning’s misty veil:**

**Long-necked shadows! Giant-winged shadows! All in movement!
Shadows dancing in a circle! Shadows bowing up and down!**

What effect does the poet’s figurative use of the words “shadows” and “veil” have on the reader’s understanding of the setting?

- A. The figurative use of the words makes the savanna seem peaceful.
- B. The figurative use of the words makes the savanna seem mysterious.
- C. The figurative use of the words makes the savanna seem dreary.
- D. The figurative use of the words makes the savanna seem welcoming.

DOK 2

PROFICIENT

Practice Test 3

ADVANCED

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

PT2 (1) PT3 (1)

(Refer to passage “A Rio Grande Adventure”)

32. Which use of personification in the passage justifies the inference that the speaker felt connected with nature?

- F. The bumpy dirt road seemed to echo my enthusiasm as it jostled and bounced us in our seats.
- G. That night as my sleeping bag welcomed me, I thought eagerly about tomorrow’s adventures.
- H. The long, thin craft could not budge; the flow of the water held it tightly against the stone’s surface.
- J. When we were in place, Dad let go of the canoe and allowed the water to guide it into the narrow space between the rocks.

DOK 3

ADVANCED

Practice Test 2

8. Read the two sentences below.

Mother listened carefully to the proposal, but she took the committee’s suggestions with a grain of salt.

Because Jennifer is so excitable, I knew I should take her version of the accident with a grain of salt.

Based upon these sentences, which of the following can the reader justify to be the meaning of the idiom “with a grain of salt”?

- F. Listen but not agree with the information
- G. Listen but not respond to the information
- H. Listen but consider the information
- J. Listen but correct the information

DOK 3

ADVANCED

Practice Test 3

1f: *The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)*

PROFICIENT
Select appropriate reference materials to gain information for unfamiliar words used in text.
IS (1) PT1 (2) PT2 (1) PT3 (1)

1. John needs to look up several antonyms for the word fair. Which resource will John use?
- A. An index
 - B. A glossary
 - C. A thesaurus*
 - D. An encyclopedia

DOK 1**PROFICIENT****Item Specifications**

11. Hannah wants to find out about the uses of a schooner. Where can she look to get the information?

- A. An atlas

- B. An almanac
- C. A newspaper
- D. An encyclopedia

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

30. Where can a reader find another word for aware?

- F. A thesaurus
- G. An almanac
- H. An encyclopedia
- J. A table of contents

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

1. A reader wants to find out what kinds of creatures urchins, barnacles, and anemones are. In which source will he not find the information?

- A. Glossary
- B. Thesaurus
- C. Dictionary
- D. Encyclopedia

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

27. Read the following dictionary entry.

determination (di tər mə n̄ a' shən)

n.

1. a legal decision made by a judge that settles a difference of opinion.
2. the act of making a definite decision.
3. a fixing of the position or character of something.
4. a firm decision to reach a goal.

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

- A. The principal's determination of the results of the contest caused her to wait to choose a winner.
- B. The student's determination to study her spelling words every day helped her win the spelling bee.
- C. The travelers carefully studied the map and made a determination about where to turn next.
- D. The children waited for a determination from their aunt about going to the zoo on Saturday.

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

1g: *The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)*

PROFICIENT
Communicate using vocabulary that is appropriate for the context, purpose, and situation (formal and informal language).
IS (2) PT1 (2) PT2 (1) PT3 (1)

1. Maggie’s mother wrote a note to Maggie’s teacher. Read the note in the box below.

Please dismiss Maggie at 2 p.m. today. Her grandparents, who live out of town, are here to visit the family. Their visits are rare, and we consider it important for Maggie and her kid sisters to spend quality time with them. I appreciate all you do for the students in your class.
Thank you.

Based upon the language in the note, which of the following is a correct replacement for her kid sisters?

- A. My other infants
- B. My other youngsters
- C. Her younger siblings*
- D. Her little, tiny baby sisters

DOK 2

PROFICIENT

Item Specifications

2. Read the letter in the box below.

Dear Sir or Madam,
(1) Our class is planning a field trip to the Mississippi Museum of Natural Science in March.(2) Our science class is studying the Cypress Swamp. (3) I think swamps are cool! (4) I was wondering if any of the exhibits in your museum contain information about swamps. (5) Please send me any information you may have about your museum as it relates to the study of the Cypress Swamp. (6) Thank you for your help.

Which of the sentences from the letter contains language that is NOT acceptable for the purpose of the letter?

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

DOK 2

PROFICIENT

Item Specifications

14. Read this part of a letter Tanya wrote to the editor of her local newspaper.

Dear Editor:

Our mayor should be re-elected because she is so brainy. I urge everyone to vote for her.

Which of the following words should be replaced to make Tanya’s letter to the editor more appropriate?

- F. Dear
- G. Urge
- H. Brainy
- J. Re-Elected

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

32. Read this part of a report about earthworms Shantia wrote for her teacher.

Many people think worms are gross, but earthworms are important. They make tunnels in\ the soil. These tunnels allow water and air to circulate through the soil.

Which appropriate replacement for gross can Shantia use in her report?

- F. creepy
- G. disgusting
- H. nasty
- J. yucky

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

27. Read the following paragraph from a note the principal of south Fork Elementary School wrote to parents.

(1) Mrs. Patterson’s fifth-grade class is hoping to take a field trip to the Mississippi Museum of Art. (2) Mrs. Patterson needs two parents to volunteer to ride the bus with the students and to help monitor them in the museum. (3) She has said that parents who know lots of into about paintings and stuff are worth their weight in gold. (4) Please call Mrs. Patterson by Friday before 3 p.m. if you can help with the field trip.

Which sentence from the paragraph contains vocabulary that is not appropriate for the purpose of the paragraph?

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

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

21. Read this paragraph from Kaylee’s report about snakes.

Snakes are long, thin reptiles. They slither along the ground because they do not have legs. Some, such as coral snakes, copperheads, rattlesnakes, and water moccasins, are poisonous. Snakes can be very creepy animals.

Kaylee wants to replace the word creepy with a word that is more formal. Which of the following words is an appropriate replacement for creepy?

- A. silly
- B. frightening
- C. amazing
- D. icky

DOK 2

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 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, headings, **subheadings, numberings**, captions, illustrations, graphs, diagrams, 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, procedure, compare/contrast, **order of importance, problem/solution**, etc.
- 4) Genres – Fiction, nonfiction, poetry, **biographies, and autobiographies**

BASIC
Recognize, identify, and use text features, parts of a book, text structures, and genres to understand text.
PT1 (2) PT2 (1) PT3 (1)

(Refer to passage “Not So Ridiculous After All”)

28. What text structure does the author use to write this passage?

- F. Problem/solution
- G. Compare/contrast
- H. Procedural order
- J. Order of importance

DOK 2

BASIC

Practice Test 1

(Refer to passage “A Forest of Stone”)

34. What text structure does the author use in lines 1-20 of this passage?

- F. Problem/solution
- G. Compare/contrast
- H. Cause/effect
- J. Order of importance

DOK 2

BASIC

Practice Test 1

(Refer to passage “Looking at the Moon”)

20. Which of the following text structures is not used to organize the passage?

- F. Problem/Solution
- G. Compare/Contrast
- H. Order of Importance

J. Simple Cause and Effect**DOK 1****BASIC****Practice Test 2**

(Refer to “Planting Memories.”)

30. Which of the following text structures is not used to develop the passage?

- F. Sequential Order
- G. Order of Importance
- H. Cause and Effect
- J. Problem/Solution

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

Apply knowledge of text features (**subheadings, numberings**), text structures (**order of importance, problem/solution**) and genres (**biographies and autobiographies**) to interpret text.

IS (1) PT1 (3) PT2 (2) PT3 (1)**1. Read the passage “Fast Moving Sport.”****Which of the following subheadings is the appropriate place to add information about training to prepare players for the game lacrosse?**

- A. Just Try to Keep Up
- B. How to Play*
- C. History of the Game
- D. Lacrosse Today

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

(Refer to passage “Mississippi Sandhill Cranes”)

3. Which of the following choices is an appropriate subheading for lines 22- 38?

- A. Types of Sandhill Cranes
- B. Mississippi Sandhill Crane Nests
- C. Predators of the Mississippi Sandhill Crane
- D. Reducing Threats to the Mississippi Sandhill Crane

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

(Refer to passage “Mississippi Sandhill Cranes”)

7. Which of the following choices is another appropriate title for this passage?

- A. Gautier, Mississippi
- B. The Mysterious Sound
- C. Wet Piney Savannas
- D. The Misty Veil

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

(Refer to passage “A Forest of Stone”)

35. Which of the following choices is another appropriate title for this passage?

- A. Samples of Mississippi’s Petrified Wood
- B. Mississippi’s Unique Petrified Forest
- C. Mississippi’s Top Tourist Attraction
- D. The History of Mississippi’s Forests

DOK 2

PROFICIENT

Practice Test 1

(Refer to passage “Buried Treasure”)

3. The author wants to add the subheading “Beach Rules” to the passage “Buried Treasure.” Before which of the following lines will the subheading be placed?

- A. Lines 1-6
- B. Lines 10-13
- C. Lines 14-17
- D. Lines 18-23

DOK 2

PROFICIENT

Practice Test 2

16. Which of the following represents a title appropriate for a biography?

- F. Moon Dust: A History of Music
- G. The Challenger: A Trip into Space
- H. The Milky Way: The Story of Our Galaxy
- J. Bravery in Action: The First to Walk on the Moon

DOK 2

PROFICIENT

Practice Test 2

(Refer to “Birding for Beginners.”)

11. A student is interested in learning about skills he might develop by bird watching.

Which of the following titles will provide the information?

- A. Height Above the Ground
- B. Birdhouse Basics
- C. Bird Species
- D. What Birding Offers

DOK 2

PROFICIENT

Practice Test 3

2b: *The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)*

- 1) **Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.**
- 2) **Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.**
- 3) **Identify and infer cause and effect in texts.**
- 4) **Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.**

- 5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

BASIC
There is no PLD description for this objective. However, based on sample test items, the basic level requires students to answer questions based on information found in the text.
IS (1) PT1 (2) PT2 (1)

1. Read the passage “Fast Moving Sport.”

According to the passage, which of the following allows the player to know the ball is in the pocket?

- A. Keeping his or her eyes on the opponent
- B. Feeling a back and forth rocking motion
- C. Cradling the stick
- D. Feeling the weight*

DOK 1

BASIC

Item Specifications

(Refer to passage “From Disgusting to Amazing”)

16. What does a cockroach do when it is frightened?

- F. It sticks its antennae straight out in front of it.
- G. It sticks its antennae straight up in the air.
- H. It moves its antennae from side to side.
- J. It moves its antennae up and down.

DOK 1

BASIC

Practice Test 1

(Refer to passage “From Disgusting to Amazing”)

19. What did scientists do after they observed how cockroaches find their way around objects in their path?

- A. They built underwater robots.
- B. They built search-and-rescue robots.
- C. They designed camera-like eyes for robots.
- D. They designed antennae with sensors for robots.

DOK 2

BASIC

Practice Test 1

(Refer to passage “A Rio Grande Adventure”)

28. Which of the following text structures does the author use in lines 19-37 of the passage?

- F. Description
- G. Problem/solution
- H. Compare/Contrast

J. Order of Importance

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

Analyze text to infer or synthesize information or to draw conclusions.

IS (1) PT1 (5) PT2 (2) PT3 (2)**2. Read the paragraph in the box below.**

Bert and Ernie sit on the lily pads stone in the middle their artificial home. Their shimmering skin appears brightly colored from the lamps overhead. Each one sleeps, dreaming, perhaps, of munching on fresh snacks. A sudden movement sometimes causes the dream to be interrupted, but eventually sleep arrives again. The sounds around them stir them from their sleep. Bert and Ernie slowly and carefully search the area around them for what they hear approaching. Snap! Their long tongues stick the flies – their first course for lunch that day.

Based on information in the paragraph, the reader can infer which of the following?

- A. Bert and Ernie are someone's pet dogs.
- B. Bert and Ernie are someone's pet frogs.*
- C. Bert and Ernie are someone's pet cats.
- D. Bert and Ernie are someone's pet canaries.

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

(Refer to passage "Mississippi Sandhill Cranes")

5. Based on the passage, what conclusion can the reader draw about what would happen if the refuge did not exist?

- A. The cranes would become extinct because they would be at the mercy of many predators.
- B. The cranes would become migratory because they would need to fly to Canada or Mexico.
- C. The cranes would build their nests in the pine trees where other birds build their nests.
- D. The cranes would find a home in an unprotected area because other animals live there.

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

(Refer to passages "Mississippi Sandhill Cranes" and "Dance")

9. Based on "Dance" and "Mississippi Sandhill Cranes," what conclusion can the reader draw about the needs of the sandhill cranes?

- A. They need to live in a very dry environment.

- B. They require special grassy places to live.
- C. They need many trees to keep them cool.
- D. They require foggy air to breathe well.

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

(Refer to passages “Mississippi Sandhill Cranes” and “Dance”)

10. Based on “Dance” and “Mississippi Sandhill Cranes,” what can the reader infer about the call of sandhill cranes?

- F. It is very disturbing to most people.
- G. It sounds like a musical instrument.
- H. It sounds much like that of other birds.
- J. It makes the cranes seem stranger than they are.

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

(Refer to passage “Not so Ridiculous After All”)

26. Based on this passage, what will Jesse do on the night of his performance?

- F. Ask Marcus to come to the play to coach him
- G. Use his new speaking technique in the play
- H. Become very nervous and forget most of his lines during the play
- J. Decide he is not a good actor and refuse to perform in the play

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

(Refer to passage “A Forest of Stone”)

33. Based on this passage, what would have happened to the trees that floodwaters brought to Mississippi thousands of years ago if they had not been covered with silt and rock?

- A. The trees would have rotted over time.
- B. The farmers would have planted the trees.
- C. The settlers would have used the trees for fuel.
- D. The trees would have become fossils over time.

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

(Refer to passage “A Buried Treasure”)

7. Based upon the passage, which of the following can the reader infer?

- A. Marta was impressed with her discovery of the brown periwinkles but not with the poem that Shalin found.
- B. Both the message in the bottle and the brown periwinkles in the pool are examples of beach treasures.
- C. The message in the bottle is the only treasure that a student found on the beach.
- D. Shalin broke the rules of the field trip by picking up the message in a bottle.

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

(Refer to passage “A Buried Treasure”)

8. Read the poem that is inserted in “A Buried Treasure.”

What conclusion can the reader draw from the poem?

- F. The captain does not wish to return to live on the land.
- G. The captain has not experienced stormy weather at sea.
- H. The captain is responsible as king of the sea to protect the sea and its inhabitants.
- J. The captain has a crew that wishes to return to their homeland and their families

DOK 2

PROFICIENT

Practice Test 2

(Refer to passage “Looking at the Moon”)

19. Which of the following is not a cause of the moon’s being unsafe for settlers?

- A. The side of the moon not facing Earth is cold.
- B. One day on the moon equals twenty-nine Earth days.
- C. The surface of the moon has dried lava fields and craters.
- D. The atmosphere of the moon does not contain moisture and oxygen

DOK 2

PROFICIENT

Practice Test 2

(Refer to passage “A Rio Grande Adventure”)

29. Which of the following questions can not be answered after reading the passage?

- A. How does the narrator feel about the wilderness at the end of the day?
- B. Does the family make a wise choice not to paddle through the rocks?
- C. Why does the family choose to go to the Rio Grande in Texas every year?
- D. What is a difference between the park during the day and the park at night?

DOK 2

PROFICIENT

Practice Test 2

(Refer to passage “A Rio Grande Adventure”)

30. Read the following paragraph from “A Rio Grande Adventure.”

Gradually, the sky dimmed; and twinkling stars appeared, dotting the night sky with their brilliance. Out here in the wilderness, the stars seemed close enough to touch. The moon rose over the distant mountain. The scenery that had seemed so rough by day looked soft when bathed in the silver moonlight. That night as my sleeping bag welcomed me, I thought eagerly about tomorrow’s adventures.

What is the main idea of this paragraph?

- F. The moon rising over the mountains makes one member of the family think about the day’s adventure.
- G. One member of the family, eager for the next day’s adventures, crawls into a sleeping bag.
- H. The night sky is so beautiful that one member of the family has a difficult time going to sleep.

- J. One member of the family, taking in the scenery, realizes that the wilderness is beautiful.

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

3. What can the reader infer is not a cause of Kayla’s success at conquering the hill?

- A. Kayla’s coach expects the girls to run up the hill ten times without complaint.
- B. Kayla discovers how the sand collapses under her feet when she first tries to run up the hill.
- C. Kayla’s dad expresses confidence in her when he encourages her not to give up.
- D. Kayla relies on her own determination to climb the hill slowly and steadily.

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

(Refer to “Rush Mail.”)

32. Which of the following identifies the main idea of the passage?

- F. Events from the past can have unexpected effects on events in the future.
- G. Everyone from the past should save a memory for someone in the future to find.
- H. Lives of people from the past can be surprisingly similar to those of the present.
- J. Those who planted a garden in the past may leave hidden treasures for the present

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

33. Based upon the passage, which of the following can the reader conclude is Collette’s reason for addressing her letter “To the New Owners of My Garden”?

- A. Collette wanted the next person who found the time capsules to understand why she had buried them.
- B. Collette wanted the next person who found the time capsule to try to find Minnie.
- C. Collette wanted the next owners of her house to have no problem finding the time capsules.
- D. Collette wanted the next owners of her house to bury their own time capsules.

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

(Refer to passage “A Buried Treasure”)

9. What conclusion can the reader draw about the author’s method of sequencing the events in the passage?

- A. The author uses a poem to tie events from long ago to the present field trip at the beach.
- B. The author uses a field trip to the beach to show the importance of exploring new places in the future.
- C. The author uses a teacher to explain the items on the beach in the order that students discover them.
- D. The author uses tide pools on the beach to create a setting in the present where students can discover treasures that have washed up in the past

DOK 3

ADVANCED

Practice Test 2

(Refer to “Dare to Run.”)

2. Which sentence from the passage justifies the conclusion that Kayla is confident in her ability to compete?

F. Ever since I could remember, I ran around my neighborhood and challenged people to

ADVANCED

Justify an inferred outcome, synthesis, or conclusion based on text-based evidence.

PT2 (1) PT3(2)

aces.

G. I loved the wind whipping my hair behind me like a kite.

H. Running up that hill, however,

was harder than I had imagined it would be.

J. I still slipped in the sand, and I still wanted to quit every step of the way; but I kept Climbing slowly and steadily.

DOK 3

ADVANCED

Practice Test 3

(Refer to “Rush Mail.”)

24. Which of the following sentences from the passage does not justify the conclusion that the people who traveled west in search of gold in the 1800s were daring and independent?

- F. People from all over the country hurried to California hoping to find gold.
- G. Travel was slow and dangerous in those days.
- H. Many people who traveled west had to adjust to a new way of life.
- J. They rarely saw the friends and family they left behind.

DOK 3

ADVANCED

Practice Test 3

2c: *The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)*

BASIC
Recognize and identify appropriate summary or paraphrase of events or ideas in text of increasing length and difficulty
IS (2) PT1 (4)

1. Read the passage “Picking up the Pieces”

Which of the following correctly summarizes the passage?

- A. Joseph was tired of working. He worked too quickly and broke Nana’s heart when He dropped the box and china plates shattered. She wanted to give his mother the plates but could not because they were broken into pieces. Nana wanted to show Joseph how to make a mosaic from the broken pieces.
- B. Joseph was rushing to complete his job for Nana because he wanted to go play baseball when he tripped and fell, breaking the china plates that had belonged to Nana’s mother that she had wanted to give to her daughter, Joseph’s mother. Nana asked Joseph to help her make a mosaic table from the broken pieces so that she could still give the plates to her daughter. Joseph learned a valuable lesson from this experience.*
- C. Nana warned Joseph to be careful with her box of china plates. He did not listen and broke them when he tripped in the doorway. Nana was sad and told Joseph use the pieces to make a mosaic. Joseph wanted to play baseball but had to make the table first.
- D. Joseph was in a hurry to get to his baseball game. He worked for Nana. She wanted to give some plates to his mother. Joseph broke the plates. He had to stay at the store to help Nana make a table out of the broken plates. He did not get to play baseball that day.

DOK 2

BASIC

Item Specifications

2. Read the following excerpt from a science textbook.

The wetlands are some of the most productive ecosystems on earth. Aside from providing habitats for fish, birds, reptiles, amphibians, insects, and mammals, wetlands improve water quality. Because natural wetlands are disappearing at an alarming rate, scientists are working on and using artificial wetlands to treat wastewater.

Which of the following is an accurate summary of the information?

- A. The wetlands are disappearing, and we must work hard to protect these important habitats for fish, birds, reptiles, amphibians, insects, and mammals.
- B. Natural wetlands, some of the most productive on Earth, are disappearing; but scientists are planning to fight the problem with newer, artificial wetlands.
- C. The wetlands, productive ecosystems that support a wide range of animal life, are disappearing; but scientists are developing new ways to combat the problem.*
- D. Scientists are working on a plan to create artificial wetlands for the fish, birds, reptiles, and other animals because natural wetlands are some of the most productive ecosystems on Earth.

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

(Refer to passage “Mississippi Sandhill Cranes”)

1. Read the following excerpt from the passage.

Mississippi is home to an unusual and rare type of bird, the Mississippi sandhill crane. About a hundred of these birds live in the Mississippi Sandhill Crane National Wildlife Refuge in Jackson County. Here low-growing grasses and shrubs form their special habitat.

Which of the following sentences correctly summarizes the information contained in this excerpt?

- A. The Mississippi sandhill cranes need a special home for protection.
- B. The wildlife refuge for Mississippi sandhill cranes contains grasses and shrubs.
- C. There are one hundred Mississippi sandhill cranes which are unusual and rare.
- D. About one hundred Mississippi sandhill cranes live in a special wildlife refuge.

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

(Refer to passage “Mississippi Sandhill Cranes”)

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

- F. The Mississippi sandhill crane is a non-migratory bird.
- G. The Mississippi sandhill crane lives in a wildlife refuge in Jackson County.
- H. Workers protect the sandhill crane by clearing brush, by planting crops, and by providing areas for newborn chicks.
- J. The sandhill crane is an interesting bird that makes a very loud noise that can be

heard far away.

DOK 2

BASIC

Practice Test 1

(Refer to passage “From Disgusting to Amazing”)

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

- F. Scientists studied the cockroach because it had the best antennae for protecting the bugs from collisions.
- G. Scientists use robots to do work that is too dangerous for people to perform.
- H. Scientists at John Hopkins University thought of a way to help improve robots by observing insects.
- J. Scientists are using the information they learned from cockroaches by designing antennae with special sensors for robots.

DOK 2

BASIC

Practice Test 1

(Refer to passage “Not So Ridiculous After All”)

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

- A. Jesse had been rehearsing after school and on weekends.
- B. Jesse was going to perform in the first school play of the year.
- C. Jesse was having difficulty keeping his voice loud enough for an audience to hear him.
- D. Jesse’s brother told him to pretend he was speaking in slow motion.

DOK 2

BASIC

Practice Test 1

(Refer to “Rush Mail.”)

26. Which of the following is a correct summary statement based upon information in the passage?

- F. The ships that delivered mail to California had to be replaced by a new mail delivery system.
- G. The Pony Express solved the problem of slow mail delivery for new settlers in California.
- H. Since people who went to California for the Gold Rush needed to send and receive mail, the ships became too slow.
- J. Pony Express riders had to be young, strong horsemen who had to ride through terrible weather and dangerous territories.

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

Generate a summary or paraphrase of events or ideas in text of increasing length and difficulty, citing text-based evidence.

PT2 (4) PT3 (4)

(Refer to passage “Looking at the Moon”)

18. Read the following paragraph from ‘Looking at the Moon.’

Seventy percent of Earth’s surface is covered with water. The presence of so much water helps keep the temperature safe for fish, mammals, birds, insects, reptiles, and other forms of life. The moon’s dry climate cannot support living things as Earth’s does. Also, because the moon lacks oxygen, the life forms that exist on Earth could not survive on the moon’s airless surface. No evidence of plant or animal life has been found on the moon, but recent evidence suggests that the moon’s poles may contain frozen ice water.

Which of the following answer choices accurately summarizes these lines?

- F.** Although the moon’s poles may hold frozen water, life as found on Earth could not exist on the moon with its absence of oxygen and moisture.
- G.** Although the moon lacks oxygen and moisture, the poles of the Earth are frozen ice water without plants or animals.
- H.** Since seventy percent of Earth’s surface is wet, the moon’s airless atmosphere cannot support living things.
- J.** Since the moon’s surface is dry, the life forms found on Earth cannot survive without oxygen.

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

(Refer to passage “Looking at the Moon”)

21. Read lines 14-24 from “Looking at the Moon.”

The Apollo astronauts traveled to the moon to look for signs of living things and to explore whether or not the moon would be safe for life. The astronauts noticed no motion and no life forms. On the moon nothing was moving. The surface of the moon, covered with dried lava fields called maria, looked dead and deserted. These lava fields are made of molten, or melted, rocks that bubbled to the surface and hardened. The surface also has craters, or deep holes. With all these obstructions, the astronauts had to walk very cautiously. “The moon is not safe for settlers,” they reported.

Even though their exploration halted any plans for a colony on the moon, their work did provide scientists with some interesting data. The astronauts brought back samples of moon rocks that show that the moon’s surface has a crust and mantle similar to Earth’s crust, mantle, and core.

Which of the following sentence accurately summarizes these lines?

- A.** The astronauts explored the moon’s surface and brought back samples of moon rocks,

but they found no life on the moon.

- B. By traveling to the moon and finding no movement, the astronauts decided that people could not settle on the moon.
- C. When astronauts studied the moon's surface, they stopped plans for settlers because they saw nothing moving on the moon.
- D. Samples of moon rocks proved that the moon's surface has a mantle similar to Earth's but astronauts found no life forms on the moon.

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

(Refer to passage "Looking at the Moon")

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

- A. The astronauts brought back samples of moon rocks that show that the moon's surface has a crust and mantle similar to Earth's crust.
- B. The same side of the moon always faces Earth, and that bright part with the sun shining on it is what Earth dwellers can see.
- C. Compared to the dry lava fields of the moon, seventy percent of Earth's surface is covered with water.
- D. Nothing moves on the moon because there is currently no life on the moon.

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

(Refer to passage "A Rio Grande Adventure")

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

- A. Every year during spring break a family drives to the Rio Grande River in Texas to enjoy an adventure.
- B. After a few hours of paddling, the family experiences an obstacle and works together to solve their problem.
- C. Because the family does not want anything falling out of the boat, they tie the supplies into the canoe.
- D. One family member, excited about the adventures they will encounter the next day, comes to appreciate the wilderness

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

(Refer to "Dare to Run.")

6. Read this summary of "Dare to Run."

Fifth-grade student Kayla Monroe wants to be on the school track team. Kayla is eager to prove herself but quickly learns the team's practices are difficult. The older students easily pass her on "the hill," telling her to move out of their way as they run past her. Kayla feels miserable and defeated. At the next practice, she puts all of her effort and determination into running up and

What information needs to be added to make this summary complete and accurate?

- F. Kayla listened as the coach suggested that the new people learn from the more experienced members of the group.
- G. Kayla hoped the coach would let her join the team even though she was only in fifth grade.
- H. Kayla’s dad helped her think about her goal and offered his thoughts to help her make a decision about running up the hill.
- J. Kayla’s dream of one day becoming a track star caused her to run everywhere as fast as she could.

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

(Refer to Birding for Beginners.”)

10. Which statement is not important enough to be included in a summary of the passage?

- F. Birding as a hobby offers many benefits to people.
- G. Birding books are available at the library.
- H. Birding teaches people to pay attention to detail.
- J. Birding can help build communication skills.

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

(Refer to “Dance.”)

16. Which of the following statements expresses an idea important enough to be included in a summary of the poem?

- F. The speaker takes a trip through savannas and sees the sandhill cranes take flight in the morning.
- G. The poem provides important facts for successful bird-watching skills on a foggy morning.
- H. The speaker sees the giantwinged shadows of scattered pine trees drifting in and out of view.
- J. The poem describes the odd physical appearance of the sandhill cranes of Mississippi.

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

(Refer to “Planting Memories.”)

34. Which of the following sentences does not contain information important enough to be included in a summary of the passage “Planting Memories”?

- F. Collette buried her own time capsule in the garden.
- G. Minnie’s time capsule contained photos.
- H. Collette keeps her photos under her bed.
- J. Collette’s dad found a metal box while he was digging.

DOK 2

PROFICIENT

Practice Test 3

2d: *The student will respond to or 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, plot, 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		
Identify and compare story elements, literary devices, sound devices, and author’s purpose in text of increasing length and difficulty		
PT1 (2)	PT2 (1)	PT3 (4)

(Refer to “Dance”)

6. What was the author’s purpose for writing this poem?

- F. To explain the shadows sandhill cranes make on the savannas
- G. To describe savannas where sandhill cranes live
- H. To share an experience of seeing sandhill cranes
- J. To provide important facts about sandhill cranes

DOK 2

BASIC

Practice Test 1

(Refer to “Dance”)

8. What literary device does the author use in lines 11 and 12 to describe the fog?

- F. Simile
- G. Rhyme
- H. Imagery
- J. Exaggeration

DOK 2

BASIC

Practice Test 1

(Refer to passage “Buried Treasure”)

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

- F. To explain the kinds of treasures to look for at the beach
- G. To explain about creatures that are found in tide pools
- H. To explain that some experiences lead to finding unexpected treasures
- J. To explain that safety rules are necessary for enjoying a beach trip

DOK 2

BASIC

Practice Test 2

(Refer to “Dare to Run.”)

1. How does Kayla change after her first track practice?

- A. She decides to respect her teammates for their determination.
- B. She learns to run faster than most of her teammates.
- C. She wants to impress the coach more than she wants to impress her teammates.

D. She stops comparing her running skills to those of her teammates.

DOK 2

BASIC

Practice Test 3

(Refer to “Birding for Beginners.”)

12. Which of the following is an accurate statement of the author’s purpose for writing the passage?

- F. “Birding for Beginners” explains to readers the different types of birdhouses needed for each bird species.
- G. “Birding for Beginners” describes for readers the beauty that can be found in the natural world.
- H. “Birding for Beginners” informs readers about how much can be gained by developing an interest in birding.
- J. “Birding for Beginners” persuades readers that working toward the protection of birds begins with building the right birdhouse.

DOK 2

BASIC

Practice Test 3

(Refer to “Dance.”)

13. Which line from the poem contains alliteration?

- A. Line 3
- B. Line 5
- C. Line 9
- D. Line 16

DOK 2

BASIC

Practice Test 3

(Refer to “Rush Mail.”)

23. What is the author’s purpose in writing this passage?

- A. To inform readers about how the Pony Express improved mail delivery to California
- B. To tell readers a story about the adventures of a Pony Express rider
- C. To persuade readers that the telegraph was better than the Pony Express
- D. To explain the hardships encountered by riders for the Pony Express

DOK 2

BASIC

Practice Test 3

PROFICIENT
Interpret increasingly complex literary text, literary non-fiction, and informational text to compare and contrast information.
IS (1) PT1 (1) PT2 (4) PT3 (6)

1. Read the sentences in the box below.

Sentence 1: In order to restore the antique carousel in Meridian, Mississippi, the city launched a highly successful campaign entitled “Around Town Carousels Abound.”
 Sentence 2: The little fish swim in and out of the inlet.

What sound device is present in both the name of the campaign in Sentence 1 and Sentence 2?

- A. Rhythm
- B. End rhyme
- C. Assonance*
- D. Onomatopoeia

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

(Refer to passage “Not so Ridiculous After All”)

25. Based upon this passage, choose the lines that confirm the author used dialogue as a literary device.

- A. Lines 1 – 4
- B. Lines 21 – 26
- C. Lines 35 – 39
- D. Lines 48 – 50

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

(Refer to passage “Buried Treasure”)

5. Select the answer choice that correctly interprets the shift in point of view from third person in the passage to first person in the poem found in “Buried Treasure.”

- A. Shalin reads the poem using first person to make others think that he has written the poem.
- B. Shalin reads the poem using first person to make sure others understand the poem.
- C. Shalin reads the poem using first person because that is what his teacher has asked him to do.
- D. Shalin reads the poem using first person because the poem reveals the thoughts of the person speaking in the poem.

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

(Refer to passage “Buried Treasure”)

6. Which of the following lines from the passage uses setting to help to reveal characterization?

- F. Supervised by Mr. Murphy and the school’s principal, Ms. Rodriguez, the class was going to the nearby beach to observe plants and animals that live in small tide pools.
- G. The students climbed out of the van and followed the adults along the path that led to the beach. Each of the two groups gathered around a tide pool.
- H. “They are called brown periwinkles,” Mr. Murphy instructed. He went on to point out other creatures that lived in the pool, including urchins, barnacles, and anemones.
- J. “Let’s all walk over there together, Shalin. I’ll investigate your discovery to make sure that it’s safe.” Mr. Murphy bent down to pluck the object out of the sand.

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

(Refer to passage “A Rio Grande Adventure”)

31. Read the following paragraph from “A Rio Grande Adventure.”

Gradually, the sky dimmed; and twinkling stars appeared, dotting the night sky with their brilliance. Out here in the wilderness, the stars seemed close enough to touch. The moon rose over the distant mountain. The scenery that had seemed so rough by day looked soft when bathed in the silver moonlight. That night as my sleeping bag welcomed me, I thought eagerly about tomorrow’s adventures.

How does the author use the setting in this paragraph?

- A. To compare the calm of night to the narrator’s change in mood
- B. To contrast the brightness of the moon to the next day’s adventure
- C. To compare the mountain shadows to the narrator’s memory of the day
- D. To contrast the end of the day’s adventure to the frightening coming of night

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

(Refer to passage “A Rio Grande Adventure”)

34. How does the author use the setting in the last paragraph of the passage to illustrate the resolution of the plot?

- F. The starry skies soothe the speaker.
- G. The wilderness frightens the speaker.
- H. The moon reveals new adventures.
- J. The darkness hides the mountains.

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

(Refer to “Dance.”)

14. Which literary or sound device does the poet use to make readers experience the savanna along with the speaker?

- F. Rhyme
- G. Onomatopoeia
- H. Imagery
- J. Exaggeration

DOK 3**PROFICIENT****Practice Test 3****17. Which statement accurately describes the imagery used by the poet?**

- A. The poet compares what cranes look like to what other birds look like.
- B. The poet describes the feel of the breeze as the cranes take flight.
- C. The poet describes the movement and sounds of the cranes.
- D. The poet compares the movement of the cranes to the movement of the pine trees.

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

(Refer to “Birding for Beginners” and “Dance.”)

18. Which of the following is a correct interpretation based upon both the passage and the poem?

- F. A person who cares about the environment will want to become a bird watcher.
- G. A person can successfully see birds in early morning.
- H. A person who walks through the savannas will be a good bird watcher.
- J. Bird watchers use trees to help them locate birds.

DOK 3**PROFICIENT****Practice Test 3****19. Which interpretation accurately states how literary and sound devices affect setting in both passages?**

- A. Imagery in “Birding for Beginners” creates a setting that calms the reader, while imagery in “Dance” creates a setting that startles the reader.
- B. Exaggeration in “Birding for Beginners” places the reader in a bright, cheerful setting, while exaggeration in “Dance” places the reader in a ghostly setting.
- C. Alliteration in “Birding for Beginners” emphasizes to the reader the beauty of nature in the setting, while alliteration in “Dance” emphasizes for the reader the time of day of the setting.
- D. Onomatopoeia in “Birding for Beginners” allows the reader to react to the pleasant sound of songbirds in the setting, while onomatopoeia in “Dance” imitates the sound of a horn in the setting for the reader.

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

(Refer to “Planting Memories.”)

29. Which of the following details does the author use to help show similarities between the lives of Collette and Minnie?

- A. Collette put a label on the box she buried.
- B. Collette had a picture of the catfish she had caught.
- C. Minnie had wrapped her box in plastic bag before she buried it.
- D. Minnie wore shoes similar to the ones found at the local bowling alley.

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

(Refer to “Planting Memories.”)

35. Based upon the passage, which statement below is correct?

- A. The passage characterizes Collette as determined, bewildered, and generous.
- B. The passage characterizes Collette as curious, eager, and imaginative.
- C. The passage characterizes Minnie as dependable, determined, and humorous.
- D. The passage characterizes Minnie as generous, friendly, and talented.

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

ADVANCED

Justify an inferred conclusion based on text-based evidence.

PT1 (1)

(Refer to passage “From Disgusting to Amazing”)

15. Read the following statement.

The author’s purpose for writing this passage was to inform readers of the different methods used by scientists to study cockroaches in order to improve the way robots receive information.

Is this an effective and accurate statement of the author’s purpose?

- A. Yes, because it uses the word method to explain that scientists are using many different ways to study cockroaches
- B. Yes, because it uses the word method to explain that scientists study the dangerous work done by robots
- C. Yes, because it explains that scientists use robots in order to study the habits of cockroaches
- D. Yes, because it explains that scientists study cockroaches in order to improve the design of robots

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

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

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

BASIC
.Recognize and identify facts, opinions, and tools of persuasion in text of increasing length and difficulty.
IS (2) PT1 (2) PT2 (1) PT3 (3)

1. Read the passage “Picking up the Pieces.”

Based on the passage, which of the following statements is NOT a fact?

- A. Joseph set the crate down and watched as Nana opened it.
- B. Joseph’s grandmother asked him to be careful as he was moving the crate.
- C. Joseph worked for Nana at her antique shop for an hour everyday after school.
- D. Joseph’s mother would probably like the mosaic table as well as the china plates.*

DOK 2

BASIC

Item Specifications

2. Read the information in the box below.

(1) The baseball team has begun practicing for two hours each day for the first game of the season. (2) All but two players from last year’s squad that completed the season in second place returned this year and will play in the opening game. (3) Because the team should win enough games to end the season in first place this year, the coaches have decided to buy new uniforms for the team to wear. (4) The players are already wearing t-shirts with the slogan “WWW.itall – We Want to Win It All.”
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Which sentence contains an opinion?

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

DOK 2

BASIC

Item Specifications

(Refer to passage “From Disgusting to Amazing”)

17. People usually have ideas that cockroaches are disgusting. Which phrase from the passage does not support this stereotype?

- A. Least-like bug
- B. A nasty creature
- C. People find sickening
- D. Amazed by their speed

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

(Refer to passage “Not So Ridiculous After All”)

27. Which of the following statements from the passage uses endorsement to encourage Jesse to perform?

- A. “I heard you as I was coming down the hall,” his father said, looking in.
- B. “If the audience cannot hear you, they will not understand the rest of the play.”
- C. “Your mom is right,” agreed his father. “You will do just fine.”
- D. “I know how much Marcus teases you, but sometimes his ideas aren’t so ridiculous after all.”

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

(Refer to “A Rio Grande Adventure”)

33. Which sentence from the passage is an opinion?

- A. The current on this stretch of the river was swift, and the space between the rocks was barely wide enough to allow the canoe to pass.
- B. When we were in place, Dad let go of the canoe and allowed the water to guide it into the narrow space between the rocks.
- C. Just as the canoe was coming out of the passageway, however, it caught on a rock.
- D. The scenery that had seemed so rough by day looked soft when bathed in the silver moonlight

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

(Refer to “Dare to Run.”)

4. Which statement from the passage does not contain an opinion?

- F. I was afraid the coach might think I was too young to be on the team since I was still in fifth grade.
- G. “These exercises may seem difficult at first.”
- H. “Then run,” he said, “Everyone will learn to respect you if you don’t quit and you give it all you have.”
- J. Up and down I went ten times; and on my last time down, everyone clapped and cheered.

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

(Refer to “Rush Mail.”)

25. Which of these statements from the passage is an opinion?

- A. The invention of cars had not yet happened, and railroads did not yet connect the country from the East to the West.
- B. Some stations served the riders food, and the people who worked at the stations fed and cared for the horses.
- C. Most Pony Express riders were about nineteen years old, but one of the youngest

known riders was only eleven.

- D. Nevertheless, the Pony Express undoubtedly improved the delivery of mail to the West.

DOK 2

BASIC

Practice Test 3

31. Which sentence from the passage states an opinion?

- A. Last night's storm was a perfect start to Collette's weekend plans.
 B. As Collette watched her dad dig, she imagined picking cherry tomatoes, pulling up carrots, and eating snap peas.
 C. Pushing the soil away from the object in question, they soon uncovered one corner of a metal box that was wrapped in a plastic bag.
 D. The next morning, with her dad's help, Collette dug two new holes in the garden.

DOK 2

BASIC

Practice Test 3

PROFICIENT

Interpret facts, opinions, and tools of persuasion (**association, stereotypes, bandwagon**) in text.

PT1 (1)

PT2 (2)

(Refer to passage “From Disgusting to Amazing”)

18. Which statement from the passage does not support the scientists’ opinion that the cockroaches’ performance was impressive?

- F. The bugs’ antennae move both up and down and from side to side.
 G. They use their antennae to find their way through dark rooms and around objects and even up walls.
 H. The cockroaches adapted to every problem faced.
 J. They stick their antennae straight out in front of them and run.

DOK 2

PROFICIENT

Practice Test 1

10. Read the following book report that Adam wrote about *Where the Red Fern Grows*.

(1) One of the best books I have read is *Where the Red Fern Grows*. (2) The author does a remarkable job of showing the reader the dedication and love Old Dan and Lil’ Ann, two coon dogs, have for Billy. (3) Billy earns and saves money to buy the two coon dogs, and his love and loyalty for the dogs do not go unrewarded. (4) One evening after treeing a coon, Old Dan and Lil’ Ann guard the base of a tree all night until Billy can return to chop down the tree. (5) They also sacrifice their lives to protect Billy from a raging cougar. (6) Both dogs return Billy’s love and loyalty. (7) I highly recommend this book.

Which of the following is an example of a sentence Adam will add to his report using stereotype as a tool of persuasion?

- F. Coon dogs are known for their loyalty to their owners.
- G. Every boy who owns a dog will feed the dog what it likes to eat.
- H. All dog lovers will enjoy this fascinating book about friendship.
- J. The two dogs in the story are special because they always protect Billy.

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

15. Read the following advertisement.

Light Waves Air tennis shoes are the best basketball shoes for you! Affordable and comfortable, they are the number one seller among teens today. Furthermore, everyone who is anyone in basketball buys Light Waves Air tennis shoes. Are you “anyone”?

Based upon the question that ends the advertisement, what may the reader infer about the use of a tool of persuasion in the advertisement?

- A. The author is suggesting through the uses of endorsement that even famous basketball players choose Light Waves Air tennis shoes.
- B. The author is suggesting through the use of association that only Light Waves Air tennis shoes can make someone a better basketball player.
- C. The author is suggesting through the use of stereotypes that people who are great basketball players buy only light Waves Air tennis shoes.
- D. The author is suggesting through the use of bandwagon that basketball players who wear Light Waves Air tennis shoes are well recognized.

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

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) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of 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 feedback 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
IS(1)

1. **At which stage in the composing process is it appropriate to use peer feedback?**
- A. Planning
 - B. Drafting
 - C. Revising*
 - D. Editing

DOK 1	BASIC	Item Specifications
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PROFICIENT
Use an appropriate composing process.
PT1 (5) PT2 (1) PT3 (4)

36. Ted is writing a slide presentation that his class will present on

the many roles of firefighters. Read the draft he has written so far.

Firefighters are trained to handle many different kinds of emergencies. For example, firefighters learn to use special tools to rescue people who are trapped in cars in an accident. They also learn how to provide medical help to people who are injured or ill. Firefighters are taught what to do if hazardous materials are present. In addition to these skills, firefighters are always learning new firefighting techniques.

His teacher has told him that he needs to revise his draft to include an introductory sentence. Which of the following is the correct choice?

- F. Firefighters have many different tools.
- G. Firefighters use special cameras to see through smoke.
- H. Firefighters can do much more than put out fires.
- J. Firefighters sometimes use dogs to help in rescues.

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

46. Iris is making a presentation about the importance of the Panama Canal. Read what she has written so far.

Before 1914 the only way a ship could get from New York to San Francisco was to sail around the tip of South America. The trip usually took about two months. That changed in 1914 when the Panama Canal was opened. The canal, located in the country of Panama, created a shortcut for ships traveling from the Atlantic to the Pacific oceans. Ships entered at one end of the canal from one of the oceans and exited from the other end into the other ocean. The trip through the canal took about eight hours. It cut the travel time from New York to San Francisco almost in half.

Iris’s peer editors have told her she needs to revise her presentation to include an ending statement. Which of the following statements is the correct choice for her presentation?

- F. Building the canal was a long, dangerous, and difficult task.
- G. President Theodore Roosevelt supported building the canal.
- H. The men who built the canal were paid in gold and silver coins.
- J. No wonder the Panama Canal is sometimes called the “Gateway to the World.”

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

55. Your teacher has given you an assignment to write about the rain forests. He asks you to first write a list of questions that will help you decide what to write about in your essay. Which of the following questions will not help you decide what to write?

- A. Why are rainforests so valuable to the global environment?
- B. What other kinds of forests are vanishing like rainforests?
- C. What types of animals and birds live in rainforests?
- D. How do plants grow in a rainforest?

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

63. Read the following draft of Malik’s composition about the stages of sleep.

(1) As a person begins to fall asleep, body temperature drops. (2) Both heart rate and breathing slow down. (3) In the first stage of sleep, a person may have short dreams, usually memories from the day. (4) At some time during the night, the person goes into a stage of very deep sleep. (5) When this happens, blood pressure drops; and the body cannot feel temperature changes. (6) Almost nothing can wake someone in deep sleep, but this stage lasts only a few minutes.

Malik’s teacher has told him to revise his composition by adding more description. Which of the following choices should be inserted after sentence 5 to provide the elaboration?

- A. Your brain releases a chemical that makes you sleepy.
- B. Most people shift and move around in bed about thirty times a night.
- C. At this stage it is possible for a person to stay asleep, even with a loud radio playing.

- D. At other times people dream during a stage called REM, which stands for Rapid Eye Movement.

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

68. Read the following paragraph.

(1) The room was quiet as the students sat at their computers doing research on topics for their science projects. (2) Paul was new to the class and did not have much experience using a computer. (3) He was going to do a project on how tornadoes form, but he wasn't sure how to find the information on the Internet. (4) She quietly reached over and showed him how to search for information on tornadoes. (5) Paul found information right away and felt much better. (6) He thanked Micaela for her help.

Which of the following sentences needs to be inserted after sentence 3 to connect it to sentence 4?

- F. Micaela's family had a computer at home that she used all the time.
- G. Micaela was sitting next to him and noticed that he was having trouble.
- H. The teacher had just stepped out of the room into the hallway to talk to Micaela.
- J. The science project was due next week, and Micaela needed to find information.

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

36. Juan created a brainstorming list. Read the following ideas he wrote down about a time a snake showed up unexpectedly.

- (1) Sister screams loudly
- (2) Sister sees snake
- (3) Daddy comes with a shovel
- (4) Sister picks daisies

In which order does Juan need to place these ideas to have a well-organized composition?

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

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

48. Read the following draft of a section of Richard's report on explorers.

(1) Ferdinand Magellan led the first expedition of ships that sailed around the world. (2) Although Magellan did not live to complete the journey, the expedition proved that the world is round. (3) As a young boy, he had learned about explorers and navigation when he worked as a messenger for the Queen of Portugal. (4) He did not sail for the country of Portugal, however. (5) He sailed for the King of Spain who wanted to find a better sea route to Africa.

Richard's teacher tells him to revise his paragraph by rearranging the sentences.

Which of the following is the revision Richard will make?

- F. Place sentence 1 after sentence 3.
- G. Place sentence 2 after sentence 5.
- H. Place sentence 3 before sentence 2.
- J. Place sentence 5 before sentence 4.

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

53. Read this functional text that Alicia has written.

(1) Taking the appropriate steps is important when treating a frostbite victim. (2) Believe me, the victim will be thankful for the proper treatment. (3) First, bring him or her into a warm place. (4) Do this immediately! (5) Do not try to treat frostbite while still out in the cold. (6) Next, take wet clothing off the victim, and wrap him or her in blankets. (7) As the victim warms up, treat frostbitten parts very gently. (8) Bring the frostbitten areas back to body temperature using warm, not hot, water. (9) Make sure nothing rubs against them. (10) Keep warmed fingers or toes from touching each other by placing cotton balls between them. (11) Finally, call a doctor. (12) Do this as soon as possible! (13) The victim will need more medical care right away.

Alicia's teacher asked Alicia to revise her text.

Which sentence will Alicia delete?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 13

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

54. Read McKenna's paragraph about planting a garden.

(1) Planting a garden can be an exciting project. (2) First, you need to find out what vegetables are in season. (3) Some vegetables can be planted only at certain times of the year. (4) Then, you need to prepare your soil. (5) Adding some fertilizer to the soil will help to grow big and healthy vegetables. (6) Next, it's time to plant your seeds. (7) Make sure you space them far enough apart so that they will have plenty of room to grow. (8) Finally, label your vegetables so that you can remember where you planted each one.

McKenna’s teacher asks her to add a concluding sentence to her paragraph. Which of the following is a concluding sentence that fits McKenna’s paragraph?

- F. Gardens can be messy but rewarding.
- G. Now you can sit back and watch your garden grow.
- H. Planting a garden takes a lot of time and energy.
- J. Some plants grow more slowly than you would like.

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

64. Read the following draft of the beginning of a narrative Danika has written.

(1) I could feel my heart race as the roller coaster began its long climb up the hill. (2) I liked the roller coaster better than the log ride. (3) I squirmed in my seat and wrapped my hands tightly around the bar in front of me. (4) I clenched my teeth and took deep breaths. (5) Michael, my brother, giggled beside me and kicked his legs wildly back and forth. (6) We were expert roller coaster riders. (7) This trip up the first hill of the ride was our sixteenth one of the afternoon.

Danika uses her rubric to check over her writing. She decides that one sentence needs to be removed in order to improve her organization.

Which sentence will Danika delete?

- F. Sentence 2
- G. Sentence 4
- H. Sentence 5
- J. Sentence 6

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

ADVANCED

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

PT 1 (2)

53. Read the following paragraph Dell wrote for history class.

The beginning of the end of the Civil War came when Abraham Lincoln gave command of the Union Army to Ulysses S. Grant. (2) Grant quickly made a plan to march south and defeat the Confederate Army once and for all. (3) Robert E. Lee, the great Confederate general, was the only thing standing in Grant’s way. (4)

However, Lee's men were sick, hungry, and outnumbered. (5) On April 9, 1865, General Lee surrendered to General Grant at the Appomattox Courthouse in Virginia. (6) The Civil War was over.

Dell is revising the paragraph. She decides to insert the following sentence after sentence 4. Was this addition to the paragraph effective?

Lee realized that the Confederates' chance of winning the war was slim.

- A. Yes, because the sentence tells the reader of General Grant's plans
- B. Yes, because the sentence gives specific reasons for the surrender
- C. No, because the beginning of the end is mentioned in the first line of the paragraph
- D. No, because the sentence does not tell why Lee would want to surrender

DOK 3

ADVANCED

Practice Test 1

69. Read the following sentence from a paragraph Cindy has written about fireflies.

As the sky became darker, the light of small fireflies came out in the evening air.

Cindy decided to rewrite the sentence as follows.

As the sky grew darker, the twinkle of tiny fireflies flashed in the evening air.

Was Cindy correct in making this new sentence revision?

- A. No, because the new sentence is too short to have descriptive details
- B. No, because the new sentence has words that readers might not understand
- C. Yes, because the new sentence tells what the sky looked like
- D. Yes, because the new sentence uses specific verbs and adjectives

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, using specific details

PROFICIENT

Use an appropriate composing process to produce descriptive text with specific details and vivid language.

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

45. Lori was writing a story about a deer in the woods. She wants to include information that will help the readers picture the deer. Which of the sentences contains vivid language?

- A. Scared by the strange sound, the deer ran into the thick woods.
- B. Frightened by the screeching sound, the timid deer darted to safety in the thick, dark woods.
- C. Frightened by the loud sound, the deer quickly ran to safety in the thick, dark woods.
- D. Scared by the loud sound, the deer ran to safety in the woods.

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

52. Devon is writing a paragraph about a centerpiece. He wants to include information that will help his readers picture the object. Which of the following sentences contains vivid language?

- F. The red peppers heaped high in the wooden bowl made a colorful centerpiece.
- G. The red peppers that were stacked high in the big bowl made a good centerpiece.
- H. The red peppers that were in the wooden bowl made the centerpiece look real.
- J. The red peppers looked pretty in the wooden bowl that was the centerpiece.

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

61. Amber is writing a paragraph about a mouse. She wants to include specific details that will help her readers picture the animal. Which of the following sentences contains vivid language?

- A. The tiny field mouse trembled as the big black cat crouched nearby and meowed.
- B. The little mouse shook as it listened to the meowing sounds coming from the big cat.
- C. The field mouse was nervous while listening to the big cat meowing near him.
- D. The small mouse was shaking as the black cat sat down and began meowing.

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

41. Cory is writing a descriptive paragraph about his canary.

Which of the following sentences will Cory use in his paragraph to include vivid language and specific details?

- A. My yellow canary wraps its tiny claws around a wooden perch that swings from a wire attached to a shiny blue cage and chirps out a song.
- B. I have a pretty bird called a canary that sings and swings on a perch that hangs from a wire in a blue cage.
- C. I have a pet canary that has yellow feathers and an orange beak and likes to sit on a brown perch in a blue cage and sing.
- D. My yellow canary sits on a perch in its cage and sings beautiful songs as it swings back and forth.

DOK 2**PROFICIENT****Practice Test 2****65. Read the following descriptive paragraph.**

Marisol hopped down the rocky trail. The river that she knew she would have to cross lay just ahead. Near the bank the water was deep and still, but farther out Marisol could see large rocks sticking out of the water forming a stone path. Her eyes followed the rocks to the other side of the river. Smiling, she plopped down onto the grassy bank, pulled off both of her shoes, tied their laces together, and draped the shoes around her neck.

Which of the following sentences provides an appropriate ending to the paragraph by adding details that use vivid and descriptive language?

- A. Marisol held her arms out at her sides for balance and carefully crossed the river.
- B. Marisol crossed the river and dried herself off on the other side before stepping up the riverbank.
- C. Marisol's legs were so tired from all the walking that she crossed the river quickly and then ate lunch.
- D. Marisol's feet splashed through the gurgling water as she stepped over the slippery green rocks.

DOK 3**PROFICIENT****Practice Test 2****42. Gabby is writing a descriptive paragraph. Read what she has written so far.**

While waiting at the bus stop, a teenage boy played with a set of keys in his hands and shifted his weight slowly from one foot to the other. Beside him stood an elderly man in a plaid wool shirt, jeans, and shiny black boots. He craned his neck and peered over his wire-rimmed glasses. Hanging on to his hand was a tiny girl with long golden curls. She was dressed in shorts and a matching T-shirt that had sparkles of some kind on the front.

Which sentence below provides an appropriate addition for the paragraph because it adds details using vivid and descriptive language to support other description already in the paragraph?

- A. Add after sentence #3: The clear and deep voice entranced, almost keeping us from turning our heads as it had directed us to do.
- B. Add after sentence #4: The mountains were not high enough to look very real, but their beautiful, lush greenery seemed close enough to touch, although we could not really reach the walls.
- C. Add after sentence #5: The deep, blue-green waters shimmered with iridescent colors, but their calming effect was in great contrast to the scaly skin and rough fins that adorned the large fish that seemed to be swimming in the room with us.*
- D. Add after sentence #8: The quiet hush in the large room seemed to subdue the lights, and the rainbow seemed dim with only pale colors.

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

58. Emily is writing a descriptive paragraph about her favorite place.

Read what she has written so far.

(1) The spot under the large oak tree in the corner of my backyard is my favorite place. (2) The grass there feels like a soft pillow and smells like fresh rain. (3) The solid trunk of the tree provides a sturdy resting place for my back when I stretch out and gaze up at the sky through the tree branches. (4) Noisy squirrels are above me. (5) A brilliant red cardinal is a regular visitor, and his songs fill the air with beautiful melodies.

Emily's teacher asks her to revise sentence 4 to add vivid language similar to the other sentences in the paragraph.

Which replacement sentence shows the Emily understands her teacher's request?

- F. Squirrels on the branches above me are active and interesting to watch.
- G. I can clearly see squirrels in the branches and hear the many noises that they make.
- H. Squirrels leap from branch to branch and chatter noisily as if to entertain me.
- J. I am happy to sit perfectly still and listen to the sounds of the squirrels above me.

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

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

- 1) Stories or retellings
- 2) Narrative poems
- 3) PowerPoint presentations
- 4) **Plays**
- 5) **Biographies or autobiographies**
- 6) **Video narrative**

BASIC

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

PT3 (1)

43. Read the following sentences Damien has written for his narrative.

- 1. The waves were crashing against the rocks below and spraying water onto the side of the cliff.**
- 2. We pulled our car off the road at a place designed for ocean viewing.**

Which of the following is the correct order of the sentences in the paragraph?

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

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

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

PT2 (4) PT3 (1)

43. Read the following introductory paragraph for a narrative.

In an instant, the moment turned to slow motion; and Juanito heard his robotic voice drawl, “Ooohhh, nnnnoo!” Although his eagerness to meet his friends at the park was still firmly fixed in his mind, Juanito’s attention was suddenly on the immediate situation. Now his carefree steps stopped. Would Grandmother ever forgive him? Something extremely special was lying in pieces at his feet.

Which of the following is a necessary detail to add to the introduction?

- A. Jaunito’s friends had been waiting for over an hour at the park for him to arrive.
- B. Juanito’s grandmother was usually an understanding person, but Juanito had knocked over her favorite vase.
- C. Juanito was not usually accident-prone, but he was rushing off to the park because he was late meeting his friends.
- D. Juanito thought about ways to tell his grandmother what had happened, but nothing seemed right.

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

59. Read the following paragraph that Gina wrote about her project for the science fair.

(1) One afternoon in September, my science teacher, Mr. Henderson, told the class to start thinking about project topics for the science fair held on October 13. (2) Science fairs are always held in the fall at our school because students, by that time, have had time to complete their experiments. (3) That afternoon I found a seat near the front of the bus away from the noisy kids and stared out the window. (4) Taking a red, think-lined notebook and a blue pen out of my backpack, I started to write down all of my ideas for a science project as the bus bumped along the road. (5) None of my project ideas seemed to fit right, however. (6) The hens in my yard had just had chicks, and the chicks needed to be fed. (7) Taking out my notebook, I began planning how I would feed the chicks different types of grain and measure their growth rates for my science project.

Mr. Henderson read Gina's paragraph and told Gina to delete one sentence that does not add supporting detail. Which of the following sentences will Gina delete?

- A. Sentence 2
- B. Sentence 3
- C. Sentence 4
- D. Sentence 5

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

60. Read the following paragraph that Gina wrote about her project for the science fair.

1) One afternoon in September, my science teacher, Mr. Henderson, told the class to start thinking about project topics for the science fair held on October 13. (2) Science fairs are always held in the fall at our school because students, by that time, have had time to complete their experiments. (3) That afternoon I found a seat near the front of the bus away from the noisy kids and stared out the window. (4) Taking a red, think-lined notebook and a blue pen out of my backpack, I started to write down all of my ideas for a science project as the bus bumped along the road. (5) None of my project ideas seemed to fit right, however. (6) The hens in my yard had just had chicks, and the chicks needed to be fed. (7) Taking out my notebook, I began planning how I would feed the chicks different types of grain and measure their growth rates for my science project.

Which sentence below adds a supporting detail to the paragraph?

- F. I always kept my good ideas in my red notebook and knew that I should use it for the science fair ideas, too.
- G. Upon arriving home and walking around our bare, dusty backyard, I suddenly had an idea.
- H. Mr. Henderson was my favorite teacher, and I wanted to do a good project for him.
- J. I knew that the bus trip home would be long and decided to think about my science project

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

69. Read the narrative paragraph below.

(1) In the bright early morning hours of my fifteenth birthday, I sprang from my bed, threw on some clothes, and ran excitedly to the small hardware store next to our house. (2) I was eager to tell the owner that I was ready to help him with any work he needed me to do now that I was fifteen years old. (4) Knocking on the

heavy oak door, I waited patiently for him to answer. (4) I took a deep breath and told the hardworking man that I was reporting for morning work duty. (5) He grinned in response, leading me in to dust the neatly stacked shelves of the store and welcoming me to the neighborhood business.

Where does the following sentence fit to add an appropriate narrative detail to the sequence of the paragraph?

My neighbor, wearing a long, dusty white apron and wiping his hands on a damp rag, looked at me with wonder in her eyes.

- A. After sentence 1
- B. After sentence 3
- C. After sentence 4
- D. After sentence 5

DOK 2

PROFICIENT

Practice Test 2

47. Manny is writing a narrative story. Read what he has written so far.

(1) I scampered down the short grassy hill and tried to hide completely in the tall grass. (2) Suddenly I heard the thud, thud, thud of Jimmy's tennis shoes. (3) The sound grew louder as he drew nearer. (4) I leaped up and raced as hard as I could to base, the large elm tree located in the middle of my backyard. (5) Jimmy easily overtook me, slapped his hand on the tree trunk, and yelled, "You're it!" (6) I laughed, buried my head in my arms as I leaned against the tree, and began to count to ten out loud.

Manny wants to add a sentence before sentence 2 that has specific details. Which sentence will he choose?

- A. I wondered if Jimmy had seen me run down the hill.
- B. I felt uncomfortable as I lay there waiting to be found.
- C. I took shallow breaths as I lay as still as I possibly could.
- D. I was confident that Jimmy would not discover me

DOK 2

PROFICIENT

Practice Test

ADVANCED

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

IS (1) PT3 (1)**1. Read the narrative paragraph in the box below.**

(1) Getting ready for school in the morning is a rough routine for me; I am not a morning person. (2) When the alarm goes off, I shut it off and cover my head with my blanket. (3) Waiting as long as I can, I finally drag myself out of my bed and shuffle to the bathroom, my eyes still closed and the socks I slept in sliding off my feet. (4) Turning on the water with one hand, I grab the tube of toothpaste with the other. (5) After I splash my face with water with my left hand, I somehow squeeze a glob of toothpaste onto my toothbrush with my right hand. (6) Only after I brush my teeth do I reach for the towel to dry my wet face and at the same time attempt to comb my tangled hair with my free hand. (7) I creep to my closet, still half asleep and eyeing my bed that seems to invite me back to a nice, cozy spot. (8) Without much enthusiasm, I manage to grab the first thing my hand touches and dress myself without really knowing what I just selected. (9) Each morning I repeat the same routine, wondering each day when waking up will not seem so difficult for me.

Where does the following sentence belong because it adds an appropriate narrative detail that fits the sequence in the paragraph?

At this point, I manage to open my eyes to a minimal slit and find my back into my bedroom.

- A. Between sentences 2 and 3
- B. Between sentences 4 and 5
- C. Between sentences 6 and 7*
- D. Between sentences 7 and 8

DOK 3**ADVANCED****Item Specifications**

55. Marcy is writing a narrative. Read what she has written so far.

(1) Rain pounded the driveway. (2) Streams of water tumbled across the concrete as Elizabeth splashed her way through the puddles up to the screen door at the back of the two-story house. (3) Water ran off her plastic raincoat as she reached to flip the door open. (4) The door did not budge. (5) She tried to look through the door. (6) Her little brother Max was staring back at her with an enormous grin on his face.

Marcy's teacher asks her to rewrite sentence 5 using specific details.

Which replacement sentence shows that Marcy understands her teacher's request?

- A. She placed her hands along the sides of her face and peered through the screen.
- B. She was frustrated because she could not open the door and tried to see inside the house.
- C. She could not understand what was happening and tried to look through the door.
- D. She was uncomfortable in the rain and wanted to see what was on the other side of the screen.

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 the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)*

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

BASIC

Use an appropriate composing process to produce grade-level informational text, clearly expressing a main idea with supporting details.

PT2 (1)

45. Read the paragraph from a report Janice is writing about early pirates in the Gulf of Mexico.

<p>(1) A large body of water off the coast of Mississippi and Louisiana is the Gulf of Mexico. (2) Long ago pirates in ships roamed the Gulf of Mexico. (3) These pirates raided trade ships and robbed those ships of the gold they carried. (4) To make sure the gold could not be found by others, the pirates buried the gold in the sand of many small islands in the Gulf as they continued to raid other ships. (5) The pirates were careful to create their own very detailed maps so that going back to collect their buried gold would not be a problem.</p>
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Which sentence in the paragraph will Janice remove because it does not provide information necessary for her report?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 4
- D. Sentence 5

DOK 2	BASIC	Practice Test 2
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PROFICIENT

Use an appropriate composing process to produce informational text, clearly expressing the main idea with supporting details including but not limited to text containing order of importance or problem/solution

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

1. Read the informational paragraph in the box below.

(1) If you need to learn to shoot a free throw before you try out for the basketball team, you need to understand each step you must master to make your free throw slide through the basket on almost every shot. (2) You first need to make sure that your shooting hand is behind the ball and your other hand is on the side of the ball to help guide the path of the ball. (3) When you know you have mastered the positioning of your hands, you want to correct your stance. (4) Make sure that your feet are positioned shoulder width apart and that the shooting foot is a half-step forward. (5) Once your stance feels comfortable and natural, you can work on your release. (6) You bend your knees slightly and push off, releasing the ball by allowing it to roll off your fingertips. (7) After you have your hands positioned correctly, your stance in place, and your release perfected, you may want to make a few personal adjustments. (8) Mastering these steps will make shooting a free throw a breeze!

Which of the following is the only type of organization that is NOT appropriate to describe how this informational paragraph is developed?

- A. Problem/Solution
- B. Comparison/Contrast*
- C. Procedural
- D. Order of Importance

DOK 3

PROFICIENT

Item Specifications

- 37. Grace has written a book report based on the autobiography of Pablo Picasso. Read what she has written.**

(1) Pablo Picasso is considered one of the greatest painters of the twentieth century. (2) He was born in Spain, but Picasso spent most of his life in France, where he met many other artists. (3) Although Picasso is known mostly for his paintings, he also experimented with clay and metal. (4) He was never tired of making new and unusual things. (5) He was known to make small figures from a piece of bread on his dinner plate. (6) Picasso lived a long, productive life and died in 1973 at the age of 92.

Which of the following sentences fits correctly after sentence 4 to add specific details to the middle of the report?

- A. Picasso spent much of his time in cafes in the city of Paris.
- B. He once made a bull's head out of a bicycle seat and handle bars.
- C. Picasso loved to go to the beach in southern France and paint.
- D. He learned to love art from his mother, who was also an artist.

DOK 3

PROFICIENT

Practice Test 1

- 44. Tammy has written a book report based on a biography of Thomas Edison. Read what she has written.**

(1) Most people think of Thomas Alva Edison only as the inventor of the light bulb; but Edison also helped develop other inventions, such as the telephone, the copy machine, the radio, and the television. (2) His first invention was the phonograph, a machine that allowed him to play recorded sounds. (3) Nonetheless, he will always be best remembered as the inventor of the light bulb. (4) When Edison died in 1931, many people dimmed their lights to show their respect for his achievements.

Which of the following sentences fits correctly after sentence 2 to add specific details to the middle of the report?

- F. He had six children and lived in Menlo Park, New Jersey.
- G. Throughout his life he remained curious about how things work.
- H. People were amazed when they heard it and thought it must be magic.
- J. Edison is considered one of the greatest inventors of the twentieth century.

DOK 3

PROFICIENT

Practice Test 1

- 60. Reynaldo is planning to make a video presentation about his school’s cafeteria workers. He has written text that will accompany the video. Read what he has written.**

(1) Every weekday morning while it is still dark outside and most people are still asleep, Margaret and Penny are already busy at work in the kitchen of Walnut Elementary School. (2) When the women first arrive, they check the day’s breakfast and lunch menus. (3) Next, they get out big pots and pans and turn on the ovens. (4) Soon a truck stops outside the cafeteria bringing flour, milk, bread, and other food. (5) Then the cafeteria begins to smell like bacon and pancakes.

Which of the following sentences adds specific details to the text?

- F. The women begin making lunch.
- G. Few people know how much preparation is involved in cooking the food.
- H. Students who arrive early smell the wonderful aromas that fill the school’s hallway.
- J. Sometimes the truck driver stops to have a cup of coffee.

DOK 3

PROFICIENT

Practice Test 1

- 49. Read the following paragraph from an informative presentation.**

Oranges, grapefruit, tomatoes, and strawberries are all healthful fruits. Eating one or more of these foods daily helps to supply a person’s body with vitamin C. This vitamin helps to keep teeth and bones healthy. In addition, it helps the blood in a person’s body to kill germs and to resist disease.

Which of the following details supports the main idea of the presentation?

- A. Eating fruit helps to build strong teeth.
- B. Strong bones are necessary to prevent breaks.
- C. Vitamin C is an important part of healthy eating.
- D. Eating flavorful foods will help to keep a person healthy

DOK 2

PROFICIENT

Practice Test 2

50. Read the following informative paragraph.

(1) Blake and Jerome planted a vegetable garden in Blake's backyard. (2) They found a corner of the yard where Mom used to plant flowers. (3) Mom said the boys could use that section for their garden. (4) They planted six rows of beans, two rows of tomatoes, and one row of peas. (5) After the new plants appeared, the boys kept them watered and pulled out any weeds that grew. (6) They inspected the leaves and found no bugs on the pea plants. (7) They asked Dad for advice. (8) He wasn't sure he knew the answer but told them he had seen a rabbit scampering across the yard one evening. (9) Blake and Jerome immediately built a small fence around the peas to keep rabbits out of their garden.

Which of the following sentences will be added after sentence 5 to add a supporting detail to the paragraph?

- F.** They made sure the sun was shining directly on the plants so that the plants all grew as tall as possible.
- G.** The boys thought that bugs were eating all of their plants because the plants disappeared after a couple of days.
- H.** After a few weeks, Blake noticed that the beans and tomatoes were growing well; but he saw that the peas were only one inch high.
- J.** An animal seemed to be eating the plants because they were not growing very tall; Blake was worried about what was eating the plants.

DOK 2**PROFICIENT****Practice Test 2****54. Jake has written the following informative paragraph.**

(1) The human hand can be used as a tool for many tasks. (2) For example, when someone is thirsty, a cupped hand can capture enough water for a cool, satisfying drink. (3) When someone needs to dig a small hole to plant a pansy, a strong hand can turn soft ground. (4) Perhaps most importantly, this same hand can offer another person a supportive, encouraging pat on the back. (5) As a tool, the remarkable hand offers great service to people.

Jake wants to add the following sentence:

In addition, the human hand can hold a fork, clutch a writing instrument, and open a closed door.

Which of the following presents the correct placement in the sentence?

- F.** After sentence 1
- G.** After sentence 3
- H.** After sentence 4
- J.** After sentence 5

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

38. Dane and Joey are writing a report of a play they just saw. Read what they have written.

(1) When the curtain opens, the only thing on stage is a grand piano. (2) Suddenly a young girl walks out and sits down at the piano. (3) She begins to play a sad, beautiful song. (4) This performance begins a story about a young girl's desire to win a piano contest. (5) All she can think about is winning the contest. (6) The girl practices long hours every day. (7) This play looks at the problems that arise when someone wants something too much.

Which sentence fits correctly after sentence 6 to add specific details to this review?

- F. She wants to win the contest more than she has ever wanted anything else.
- G. Her piano teacher frequently encourages her to do her best and practice often.
- H. Her family has memorized the lovely song that she plays again and again and again.
- J. She practices so hard for so long that her fingers and back ache, but she will not leave the piano.

DOK 3

PROFICIENT

Practice Test 3

44. Read this report Raul has written about maps.

(1) Maps are drawings on a flat surface of particular areas of the earth. (2) Mapmakers have created many different ways to represent the earth by drawing symbols on paper. (3) Political maps and physical maps are the most common maps used by students. (4) Political maps show the shapes and boundaries of countries and states. (5) Physical maps show the natural features of the earth.

Which sentence fits after sentence 5?

- F. These maps use different colors to show general information about the climate of various regions.
- G. These maps represent the locations and sizes of rivers, lakes, mountains, and deserts.
- H. These maps show the names and positions of roads that run through cities.
- J. These maps include the boundaries of the states, the names of cities, and the locations of capitals.

DOK 3

PROFICIENT

Practice Test 3

59. Harlan is writing a book report about the life of Dian Fossey. Read what he has written.

(1) When Dian Fossey first saw the mountain gorillas of Africa in 1963, she sensed right away that studying them would be her life's work. (2) A few years later, Fossey moved to Africa to study the gorillas up close. (3) She learned to imitate the sounds gorillas make, and after a time her patience earned her the trust of the gorillas. (4) Her autobiography, *Gorillas in the Mist*, is packed with stories about her other personal experiences with these gentle giants. (5) When hunters began to kill off the gorillas, she fought back and began a campaign to try to protect the gorillas.

Which sentence fits correctly after sentence 3 to add specific details to the paragraph?

- A. Fossey did not have any formal training with gorillas when she first began to study gorillas up close in the field.
- B. Fossey spent hour after hour near the gorillas, and she learned more about them with each passing day.
- C. Fossey's gorilla fund continues to support attempts to use what Fossey learned about gorillas to protect these animals.
- D. Fossey knew she had earned the trust of the gorillas when an adult gorilla named Peanuts reached out to touch her hand.

DOK 2

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) PT2 (1)

39. Read the following paragraph.

(1) Amelia Earhart was a pilot who disappeared in 1937, but people still talk about her. (2) Earhart's love of flying began in 1928 when she accompanied two pilots on a flight across the Atlantic. (3) A few years later, she crossed the Atlantic Ocean alone, establishing a new time record. (4) Three years later, Earhart flew solo across the Pacific Ocean from Hawaii to California. (5) In 1937 Earhart decided to fly around the world. (6) On July 3, a month after their departure, their plane disappeared over the Pacific Ocean. (7) No trace of the plane or its passengers was ever found, and Earhart's fate remains a mystery to this day.

Ilene is writing an informative paragraph about Amelia Earhart. She wants to add "She set out from Miami, Florida, with her navigator in June of that year" after sentence 5. What makes this addition to the paragraph effective?

- A. It explains why Amelia is honored by the French and American governments.
- B. It leads the reader to understand why Amelia's husband published a book about her disappearance.
- C. The specific time and place where Amelia began her flight around the world are given.
- D. The reasons behind Amelia's disappearance are given.

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

52. Antoine wrote the following informative paragraph explaining how he hopes to reach his goal of raising enough money to buy a new mountain bike.

I hope to raise at least three hundred dollars to buy a new mountain bike before school is dismissed for the summer. The first thing I plan to do is ask my grandmother to help me pay for the bike because she is always willing to give me a little money to buy things that I really want. Then I plan to go around my neighborhood asking the people that I know well if they have any odd jobs like raking leaves, mowing lawns, cleaning out gutters, and hauling away clutter that they need me to do to earn a few dollars. Next I will make a flyer for the bulletin board in the faculty lounge at school to let teachers know that I am available to work if they need some extra help. I will also display one of these flyers at the community center so that some of the older people there who might need some help will know that I am available to do odd jobs. Surely, enough people will call me that I will be able to make \$300.00 before school is out. I really want that new mountain bike.

Which statement justifies Antoine’s use of problem/solution to develop his paragraph?

- F.** He gives details about what he plans to do to achieve his goal.
- G.** He lists several things to show how busy he will be during the summer.
- H.** He explains that his grandmother might help to pay for part of the cost of the bike.
- J.** He names the specific places where he intends to place a flyer to attract customers.

DOK 3

ADVANCED

Practice Test 2

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

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 (2) PT2 (4) PT3 (3)

1. Read the store advertisement in the box below.

<p>Spectacular School Arts and Crafts Sale One Day Only! Valley Mart School May 5 Doors Open at 7:00 a.m.</p>
--

Which of these supporting details, when added to this advertisement, will help persuade parents of children who attend the school to go to the sale?

- A. Doors Will Close at 7:00 p.m. Sharp
- B. Early Shoppers Will Have First Pick
- C. Chance to Buy One-of-a-Kind Items
- D. Earnings Will Buy New Library Books*

DOK 3

PROFICIENT

Item Specifications

54. Your class is studying the effects of eating junk food. You have been asked to write a speech persuading others to stop eating so much junk food. Which of the following statements is not correct for this kind of speech?

- F. Filling up on junk food ruins your appetite for good food.
- G. Junk food limits the good nutrition your body needs for growth.
- H. Movie theaters, grocery stores, and video arcades all sell junk food.
- J. Junk food contains large amounts of sugar that can contribute to tooth decay.

DOK 3

PROFICIENT

Practice Test 1

62. The parks department of the city where you live has decided not to build a playground in the central park. You decide to write a letter to persuade the director of the parks department to reconsider his decision. You give several reasons why the city needs a playground. Which of the following reasons does not support your argument?

- F. A playground allows children to get exercise.
- G. People can visit with each other at the playground.
- H. Today's playgrounds are made of metal and plastic.
- J. There are not many places in the city to play outdoors.

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

44. Read the following statement that will be included in an advertisement for a new product called Lemon-Ade.

- (1) Made from a secret family recipe, Lemon-Ade will pucker your lips and satisfy your thirst.
- (2) For only a small price, you can satisfy your thirst and at the same time enjoy what you're tasting.
- (3) Only fresh lemons are used to produce Lemon-Ade.
- (4) Grab a cup to try our product—we know you WILL want another one!

Which of the sentences above is being used to persuade people who are interested in quality to buy Lemon-Ade?

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

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

47. Read the following letter.

Dear Teachers:

Students from schools across the state visit the city’s planetarium every day for a regarding learning experience. Having a major planetarium in the city has allowed teachers to expose their classes to fun, awe-inspiring programs. As students sit in the circular room, the lights dim and stars appear in the black dome overhead. Students are amazed to see the night sky on a screen. In only an hour, a lecturer can point out more movements of the stars than a person can see in years of outdoor star-gazing.

If you have not experienced this educational opportunity, I encourage you to bring your classes to view the wonders of our Milky Way galaxy on Monday at 10:00 a.m.

Sincerely,

Albert Daniel, Planetarium Director

Which of the following answer choices adds a persuasive detail to encourage teachers to take their students to the planetarium?

- A. Students will be able to visit the planetarium often and enjoy the show each time.
- B. The planetarium is open until 5:00 p.m. each day, with the last show beginning at 4:00 p.m.
- C. Students attending the lecture will be able to see the night sky as it appears in every month of the year.
- D. The planetarium now has seats that are newly designed and are as comfortable as those at a movie theater.

DOK 2**PROFICIENT****Practice Test 2****62. Read the following flyer advertising a book sale at Logwood Elementary School.**

Best of Books Sale
2 Days Only!
New and Used Books
February 15th and 16th
Doors Open at 8:00 a.m.

Which of the following is a persuasive detail that can be added to the advertisement?

- F. The sale will end at 5:00 p.m. on February 16th.
- G. Books are much less expensive than at a store.
- H. All students must be with a teacher to buy books.
- J. All books must be sold, or they will be thrown out.

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

68. Read the following persuasive letter that Vera is writing to the park committee.

Dear City Park Committee Members:

My class has recently been studying the most effective ways to reduce litter. I am concerned that our city provides only a few litter barrels along the paths in the park and in the area where the ball fields are located. I have noticed trash spilling out of those few barrels each weekend. Much of the paper blows across the grass and lies scattered about. I would like to ask the park committee to think about placing more litter barrels in our park so that people can easily find a place to throw their trash. I think our park would be much prettier without all the ugly litter blowing around.

Sincerely,
Vera Stewart

Vera’s teacher suggested that she add another supporting detail to her letter. Evaluate the four sentences below to determine which adds an appropriate supporting detail for Vera’s letter.

- F.** People who bring snacks to the ball fields need a place to throw away their paper wrappers and cups.
- G.** Students in my class are removing litter from around our school building each day after lunch.
- H.** Litter has become a problem in most every community all across America.
- J.** Another way to make the park prettier is to plant more spring flowers.

DOK 2**PROFICIENT****Practice Test 2****37. Dwight is writing a persuasive letter to his friends trying to convince them to start recycling. Read his opening sentence below.**

Recycling is important for the future of our world.

Which of the following statements tells why this sentence is an appropriate opening for his letter?

- A. The opening explains how recycling has become popular in the United States.
- B. The opening makes both the main idea and the purpose of the letter clear.
- C. The opening provides a goal for the friends receiving the letter.
- D. The opening gives specific details about the impact of recycling.

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

Read the following persuasive letter that Matthew wrote to his school principal. Then answer questions 66–67 based upon the letter.

(1) Dear Ms. Demma:

(2) I am writing on behalf of the fifth-grade class to request an extra thirty minutes of recess on Friday, December 14th. (3) During this time we would like to hold a craft fair in the lunch room. (4) A student committee will organize the event. (5) Our art teacher, Mr. Simon, has agreed to supervise. (6) Also, all the crafts exhibited will be made by students. (7) Each craft will sell for one dollar, and all proceeds will be donated to a school charity.

(8) We know that making time for the craft fair will take away time from class. (9) However, we believe this is an excellent chance to showcase student talent, learn about event planning, and raise money for a good cause.

(10) Please let us know your thoughts.

(11) Sincerely,

(12) Matthew Turner

66. Matthew has some other ideas he wants to add to his letter.

Which detail supports the specific purpose of his letter?

- F. Mr. Simon says that crafts are like art with a purpose.
- G. All fifth-grade students would like more time for recess every day.
- H. Mr. Simon is a very good art teacher.
- J. All fifth-grade teachers at the school have agreed to this request.

DOK 2

PROFICIENT

Practice Test 3

67. Matthew included supporting details in his letter that are persuasive to his specific audience.

Which detail is not persuasive to Matthew’s specific audience?

- A. The craft fair will take time away from class.
- B. The craft fair will showcase student talent.
- C. The craft fair will teach students about planning an event.
- D. The craft fair will raise money for a good cause.

DOK 2

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.

PT1 (1)

- 38. Bob wants to get a dog, but his mother does not think he will take care of it and that it will be a lot of trouble. Bob decides to write a letter to her explaining why he should have a dog. Bob decides to begin his letter with the following sentence.**

Dogs have been around for thousands of years.

Is this an appropriate opening sentence for this persuasive purpose?

- F.** Yes, because it will show his mother how long people have had dogs
- G.** Yes, because the dog will live a long time
- H.** No, because the history of dogs does not prove that Bob will care for the dog
- J.** Yes, because it proves the dog will be difficult to care for

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

3f: The student will compose text of a *variety of modes* 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 in a variety of modes based on inquiry and research
--

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

1. Mica is writing a report on prisms. Read the following paragraph that Mica found in an Internet search he did while preparing the report.

(1) Prisms are transparent. (2) Their polished surfaces, which are flat, retract light. (3) Retracted light merely means that the wave of light changes direction because it has changed speed after it hits another medium. (4) Prisms commonly have a geometrical shape, often with a triangular base and rectangular sides. (5) Glass prisms are typical; however, prisms can be made from other transparent materials. (6) Prisms break light into all the colors that constitute it, reflect light, or split light.
--

Which sentence correctly combines the information in sentences 2 and 3 for Mica to use?

- A. Prisms have flat polished surfaces that cause light waves to change course upon hitting them*
- B. The polished surfaces of prisms retract light because it has hit another medium.
- C. Waves of light hit prisms causing the prisms to retract light with polished surfaces.
- D. A change in speed when a prism hits a light wave causes the polished, flat surface of the prism to change direction.

DOK 3

PROFICIENT

Item Specifications

47. Read the following sentences.

If more people took the bus or train to work, fewer cars would be on the road. Fewer cars on the road would result in a decrease in gasoline use and an improvement in air quality.

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

- A. More people should take public transportation.
- B. Buses and trains are good transportation for most people.
- C. Cars use a great deal of energy and cause poor air quality.
- D. Using public transportation saves gasoline and improves air quality.

DOK 3**PROFICIENT****Practice Test 1****70. Read the following sentences.**

The Hawaiian Islands were formed from underwater volcanoes that erupted millions of years ago. Five large volcanoes threw off enough lava to make nearly two thirds of the landmass of the Hawaiian Islands.

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

- F. The Hawaiian Islands were formed a long time ago from volcanoes and five of them threw off enough lava to make almost all of the Hawaiian Islands' landmass.
- G. The Hawaiian Islands were formed from five underwater volcanoes, which were big enough to form two-thirds of the landmass of the Hawaiian Islands.
- H. Two-thirds of the landmass of the Hawaiian Islands was formed by five underwater volcanoes that erupted millions of years ago.
- J. Five large volcanoes threw off enough lava to make the Hawaiian Islands millions of years ago.

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

66. Sada won the science fair with her project on plant growth in different soil types. Joan needs to interview Sada and write an article for the school newspaper about Sada's science project. Which of the following is not a question Joan will ask when she interviews Sada?

- F. What part of your science project did you find difficult to accomplish and why?
- G. Who were the other first place winners and runners-up in each of the categories?
- H. Why did you decide to do a science project about plants growing in different soil types?
- J. How do you think that your work on this science project will help you in the future?

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

36. David is writing a report on global warming. Read the following paragraph he found on the Internet while preparing the report.

(1) Global warming refers to an average increase in the temperature of Earth, which then causes changes in climate. (2) A warmer Earth may lead to changes in rainfall patterns, a rise in sea level, and a wide range of impacts on plants, wildlife, and humans. (3) When scientists talk about the issue of climate change, their concern is about global warming caused by human activities.

David wants to paraphrase sentences 1 and 2 to use in his report.

Which of the following correctly paraphrases sentences 1 and 2?

- F. Global warming refers to an increase in temperature and changes for rainfall patterns.
- G. Scientists talk about global warming and their concerns about human activities.
- H. Plants, animals, and humans are increasing the temperature of Earth causing global warming.
- J. Global warming causes climate changes that can impact plants, animals, and humans.

DOK 2

PROFICIENT

Practice Test 2

49. Read the following sentences.

A constellation is a group of stars visible within a particular region of the night sky. Constellations can be viewed after sunset and before sunrise.

Which of the following accurately paraphrases these two sentences?

- A. A constellation that is made up of stars can be seen in the sky between sunset and sunrise.
- B. Constellations can be seen anywhere in the sky during sunrise or sunset.
- C. A constellation is a collection of stars that can be seen in a certain area of the night sky.
- D. Constellations can be seen only in one particular part of the sky at one particular time of day.

DOK 3

PROFICIENT

Practice Test 3

68. Matthew found this text in an article about school fundraisers.

Promoting charitable giving in children also introduces opportunities to teach about business, finance, culture, and more.

How can Matthew paraphrase this text to use in his letter to the principal?

- F. Children need to give to charity because it is the only way to teach certain subjects.
- G. Encouraging children to give to charity can teach them a wide variety of lessons.
- H. When children learn through opportunities, they will be introduced to more.
- J. Children need to learn about business, finance, and culture as they learn about charity.

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Justify text composed in a variety of modes based on inquiry and research.

PT2 (1)

67. Josh is researching the Abaca plant for a science report. Read the following information that he found in an article on the Internet.

The Abaca plant produces the best fiber for making ropes. This fiber, called Manila hemp, is used to make ropes that may receive long, hard wear.

Now read the following information that Josh found in an article in an encyclopedia.

Abaca is raised in the Philippine Islands and in Central America. The outer leaves have tough fibers. The fibers are stripped off, combed into long threads, dried, baled, and sent to factories to be twisted into ropes.

Which of the following can Josh justify as an accurate paraphrase that combines information from both sources?

- A. Abaca, raised in the Philippine Islands and in Central America, is a plant that produces ropes for long, hard wear. The outer leaves, which are made into threads, are sent to factories, where they become sturdy ropes.
- B. Manila hemp, used for making ropes, comes from the Abaca plant. The outer leaves have tough fibers that are combed and later become twisted ropes. The Abaca plant comes from factories in the Philippine Islands and Central America.
- C. Raised in Central America and the Philippine Islands, the Abaca plant produces Manila hemp, which is the best fiber for making sturdy ropes. The tough fibers of the plant's outer leaves are removed and become threads to be dried and baled before being woven into ropes in factories.
- D. Abaca, a plant that produces fibers for ropes, grows in the Philippine Islands and in Central America, where factories make the Manila hemp into sturdy ropes. The outer leaves of the plant have tough fibers that are sent to the factories for baling, combing, and twisting into ropes that must be dried.

DOK 3

ADVANCED

Practice Test 2

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; **concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives**)
- 2) Verbs (e.g., helping verbs, irregular verbs, linking verbs)
- 3) Verb tense (conjugation and purpose for present, past, future; present perfect and **past perfect**)
- 4) Subject-verb agreement
- 5) Articles and coordinating/**subordinating** conjunctions
- 6) Adjectives (e.g., descriptive, comparative, superlative; **predicate adjectives**)
- 7) Prepositions
- 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and **interrogative**)
- 9) Pronoun-antecedent agreement (number and gender)
- 10) Adverbs (e.g., comparative forms; avoiding double negatives)
- 11) Interjections

BASIC**Recognize** Standard English grammar

- 1) **concrete, abstract, and compound nouns**
- 3) **past perfect tense**
- 5) **subordinating conjunctions**
- 6) **predicate adjectives**
- 8) **interrogative pronouns**

PT1(2) PT2(4) PT3 (1)**42. Which of the following sentences does not contain a predicate adjective?**

- F. The streets are long and narrow.
- G. The weather will be cool and dry.
- H. The young children are asleep on the bed.
- J. The tall boy is our best basketball player.

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

48. Dawn’s teacher has instructed her to compose a sentence that contains a past perfect tense verb. Which of the following sentences should she choose?

- F. When I reached the station, the bus had left.
- G. The boys have eaten too much food today.
- H. Angela bakes some delicious brownies before her friends arrived.
- J. He has visited that museum several times.

DOK 1

BASIC

Practice Test 1

57. Which of the following sentences does not use an interrogative pronoun?

- A. What is the deadline for the contest?
- B. Which was the hardest problem on the test?
- C. Who won first place at the competition?
- D. When will her picture appear in the newspaper?

DOK 1

BASIC

Practice Test 2

61. Which of the following sentences does not use a compound noun?

- A. Grandmother planted the daylilies in her flowerpots.
- B. The swimming pool was my favorite place to be all summer.
- C. My favorite aunt just purchased a new computer and a printer.
- D. The fifth graders raised money for Blair Batson Children’s Hospital.

DOK 1

BASIC

Practice Test 2

63. Which sentence uses an abstract noun?

- A. Donna is building a robot for her science experiment.
- B. Donna would like a blue ribbon from the committee of judges.
- C. Donna has the determination and skill that she needs for the task.
- D. Donna has asked her brother for some of the supplies that she will need.

DOK 1

BASIC

Practice Test 2

64. Which of the following sentences does not use past perfect tense?

- F. By the end of a strong thunderstorm, the tree had fallen to the ground.
- G. Mr. Ling had a beautiful magnolia tree in his backyard.
- H. Mrs. Ling had nurtured the tree from a sapling.
- J. Losing the old tree had broken their hearts.

DOK 1

BASIC

Practice Test 2

46. Which of the following sentences correctly uses quotation marks?

- A. Ricardo used the article “Big Cats” from *Natural Wonders Magazine* for his report on lions.
- B. Today the class will read the first chapter from “Hickory Creek.”
- C. The class read the article *Fantastic Fish* from the “Weekly Science Journal” before going to lunch.
- E. My favorite chapter of “The Marvelous Adventures of Jason” is “A Dollar to Spend” because Jason is so kind to the other children.

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

Apply Standard English grammar to compose or edit:

- 1) concrete, abstract, and compound nouns; hyphenated word used as nouns; predicate nominatives
- 3) past perfect tense
- 5) subordinating conjunctions
- 6) predicate adjectives
- 8) interrogative pronouns

IS (1) PT1(2) PT2(3) PT3(4)**1. Read the sentence in the box below.**

When Juan read the assignment again, he realized that he _____ it correctly the first time and would have to do his homework again.

Which words complete the sentence correctly?

- A. Has not read
- B. Had not read*
- C. Did not read
- D. Could not read

DOK 1**PROFICIENT****Item Specifications****51. Which of the following sentences does not contain a predicate nominative?**

- A. The dog that David gave his brother is a beagle.
- B. At the end of the game, Sandra was the winner.
- C. Serena’s brother remains the leader of his group.
- D. Grace called to the little girl who was across the room.

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

59. In which of the following sentences is the interrogative pronoun not used correctly?

- A. Which would you prefer?
- B. Who did she choose to help carry the books?
- C. Whose are you going to choose to put in the exhibit?
- D. What was her oldest brother's name?

DOK 1

PROFICIENT

Practice Test 1

37. Which of the following sentences uses the word automobile as a predicate nominative?

- A. The Mercedes Benz is a very dependable automobile.
- B. My grandfather bought a new automobile last week.
- C. The teenaged son has driven the family's automobile.
- D. Ben is writing an interesting book about the automobile

DOK 1

PROFICIENT

Practice Test 2

38. Read the following sentence that Monique wrote.

The graceful swans on the pond became unusually friendly with the neighborhood children.

Which of the following answer choices imitates Monique's use of a predicate adjective?

- F. The energetic boy in the park curiously watched the busy squirrels.
- G. A tall painting of the ocean was an amazing display at the art show.
- H. The fifth-grade class grew very tired during the walkathon.
- J. Many busy people in large cities walk or ride a bicycle to work every morning.

DOK 1

PROFICIENT

Practice Test 2

56. Which of the following sentences does not contain a predicate nominative?

- F. My friend has become an excellent pianist.
- G. My new teacher is a very intelligent lady.
- H. My grandmother's car is a jalopy.
- J. My uncle has a brand new car.

DOK 1

PROFICIENT

Practice Test 2

50. Read the sentence in the box below.

When Bert checked his answers for the math assignment before class, he realized that he _____ them carefully enough the first time.

Which verb must be used to complete the sentence correctly?

- F. did not work
- G. will not work
- H. has not worked
- J. had not worked

DOK 1**PROFICIENT****Practice Test 3****57. Which sentence contains a predicate nominative?**

- A. Crocodiles are from the reptile family.
- B. Apples are usually red or green.
- C. My best friend is the goalie on our team.
- D. We have a book fair this Friday at our school.

DOK 1**PROFICIENT****Practice Test 3****63. Which of the following sentences does not have an abstract noun?**

- A. Michael received an invitation to the band concert at school.
- B. Jonas accepted the challenge to make the honor roll.
- C. Sarah experienced success when she won an award for her essay.
- D. Shivandra enjoyed the entertainment at the talent show.

DOK 1**PROFICIENT****Practice Test 3****70. Which of the following sentences contains a predicate adjective?**

- F. Lydia is thrifty, and she likes to save money.
- G. My sister babysat your youngest sister.
- H. The howling wind rattled the front door.
- J. Mom has a tasty recipe for that dish.

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

ADVANCED
Apply knowledge of Standard English grammar purposefully using past perfect verb tense and subordinating conjunctions .

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, nonessential appositive phrases, and **interrupters**)
- 4) Apostrophes (possessives; contractions)
- 5) **Semicolons (compound sentences)**
- 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, **titles of chapters, titles of magazine articles**)
- 7) Underlining/Italics (titles of books and movies)
- 8) Colons (e.g., time, before lists introduced by independent clauses, **business letters**)
- 9) 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)
- 10) Spell words commonly found in **fifth grade** level text.
- 11) Produce legible text.

BASIC
<p>Recognize Standard English mechanics:</p> <p>3) commas with interrupters</p> <p>5) semicolons with compound sentences</p> <p>6) quotation marks with titles of chapters and of magazine articles</p> <p>8) colons with business letters</p> <p>IS (1) PT1(1) PT2(1)</p>

1. Which of the following does NOT use commas correctly to punctuate a sentence with interrupters?

- A. Every student has, in fact, completed the entire assignment.
- B. One student did complete the assignment early, in fact.
- C. This is in fact, a very important assignment.*
- D. In fact, the last assignment was not as hard as this one.

DOK 1

BASIC

Item Specifications

66. Which of the following uses the semicolon correctly?

- F. Every year geese fly over my house; as they migrate south for the winter.
- G. When the joggers came around the corner; the deer scurried into the forest.
- H. Mary likes to go to the zoo; Joanne enjoys shopping at the mall.
- J. The baker had enough dough; so he made five loaves of bread.

DOK 1**BASIC****Practice Test 1****55. Read the following sentence.**

Mark enjoyed reading *Out at Home* in the magazine *Sports Illustrated* especially since his cousin was discussed in the article.

Which of the following is a correctly punctuated revision of the sentence?

- A. Since Mark’s cousin was discussed in “*Out at Home*” in the magazine “*Sports Illustrated*,” he enjoyed reading the article.
- B. Mark enjoyed reading “*Out at Home*” in the magazine *Sports Illustrated* because his cousin was discussed in the article.
- C. Mark’s cousin was discussed in *Out at Home* in the magazine *Sports Illustrated*, and he enjoyed reading the article.
- D. Mark enjoyed reading *Out at Home* in the magazine “*Sports Illustrated*” because his cousin was discussed in the article.

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

Apply Standard English mechanics to compose or edit:

- 3) **commas with interrupters**
- 5) **semicolons with compound sentences**
- 6) **quotation marks with titles of chapters and of magazine articles**
- 8) **colons with business letters**
- 10) Spell words commonly found in **fifth grade** level text.

IS (1) PT1(5) PT2(4) PT3 (6)

2. Which sentence uses commas correctly?

- A. My older sister, Anna, practices every afternoon, I believe, she plans to win the big race next month.
- B. The best place to picnic in my opinion, is beside the lake near the playground, which is shaded by many trees.
- C. Having until Friday to read twelve pages of the new chapter gives the class, I believe, adequate time to prepare for the quiz.*
- D. Remembering to say thank you, is in my opinion very important, at school and at home.

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

41. Which of the following is not punctuated correctly?

- A. Natalie learned to sing The Itsy, Bitsy Spider when she was in kindergarten.
- B. The book *Sarah, Plain and Tall* was made into a movie.
- C. Tom’s favorite poem is “Messy Room” by Shel Silverstin.
- D. Ivy bought the magazine so she could read an article entitled “Lizards.”

DOK 1**PROFICIENT****Practice Test 1****43. Read the following sentences.**

The rain forest is an unusual ecosystem. The leaves on the trees are so densely packed that they look like a huge green blanket hanging in mid-air. The weather is hot and humid all year. The warm climate and rains create a perfect environment for the animals that inhabite the forest.

Which word from the sentences is not spelled correctly?

- A. Environment
- B. Ecosystem
- C. Weather
- D. Inhabite

DOK 1**PROFICIENT****Practice Test 1****49. Which of the following sentences is not correct?**

- A. I just moved to Nashville, Tennessee.
- B. The principal at my new school, Mr. Bowers is a nice man.
- C. He took me on a school tour, and he gave me a box of school supplies.
- D. After school was out, he waited outside with me until my mom picked me up.

DOK 1**PROFICIENT****Practice Test 1****57. Which sentence does not use the colon correctly?**

- A. You may be required to bring many items: sleeping bags, pans, and warm clothes.
- B. To make clam chowder you need: minced clams, milk, potatoes, and onions.
- C. I need to buy the following items: butter, sugar, and flour.
- D. On their vacation they went to the following places: Louisiana, Texas, and New Mexico.

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

58. Read the following sentences.

Betty used to despise reading. She tried to avoid reading whenever possible. She simply felt inferior around books until she discovered joke and riddle books in the library.

Which word from the sentences is not spelled correctly?

- F. Until
- G. Aviod
- H. Despise
- J. Discovered

DOK 1**PROFICIENT****Practice Test 1****42. Below, read the sentence Jane wrote.**

Before reading the book about Chief Crazy Horse, Sandy looked at the chapters called A Mountain Statue and The Black Hills.

Which of the following revisions corrects an error in punctuation in Jane’s sentence?

- F. Sandy looked at the chapters called *A Mountain Statue* and *The Black Hills* before reading the book about Chief Crazy Horse.
- G. After looking at the chapters about Chief Crazy Horse called ‘A Mountain Statue’ and ‘The Black Hills,’ Sandy read the book.
- H. Before reading the book about Chief Crazy Horse, Sandy looked at the chapters called A Mountain Statue and The Black Hills.
- J. Sandy looked at the chapters called “A Mountain Statue” and “The Black Hills” before reading the book about Chief Crazy Horse.

DOK 1**PROFICIENT****Practice Test 2****46. Which list contains a word that is misspelled?**

- F. aisle, numb, properly, secretery
- G. broad, colonial, decrease, rehearse
- H. equipment, foreign, theater, vacuum
- J. gasoline, humorous, justice, memorial

DOK 1**PROFICIENT****Practice Test 2****53. Which of the following sentences contains a word that is misspelled?**

- A. Trevor received the highest award in various sports because of his tremendous atheletic ability.
- B. Trevor’s parents were pleased with their son’s reputation for completing his homework while playing sports.
- C. Trevor’s teachers appreciated his hard work and the effort he put into his lessons every day.
- D. Trevor was aware of the importance of achieving both in sports and in the classroom.

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

58. Read the following paragraph.

(1) One of my favorite seasons is spring. (2) I like to watch the budding trees, feel the gentle breeze upon my face, and hear the crickets come alive in the evenings. (3) Nature’s awakening from the long winter is amazing, it often sends chills down my spine. (4) Saying good-bye to the long, cold nights and welcoming the longer, warmer days bring a smile to my face. (5) When spring settles, in, I often sit on the porch swing and read a book. (6) There is really no better season to me than spring.

In which sentence will a semicolon properly replace the comma?

- F. Sentence 2
- G. Sentence 3
- H. Sentence 4
- J. Sentence 5

DOK 1**PROFICIENT****Practice Test 2****39. In which sentence is a semicolon used correctly?**

- A. The rain fell all morning; before the weather cleared up in time for the game.
- B. All of the students wanted to stop at the park; on the short walk home from school.
- C. When we arrived on the bus; the entire park was filled with interesting caves.
- D. The very old house on the corner did not look old; it had been restored and looked beautiful.

DOK 1**PROFICIENT****Practice Test 3****45. Which of the following sentences correctly uses quotation marks?**

- A. Ricardo used the article “Big Cats” from *Natural Wonders Magazine* for his report on lions.
- B. Today the class will read the first chapter from “Hickory Creek.”
- C. The class read the article *Fantastic Fish* from the “Weekly Science Journal” before going to lunch.
- D. My favorite chapter of “The Marvelous Adventures of Jason” is “A Dollar to Spend” because Jason is so kind to the other children.

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

51. Read the following sentences.

Malcolm hopes his friends know how much he appreciates their attendance at the school play. He feels a simple expression of gratitude is not enough.

Which of the following words from the sentences is not spelled correctly?

- A. appreciates
- B. attendance
- C. expression
- D. gratitude

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

56. Read the following sentences.

Lindsay was determined to improve her play and practiced more than usual for the basketball tournament. Her decision paid off. She even received an award for her valuable team play.

Which of the following words from the sentences is not spelled correctly?

- F. determined
- G. tournament
- H. decision
- J. valuable

DOK 1**PROFICIENT****Practice Test 3**60. Which sentence does not use commas correctly?

- F. Ben, a baseball player from Memphis, will play in the game Friday night.
- G. For the first time, Ben will be pitching for a Mississippi team.
- H. Ben has, on the other hand, played for three different teams in the league.
- J. Ben has in fact, pitched three perfect games in his career.

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

61. Read the following sentence.

Jason was unable to convince the city council to grant him a permit to increase the hieght of the picket fence he planned to build around his house.

Which word from the sentence is not spelled correctly?

- A. convince
- B. permit
- C. increase
- D. hieght

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

ADVANCED

Apply knowledge of Standard English mechanics and sentence structure **purposefully including compound sentences using compound subjects and/or compound predicates.**

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 **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses).
- 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses.
- 3) Avoid sentence fragments, run-on sentences, and comma splices.
- 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), 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) & 2) compound sentences with compound subjects and/or compound predicates
IS (1) PT1(5) PT3 (2)

1. Read the paragraph in the box below.

(1) Last spring my family visited Roosevelt State Park. (2) My father took me to the lake to see the ducks and geese. (3) I bought bread and threw it to the hungry ducks and geese. (4) My father also bought bread and threw it to the hungry ducks and geese. 5) The birds quacked and honked as they quickly swam to the bread.

Which of the following correctly combines sentences 3 and 4 using a compound predicate?

- A. My father and I bought bread and threw it to the hungry ducks and geese.*
- B. My father and I bought bread, and we threw it to the hungry ducks and geese.
- C. My father bought bread for the hungry ducks and geese, and we threw it to them.
- D. My father bought bread and then I bought bread and then we threw it to the hungry ducks and geese.

DOK 1	BASIC	Item Specifications
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40. Which of the following choices is a compound sentence?

- F. My brother likes to read, but my sister prefers to watch movies.
- G. Joe and Kathy are working together on the math project.
- H. As the clerk approached, my friend started laughing.
- J. Tory shut the classroom door when the hallway became noisy.

DOK 1**BASIC****Practice Test 1****56. Which of the following choices is a compound sentence with a compound subject?**

- F. The flowers began blooming after her mother watered them.
- G. After the fireworks began, my dog hid behind the house.
- H. Aki likes to read fiction, but Julie and Jamie prefer poetry.
- J. When Melba decides to do something, she cannot be stopped.

DOK 2**BASIC****Practice Test 1****50. Read the following sentences.**

1. We went outside to play after we ate lunch.
2. Jerry makes his bed before he eats breakfast.
3. I went to sleep because I was so tired.
4. Mike ate pizza and drank some fruit juice.

Which sentence is not a complex sentence?

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

DOK 2**BASIC****Practice Test 1****64. Troy wrote the following sentence.**

Donald bought the helmet because the salesman claimed that it was a reliable product.

Why does Troy use the word because?

- F. To indicate when Donald bought the helmet
- G. To indicate why Donald bought the helmet
- H. To explain what made the helmet reliable
- J. To explain where the helmet was purchased

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

67. Which of the following is a simple sentence with a compound subject?

- A. Mr. Duncan, who is a police officer, lives next door.
- B. My aunt wrote a book that has been published.
- C. Dawn draws, and Bonnie paints.
- D. Amber and Sandra are excellent musicians.

DOK 1***BASIC******Practice Test 1*****52. Which of the following sentences contains an appositive phrase?**

- F. Mrs. Reiner, her sister, and her daughter shopped at their local grocery store for flowers.
- G. Hudson and his dad packed a tent, sleeping bags, food, and a lantern for their two-night camping trip.
- H. Miss Greene, my fourth-grade teacher, moved to a different building within our school district this year.
- J. Amelia studied two hours for the test in her science class last week, so she yawned all morning.

DOK 1***BASIC******Practice Test 3*****62. Which sentence has a compound predicate?**

- F. The principal announced the winners of the poetry contest but not the winners of the essay contest.
- G. The coach and the team members invited all parents and guardians to a meeting about the upcoming season.
- H. Responsible band members practice their instruments at home and attend all of their music lessons at school.
- J. Science students interested in volcanoes have worked every day after school in the classroom and the science laboratory.

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

PROFICIENT

Apply knowledge of sentence structure **to compose or edit:**

1) & 2) compound sentences with compound subjects and/or compound predicates

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

65. Read the following sentences.

Nell grabbed her book.
Nell rushed to the library.
Her friend Stacy stayed at home.
Stacy watched television.

How can one compound sentence with compound predicates be created from these sentences?

- A. Nell grabbed her book and rushed to the library although her friend Stacy stayed at home and watched television.
- B. At the same time Nell was grabbing her books and rushing to the library, her friend Stacy was staying at home and watching television.
- C. Nell grabbed her book and rushed to the library, but her friend Stacy stayed at home and watched television.
- D. While Nell grabbed her book and rushed to the library, her friend Stacy stayed at home and watched television.

DOK 2**PROFICIENT****Practice Test 1****40. Read the following run-on sentence.**

Monarch butterflies migrate like birds each fall great numbers flutter thousands of miles to their destination.

Which of the following answer choices does not correct the run-on sentence?

- F. Monarch butterflies migrate like birds; each fall great numbers flutter thousands of miles to their destination.
- G. Monarch butterflies migrate like birds. Each fall great numbers flutter thousands of miles to their destination.
- H. Monarch butterflies are like birds, and each fall great numbers migrate and flutter thousands of miles to their destination.
- J. Monarch butterflies migrate like birds, each fall great numbers flutter thousands of miles to their destination

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

51. Which sentence below is a complex sentence?

- A. On Thursday heavy rain fell during the night, and we had to cancel our softball game on Friday.
- B. The rain storm on Thursday night soaked the softball field and ruined our plans for a softball game on Friday.
- C. We had scheduled our softball game for Friday, but we could not play it after the rainstorm on Thursday night.
- D. On Friday we could not play our softball game because the rain storm on Thursday night had soaked the softball field.

DOK 1**PROFICIENT****Practice Test 2****70. Read the following sentences.**

Nylon is an ideal fabric for making parachutes.
 Nylon is strong.
 Nylon is flexible.

Which of the following sentences correctly combines the three sentences using an appositive phrase?

- F. Nylon is an ideal fabric for parachutes, and it is strong and flexible.
- G. Nylon is an ideal fabric and is strong and flexible for parachutes.
- H. Nylon is an ideal fabric for strong and flexible parachutes.
- J. Nylon, an ideal fabric for parachutes, is strong and flexible.

DOK 2**PROFICIENT****Practice Test 2****40. Regina's teacher asked her to compose a sentence using a prepositional phrase as an adverb. Which of the following sentences will Regina use for her assignment?**

- F. Michael mowed the grass behind his uncle's house.
- G. My aunt Carol appreciates her neighbor's help with yard work.
- H. The mayor called a special meeting about cost figures for new roads in town.
- J. Fernando searched frantically for his lost keys.

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

41. Read the following sentences.

**Samantha picked up her keys.
Samantha drove to the store.
Her dog Lucky lay in the backyard.
Lucky took a nap.**

Which of the following combines the sentences to create a compound sentence with a compound predicate?

- A. Samantha picked up her keys and drove to the store, but her dog Lucky lay in the backyard and took a nap.
- B. Although Samantha picked up her keys and drove to the store, her dog Lucky lay in the Backyard and took a nap.
- C. Samantha picked up her keys and drove to the store while her dog Lucky lay in the backyard and took a nap.
- D. When Samantha picked up her keys and drove to the store, her dog Lucky lay in the backyard and took a nap.

DOK 2**PROFICIENT****Practice Test 3****69. Read the sentences Curtis wrote about his family.**

My mom enjoys a trip to Montana in the summer. My dad does, too. My aunt and uncle favor a visit to Montana during the winter. They all go to Montana to my sister's house.

Which of the following correctly combines these sentences into a compound sentence with compound subjects in both sentences?

- A. My mom, dad, aunt, and uncle cannot agree on the best time for a trip to my sister's house in Montana.
- B. Like my dad, my mom enjoys a trip to my sister's house in Montana in the summer; and my aunt and uncle favor a visit to her during the winter.
- C. My mom and dad enjoy a trip to my sister's house in Montana in the summer, but my aunt and uncle favor a visit to her during the winter.
- D. Although my mom and dad enjoy a trip to Montana in the summer, my aunt and uncle favor a trip during the winter.

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

ADVANCED

Apply knowledge of Standard English mechanics and sentence structure **purposefully including compound sentences using compound subjects and/or compound predicates** to produce texts with sophisticated grade-level syntax.

PT2(2)

39. Which of the following sentences is a compound sentence with a compound subject?

- A. The chimpanzee and the orangutan are intelligent and can be taught many things.
- B. The red squirrel and the gray squirrel have caused the growth of many oak forests in America.
- C. Rabbits and turtles make good pets, but dogs are still the most popular family pet in our area.
- D. Most birds are safely tucked into bed by dark, but the screech owl hunts all night and does not go to bed until dawn

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

48. Read the sentences in the box.

Thomas raced to the finish line before anyone else.
Frankie ran in first place until near the end of the race.

Which sentence below combines the information the two sentences using a compound sentence with a compound predicate?

- F. Thomas and Frankie ran in the same race, but Thomas finished before Frankie.
- G. Thomas did not run in first place for the entire race, but he did cross the finish line before Frankie.
- H. Frankie did not finish the race in first place, but he did run in front of Thomas until the finish line.
- J. Frankie ran in the race with Thomas and stayed in first place for a while, but Thomas won the race.

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

English Language Arts Grade 5 MCT2 – Practice Test 1

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

43	D	4	b	1	Proficient	1
44	H	3	d	3	Proficient	3
45	B	3	b	3	Proficient	3
46	J	3	a	3	Proficient	3
47	D	3	f	4	Proficient	3
48	F	4	a	1	Basic	1
49	B	4	b	1	Proficient	1
50	J	4	c	2	Basic	2
51	D	4	a	1	Proficient	1
52	F	3	b	3	Proficient	3
53	B	3	a	3	Advanced	3
54	H	3	e	3	Proficient	3
55	B	3	a	3	Proficient	3
56	H	4	c	2	Basic	2
57	B	4	b	1	Proficient	1
58	G	4	b	1	Proficient	1
59	B	4	a	1	Proficient	1
60	H	3	d	3	Proficient	3
61	A	3	b	3	Proficient	3
62	H	3	e	3	Proficient	3
63	C	3	a	3	Proficient	3
64	G	4	c	2	Basic	1
65	C	4	c	2	Proficient	2
66	H	4	b	1	Basic	1
67	D	4	c	2	Basic	1
68	G	3	a	3	Proficient	3
69	D	3	a	3	Advanced	3
70	H	3	f	4	Proficient	3

English Language Arts Grade 5 MCT2 – Practice Test 2

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

Item Sequence	Answer Key	Competency	Objective	Item PLD	Item DOK	Framework DOK
53	A	4	b	Proficient	1	1
54	G	3	d	Proficient	2	3
55	B	4	b	Basic	1	1
56	J	4	a	Proficient	1	1
57	D	4	a	Basic	1	1
58	G	4	b	Proficient	1	1
59	A	3	c	Proficient	3	3
60	G	3	c	Proficient	3	3
61	C	4	a	Basic	1	1
62	G	3	e	Proficient	2	3
63	C	4	a	Basic	1	1
64	G	4	a	Basic	1	1
65	D	3	b	Proficient	3	3
66	G	3	f	Proficient	2	3
67	C	3	f	Advanced	3	3
68	F	3	e	Proficient	2	3
69	B	3	c	Proficient	2	3
70	J	4	c	Proficient	2	2

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Item sequence	Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
1	D	2	d	3	Basic	2
2	F	2	b	2	Advanced	3
3	B	2	b	2	Proficient	2
4	J	2	e	2	Basic	2
5	C	1	e	2	Proficient	2
6	H	2	c	2	Proficient	2
7	D	1	d	2	Proficient	3
8	H	1	e	2	Advanced	3
9	D	1	d	2	Proficient	2
10	G	2	c	2	Proficient	2
11	D	2	a	2	Basic	2
12	H	2	d	3	Basic	2
13	C	2	d	3	Basic	2
14	H	2	d	3	Proficient	3
15	B	1	e	2	Proficient	2
16	F	2	c	2	Proficient	2
17	C	2	d	3	Proficient	3
18	G	2	d	3	Proficient	2
19	A	2	d	3	Proficient	3
20	G	1	b	1	Proficient	1
21	B	1	g	2	Proficient	2
22	H	1	a	2	Proficient	2
23	A	2	d	3	Basic	2
24	F	2	b	2	Advanced	3
25	D	2	e	2	Basic	2
26	G	2	c	2	Basic	2
27	D	1	f	1	Proficient	1
28	J	1	d	2	Proficient	2
29	B	2	d	3	Proficient	3
30	G	2	a	2	Basic	2
31	A	2	e	2	Basic	2
32	H	2	b	2	Proficient	2
33	A	2	b	2	Proficient	2
34	H	2	c	2	Proficient	2
35	B	2	d	3	Proficient	3
36	J	3	f	3	Proficient	2
37	B	3	e	3	Proficient	2
38	J	2	d	2	Proficient	2
39	H	2	c	2	Proficient	2
40	H	2	d	3	Proficient	3
41	H	2	d	3	Proficient	3
42	H	2	d	3	Proficient	3
43	H	2	d	3	Proficient	3
44	H	2	d	3	Proficient	3
45	H	2	d	3	Proficient	3
46	H	2	d	3	Proficient	3
47	H	2	d	3	Proficient	3
48	H	2	d	3	Proficient	3
49	H	2	d	3	Proficient	3
50	H	2	d	3	Proficient	3
51	H	2	d	3	Proficient	3
52	H	2	d	3	Proficient	3
53	H	2	d	3	Proficient	3
54	H	2	d	3	Proficient	3
55	H	2	d	3	Proficient	3
56	H	2	d	3	Proficient	3
57	H	2	d	3	Proficient	3
58	H	2	d	3	Proficient	3
59	H	2	d	3	Proficient	3
60	H	2	d	3	Proficient	3
61	H	2	d	3	Proficient	3
62	H	2	d	3	Proficient	3
63	H	2	d	3	Proficient	3
64	H	2	d	3	Proficient	3
65	H	2	d	3	Proficient	3
66	H	2	d	3	Proficient	3
67	H	2	d	3	Proficient	3
68	H	2	d	3	Proficient	3
69	H	2	d	3	Proficient	3
70	H	2	d	3	Proficient	3
71	H	2	d	3	Proficient	3
72	H	2	d	3	Proficient	3
73	H	2	d	3	Proficient	3
74	H	2	d	3	Proficient	3
75	H	2	d	3	Proficient	3
76	H	2	d	3	Proficient	3
77	H	2	d	3	Proficient	3
78	H	2	d	3	Proficient	3
79	H	2	d	3	Proficient	3
80	H	2	d	3	Proficient	3
81	H	2	d	3	Proficient	3
82	H	2	d	3	Proficient	3
83	H	2	d	3	Proficient	3
84	H	2	d	3	Proficient	3
85	H	2	d	3	Proficient	3
86	H	2	d	3	Proficient	3
87	H	2	d	3	Proficient	3
88	H	2	d	3	Proficient	3
89	H	2	d	3	Proficient	3
90	H	2	d	3	Proficient	3
91	H	2	d	3	Proficient	3
92	H	2	d	3	Proficient	3
93	H	2	d	3	Proficient	3
94	H	2	d	3	Proficient	3
95	H	2	d	3	Proficient	3
96	H	2	d	3	Proficient	3
97	H	2	d	3	Proficient	3
98	H	2	d	3	Proficient	3
99	H	2	d	3	Proficient	3
100	H	2	d	3	Proficient	3

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