

**Making the Connection:
The Frameworks, Performance Level Descriptors, & Released Items
Grade 6 ELA**

Competency 1: 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-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</i>	Identify roots and affixes in multi-syllabic words.	Apply knowledge of roots and affixes (com-, ex-, il-, mid-, under-, sub-, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. IS (2) PT1(1) PT2(2) PT3(2)	
1b: <i>The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</i>		Apply expansive knowledge of words and word meanings to communicate. IS (1) PT1(1) PT2(1) PT3(1)	
1c: <i>The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>	Identify and produce grade-level appropriate synonyms, antonyms, and homonyms. IS (2) PT2(1) PT3(1)		
1d: <i>The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>		Use context clues to determine the meanings of multiple meaning words PT1(2) PT2(2) PT3(5)	Justify the use of context clues used to determine meaning of multiple meaning words PT3 (1)
1e: <i>The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</i>	Identify figurative language in text of increasing length, complexity, and difficulty.	Use context clues to determine the figurative meanings of text. IS (1) PT1(2) PT2(3)	Justify the use of context clues used to infer meaning of figurative language.

<p>1f: The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>		<p>Use reference materials to evaluate word choice in a variety of texts and to determine meaning.</p> <p>IS (2) PT1(2) PT2(1) PT3(1)</p>	<p>Justify selection of word choice based on use of reference materials.</p> <p>PT3 (1)</p>
<p>1g: The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</p>		<p>Analyze and evaluate vocabulary usage based on appropriateness for context and purpose.</p> <p>IS (1) PT2(1)</p>	<p>Justify vocabulary usage based on appropriateness for context and purpose.</p> <p>PT1(1)</p>

**The Frameworks, Performance Level Descriptors, & Released Items
Grade 6 ELA**

<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	<p align="center">Performance Level Descriptors</p> <p>(Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p>
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Framework Objectives	Basic	Proficient	Advanced
<p>2a: <i>The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</i></p> <p>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.</p> <p>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p>	<p>Recognize, identify, and use text features, parts of a book, text structures, and genres to understand text.</p> <p>IS(1) PT1(3) PT2(2)</p>	<p>Apply knowledge of text features, parts of a book, text structures, and genres (plays) to gain information and analyze texts.</p> <p>PT2(1) PT3 (2)</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 the use of text features, parts of a book, text structures, and genres (plays) to gain information and analyze texts.</p> <p>PT1(1)</p>

<p>2b: <i>The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</i></p> <p>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.</p> <p>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.</p> <p>3) Infer cause and effect based on sequence of events and to predict outcomes.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p> <p>5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>		<p>Analyze text to infer (cause and effect based on sequence of events, predict outcomes), draw conclusions, or synthesize information.</p> <p>IS (1) PT1(11) PT2(7) PT3 (3)</p>	<p>Justify an inferred outcome, synthesis, or conclusion based on text-based evidence in text of increasing length, difficulty, and complexity.</p> <p>PT2(2) PT3 (3)</p>
<p>2c: <i>The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</i></p>	<p>Recognize and identify an appropriate summary or paraphrase of events or ideas in text of increasing length, complexity, and difficulty.</p> <p>IS (1) PT1(4) PT2(1) PT3 (1)</p>	<p>Generate an appropriate summary or paraphrase of events or ideas in literary text; literary non-fiction; and informational text of increasing length, complexity, and difficulty, citing text-based evidence.</p> <p>PT2(3) PT3 (1)</p>	

<p>2d: <i>The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i></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, complexity, and difficulty.</p> <p>PT1(2) PT2(2) PT3 (1)</p>	<p>Interpret increasingly complex literary text, literary non-fiction, and informational text to compare and contrast information, citing text-based evidence.</p> <p>IS (1) PT1(3) PT2(2) PT3 (5)</p>	
<p>2e: <i>The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2)</i></p> <p>1) Analyze use of and distinguish between fact and opinion.</p> <p>2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references).</p>	<p>Recognize and identify fact, opinion, and tools of persuasion in text of increasing length, complexity, and difficulty.</p> <p>PT1(2) PT2(2) PT3 (1)</p>	<p>Analyze facts, opinions, and tools of persuasion (plain folks, tabloid thinking, shock tactics and fear, intertextual references) in text.</p> <p>IS (2)</p>	<p>Justify the use of tools of persuasion for their effectiveness in text of increasing length, difficulty, and complexity.</p> <p>PT3 (1)</p>

Grade 6 ELA

Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.	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
<i>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 texts of increasing complexity and length. (DOK 3)</i>	Use an appropriate composing process to produce grade-level text.	Use an appropriate composing process to produce text. IS (1) PT1 (1) PT2 (2) PT3 (1)	Based on audience and purpose, justify an appropriate composing process to produce or evaluate text of increasing complexity and length. PT1 (3) PT2 (1)
<i>3b: The student will compose descriptive texts using sensory details and vivid language. (DOK 3)</i>	Use an appropriate composing process to produce grade-level descriptive text, using specific details	Use an appropriate composing process to produce descriptive text, incorporating sensory details IS(1) PT2 (2) PT3 (2)	Based on audience and purpose, justify an appropriate composing process utilizing vivid word choice and effective organization to produce or evaluate descriptive , narrative, informational, or persuasive text of increasing complexity and length.
<i>3c: The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3)</i> 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives	Use an appropriate composing process to produce grade-level narrative text, relating an event with a clear beginning, middle, and end	Use an appropriate composing process to produce narrative text, utilizing effective organization and vivid word choice containing multiple events	Based on audience and purpose, justify an appropriate composing process utilizing vivid word choice and effective organization to produce or evaluate descriptive, narrative , informational, or persuasive text of increasing complexity and length. PT2 (1)

	PT1 (1)	IS (1) PT1(3) PT2 (2) PT3 (6)	
<p>3d: <i>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)</i></p> <ol style="list-style-type: none"> 1) Reports 2) Letters 3) Functional texts 4) Presentations 5) Poems 6) Essays 	<p>Use an appropriate composing process to produce grade-level informational text, clearly expressing a main idea with supporting details</p> <p>PT1 (1)</p>	<p>Use an appropriate composing process to produce informational text including but not limited to texts containing chronological order, procedure, cause and effect, order of importance, and problem/solution</p> <p>IS (2) PT1(1) PT2(2) PT3 (3)</p>	<p>Based on audience and purpose, justify an appropriate composing process utilizing vivid word choice and effective organization to produce or evaluate descriptive, narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT2 (2)</p>
<p>3e: <i>The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisement 		<p>Use an appropriate composing process to produce persuasive text utilizing effective word choice and organization</p> <p>IS (1) PT1 (3) PT2 (1) PT3 (2)</p>	<p>Based on audience and purpose, justify an appropriate composing process utilizing vivid word choice and effective organization to produce or evaluate descriptive, narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT1 (1)</p>
<p>3f: <i>The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</i></p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online data bases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 	<p>Use an appropriate composing process to produce grade-level text based on inquiry and research presenting paraphrased information</p>	<p>Use an appropriate composing process to produce text comparing and contrasting findings based on inquiry and research</p>	<p>Justify text comparing and contrasting findings composed in a variety of modes based on inquiry and research.</p>

6) Reflect on and evaluate the process.	PT2 (1)	IS (1) PT1 (2) PT2 (1) PT3 (3)	PT1 (1)
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**The Frameworks, Performance Level Descriptors, & Released Items
Grade 6 ELA**

Competency 4: The student will apply Standard English 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
4a: <i>The student will apply Standard English grammar in composing or editing.</i> (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	Recognize the use of Standard English grammar: 1) direct and indirect objects	Apply knowledge of Standard English grammar to compose or edit: 1) direct and indirect objects	Apply knowledge of Standard English grammar purposefully

<p>number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects)</p> <p>2) Verbs (helping verbs, irregular, linking, transitive, and intransitive)</p> <p>3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, and future perfect)</p> <p>4) Subject-verb agreement in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>5) Articles; coordinating/subordinating conjunctions</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender)</p> <p>10) Adverbs (avoiding double negatives; comparative forms)</p> <p>11) Interjections</p>	<p>2) transitive and intransitive verbs</p> <p>3) future perfect tense</p> <p>4) subject-verb agreement in sentences with indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>8) indefinite and relative pronouns</p> <p>IS (2) PT1 (5)</p>	<p>2) transitive and intransitive verbs</p> <p>3) future perfect tense</p> <p>4) subject-verb agreement in sentences with indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>8) indefinite and relative pronouns</p> <p>IS (2) PT1 (1) PT2 (7) PT3 (8)</p>	<p>3) using future perfect tense.</p> <p>PT3 (1)</p>
<p>4b: The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation mark)</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 letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters; introductory clauses; and nonessential clauses)</p> <p>4) Apostrophes (possessives; contractions)</p>	<p>Recognize the use of Standard English mechanics:</p> <p>3) commas with introductory clauses and nonessential clauses</p>	<p>Apply knowledge of Standard English mechanics to compose or edit:</p> <p>3) commas with introductory clauses and nonessential clauses</p>	<p>Apply knowledge of Standard English mechanics and sentence structure purposefully including</p> <p>3) introductory clauses, nonessential clauses, and adjective and adverb clauses</p>

Proficient

Apply knowledge of roots and affixes (**com-**, **ex-**, **il-**, **mid-**, **under-**, **sub-**, **-ance**, **-ence**, **-ive**, **-en**) to determine the meaning of multi-syllabic words.

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

1. The Consumer Reports magazine tries to keep people informed about substandard items, whether those items are children’s toys or safety features in cars. Based on the use of the prefix sub-, what is the meaning of the word substandard?

- A. Below what is a standard for all people
- B. Under the regulations that apply to all people
- C. Below an acceptable established standard*
- D. Under the authority of the agency that sets standards

DOK 2**PROFICIENT***Item Specifications*

2. The city council was listening to proposals about the building of a road to transverse the city park.

Based on the use of the prefix trans-, where will the road be built?

- A. Across the park*
- B. Beside the park
- C. Around the park
- D. Into the park

DOK 2**PROFICIENT***Item Specifications*

19. Read the following sentence.

The annual commemoration held on the last Monday in May is sometimes called Decoration Day in the South.

Based on the affixes in the word commemoration, what does commemoration mean in this sentence?

- A. A celebration in memory of someone
- B. A celebration of a special occasion
- C. A celebration of a formal event
- D. A celebration held in the spring

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

9. Read the following sentence.

People often underestimate the importance of trains in American history.

Based upon the affix under-, what does underestimate mean in the sentence?

- A. To be inexact
- B. To state the wrong amount
- C. To disregard a serious subject
- D. To misjudge the worth of something

DOK 2**PROFICIENT****Practice Test 2****29. Read the following sentence.**

The teachers were unyielding in their demand for excellent performance from their students.

Based on the prefix **un-**, what does **unyielding** mean in this sentence?

- A. Fair
- B. Clear
- C. Mistaken
- D. Determined

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

18. Which of the following words derives its meaning from adding the prefix **com- to a base word?**

- F. compress
- G. complaint
- H. complexion
- J. commercial

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

The large submarine rapidly submerged into the sea.

Which of the following sentences does **not** use the affix **sub-** in the same way it is used in the text box?

- A. Subzero temperatures are not unheard of in the Antarctic.
- B. Melody must have five submissions in her journal before she turns it in to her teacher.
- C. Many textbooks help students look for major points by using subheadings in each unit.
- D. Contractors worked to complete the subfloor in the kitchen because they had to lay the tile the next day.

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

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

PROFICIENT
Apply expansive knowledge of words and word meanings to communicate.
IS (1) PT1(1) PT2(1) PT3(1)

1. Read the sentence below.

Olympic athletes undergo a rigorous training schedule.

Which word below can act as a substitute for rigorous without changing the meaning of the sentence?

- A. Satisfying
- B. Fascinating
- C. Terrifying
- D. Challenging

DOK 1	PROFICIENT	Item Specifications
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20. What is the meaning of the word thorough?

- F. partial
- G. devoted
- H. complete
- J. thoughtful

DOK 1	PROFICIENT	Practice Test 1
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21. Which of the following sentences does not use the word notify correctly?

- A. The school board will notify students when it has made a decision about the scholarship.
- B. The brochure will notify the details of various activities available at summer camp.
- C. The drama club hung a banner in the cafeteria to notify students about an upcoming production.
- D. The family placed a sign in the front yard to notify passersby that the house is for sale.

DOK 1	PROFICIENT	Practice Test 2
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30. What is the meaning of the word prevail?

- F. to cover up
- G. to come before
- H. to be widespread
- J. to keep from happening

DOK 1	PROFICIENT	Practice Test 3
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1c: *The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)*

BASIC

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

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

1. Read the sentence in the box.

I __(1)__ on the floor where the banana __(2)__ lay exactly one hour after our teacher had fallen on it just as school came to its __(3)__.

Which group of words correctly completes the sentence in the box?

- A. (1) Fell / (2) peal / (3) clothes
- B. (1) Fail / (2) peel / (3) close
- C. (1) Fell / (2) peel / (3) close*
- D. (1) Fail / (2) peal / (3) clothes

DOK 1

BASIC

Item Specifications

2. Which sentence uses the pair of homonyms correctly?

- A. Our principle taught us many useful life principals.
- B. The baron looked across the barren fields with much disappointment.*
- C. On the tropical aisle, I took a photograph of a church with a unique isle.
- D. The attorney did not want to heir when he read the complicated will to the errs.

DOK 1

BASIC

Item Specifications

20. Which of the following words is an antonym for the word assemble?

- F. Meddle
- G. Influence
- H. Dissolve
- J. Summon

DOK 1

BASIC

Practice Test 2

20. Select the pair below that does not represent a pair of synonyms.

- F. Artificial—false
- G. Attain—acquire
- H. Varied—different
- J. Cunning—genuine

DOK 1

BASIC

Practice Test 2

1d: *The student will use context clues to **determine** the meanings of unfamiliar or multiple meaning words. (DOK 2)*

PROFICIENT
Use context clues to determine the meanings of multiple meaning words
PT1(2) PT2(2) PT3(5)

1. Read the following two sentences.

The movie we saw last Saturday was really intriguing; everyone in our group really liked it but had different ideas about what it meant.

Finding a solution for the chemical experiment was intriguing for the students in my class who liked science, but I found it frustrating.

Which words have the same meaning as intriguing in both sentences?

- A. Arousing dread
- B. Arousing distrust
- C. Arousing curiosity*
- D. Arousing suspicion

DOK 2

PROFICIENT

Item Specifications

6. Read the following sentences.

Debbie asked her friend, “Isn’t there some way I can entice you to join our club? We really want you to be a member.”

Based on these sentences, what is the meaning of entice?

- F. ask
- G. pay
- H. scare
- J. tempt

DOK 2

PROFICIENT

Practice Test 1

30. Read the following sentence.

“I have complete disdain for anyone who abuses animals!” exclaimed the police officer.
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Which word means the same as disdain?

- F. understanding
- G. confusion
- H. agreement
- J. scorn

DOK 2

PROFICIENT

Practice Test 1

8. Read the following sentences.

My cousin told my grandmother that he had locked himself out of the house and had on no socks or shoes at the time. Although my grandmother fought to hide her mirth, I could see the twinkle in her eyes.

Based upon the context of these sentences, which of the following is the definition of mirth?

- F. Affection
- G. Astonishment
- H. Enthusiasm
- J. Laughter

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

22. Read the following paragraph.

Jeffrey sprinted onto the oval track. He was determined to run three miles, or twelve times, around the asphalt track. As he took a deep breath and fell into a smooth jogging rhythm, he hoped he would have the stamina to reach his goal. He urged his muscles to stay strong and focused on steady breathing so that fatigue would not force him to quit.

Which of the following statements justifies the use of context clues for understanding the word stamina in the paragraph?

- F. Jeffrey's hoping that fatigue would not force him to quit suggests that stamina means the physical strength to keep going.
- G. Jeffrey's urging his muscles to stay strong suggests that stamina means the importance of having a positive attitude.
- H. Jeffrey's falling into a smooth jogging rhythm suggests that stamina means the ability to stay calm and steady.
- J. Jeffrey's being determined to run three miles suggests that stamina means setting definite goals.

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

3. What is the meaning of the word tranquilly as it is used in lines 30-32?

- A. Quickly
- B. Brightly
- C. Calmly
- D. Busily

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

17. Read the following sentence.

The student teacher is competent in social studies and will teach the class a lesson about the Constitution of the United States on Friday.

Which of the following words means the same as competent as it is used

in the sentence?

- A. dignified
- B. qualified
- C. important
- D. professional

DOK 2

PROFICIENT

Practice Test 3

19. Read the following sentence.

Carlos felt indebted to Mark because Mark saved Carlos's kayak from floating into the middle of the lake.

What does indebted mean in the sentence?

- A. Feeling cautious about
- B. Being considerate of
- C. Having gratitude for
- D. Owing money to

DOK 2

PROFICIENT

Practice Test 3

29. Read the following sentence.

In spite of my careful preparation for the test, I could not help feeling a little apprehensive as I opened the test booklet.

Based upon context clues, what does apprehensive mean in this sentence?

- A. uneasy
- B. resolved
- C. particular
- D. appreciative

DOK 2

PROFICIENT

Practice Test 3

31. The word daunting is used in lines 3 and 31 of the poem. Based upon the context clues, what does daunting mean?

- A. Clever and tricky
- B. Final and endless
- C. Surprising and shocking
- D. Threatening and frightening

DOK 2

PROFICIENT

Practice Test 3

ADVANCED

Justify the use of context clues used to determine meaning of multiple meaning words

PT3 (1)

11. Based upon context clues in lines 50-53, which of the following

will the reader

justify as another example of synchrony?

- A. A group of shoppers setting their watches to meet for lunch

- B. A team of boys bouncing a basketball in the gym
- C. A small child crawling across the floor
- D. A mallard duck flying through the air

DOK 3

ADVANCED

Practice Test 3

1e: *The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)*

BASIC
Identify figurative language in text of increasing length, complexity, and difficulty.

PROFICIENT

Use context clues to determine the figurative meanings of text.

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

1. Read the sentence in the box.

After days of wandering in the desert, the man’s skin was tanned leather.

What does the author illustrate about the man by using the metaphor “the man’s skin was tanned leather?”

- A. That the man’s skin is sunburned and tough*
- B. That the man’s skin is wrinkled and old
- C. That the man’s skin is hot and sweaty
- D. That the man’s skin is brown and dirty

DOK 2

PROFICIENT

Item Specifications

7. Read the following sentences.

Beth knew that her baby sister had just gone to sleep. Carrying her shoes, she tiptoed down the dark hall as if walking on eggshells.

What does the phrase “walking on eggshells” help the reader understand?

- A. Beth was putting her feet down very gently to keep from making noise.
- B. Beth was carrying her shoes so that she would not break any eggshells.
- C. Beth’s floor was very slippery so she was being very careful.
- D. Beth’s little sister had left her noisy toy eggs in the hall.

DOK 2

PROFICIENT

Practice Test 1

29. Read the following sentence.

The car complained loudly as Mom drove to the construction site.

This sentence uses personification. Based on the words “complained loudly,” which of the following sentences tells about the car?

- A. It made a great deal of noise.
- B. It held too many passengers.
- C. It used gallons of gas.
- D. It ran well.

DOK 2

PROFICIENT

Practice Test 1

10. Read the following sentences.

I told my brother Craig to finish his homework so that we could go outside.
Craig drags his feet every afternoon.

What can the reader determine to be the meaning of “drags his feet” as it is used in the sentence?

- F. Craig comes home later than his brother.
- G. Craig has trouble walking in his shoes.
- H. Craig does not want to do his homework.
- J. Craig does not think he has to listen to his brother.

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

13. Read the following lines from the poem.

The music of each place is a song without words—
The city’s chorus of cars and airplanes,
The country’s chorus of crickets and birds.

Based upon the context clues in the lines above, what is the figurative meaning of the “music”?

- A. The words that show how moods change in the city and the country
- B. The words that describe the city and the country
- C. The different songs that are played in the city and the country
- D. The different sounds of the city and the country

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

28. Read the following sentences.

Max sat watching the hands of the clock move on the last afternoon of school. He thought to himself, “This is like watching grass grow.”

What does the simile “like watching grass grow” tell you about what Max is thinking?

- F. He is amazed by how slowly time is passing.
- H. He is thinking about a grassy meadow.
- J. He knows he has to go mow the lawn.

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

28. Read the following sentence.

The cool cola hit the spot after a long, hot hike through the woods.

Which of the following correctly explains the idiom hit the spot?

- F. felt cold and damp
- G. dripped on the hikers

- H. made contact with the road
- J. refreshed and satisfied the hikers

DOK 2

PROFICIENT

Practice Test 3

32. Read lines 8-9 of the poem.

I walked into my first class hesitantly, a deer ready to run at the slightest sound.

What does the figurative language reveal about the speaker?

- F. The speaker understands that the new classmates are not to be trusted.
- G. The speaker realizes how much noise the students are making.
- H. The speaker is prepared to turn and quickly leave the room.
- J. The speaker notices the students turning to stare.

DOK 2

PROFICIENT

Practice Test 3

ADVANCED

Justify the use of context clues used to infer meaning of figurative language.

1f: The student will **apply** knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) **to evaluate word choice in a variety of texts** (e.g., **revise writing, peer editing**) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)

PROFICIENT

Use reference materials to evaluate word choice in a variety of texts and to determine meaning.

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

1. Read the following sentence.

Our class is conducting a pet food drive to make a donation to our local animal shelter.

Which dictionary definition below reflects the meaning of the word drive as it is used in the sentence?

Drive: (1). to hit or propel very hard; (2). to cause to move by force; (3). a course toward a goal; (4). energy and initiative

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

DOK 2**PROFICIENT****Item Specifications****2. Read the dictionary entry in the box below.**

conduct: (1) to direct in action or course; manage; carry on
 (2) to lead or guide as in the performance of a composition
 (3) to serve as a channel or medium for
 (4) to take somebody somewhere

Which dictionary entry provides the correct meaning for the word conducting as used in the following sentence?

The March of Dimes is conducting its annual food drive, and our class is participating.

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

DOK 2**PROFICIENT****Item Specifications****8. Read the following thesaurus entry.**

Jaunt n. short trip

Synonyms: outing, trip, spree, day away
 Antonyms: odyssey, epic

Which of the following sentences does **not** correctly express the meaning of **jaunt**?

- F. His jaunt around the world will be such an adventure.
- G. Our dog Sparky is always ready for a jaunt in the car.
- H. We set out for a jaunt around the block on our bikes.
- J. A jaunt to the park quickly cheered the crying baby.

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

21. Read the following dictionary entry.

charter [char'ter] n. 1. A written grant from a ruler or government giving rights to a group. 2. A document stating the function and form of a government. 3. The hiring of a vehicle for a special use. -v. 1. To grant a charter to. 2. to hire or rent by charter.

Based on this dictionary entry, which of the following sentences does **not** use **charter** correctly?

- A. Which charter shows the number of students at school?
- B. The new club will receive its charter from the principal.
- C. Did the band charter buses for their trip to Chicago?
- D. A constitution is one important kind of charter.

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

30. Read the following dictionary entry.

singular ('sin-gy -l r) adj. 1. being only one 2. superior or remarkable 3. unusual or odd

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

- F. We went the wrong way driving home and had quite a singular experience when a moose ran onto the road next to us.
- G. John's chopping three truckloads of wood in one afternoon was a singular achievement.
- H. The gymnast's perfect scores in all events marked a singular moment in her career.
- J. Estella's singular version of the hymn was identical to the version her aunt had sung just a week earlier.

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

26. The dictionary entry for the **word announce** is followed by a note that compares the synonyms **advertise**, **declare**, **broadcast**, and **publish**.

Read the following note from the dictionary.

Announce refers to bringing to public notice, as in "announce the changes to the school calendar."

Usage Note:

(1) **Broadcast** refers to making known over a wide area, as in "broadcast the baseball game to the public."

Based upon the note from the dictionary, evaluate the meaning of the underlined word in each of the following sentences.

Which of the following sentences does not use the underlined word correctly?

- F. The date for school pictures was broadcast through the halls every day the week before to remind students of picture day.
- G. Wise homeowners do not advertise that the front door to their house will not lock properly.
- H. Many students publish their disputes while walking through the hallways.
- J. Our principal, following a tradition established before he arrived, declared the last Friday of the school year to be “Reflection Day.”

DOK 2

PROFICIENT

Practice Test 3

ADVANCED
Justify selection of word choice based on use of reference materials.
PT3 (1)

16. Read the following entry from a thesaurus.

deteriorating: crumbling, decaying declining, fading, rotting, worsening

Now read the following sentence from the passage.

Mistress Madge had to get her discovery back to the museum lab quickly because the fish was deteriorating in South Africa's December heat.

Which word from the thesaurus entry can be justified as a replacement for **deteriorating** without changing the meaning of the sentence?

- F. worsening
- G. crumbling
- H. decaying
- J. fading

DOK 3

ADVANCED

Practice Test 3

1g: *The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)*

PROFICIENT

Analyze and evaluate vocabulary usage based on appropriateness for context and purpose.

IS (1) PT2(1)

1. Which sentence below contains language appropriate for a sign to be placed in a library?

- A. No one in here is allowed to talk ever.
- B. Please stop your loud talking immediately.
- C. Any talking in the library must be kept to a whisper.*
- E. The library does not want anyone to say anything to anyone else.

DOK 3

PROFICIENT

Item Specifications

(Refer to the passage “The Rise and Fall of Vaudeville”)

6. Which of the following statements correctly analyzes the author’s use of vocabulary to achieve the purpose of the passage?

- F. The author uses formal language to trace the development of vaudeville as a form of entertainment.
- G. The author uses formal language to convince the reader that vaudeville was more entertaining than movies.
- H. The author uses informal language to tell a story about vaudeville.
- J. The author uses informal language to help the reader imagine a vaudeville show.

DOK 3

PROFICIENT

Practice Test 2

ADVANCED

Justify vocabulary usage based on appropriateness for context and purpose.

PT1(1)

28. Read these sentences from Sharla’s report, which she was asked to present at a parents and teachers meeting.

We hiked up Mount Sidney today. The air got a little thin near the top, and some of the group had to turn back. I was really pumped that I made it all the way up.

To practice for the meeting, Sharla made her presentation for her class. Several classmates thought Sharla needed to make a change to her report based on audience and purpose. Were Sharla’s classmates correct?

- F.** Yes, she should make the report more formal by replacing “I was really pumped.”
- G.** Yes, she should make the report more scientific by adding details about the climb.
- H.** No, she should leave the report the way it is because it is appropriate for a report.
- J.** No, she should leave the report the way it is because it is about her and a group of hikers.

DOK 3

ADVANCED

Practice Test 1

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

2a: The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, 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, autobiographies, and **plays**
- 5)

Basic
Recognize, identify, and use text features, parts of a book, text structures, and genres to understand text.
IS(1) PT1(3) PT2(2)

1. **Marcellus is reading his social studies textbook. He reads an unfamiliar word that has a small number beside it. Where does this small number refer Marcellus for an explanation of the word?**
- A. To an index
 - B. To an appendix
 - C. To a footnote *
 - D. To a table of contents

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

(Refer to the passage “The Evolution of the Hot Dog”)

5. **The author uses several different text structures to organize this passage. Which of the following text structures does the author not use?**
- A. description
 - B. sequential order
 - C. problem/solution
 - D. order of importance

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

(Refer to the passage “Dream Another Dream”)

27. **How does the author organize this passage?**
- A. By comparing and contrasting two characters
 - B. By presenting events in sequential order
 - C. By narrating most important events first
 - D. By explaining a procedure

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

(Refer to the passage “Dear Aunt Olivia”)

35. **How does the writer organize the letter?**

- A. She describes the toys in order of how much she likes each one.
- B. She describes the toys one at a time\ based on the age of each toy.
- C. She describes the toys one at a time and compares them to modern toys.
- D. She describes the toys in the order in which she plays with them at

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

(Refer to “Let’s Make a Butterfly Feeder.”)

6. Which of the following text structures is used to organize the passage?

- F. Procedure
- G. Description
- H. Compare/contrast
- J. Simple cause and effect

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

(Refer to ‘Inside the Chocolate Museum.’)

22. The author of “Inside the Chocolate Museum” wants to add headings as a text feature to the narrative passage.**Which of the following headings would not effectively divide the passage for the reader?**

- F. Factory Tour
- G. Candy Activity
- H. Film Presentation
- J. Candy Commercial

DOK 1**BASIC****Practice Test 3****25. Which text structure does the author use to organize this passage?**

- A. Compare/contrast
- B. Order of importance
- C. Problem/solution
- D. Sequential order

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

(Refer to the passage “Letters from Home”)

17. Which text structure does the author use in lines 1–9?

- A. Procedure
- B. Description
- C. Sequential order
- D. Order of importance

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

(Refer to the passage “When Is a Planet Not a Planet? When It Is Pluto!”)

27. Which text structure does the author use in this passage?

- A. Compare/contrast
- B. Order of importance
- C. Cause/effect
- D. Procedure

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

Proficient
Apply knowledge of text features, parts of a book, text structures, and genres (plays) to gain information and analyze texts.
PT2(1) PT3 (2)

(Refer to the passage “The Rise and Fall of Vaudeville”)

4. Read the following sentence.

The Palace quit offering live shows by vaudeville’s top performers and became a movie theater.
--

If the sentence in the box is added to the passage, in which section does it belong?

- F. What Was Vaudeville?
- G. Why Was Vaudeville Popular?
- H. Who Were Vaudeville Performers?
- J. What Happened to Vaudeville?

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

(Refer to the passage “The Hillsboro Times”)

32. Read the advertisement that the Humphrey family submitted to *The Hillsboro Times*.

HELP WANTED: We need someone to help s clean out our garage. Good hourly wage. Up to twenty hours of work over weekends. Applicants should be able to lift heavy boxes. Call 603-499-5432 between 5 and 8 p.m. for more information.

Why will *The Hillsboro Times* publish this advertisement?

- F.** *The Hillsboro Times* considers Help Wanted announcements to belong to the Classified section of the newspaper.
- G.** *The Hillsboro Times* is the logical place to advertise for the help the Humphrey family needs.
- H.** *The Hillsboro Times* is the main newspaper in Hillsboro and should be required to run all types of advertisements.
- J.** *The Hillsboro Times* mentions that the newspaper notifies readers of job announcements.

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

(Refer to “Color on the Wing.”)

1. Based upon the headings in “Color on the Wing,” what does the reader learn about a butterfly?

- A.** The reader learns the composition of a butterfly, how a butterfly pollinates plants, and where species of butterflies migrate each year.
- B.** The reader learns why people plant flowers to attract butterflies, what butterflies look like, and how a larva becomes a butterfly.
- C.** The reader learns why a butterfly is beautiful, what butterflies eat in addition to nectar, and how a chrysalis is formed.
- D.** The reader learns the structure of a butterfly, how a butterfly matures, and where a butterfly lives.

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

(Refer to “The Catch of a Lifetime.”)

10. Which of the following headings can be placed above line 17 in the passage?

- F.** Late December Find
- G.** A Strange Discovery
- H.** Sorting Through Fish
- J.** Consulting a Scientist

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

Advanced

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:

Justify the use of text features, parts of a book, text structures, and genres (plays) to gain information and analyze texts.

PT1(1)

(Refer to the passage “Getting a Smile from a Stone”)

13. The title of the passage is “Getting a Smile from a Stone.”

Is this an appropriate title based on the events?

- A. Yes, because Maura finally smiled when she saw the chair made of stone
- B. Yes, because Maura was like a stone when she met Jake and did not smile
- C. Yes, because Maura was sad when the dollhouse was broken as if smashed with a stone
- D. Yes, because Maura would not smile until her parents returned from digging through ancient stones in Africa

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

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 in non-sequential order.
- 3) **Infer cause and effect based on sequence of events and to predict outcomes.**
- 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.

PROFICIENT
Analyze text to infer (cause and effect based on sequence of events, predict outcomes), draw conclusions, or synthesize information.
IS (1) PT1(11) PT2(7) PT3 (3)

1. **Based upon the story “Choices,” what can the reader predict about Sarah’s behavior after the story ends?**
 - A. Sarah will give Ria a free hall pass for the next time Ria is late.
 - B. Sarah’s teacher will be disappointed because Sarah will be late to class.
 - C. Sarah will go home and excitedly tell her mom about the fun she had writing Ria a ticket.
 - D. Sarah will continue to do her monitoring job well and will try to talk to Ria about the ticket.*

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

(Refer to the passage “The Evolution of the Hot Dog”)

1. Which event happened last?

- A. The naming of the hot dog
- B. The invention of the hot dog
- C. The creation of German sausage
- D. The creation of the Austrian wiener

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

(Refer to the passage “The Evolution of the Hot Dog”)

4. Which of the following sentences effectively supports the prediction that Americans will eat many hot dogs next year?

- F. Thus began the tradition of having a hot dog or two at the ballpark.
- G. The bun allowed people to hold the sausage while walking.
- H. The average American eats eighty hot dogs a year.

J. Hot dogs are as American as the Fourth of July.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Getting a Smile from a Stone”)

9. From which of the following sentences from the passage can the reader infer that Jake wants to figure out Maura’s sadness?

- A. Adding to his discomfort were his and his cousin’s very different backgrounds.
- B. Jake’s mother had warned him that Maura might be shy and homesick at first.
- C. Maura answered politely and even joined him in activities with his friends.
- D. Jake felt as if something else was bothering her.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Getting a Smile from a Stone”)

11. Based on lines 34-37, what can the reader infer gave Jake the sudden idea to help Maura?

- A. Jake understands why Maura is sad because he has a treasure he would not want broken.
- B. Jake treasures a soccer player statue his Uncle Will carved from granite.
- C. Jake’s sculpture and Maura’s dollhouse furniture are made by carving.
- D. Jake values the rocks he finds and is learning how to carve them.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passages “Getting a Smile from a Stone” and “The Not-So-Simple Stone.”)

18. Which choice is a theme in both the passage and the poem?

- F. Stone lasts forever.
- G. People should learn a craft.
- H. The past is better than the present.
- J. Family relationships are important.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Dream Another Dream”)

23. Based on the sequence of events in the passage, why did Hailey’s dream of making the volleyball team not come true?

- A. She was not as good as Sarah.
- B. She was not as tall as Sarah.
- C. She injured her elbow.
- D. She skipped practice.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Dream Another Dream”)

24. Based on the story’s conclusion, what comment from her mother influenced Hailey’s outlook?

- F. “If you don’t get the part, you know the reason has to do with your size, not your dancing ability.”
- G. “Whether or not you get that dream role, you will positively NOT be a failure.”
- H. “If not for your injury, I think you’d have had a good chance of making the team.”
- J. “For you, dancing is a natural talent, and you’ve been aiming toward that role for years.”

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Dream Another Dream”)

26. Based on evidence in the story, what can the reader predict for Hailey in the future?

- F. She will concentrate on volleyball.
- G. She will no longer be friends with Sarah.
- H. She will audition next year for the role of Clara.
- J. She will give up dancing because she is a failure.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Dear Aunt Olivia”)

31. Based on the letter, what can the reader infer to be the reason Aunt Olivia sent Diane the toys?

- A. She no longer had room to store the toys.
- B. She wanted Diane to take the toys to school for class.
- C. She remembered how much Diane had like the toys.
- D. She knew Diane had started a collection of old toys.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Dear Aunt Olivia”)

32. Based upon details in lines 26-32 from the letter, what can the reader infer happened on the following day?

- F. Diane showed the instruments to her music teacher.
- G. Diane played with the alphabet blocks.
- H. Diane repainted the metal train.
- J. Diane sent another letter.

DOK 2

PROFICIENT

Practice Test 1

(Refer to the passage “Dear Aunt Olivia”)

34. Based on the passage, which of the following choices can the reader infer is not a reason that Diane likes old toys?

- F. Old toys function better than new.
- G. Old toys take a great deal of care.
- H. Old toys contain special details.
- J. Old toys are built to last.

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

(Refer to the passage “The Rise and Fall of Vaudeville”)

1. Based upon the passage, which event can readers infer happened first?

- A. Talented performers appeared in movies.
- B. Special theaters were built.
- C. B. F. Keith became a legend.
- D. Bob Hope worked in radio and television.

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

(Refer to the passage “The Rise and Fall of Vaudeville”)

2. Read the following sentences from the passage “The Rise and Fall of Vaudeville.”

People went to see movies more often than stage shows. Movies were less expensive and more widely shown. In fact, movies had replaced stage acts in many of the vaudeville halls.

Based upon the sentences from the passage, what can the reader conclude about why movies replaced vaudeville?

- F. Many vaudeville performers became movie stars.
- G. People no longer found vaudeville entertaining.
- H. Money was a great concern to people at the time.
- J. Entertainers grew tired of performing on stage.

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

(Refer to the passage “The Rise and Fall of Vaudeville”)

5. Which of the following questions cannot be answered using information from the passage’s last paragraph?

- A. Why did the popularity of vaudeville dwindle?
- B. What replaced vaudeville stage acts at most theaters?
- C. Were vaudeville acts more expensive to produce than movies?
- D. Why is vaudeville more unique than movies in show business history?

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

(Refer to the passage “Different Worlds”)

11. Based upon line 12, “Until harvest time comes,” which of the following can the reader infer makes the city and country alike?

- A. The colors

- B. The pace
- C. The people
- D. The sound

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

(Refer to the passages “Letters from Home” and “Different Worlds”)

19. Which sentence from “Letters from Home” supports the statement in line 11 of “Different Worlds” that “The country knows nothing of such hurry”?

- A. Out here you can almost smell the seasons about to change; the air feels different somehow.
- B. My favorite thing to do this time of year is to sit out on the front porch swing and watch the sun go down.
- C. With so much wide-open space, the sun looks like a huge stick of butter melting low in the sky.
- D. I took pictures of the same setting—the old wooden bridge over our little creek—once a month for the past year.

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

(Refer to the passage “When Is a Planet Not a Planet? When It Is Pluto!”)

24. Members of the International Astronomical Union (IAU) indicate that one requirement for defining a planet is that a planet have no other objects in its orbit. Now read the following inference drawn from lines 31–36.

In order for the definition of “what makes a planet a planet” to be acceptable to most scientists, a majority of scientists need to agree on that definition.

Based upon the inference, what conclusion can the reader draw about what would have made the revised definition acceptable to scientists?

- F. Scientists would have decided to question the need to change Pluto’s status.
- G. Many scientists would agree on the process to label new planets.
- H. More than half of IAU members would claim Pluto was deserving of special attention.
- J. Most of the membership of the IAU would have attended the August 2006 meeting.

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

(Refer to “The Hillsboro Times”)

31. Based upon information in the passage, which of the following can readers conclude is a logical outcome?

- A. More girls than boys will sign up for the soccer tournament.
- B. Cage Music Co. will make enough money during its sale to allow it to stay open for business.
- C. Crowds will be very large at the Super 5 Cinema on Fridays in August.
- D. Students who take guitar lessons from Sammy T. will become rock stars.

DOK 2

PROFICIENT

Practice Test 2

(Refer to “The Hillsboro Times”)

33. What can readers infer is the reason that Lyrics Music, Co. offers guitar lessons to students for half price?

- A. Lyrics Music Co. prefers students over other customers.
- B. Lyrics Music Co. is aware that few students have income.
- C. Lyrics Music Co. wants everyone to learn how to play guitar.
- D. Lyrics Music Co. is going out of business.

DOK 2

PROFICIENT

Practice Test 2

(Refer to “Let’s Build a Butterfly Feeder.”)

9. Which of the following is a valid conclusion the reader can draw based upon the information in the two passages?

- A. Flowers planted in the ground are more attractive to the butterfly than what a butterfly feeder offers.
- B. Butterflies are not common in desert places where water is not available.
- C. Butterflies prefer homemade nectar over natural nectar.
- D. The survival of the butterfly depends upon the availability of nectar from flowers.

DOK 2

PROFICIENT

Practice Test 3

(Refer to “The Catch of a Lifetime.”)

12. Based upon the sequence of events in lines 21-33, what can the reader infer about the cause of Dr. Smith’s eagerness to reach the museum?

- F. The correct solution has been used to accurately preserve the specimen.
- G. Mistress Madge has sent the fish expert an accurate drawing of a rare specimen.
- H. Dr. Smith wants to use his skills as a fish expert to see if he can identify the specimen.
- J. Dr. Smith recognizes the species and wants to search the river for more fish.

DOK 2

PROFICIENT

Practice Test 3

(Refer to “Inside the Chocolate Museum.”)

24. What does Janice mean when she says to herself “One down, one to go!” in line 33?

- F. Collin had found something to enjoy at the museum, and now Janice wanted to find something her father would enjoy.
- G. Janice’s choice of the candy museum was the next to last stop before the family returned home.
- H. The family had finished visiting the first attraction at the museum and had one more to visit.
- J. She was counting the pieces of bubble gum as Collin dipped them into the candy coating.

DOK 2

PROFICIENT

Practice Test 3

ADVANCED

Justify an inferred outcome, synthesis, or conclusion based on text-based evidence in text of increasing length, difficulty, and complexity.

PT2(2) PT3 (3)

(Refer to the passage “When Is a Planet Not a Planet? When It Is Pluto!”)

25. Which sentence from the passage justifies the idea that the name given to the dwarf planet Eris was somehow fitting in relation to the change in Pluto’s status?

- A. Each new fact changes what people thought they already knew.
- B. Eris is larger in diameter than Pluto.
- C. Many people protested the change.
- D. Science must deal with new discoveries all the time.

DOK 3

ADVANCED

Practice Test 2

(Refer to the passage “When Is a Planet Not a Planet? When It Is Pluto!”)

26. Which statement justifies the author’s concern that Pluto’s reclassification as a dwarf planet is not a view that the majority of space scientists share?

- F. Members of the IAU voted that the dwarf planet Eris should be considered a planet, too, thus preserving Pluto’s status as a planet.

- G. Only four hundred of the nine thousand members of the IAU actually voted that Pluto should be defined as a dwarf planet instead of a planet.
- H. The recent discovery of large objects orbiting the sun beyond Neptune shows that Pluto should be a planet, not a dwarf planet.
- J. Pluto has not changed or moved in the sky since it was defined as a dwarf planet; therefore, the change serves no scientific purpose.

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

(Refer to “Color on the Wing.”)

5. Which statement from the passage justifies the conclusion that plants depend upon butterflies as much as butterflies depend upon plants?

- A. Unlike ants or spiders, this insect is welcome around people’s homes; and homeowners often create special gardens or place feeders in trees just to attract them.
- B. A mature butterfly lays an egg upon a leaf.
- C. Butterflies like to feast on the nectar found in flowers.
- D. When a butterfly lands on a flower, its legs become covered with pollen.

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

(Refer to “The Catch of a Lifetime.”)

15. Which of the following sentences from the passage effectively supports the prediction that scientists will find more coelacanths in the future?

- A. One reason that determining the population of coelacanths is difficult is that coelacanths live at the bottom of the ocean inside caves.
- B. Fortunately, in recent years a ban on international trade has been enforced, helping to stabilize the population of this amazing fish.
- C. Scientists have tagged coelacanths with sonic devices and have found that the fish leave the cave in the late afternoon to forage for food during the night.
- D. Coelacanths provide a valuable link to the past; and because people recognize the significance of this fish, coelacanths have been sought after and sold for high prices on the market.

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

(Refer to “A New Beginning.”)

35. Which of the following lines will the reader use to justify a conclusion about how the speaker will react in the future when another new student arrives at school?

- A. Lines 8-12
- B. Lines 17-21
- C. Lines 22-26
- D. Lines 27-31

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

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

BASIC
Recognize and identify an appropriate summary or paraphrase of events or ideas in text of increasing length, complexity, and difficulty.
IS (1) PT1(4) PT2(1) PT3 (1)

- Which of the following is an appropriate summary statement for the storyline of “Choices”?
 - A girl who wants to impress her teacher mistreats her friends by giving them a ticket.
 - A girl who does not want the hall monitor job takes the job only to learn later what an easy job it is.
 - A girl who does not want the hall monitor job makes a responsible decision even though she thinks she may lose a friend.*
 - A girl who is named hall monitor first refuses and then tells her mother and then gives her friends a ticket for being late to class.

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

(Refer to the passage “The Evolution of the Hot Dog”)

- Which of the following lines from “The Evolution of the Hog Dog” are not important enough to be included in summary of the passage?
 - Lines 2 – 5
 - Lines 11 - 14

H. Lines 24 – 27

J. Lines 36 - 39

DOK 2

BASIC

Practice Test 1

(Refer to the passage “Getting a Smile from a Stone”)

10. Which of the following sentences is an appropriate summary of lines 23-29?

F. Maura tells Jake she does not play with the dollhouse anymore, but it reminds her of home.

G. Maura tells Jake about the treasured dollhouse and how the furniture was damaged.

H. Maura tells Jake about how she found out the dollhouse had been dropped.

J. Maura tells Jake that she expected there would be lots of damage to the dollhouse.

DOK 2

BASIC

Practice Test 1

(Refer to the passage “The Not-So-Simple Stone”)

15. Which of the following statements summarizes lines 5-12?

A. The grandmother and the narrator went to the attic to look at the stone.

B. The grandmother and the narrator looked at the stone and talked about Ireland.

C. The grandmother showed the narrator a stone and told a story about the place where she grew up.

D. The grandmother took the stone out of the drawer, gave it to the narrator, and told how the stone had come from Ireland.

DOK 2

BASIC

Practice Test 1

(Refer to the passage “Dear Aunt Olivia”)

33. Which of the following sentences summarizes lines 33-36?

A. Diane has always wanted a real tea set.

B. Diane and her mother will wash the tea set.

C. Diane likes the flowers painted on the tea set.

D. Diane thanks her aunt for the beautiful tea set.

DOK 2

BASIC

Practice Test 1

(Refer to the passage “Letters from Home”)

15. Which of the following sentences is an appropriate summary of Sarah’s letter?

A. Sarah is excited that the seasons are about to change and that she will see her friends at the county fair.

B. Sarah is looking forward to starting school after all of her summer activities, including the fair.

C. Sarah is looking forward to the county fair, where she will be focusing on dog training and photography.

D. Sarah is planning to win at the county fair and is looking forward to her cousin’s visit.

DOK 2

BASIC

Practice Test 2

(Refer to “Color on the Wing.”)

4. Which of the following sentences appropriately summarizes lines 21-25 of the passage?

- F. Butterflies live in cold, dry, cool, or hot climates all around the world; the monarch butterfly migrates thousands of miles to find warmer weather in the winter.
- G. Butterflies live in many climates but prefer to live in the moist, warm air of tropical climates; butterflies usually migrate short distances, but the monarch butterfly migrates thousands of miles.
- H. Many butterflies live in tropical climates around the world although butterflies are found in every climate; monarch butterflies travel thousands of miles to reach tropical forests.
- J. Monarch butterflies are unlike other butterflies because they travel thousands of miles to find warmer weather; other butterflies migrate short distances in the winter to find warmer weather.

DOK 2

BASIC

Practice Test 3

PROFICIENT

Generate an appropriate summary or paraphrase of events or ideas in literary text; literary non-fiction; and informational text of increasing length, complexity, and difficulty, citing text-based evidence.

PT2(3) PT3 (1)

(Refer to the passage “The Rise and Fall of Vaudeville”)

**3. Read lines 25–37 from “The Rise and Fall of Vaudeville.”
A student has written this summary of the lines.**

Vaudeville became popular because Americans had increased amounts of time and money and the shows appealed to many people. Entertainment became a business designed both for audience enjoyment and for profit. One man who excelled at this business was B. F. Keith, known as the father of vaudeville.

In completing the summary, the student will include information from which of the following sentences?

- A. His success in vaudeville made him a legend.

- B. Vaudeville offered enough variety to cross the lines of age, class, and gender.
- C. Vaudeville shows were organized and run by theater owners and businessmen.
- D. With the rise of vaudeville, entertainment became a big business for the first time.

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

(Refer to the passage “When Is a Planet Not a Planet? When It Is Pluto!”)

23. Which of the following sentences is not important enough to include in a summary of lines 25–30 of the passage?

- A. Planet trading cards must be changed.
- B. New science textbooks and astronomy lessons will be needed.
- C. Memory devices that worked in the past will no longer work.
- D. Now there are only eight planets.

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

(Refer to the passage “The Hillsboro Times”)

35. A student has begun the following summary of the passage.

The classified section of The Hillsboro Times offers a selection of advertisements regarding services, events, and opportunities available to readers. The advertisements are short and often include abbreviations.

Which sentence will the student use to complete the summary?

- A. *The Hillsboro Times* welcomes its readers to the classified advertisement section of the paper.
- B. The advertisements are ordered by category in one location to make searching easier.
- C. The section is included to inform readers of coming events and important announcements.
- D. The abbreviation “Dept.” stands for the word “Department.”

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

(Refer to “The Catch of a Lifetime.”)

13. Which of the following sentences does not contain information important enough to include in a summary of the passage?

- A. During a visit to the docks on a late December day, Mistress Madge was about to give up sifting through a catch of sharks when a blue fin caught her eye.
- B. Once Dr. Smith closely examined every fin, bone, and scale of the fish, he was convinced it was indeed the long-lost coelacanth (see-la-kanth).
- C. The species is believed to have been in existence for over 450 million years.
- D. Coelacanths swim forward, backward, and belly-up.

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

2d: *The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text 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, complexity, and difficulty.		
PT1(2)	PT2(2)	PT3 (1)

(Refer to the passage "The Not-So-Simple Stone")

14. Which sound device does the author use in line 2?

- F. Rhyme
- G. Assonance
- H. Alliteration
- J. Onomatopoeia

DOK 1

BASIC

Practice Test 1

(Refer to the passage "The Not-So-Simple Stone")

17. From which points of view are the passage and the poem told?

- A. The story is told from first person, but the poem is told from third person.
- B. The story is told from third person, but the poem is told from first person.
- C. The story and the poem are both told from first person.
- D. The story and the poem are both told from third person.

DOK 2

BASIC

Practice Test 1

(Refer to the passage "The Rise and Fall of Vaudeville")

7. Which of the following statements interprets the author's purpose for writing this passage?

- A. The passage informs the reader about the history and importance of vaudeville.
- B. The passage offers the reader an opinion regarding the talent of vaudeville

performers.

- C. The passage outlines for the reader the changes in entertainment over time, from vaudeville to movies.
- D. The passage describes for the reader various types of vaudeville performances.

DOK 2

BASIC

Practice Test 2

(Refer to the passage “Different Worlds”)

12. Which line from the poem contains alliteration?

- F. A country rainbow, made of colors and cast
- G. To rest, visit, or hear the blue jay’s song.
- H. Crowding the city, people scurry
- J. These concerts, unique and strangely beautiful,

DOK 2

BASIC

Practice Test 2

(Refer to “A New Beginning.”)

33. In which line does the poet use alliteration?

- A. Line 8
- B. Line 13
- C. Line 17
- D. Line 28

DOK 2

BASIC

Practice Test 3

PROFICIENT

Interpret increasingly complex literary text, literary non-fiction, and informational text to compare and contrast information, citing text-based evidence.

IS (10) PT1(3) PT2(2) PT3 (5)

1. Read the two advertisements in the boxes below.

Try our homegrown strawberries!
We grow 'em ... You pick 'em.



They'll tickle your tongue!
TASTY – TANGY - TANTALIZING

Advertisement 1

So “minty” your breath will be enjoyed
around the globe!



Try it soon!
The clean, healthy smell is
guaranteed!

Advertisement 2

Which statement below correctly compares the use of figurative language in the two advertisements?

- A. Both Advertisement 1 and Advertisement 2 use rhyme.
- B. Both Advertisement 1 and Advertisement 2 use alliteration.
- C. Advertisement 1 uses imagery, while Advertisement 2 uses exaggeration.
- D. Advertisement 1 uses alliteration, while Advertisement 2 uses exaggeration.*

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

(Refer to the passage “The Not-So-Simple Stone”)

16. Which line from the poem is an example of the author’s use of imagery?

- F. A hilly land all carpeted in green.
- G. Seems silly if you judge it by its looks.
- H. She shared that autumn day with me alone;
- J. She told me the stone had sailed all the way from Ireland.

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

(Refer to the passage “Getting a Smile from a Stone”)

12. A reader can draw conclusions about Jake’s character based upon his actions in the passage. Which description below represents an accurate conclusion about Jake?

- F. He is shy.
- G. He is energetic.
- H. He is sympathetic.
- J. He is self-centered.

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

(Refer to the passage “Dream Another Dream”)

22. What is the author’s purpose for writing this story?

- F. To share with readers a lesson about a girl and her dreams
- G. To inform readers about volleyball tryouts and ballet auditions
- H. To persuade readers that too much dreaming can lead to trouble
- J. To encourage readers to learn more about ballet and volleyball

DOK 3

PROFICIENT

Practice Test 1

(Refer to the passage “Different Worlds”)

14. Which literary device does the poet use to compare the city and the country in the poem “Different Worlds”?

- F. The poet uses imagery to show that while the country and city are different, both are crowded places.
- G. The poet uses exaggeration to try to persuade readers to live in the city instead of in the country.
- H. The poet uses imagery to show the difference between the city’s rainbow and the country’s rainbow.
- J. The poet uses exaggeration to describe the different concerts that can be heard in the city and in the country.

DOK 3

PROFICIENT

Practice Test 2

(Refer to passage “Letters from Home” and “Different Worlds”)

18. Which of the following is important to the poet in “Different Worlds” but not to the cousins writing each other in “Letters from Home”?

- F. The way sounds define a place
- G. The way weather affects a place
- H. The rhythms of everyday life
- J. The beauty of a natural landscape

DOK 3

PROFICIENT

Practice Test 2

(Refer to “Let’s Make a Butterfly Feeder.”)

7. Which of the following sentences is not an accurate comparison of the two kinds of feeders described in the passage?

- A. The dish feeder requires a container while the sponge feeder does not.
- B. The sponge feeder requires a recipe while the dish feeder does not.
- C. Both feeders require adding red color to attract the butterflies.
- D. Both feeders require moisture to be added.

DOK 3

PROFICIENT

Practice Test 3

8. Which of the following sentences states a common idea of the authors of “Color on the Wing” and “Let’s Make a Butterfly Feeder”?

- F. To inform the reader about what butterflies like to eat

- G. To tell the reader how to attract many butterflies to a feeder
- H. To explain the beauty of a butterfly and its habits to the reader
- J. To persuade the reader to create a butterfly feeder for the yard

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

(Refer to “The Catch of a Lifetime.”)

14. Which of the following lines will the reader use to characterize Mistress Madge as being responsible and observant?

- F. Lines 3–4
- G. Lines 5–8
- H. Lines 11–12
- J. Lines 21–24

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

(Refer to “Inside the Chocolate Museum.”)

23. Which of the following statements accurately describes the characters in the narrative?

- A. Janice is dependable and clever.
- B. Collin is adventurous and eager.
- C. Janice’s mother is encouraging and cheerful.
- D. Janice’s father is calm and cooperative.

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

(Refer to “A New Beginning.”)

34. Which set of lines does not support the imagery of "uncharted waters"?

- F. Lines 1 - 2
- G. Lines 5 - 6
- H. Lines 10 - 12
- J. Lines 20 - 21

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

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

- 1) **Analyze use of** and distinguish between fact and opinion.
- 2) **Analyze use of tools of persuasion** (e.g. name calling, endorsement, **repetition**, air and rebut the other side’s point of view, association, stereotypes, bandwagon, **plain folks, tabloid thinking, shock tactics and fear, intertextual references**).

BASIC
Recognize and identify fact, opinion, and tools of persuasion in text of increasing length, complexity, and difficulty.
PT1(2) PT2(2) PT3 (1)

(Refer to the passage “The Evolution of the Hot Dog”)

3. Which of the following sentences is an opinion stated in the passage?

- A. If one is to experience American\ cuisine, the hot dog must be on the menu.
- B. Many people believe the hot dog was invented in America.
- C. The average American eats eighty hot dogs a year.
- D. By the 1890s the term “hot dog” could be found in a Yale University newspaper.

DOK 1

BASIC

Practice Test 1

(Refer to the passage “Dream Another Dream”)

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

- A. “You’ve practiced all summer.”
- B. “. . . you first saw *The Nutcracker* when you were three years old.”
- C. “. . . No matter what happens, you are an excellent dancer!”
- D. “You took up volleyball after Sarah introduced you to it.”

DOK 1

BASIC

Practice Test 1

(Refer to the passage “Letters from Home”)

16. Which of the following statements from the two letters is an opinion?

- F. Cleo can now sit, stay, and roll over at my command.
- G. I am really happy with how the images turned out, but the photography competition is always really tough.
- H. The center offers basketball lessons on its indoor court, and Derek and I have gone almost every week.
- J. I have spent three hours each week working with my reading pal Christopher.

DOK 1

BASIC

Practice Test 2

(Refer to the passage “The Hillsboro Times”)

34. Read the following classified advertisement from *The Hillsboro Times*.

GUITAR LESSONS – Learn to play like a rock star! Sammy T. at Lyrics Music Co. is now offering guitar lessons. Students receive lessons for half price! Call 601-555-4767.

Which tool of persuasion is used in this advertisement?

- F. Association
- G. Tabloid thinking
- H. Repetition
- J. Plain folks

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

(Refer to “Color on the Wing.”)

2. Which of the following statements from the passage is a fact?

- F. Butterflies are insects that make the world a more beautiful place to live.
- G. One of nature’s most beautiful creatures is actually an insect.
- H. Butterflies come in a wide assortment of sizes and colors.
- J. The most unique part about the butterfly is its life cycle.

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

PROFICIENT
Analyze facts, opinions, and tools of persuasion (plain folks, tabloid thinking, shock tactics and fear, intertextual references) in text.
IS (2)

2. Read the excerpts from two speeches below:

Speech #1: Senator Phil A. Buster in speaking to his fellow senators said, “Gentlemen, as my peers on the proposed tax increase for our pay raise, I know you will vote with me.”

Speech #2: Senator Phil A. Buster in speaking to the people in his state about a tax increase said, “Now y’all know that I earn a living just like you do by the sweat of my brow.”

Which of the following explains the difference between Speech #1 and Speech #2 in Senator Buster’s approach of using persuasive tactics?

- A. The Senator uses tabloid thinking to bully the voters in both Speech #1 and Speech #2.
- B. The Senator uses bandwagon tactics to manipulate the voters in both Speech # 1 and Speech #2.
- C. The Senator uses shock tactics to influence the voters in Speech #2 but NOT in Speech #1.
- D. The Senator uses plain folks tactics to entice the voters in Speech #2 but NOT in Speech #1. *

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

1. Read the slogans in the two boxes below.

SLOGAN #1

Big Beau COCOA
 “Tastes just the way you like it!”
 You’ll be singing its praises!

**SLOGAN #2**

Big Beau COCOA
 It’s the new hot drink for cool people!
 What will your friends think
 if you choose another brand?



Which of the following statements accurately interprets the creators’ use of persuasive tactics in Slogan 1 and Slogan 2?

- A. The creators of both slogans attempt to use plain folks tactics to entice consumers to purchase the product.
- B. The creators of both slogans attempt to use card stacking tactics to force consumers to purchase the product.
- C. The creator of the first slogan attempts to use bandwagon tactics to sway consumers to purchase the product.
- D. The creator of the second slogan attempt to use slanted words to manipulate consumers to purchase the product.*

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

Justify the use of tools of persuasion for their effectiveness in text of increasing length, difficulty, and complexity.

PT3 (1)

student wrote to a local newspaper.

21. Read the

f
l *The following letter*

What’s the point of the students act better than how I behave. I’m in jeans and a T

Wearing a school

Which of the following is a correct evaluation of Trenice’s use of tools of persuasion to justify her purpose for writing the letter?

- A. By exaggerating her different moods, the author establishes and supports a plan to entertain the reader with interesting but not factual information about school uniforms.
- B. By comparing and contrasting adult uniforms and student uniforms, the author establishes and supports a plan to explain to the reader the problems with asking students to wear school uniforms.
- C. By airing and rebutting the school’s reason for uniforms, the author establishes and supports a plan to persuade the reader to agree that students do not need to wear school uniforms.
- D. By using the bandwagon tool, the author establishes and supports a plan to persuade the reader that she is not alone in her ideas about school uniforms

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

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

3a: *The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts 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

Proficient
Use an appropriate composing process
IS (1) PT1 (1) PT2 (2) PT3 (1)

1. Read the following paragraph and note.

<p>Spectacular View By Sally</p> <p>(1) The rising of the sun behind the pecan grove is a site worth an early awakening. (2) I sit on my windowsill and watch happily. (3) Purple, red, orange, and yellow illuminate the skyline, cueing the world that a new day has arrived. (4) With branches stretched outward embracing the warmth of daylight, the magnolia trees seem to offer the greeting “Welcome, new day!” (5) Blue birds swoop towards the lush, tall grasses as though they are routine alarm clocks for creatures great and small. (6) Mockingbirds are the soft radio sounds that fill the morning air with glee, telling all awake that the new day is one to be sure to enjoy. (7) I sling open my windows, take a deep breath, and know that today is sure to be a day not to forget!</p>

Sally, I love the way you make a new day sound so alive and real. I would like to see you revise your second sentence so it, too, sounds as descriptive as the rest of your paragraph.
Mrs. Smith

According to the note from Sally’s teacher, Sally needs to revise sentence number two. Which sentence below effectively revises Sentence 2 to fit the descriptive flow of the paragraph according to her teacher’s comments?

- A. Sitting on my windowsill makes me very happy because a bright new day is here and things are beginning to happen.
- B. I feel so happy when I sit on my windowsill facing the sun and watch the sun rise to announce a new day with its many elements.
- C. The arrival of a beautiful new day is always great to watch from my windowsill, and I enjoy sun-filled morning as begins to peek over the horizon.*
- D. From my windowsill I see the earth waking from its night sleep and gaze on the morning sun’s rays streaming through the trees that dot the landscape outside my house.

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

65. Read the following paragraph that Sara wrote.

(1) Building a small fish pond in your backyard is easier than you might think. (2) First, mark an oval that measures four feet by six feet on the ground where you want your pond. (3) Next, dig the hole two feet deep. (4) The edges of the pond should be straight. (5) Press the plastic down along the bottom and along the sides of the pond. (6) Line the hole with thick, black plastic that is designed for ponds. (7) Leave about a foot of plastic round the edge of the pond. (8) Place decorative stones around the edge of the pond on top of the plastic. (9) Fill your pond with water.

Which statement corrects a mistake in organization in the paragraph?

- A. Move sentence 1 to follow sentence 2.
- B. Move sentence 5 to follow sentence 6.
- C. Move sentence 8 to follow sentence 4.
- D. Move sentence 9 to follow sentence 3.

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

47. Danielle is writing a speech to persuade the school to add dance to the P.E. program. She started by writing an outline. Read the following draft of her outline.

Reasons for Adding Dance in P.E.

- I. Good exercise
 - A. Move more gracefully
 - B. Build strong muscles
- II. Additional benefits
 - A. Cooperate with others
 - B. Use it outside of school

Which of the following reasons belongs under “II. Additional benefits”?

- A. Get an active workout
- B. Develop strong legs
- C. Learn social skills
- D. Improve balance

DOK 2

PROFICIENT

Practice Test 2

Read the following draft that Alex has written for class.

“Well, Benji,” said Dr. Osburn. “These x-rays show that your arm is broken. I’m going to put a cast on your arm. The cast will hold your bone in place while it grows back together.”

Dr. Osburn held up what looked like a long thin sock. “This is called a stockinet,” Dr. Osburn explained. “The stockinet goes on first to protect your skin from the rough cast.” Dr. Osburn was quick but careful, and soon the stockinet rested around Benji’s arm like a sleeve. Next, she put soft cotton around his arm so that it looked like a pillow. “This is for extra softness,” she explained.

“Last, we roll on strips of wet fiberglass to make the cast.” Dr. Osburn explained that casts are made out of either plaster or fiberglass. She chose fiberglass because it comes in different colors. Benji asked Dr. Osburn if she could match the color of his skateboard. She could, and she did.

The cast started to feel hard after about fifteen minutes; but Dr. Osburn warned, “Be careful for the next two days. It will take that long for your cast to become completely dry and hard. And after that, young man, no skateboards until this cast comes off!”

58. Alex’s teacher asks him to revise the end of the third paragraph to include descriptive details.

Which of the following revisions adds descriptive details to the third paragraph?

- F. Benji asked Dr. Osburn to show him some of the various colors available for the cast. Benji decided on some the brightest colors that were on his skateboard, and the colors made his cast look like a rainbow.

- G. Benji asked for a special color for his cast. Dr. Osburn showed him the colors she could use. Benji happily pointed to a bright shiny silver.
- H. Benji asked Dr. Osburn if she could match the bright color of his skateboard. She chose a vivid color that made Benji happy. Benji smiled proudly as he gazed at his colorful cast.
- J. Benji asked Dr. Osburn whether his cast could match the shiny metallic trim on his skateboard. The fiberglass of the cast had a shimmering glaze that now matched the reflective finish of his skateboard.

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

46. Frances is planning an essay on how to make a bird feeder.

Which of the following choices will help Frances arrange her information?

- F. Brainstorming a list of materials needed for the bird feeder
- G. Giving reasons why a bird feeder is helpful and fun
- H. Drawing a picture of the bird feeder to attach to the essay
- J. Listing in order the steps needed to make the bird feeder

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

Advanced

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

PT1 (3) PT2 (1)

38. Read the following draft of Mitch’s report about Saturn.

(1) Saturn is the second largest planet in our solar system. (2) It is surrounded by rings. (3) It is considered one of the solar system’s most beautiful objects. (4) Saturn’s rings are made of tiny ice particles or objects covered in ice. (5) Saturn’s diameter is about 75,100 miles, and it is the sixth planet from the sun. (6) Saturn travels around the sun every 29 ½ earth years. (7) Saturn rotates on its axis faster than any other planet except Jupiter. (8) It spins once in only ten hours and 14 minutes. (9) The rings do not touch the planet, and they are very thin.

Mitch decided to revise the paragraph by combining sentences 1 and 2 this way:

Saturn, which is surrounded by rings, is the second largest planet in our solar system.

Did Mitch combine the sentences appropriately for this paragraph?

- F. Yes, because the paragraph looks better this way
- G. Yes, because this shows connection between the two ideas
- H. No, because the ideas in the two sentences are not related
- J. No, because keeping the two short sentences makes a longer paragraph

DOK 3**ADVANCED****Practice Test 1****47. Read the following sentence from a paragraph Bonnie has written describing a nature walk at her uncle’s farm.**

We heard a bird; and when we looked up, we saw it in the top of the tree.

Bonnie decided to rewrite the sentence as follows:

We heard and then spied a bright red cardinal chirping loudly from its perch high atop the oak tree.

Was Bonnie correct in making this revision?

- A. Yes, because the new sentence adds vivid language
- B. No, because the new sentence is too detailed
- C. Yes, because longer sentences impress the reader
- D. No, because the new sentence uses unusual words the reader may not understand

DOK 3**ADVANCED****Practice Test 1****56. Read the following draft of a narrative about Brian’s trip to Washington, D.C.**

(1) Our trip to the nation’s capital was educational and lots of fun. (2) Our first stop was the Mall, where we rode to the top of the Washington Monument. (3) The view from the top was really cool. (4) I do have to

admit, though, that I was a bit nervous. (5) Next, we walked to the Lincoln Memorial. (6) You can see in this picture just how big it is compared to me. (7) The Reflecting Pool stretches out in front of the Memorial. (8) Washington, D.C., is an incredible city. (9) From the Lincoln Memorial, we walked to the Jefferson Memorial. (10) The Cherry Blossom Festival was underway, and the cherry trees were in bloom.

When Brian began editing his narrative, he decided to move sentence 8. Where is the correct place for Brian to move sentence 8?

- F. After sentence 1 because all the places Brian visited were incredible
- G. After sentence 4 because Brian felt nervous being far above the ground
- H. After sentence 6 because the size of the Lincoln Memorial is incredible
- J. After sentence 9 because two important monuments are named

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

40. Tyson has written the following narrative paragraph.

(1) Alex spotted the doe and her fawn in the clearing ahead of him. (2) He tried to conceal himself in the tall grass as he crept closer. (3) He then knelt on the ground, took aim, and shot the picture. (4) At that moment the doe jerked her head into the air, turned around, and bolted through the trees with her fawn leaping and running behind her.

Based upon feedback from his teacher, Tyson decides to add this sentence between sentences 2 and 3.

He quietly flipped his backpack off his shoulder and groped inside it until he found his camera.

How does this additional sentence improve Tyson's paragraph?

- F. The sentence shows that Alex is prepared to take the picture.
- G. The sentence reveals why taking a picture is important to Alex.
- H. The sentence reveals that the doe and her fawn are startled by the noise Alex makes.
- J. The sentence explains why Alex is creeping toward the doe and the fawn.

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

3b: *The student will compose descriptive texts using **sensory** 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, incorporating sensory details
IS(1) PT2 (2) PT3 (2)

1. Read the following descriptive paragraph.

(1) Elephants with sparkling blankets thrown across their backs danced around the circus ring as feathers twirled and waved in the wind on the backs of the white ponies that trailed the elephants. (2) The lions' roar echoed through the big purple tent while the trapeze artists swung to and fro in time with the music that blared from the giant speakers. (3) Clowns' painted faces and red smiles from ear to ear climbed into the tiny yellow and green clown car, which then sped around ring, its horn honking as the clowns threw trinkets to the cheering crowd. (4)_____. (5) My senses were alive to the sights and sounds that only the circus offers!

Which of the following sentences provides appropriate descriptive detail to be added as sentence 4 to fit the flow of the paragraph?

- A. I loved watching the elephants march around the ring with trunk and tail entwined, but even more I loved watching the high wire artists seeming to walk on air.
- B. The clowns looked up, their smiles now frowns, as they watched the tightrope walkers, seeming to fear that they would fall from the their wires into the lion's open mouth.
- C. The dazzling costumes of the bareback horse riders glistened when the spotlights raced across the costumes' sequins as the prancing horses, keeping pace to the drum beat, made their circle around each of the three rings.*
- D. I had never seen so many exciting things happening all at the same time under the same tent; I turned to see the elephants just as the clowns were disembarking from the car as the lion roared.

DOK 3

PROFICIENT

Item Specifications

56. Geoffrey is writing a descriptive paragraph about his grandmother. Read what he has written so far.

My grandmother sat in the overstuffed chair in the corner of the living room. Her long white hair was piled on top of her head, and her dark-rimmed reading glasses had slipped halfway down her nose. She hummed quietly to herself as she stared out the nearby window. Slightly soiled tennis shoes peaked out from under her long cotton skirt, and her feet were crossed at the ankles.

Which of the following is not a sentence Geoffrey will use in his paragraph if he wants to add sensory details?

- F. A breeze from the nearby open window ruffled her skirt.
- G. The clear notes of a cardinal's morning song filled the air and made her smile.
- H. She her fingers on the chair's wide armrest as she kept time to music she was humming.
- J. She looked peaceful and relaxed as she sat for a long time in her chair by the window.

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

66. Read the following descriptive paragraph Jovan has written.

(1) The arena was packed with people. (2) Most were wearing bright red t-shirts, sweatshirts, and sweaters to show off the home team's colors. (3) A small band on wooden risers blasted lively music in the corner by the basketball court. (4) _____ (5) The players were zigzagging on the court, performing a lay-up drill as the scoreboard clock ticked down on its way to zero.

Which of the following sentences will Jovan add as sentence 4 in order to use sensory details in his paragraph?

- F. The sound of the fans in the gymnasium grew louder as the pre-game activities came to a close and students began screaming for their team.
- G. Students jumped up and down in unison as their chants echoed across the court to the opposing team's students waving their orange and black Panthers Forever flags.
- H. As the team members prepared for the start of the game, they noticed the enthusiasm of the crowd and picked up the pace of their entry onto the court.
- J. The sound of the music in the gymnasium had a noticeable effect on the excitement of the fans in the bleachers, which seemed to be bouncing with the people.

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

51. Read the following sentences from John's description of his trip to a state park last winter.

I looked out of the window as we drove into Tall Pines State Park. I ran to the lake. I smelled the pine trees. I was excited that I was there at last. Then I went to visit our relatives' campsite for lunch.

John’s teacher has suggested that John add sensory details to some of his sentences. Which of the following sentences does not contain sensory details?

- A. I pressed my nose to the cold, damp window as we rounded the last curve and drove into the dark, evergreen, towering forest of Tall Pines State Park.
- B. I ran over the uneven, rocky ground and breathed deeply, inhaling the sweet scent of the pine trees.
- C. I felt glad to be out of the backseat of the car and was extremely excited to have finally arrived at this amazing place.
- D. Before long, I caught the whiff of charbroiled hamburgers and raced to our relatives’ campsite, hoping to find a cold glass of sweet tea, too.

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

56. Sharissa’s teacher gave an assignment to compose a descriptive paragraph using sensory details and vivid language. Read Sharissa’s draft.

Just out my back door, the lavender lilac blooms covered the bushes like a blanket. I strolled around the edge of the yard, inhaling the pleasing fragrance, focusing on my favorite bush. One of the most beautiful sights of early spring always reminded me of my grandmother. The sweet, floral aroma brought a calming peace about me, just as my Mimi’s perfume had. As I approached the largest lilac bush in the yard, I bent over slightly, gently placed my index and middle fingers under the bloom, and raised the petals to my nose, capturing the recognizable scents I hold so dear.

Which of the following is a vivid detail that can be added to Sharissa’s draft?

- F. Tiny blooms hung from the really big bush.
- G. Honey bees especially like the taste of the lilacs.
- H. The big backyard had many beautiful lilac bushes.
- J. The fragile petals were velvet patches on my fingertips

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

ADVANCED

Based on audience and purpose, justify an appropriate composing process utilizing **vivid word choice** and effective organization **to produce or evaluate descriptive**, narrative, informational, or persuasive text of increasing complexity and length.

3c: The student will compose narrative text *utilizing effective organization and vivid word choice containing multiple events with specific details.* (DOK 3)

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

BASIC
Use an appropriate composing process to produce grade-level narrative text, relating an event with a clear beginning, middle, and end
PT1 (1)

58. Read the following draft of the beginning of a student’s video narrative that tells new students about the school.

(1) Our school is great. (2) Each day is filled with learning and fun. (3) Following Jason through his day will let you experience a typical day at M.M.S. (4) Jason starts his day in homeroom. (5) This is where he hears all the important announcements for the day. (6) Mrs. Taylor reads the announcements. (7) Then Jason goes to his first class, P.E. (8) The students are learning to play basketball. (9) They are learning many things. (10) After P.E., Jason has math. (11) Today’s game is Multiplication Quiz-Off. (12) It’s the students’ favorite game. (13) The math teacher, Mr. Phillips, always starts the class with a math game. (14) After math Jason heads to the computer lab.

To revise sentence 9, which of the following sentences can the student use to add specific details.

- F.** They are learning to be better athletes and basketball players.
- G.** They are learning the game rules and practicing passing drills.
- H.** They are learning a lot of important things about skills and rules.
- J.** They are learning many new skills and practicing a lot of moves.

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

PROFICIENT
Use an appropriate composing process to produce narrative text, utilizing effective organization and vivid word choice containing multiple events

IS (1) PT1(3) PT2 (2) PT3 (6)

1. Read the following narrative paragraph.

(1) The Butlers' van pulled into the dusty parking lot just as the soccer teams began to gather. (2) A sea of color---green, orange, blue, and red---ebbed into small pools as the players in their bright jerseys separated into teams and joined their coaches on the sidelines. (3) Brad grabbed his sports bag and leaped from the van, slamming the door. (4) "Wish me luck!" he called over his shoulder as he sprinted toward the orange jerseys.

Which of the following sentences provides additional detail using vivid word choice appropriate for this narrative paragraph?

- A. Coach Sims, holding his clipboard in front of his eyes to block the sun, waved at Brad, signaling him to hurry.*
- B. Brad's team wore orange jerseys because they were called the Flames, even though another team wore a similar color.
- C. Brad had been playing soccer since he was in second grade, and Coach Sims had been His coach for the last three years.
- D. Mr. Butler, Brad's father who worked late hours many afternoons, would not arrive to See the game begin but would arrive later.

DOK 3**PROFICIENT****Item Specifications****39. Read the following draft of the beginning of a student's personal narrative.**

(1) The championship game was still two weeks away, and our soccer team had never been better prepared to win. (2) We were feeling great as we ran onto the practice field. (3) Five minutes into our warm-ups, we heard a sound that we never wanted to hear. (4) We looked over and saw Andre lying on the ground grabbing his knee. (5) Andre was our leading scorer and the heart of our team. (6) Coach helped Andre off the field, but something else went with Andre. (7) Our team seemed suddenly changed. (8) This was a huge blow to our confidence.

Which of the following replacements for sentence 4 provides vivid word choice?

- A. We looked over and saw Andre lying on the ground touching his knee.
- B. We looked over and saw Andre turning on the ground holding his knee.
- C. We looked over and saw Andre on the ground feeling his knee.
- D. We looked over and saw Andre twisting on the ground clutching his knee.

DOK 3**PROFICIENT****Practice Test 1****57. Read the following draft of a poem.**

Hanging from the gutters, hanging from the eaves,
the icicles grow like long, wet sleeves
Skinny at the bottom, fat at the top,

- (5) The icicles grow—drip
drip drop
Snow on the roof, puddles underneath.
The icicles grow like long, sharp teeth.
Hanging on tight with an icy grip
- (10) The icicles grow – drop
drop
drip

What vivid word choice does the poet use to describe the icicles?

- A. Drip drip drop
- B. The icicles grow
- C. Long, sharp teeth
- D. Puddles underneath

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

67. Which of the following sentences adds vivid words to a narrative about a fishing adventure?

- A. I felt the mud between my toes as I went into the water to try to retrieve the canoe.
- B. The mud pushed between my toes as I stepped into the pool of water, reaching for the boat.
- C. The mud squeezed between my toes as I waded into the swamp, arms extended and ready to grab the overturned canoe.
- D. I felt the mud go between my toes as I walked into the water to catch the boat as it went by.

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

42. Read the narrative paragraph Brianna has started for her English class.

David ran and grabbed the metal fishing pole from the corner of the garage. He raced to his grandfather's small pickup truck parked in the driveway. He struggled to open the passenger door with only one hand as he gripped his pole in the other. His grandfather welcomed him with a broad smile and turned the key in the ignition. The engine sputtered for a moment and then fell into a steady rhythm.

Which sentence below adds a detail using vivid words to Brianna's paragraph?

- F. David could hardly control his excitement as he thought about the day ahead.
- G. David grinned as he bounced into his seat and snapped his seatbelt shut.
- H. David's grandfather slowly backed the pickup truck down the long driveway.
- J. David's grandfather looked relieved that the truck had started so easily.

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

Read the following draft of a story that Roderick is writing for a class assignment. Then answer questions 48–49 based upon the draft.

(1) On the day of my first camping trip, I piled into the car with my mother and my sister, slamming the door shut in my eagerness to go. (2) Mom turned the key in the ignition and smiled broadly at us as we bounced excitedly in our seats. (3) Still smiling, she told us we had to buckle our seat belts before she could start driving.

(4) Time seemed to drag as we traveled the winding route to the remote camping grounds. (5) When we finally pulled into our camping space, I leaped from the car and raced to unpack our gear. (6) We all huffed and puffed as we struggled to set up camp. (7) When the work was done, we heaved three great sighs of relief and sank down onto a nearby log to plan the rest of our adventure.

48. Which of the following sentences will Roderick add to the story to include specific detail?

- F. I had always wanted to go on a camping trip with my family, and I was thrilled to finally be on my way.
- G. We had stuffed our equipment into three bulging backpacks, which sat nestled in the trunk of the car.
- H. I hoped that we would be able to go fishing in the nearby lake the next day.
- J. We had to spend a lot of time setting up the site, and we were exhausted.

DOK 3

PROFICIENT

Practice Test 2

36. Which of the following sentences contains vivid language?

- F. I was amazed to see quite a few dragonflies, butterflies, and mosquitoes in the center of the large and busy city.
- G. As I walked along the sidewalks of the big city, I did not expect to see long dragonflies, yellow butterflies, and numerous mosquitoes.
- H. I was surprised to see several dragonflies, lots of colorful butterflies, and many Mosquitoes buzzing in the middle of the big city.
- J. Weaving my way along the crowded city sidewalks, I marveled at the slender dragonflies, fluttering butterflies, and small clouds of whirring mosquitoes.

DOK 3

PROFICIENT

Practice Test 3

Read the following draft that Alex has written for class.

“Well, Benji,” said Dr. Osburn. “These x-rays show that your arm is broken. I’m going to put a cast on your arm. The cast will hold your bone in place while it grows back together.”

Dr. Osburn held up what looked like a long thin sock. “This is called a stockinet,” Dr. Osburn explained. “The stockinet goes on first to protect your skin from the rough cast.” Dr. Osburn was quick but careful, and

soon the stockinet rested around Benji's arm like a sleeve. Next, she put soft cotton around his arm so that it looked like a pillow. "This is for extra softness," she explained.

"Last, we roll on strips of wet fiberglass to make the cast." Dr. Osburn explained that casts are made out of either plaster or fiberglass. She chose fiberglass because it comes in different colors. Benji asked Dr. Osburn if she could match the color of his skateboard. She could, and she did.

The cast started to feel hard after about fifteen minutes; but Dr. Osburn warned, "Be careful for the next two days. It will take that long for your cast to become completely dry and hard. And after that, young man, no skateboards until this cast comes off!"

57. Alex decided to add the paragraph below to the beginning of his draft.

Benji could not believe that he had fallen the first time he had ridden his new skateboard. Now here he was in the emergency room waiting for the doctor to confirm what Benji already knew—that he had broken his arm.

How does this paragraph improve Alex's draft?

- A. The paragraph supports the order of importance text structure by defining the context.
- B. The paragraph supports the author's purpose by defining the audience.
- C. The paragraph improves organization by providing an introduction.
- D. The paragraph improves elaboration by providing details.

DOK 2

PROFICIENT

Practice Test 3

Read the following paragraph from a narrative Candace is writing about planting a garden. Then answer questions 42-43 based upon the draft.

(1) Maura and Jana frowned as their eyes darted from one corner of Maura's backyard to another. (2) They roamed the grassy land looking for a place to plant a vegetable garden. (3) The screen door slammed gently as Maura's mother strode toward them. (4) She led them to an area of the yard where she used to plant flowers. (5) Grinning widely, the girls poured out their thanks and scurried to the garage at the side of the house for the necessary tools. (6) They propped the tools against a tree and stuffed their hands into gardening gloves.

(7) Jana soon flung herself to the grass to rest. (8) She glanced over to watch Maura wearily lift another shovel full of dirt.

42. Candace wants to add the following sentence to the paragraph.

Arms loaded with shovels, a hoe, a rake, and gloves, the girls struggled back to their chosen spot.

Where does the sentence need to be placed to add an appropriate narrative detail that fits the sequence in the paragraph?

- F. Between sentences 2 and 3
- G. Between sentences 4 and 5
- H. Between sentences 5 and 6
- J. Between sentences 6 and 7

DOK 3

PROFICIENT

Practice Test 3

43. Candace's teacher tells her to add a sentence to begin her second paragraph. Which sentence will Candace add?

- A. Preparing the ground for the garden turned out to be backbreaking work.
- B. Jana was tired because she had not slept well the night before.
- C. The tools had been purchased before planting season last spring.
- D. Maura and Jana were excited to begin to work on their garden.

DOK 3

PROFICIENT

Practice Test 3

55. Which of the following sentences contains vivid word choice for a PowerPoint presentation based upon summer activities?

- A. Children curl up in a worn rope hammock to enjoy an exciting novel.
- B. Cold, refreshing fruit smoothies shock parched mouths after chases and races through the park on a hot summer day.
- C. Playing in a swimming pool is always a good time when friends are there, too.
- D. Tangy lemon ice cream churns in an ice cream maker until the mixture is gently frozen and ready to eat.

DOK 3

PROFICIENT

Practice Test 3

57. Read the following autobiographical paragraph.

(1) I'll always remember the first touchdown I ever made in football. (2) The score of the game was tied. (3) All the fans in the bleachers were cheering wildly as the team moved down the field. (4) The quarterback hurled the ball toward me. (5) I inhaled deeply as the ball sailed through the air in my direction. (6) I knew the whole team and all the fans were depending on me to break the tie. (7) Triumphant I ran across the goal line to score the winning

The author wants to add the following detail to the paragraph.

Ignoring my thoughts and the cheering fans, my arms thrust forward and caught the ball.

Where does the detail belong in the paragraph?

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

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Based on audience and purpose, justify an appropriate composing process utilizing **vivid word choice and effective organization to produce or evaluate** descriptive, narrative, informational, or persuasive text of increasing complexity and length.

PT2 (1)

49. Roderick wants to insert this sentence that utilizes vivid word choice between sentences 4 and 5.

As we turned a sharp corner, we saw the campsite, a vast green space that begged to be explored, in front of us.

Which of the following justifies this decision?

- A. The sentence introduces a point of view that is different from the point of view of the narrator.
- B. The sentence clarifies the sequence of events in the narrative.
- C. The sentence shows the rising action in the plot of the narrative.

D. The sentence reveals a reason why the narrator is so eager to go camping.

DOK 3

ADVANCED

Practice Test 2

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
PT1 (1)

66. Read the following draft of the beginning of a student's slide presentation.

(1) My grandmother came to the United States from Czechoslovakia in 1944. (2) She was young. (3) Many people were leaving Europe at the time because of World War II. (4) Her brother Jacob had immigrated to Superior, Wisconsin, two years earlier. (5) He had landed a job with the railroad. (6) He worked hard. (7) Then he sent money to his five brothers and sisters. (8) My grandmother was the first to join him. (9) She sailed on a ship with many other immigrants. (10) Their ship sailed through the Great Lakes. (11) She stayed in a small apartment with her brother. (12) She soon got a job working in a drugstore.

Which of the following replacements for sentence 2 provides specific word details?

- F. She was a teenager who was afraid.
- G. She was only sixteen years, a shy and frightened teenager.
- H. She was younger than her brother, and she was not as brave.
- J. She was not very old, and she was quiet and scared.

DOK 2	BASIC	Practice Test 1
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PROFICIENT

Use an appropriate composing process to produce informational text including but not limited to texts containing chronological order, procedure, cause and effect, order of importance, and problem/solution

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

1. Read the following paragraph

aph.

The Giant Panda is one of the most endangered animals in the world today. Found only in the mountains of central China, as few as one thousand exist in the wild. The adult Giant Panda has few natural enemies, but the young can become prey to carnivorous animals. Further, low reproductive rates cannot offset the dangers that the Giant Panda faces. Worldwide, those who admire the Giant Panda see the need to protect it in its natural habitat and are leading efforts to protect the Giant Panda from extinction.

Which detail belongs to the informational text in this paragraph as further support for the main idea of the paragraph?

- A. A black and white phenomenon, the Giant Panda, must be preserved in the wild because it is so amusing and beautiful.
- B. The Giant Panda has a vegetarian diet, which mainly consists of bamboo, and therefore must be kept in China where it will always have a healthy diet that it likes.
- C. The Giant Panda is considered one of the rarest animals in the world; therefore, many people want to photograph it in its natural habitat, and that natural habitat, of course, is China.
- D. Because of illegal hunting of the Giant Panda and an increasing demand to secure land for needed resources, people fear the Giant Panda will not disappear in the not too distant future.*

DOK 3

PROFICIENT

Item Specifications

2. Which of the following methods was used to develop this paragraph?

- A. Chronological order
- B. Comparison and contrast
- C. Order of importance
- D. Cause and effect*

DOK 2

PROFICIENT

Item Specifications

36. Read Andrea's draft of a paragraph explaining the steps in creating a science fair project.

Deciding on a topic that interests you is the first step. Think of a topic that you want to learn more about. Step 2: Ask a specific question about the topic. Make sure you ask something that you are able to test. Gather all the information that you can about your topic. Step 3: Make a hypothesis or a prediction that can

be tested. Step 4: Perform an experiment to answer your question and test your hypothesis. Design your experiment carefully so that a series of steps is followed under controlled conditions.

Which of the following choices is the correct topic sentence for the composition?

- F. Reporting your results is a very important step in any science fair project.
- G. The most important part of creating a science fair project is the first step.
- H. Designing a successful science fair project takes careful planning.
- J. One great way to study science is to create a science fair project.

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

49. Read the following draft of David’s presentation about Alan Shepard.

Shepard was born in East Derry, New Hampshire, in 1923. He attended the United States Naval Academy and graduated in 1944. He served in World War II and later became a test pilot for the Navy. He was chosen to be one of the first U. S. astronauts. On May 5, 1961, the world watched as Shepard flew into space. He rocketed up 117 miles. His mission lasted only fifteen minutes, but it was a monumental flight. In 1971, Shepard flew on Apollo 14 and became the fifth man on the moon.

Which of the following details would not support the presentation?

- A. Shepard began his flying career aboard naval aircrafts carriers.
- B. The capsule that Shepard flew in was named *Freedom 7*.
- C. He reached speeds of over 5,000 miles per hour while rocketing into space.
- D. Neal Armstrong became the first man on the moon in 1969.

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

64. Read the opening paragraph of Ben’s problem-and-solution composition.

The high number of athletes, however, has created a problem. Not enough practice space is available for all the teams. Soccer players have to share space with the football and track teams. Basketball players, gymnasts, and dancers all try to share the gym. These are just a few of the athletes who are being crowded. There are solutions, however, to this problem.

Which of the following is the correct topic sentence for the composition?

- F. Sandburg Middle School has had many problems over the years, and this is another one the school must face.

- G. More and more Sandburg Middle School students are taking part in dance classes at school.
- H. Sandburg Middle School’s sports program has become increasingly popular with the student body.
- J. Lots of kids want to play sports at Sandburg Middle School.

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

Read the following paragraph from a report on calendars. Then answer questions 50–51 based upon the report.

Calendars have been around for thousands of years. Early people used the seasons and changes in the position of the sun and moon to measure the passage of time. As far back as 10,000 years, the Egyptians had a calendar similar to the ones we use today. The Egyptian calendar had 12 months but used only 360 days for a year. Each Egyptian month had 30 days. Although the Egyptians had devised a good calendar, they may not have known that the earth’s orbit around the sun is 365 $\frac{1}{4}$ days. As a result, the Egyptian calendar lost a few days each year.

50. Which of the following sentences adds a supporting detail to the main idea of the paragraph?

- F. The Egyptians divided the daytime into 12 hours and the nighttime into another 12.
- G. During the day they used a sundial to measure time, and at night they used the stars.
- H. Their calendar was divided into three seasons that corresponded with the cycles of the Nile.
- J. The Egyptians also used water clocks to measure the passing of time.

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

51. Which informational text can the student add to the report that clearly expresses a supporting detail that includes a solution to a problem?

- A. The beginning of the year was marked by the emergence of the star Sirius.
- B. Holidays and festivals are special days to celebrate the coming of a new year or to honor heroes.
- C. For much of Egyptian history, the months were numbered rather than referred to by individual names.
- D. Eventually five days of public holidays were added to the calendar to bring the year to three hundred sixty-five days.

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

41. Read the following information that Terry found for his presentation on golden eagles.

(1) The golden eagle hunts for prey by perching on a high mountain peak or by gliding through the air. (2) Once it spots prey, the eagle folds its wings and dives for a victim. (3) The golden eagle grabs prey with its claws and flies back to its nest. (4) Although the golden eagle destroys many harmful rodents, it also finds small farm animals for food.

Which of the following supporting details fits chronologically after sentence 3 in Terry's presentation?

- A. The golden eagle may hunt for mice or different types of insects.
- B. The golden eagle can carry off prey that weighs as much it does.
- C. Sheep ranchers struggle to protect young lambs from golden eagles.
- D. Swooping down from the sky above, the golden eagle takes prey by surprise.

DOK 3

PROFICIENT

Practice Test 3

50. Read the following paragraph.

(1) In 1891 James Naismith, a YMCA teacher in Springfield, Massachusetts, invented a new game. (2) He divided his eighteen students into two teams of nine men each and gave them a soccer ball. (3) They watched as he nailed two old peach baskets to opposite walls of the gymnasium. (4) Today five players form a team, special hoops have replaced peach baskets, and the ball is somewhat larger than a soccer ball. (5) Naismith is credited with being the first person to outline a few rules for the first basketball game. (6) Although some rules have been changed to improve the game, people now play basketball in all parts of the world.

Which statement corrects a mistake in the organization of the paragraph?

- F. Move sentence 2 to follow sentence 3.
- G. Move sentence 3 to follow sentence 4.
- H. Move sentence 4 to follow sentence 5.
- J. Move sentence 5 to follow sentence 6

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

70. Read the following two paragraphs from a draft of Paula's essay.

(1) Even the best students often have trouble concentrating during first period classes. (2) I have noticed many of my friends stumble into the classroom looking only half awake. (3) They yawn and slump in their seats while the teacher tries to coax interest in her lesson.

(4) Sometimes students miss breakfast because they wake up too late and have to dash out the door to meet the school bus. (5) Doing without food can rob the body of the fuel it needs to function properly. (6) Feeling hunger pangs makes concentrating on schoolwork almost impossible.

Paula wants to insert another sentence after sentence 3.

Which of the following is a cause/effect statement that fits as a supporting detail after sentence 3?

- F. They often do not behave this way, however, in the last class of the day just before they go home.
- G. As a result, teachers worry because so many of their students are not paying attention during class.
- H. Although these students appear bored, their behavior may be the result of real circumstances.
- J. I do not have a problem in first period, however, because I always get a good night's rest.

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

ADVANCED

Based on audience and purpose, justify an appropriate composing process utilizing vivid word choice and **effective organization to produce or evaluate** descriptive, narrative, **informational**, or persuasive text of increasing complexity and length.

PT2 (2)

Read the following report that Jaime has written about Iceland. Then answer questions 63–64 based upon the report.

(1) Iceland is an island in the North Atlantic Ocean that was formed by volcanic action. (2) Iceland was once covered by glaciers. (3) Glaciers and volcanoes still exist on the island, but the glaciers cover only a small portion of the land. (4) The volcanoes provide hot water and hot springs. (5) The volcanoes keep the temperatures on Iceland relatively mild and pleasant.

(6) The island was discovered by Vikings from Norway in the ninth century. (7) In 860, Floki Vilgerderson named the island “Iceland.” (8) Iceland did not have a permanent settlement until 874. (9) Most of the original settlers migrated from Norway, and Iceland still holds on to its Norwegian Viking beginning.

63. Jaime has decided to change his report by adding the following paragraph about the Vikings.

The Vikings were expert sailors and warriors. They settled on other North Atlantic islands such as Greenland and Newfoundland, as well as in areas of Europe as far south as Sicily off the coast of Italy. The Vikings are also known for their rich tradition of mythology with its fascinating stories about gods and heroes.

Which of the following statements justifies Jaime’s decision to add information about the Vikings?

- A.** The additional information will provide important background that explains the Viking influence in Iceland.
- B.** The additional information will explain how the Vikings spread throughout England, Europe, and Russia.
- C.** The additional information will tell about the Norse gods that protected the Vikings on long voyages.
- D.** The additional information will give the names of the Viking rulers who sailed to Greenland and Newfoundland.

DOK 3

ADVANCED

Practice Test 2

65. Read the following paragraph that Betsy wrote about her sister Janine.

For weeks Janine has been planning something different for the family's party. She is going to surprise everyone with a freshly baked peach cobbler. She enjoys baking, and our mother is ready to help. Janine has written to Grandmother for the family peach cobbler recipe. Janine and Mother have shopped for the groceries she needs. She and Mother also have bought fresh, ripe peaches at the Farmer's Market. Janine is eager to start baking.

Betsy revised her paragraph about Janine's peach cobbler as follows.

Janine is baking her favorite dessert for our family celebration. Last week Grandmother gave Janine her secret family recipe for peach cobbler. No one knows what makes the peach cobbler so tasty, but all the family members agree that it is the best peach cobbler they have ever eaten. Yesterday Janine went with our mother to the Farmers' Market and bought fresh, ripe peaches. This morning they put all the ingredients together; and just before the guests arrived, Mother popped the cobbler into the oven. Now the sweet fragrance of peach cobbler is filling the air and making everyone's mouth water.

Which of the following statements justifies Betsy's revisions to the original paragraph?

- A. The additional details help readers experience the preparation of peach cobbler.
- B. The additional details explain why the Farmers' Market has the best fruit for the peach cobbler.
- C. The additional details show how important collecting old family recipes can be.
- D. The additional details remind the reader of the good smells that come from baking.

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

3e: The student will compose persuasive text clearly expressing a main idea with supporting details, **utilizing effective word choice and organization** for a specific purpose and audience. **(DOK 3)**

- 1) Letters
- 2) Speeches
- 3) Advertisement

PROFICIENT
Use an appropriate composing process to produce persuasive text utilizing effective word choice and organization
IS (1) PT1 (3) PT2 (1) PT3 (2)

1. Read the advertisement in the box below.

My name is **Jess ...**

And I'm running for **Class President!**

- I plan to involve the student body in making decisions about school rules.
- I promise to work to add more electives to choose from each year.
- It is my intention to bring guest speakers to our campus after polling the students about whom they would like to hear. box.]

Which detail clearly supports the persuasive purpose of this advertisement?

- A. I am trying my best, so vote for me! I will try harder!
- B. I am good at this stuff. I am your choice, so vote for me!
- C. If you want a popular person to run the school, vote for me!
- D. If you want a voice in what happens at our school, vote for me!*

DOK 3

PROFICIENT

Item Specifications

37. Read the following draft of Mindy’s letter.

Dear Mr. Johnson:

I think you would make a great coach for our new girls’ soccer team. You know everything about the game, and you are a well-respected teacher. The girls on the team are excited about playing. Our parents are also excited and will be a great help to a new coach.

Please consider taking this position.

Sincerely,
Mindy

Which of the following choices states Mindy’s purpose for writing this letter?

- A. To explain the soccer program to Mr. Johnson
- B. To persuade Mr. Johnson to be the soccer coach
- C. To describe Mr. Johnson’s skills as a soccer coach
- D. To tell the soccer team and parents and guardians about Mr. Johnson

DOK 3**PROFICIENT****Practice Test 1****40. Carlos wants to be hired as a pet sitter for his neighbor’s pets.**

Read the following draft of his letter.

March 23, 2007

Dear Mrs. Marks,

I hope you will consider me for the pet sitting job. I am reliable. I have never been late to school, and I have only missed two days of school this year because I was sick. I help my father do yard work every weekend.

I am also very caring. I have three brothers and sisters, and I help my mom with them. I also have a dog. I brush her often, and I love to play with her.

Sincerely,
Carlos

Which of the following sentences is the correct conclusion for this letter?

- F. Even though I have a busy schedule, I’m sure I can fit in some time to check on your animals.
- G. I hope you will consider my abilities. You will not have to worry about your pets while you are gone.
- H. You know how strict my parents are, and you know they will make me take care of your pets.
- J. I don’t know what I’ll do if you don’t hire me to care for your pets. It would be a huge disappointment.

DOK 3**PROFICIENT****Practice Test 1****55. Read the following draft of the letter Trey is writing to his neighbor to ask for his help.**

April 5, 2007

Dear Mr. Nicks,

We are clearing trails at Finely Park on Saturday. We need several adults to come with us to supervise and help with the equipment. I am writing to request your help. There are many reasons why you would be a great help. You know a great deal about the wildlife in the park, and you know how to use the equipment.

Which of the following choices is the correct topic sentence for this paragraph?

- A. We need many volunteers to help clear the trails in the park.
- B. Our club has organized a project I think you will appreciate.
- C. You are a wonderful and helpful neighbor and friend.
- D. The parks in our city have abundant wildlife.

DOK 3

PROFICIENT

Practice Test 1

41. Jake’s teacher has given him an assignment to write a persuasive speech.

Read what he has written.

(1) Students should be allowed to chew gum in school. (2) In tests, scientists have found that the ability to memorize information increases when a person chews gum. (3) The act of chewing raises the heart rate and causes more oxygen to be pumped into the brain. (4) Chewing gum could also help raise student test scores. (5) Studies show the act of chewing reduces anxiety.

Which of the following will Jake add to his speech after sentence 1 for more effective organization?

- A. They enjoy the sweet flavor of gum.
- B. They try to chew gum in school anyway.
- C. Chewing gum has many benefits.
- D. Some chewing gum is sugar-free.

DOK 2

PROFICIENT

Practice Test 2

Read the following letter that sixth-grade students wrote to their principal. Use this letter to answer questions 65–66.

Dear Mr. Williams:

(1) We want to take a field trip in May to the Odessa Planetarium. (2) We plan to raise money for the transportation and for the admission. (3) To make this money, we want to collect newspapers and aluminum cans for recycling. (4) We need your permission, please, to place bins on the campus for the papers and cans.

(5) Thank you for your support.

Sincerely,

Sixth-grade Students

The teacher has suggested that the students add information to explain the purpose of the field trip. The students wrote the following sentence.

Our sixth-grade class studied the planets and constellations and decided that we want to learn more about the night sky after reading an article called “Looking at the Moon.”

- 65. Where is the correct place in the paragraph for students to add the supporting detail?**
- A. Before sentence 1
 - B. Between sentences 2 and 3
 - C. Between sentences 4 and 5
 - D. After sentence 5

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

- 66. Which of the following sentences uses effective word choice for the purpose and audience of the letter?**
- F. We hope that you will consider how worthwhile this trip will be for our education and allow us to use these bins.
 - G. If bins can be used to collect recycling materials, you will help us sixth graders and help the school.
 - H. For the school’s cleanliness, recycling requires the bins that we have asked your permission to use.
 - J. We really hope we can count on your support by letting us use these bins.

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

Based on audience and purpose, justify an appropriate composing process utilizing vivid word choice and **effective organization to produce or evaluate** descriptive, narrative, informational, or **persuasive text** of increasing complexity and length.

PT1 (1)

- 46. Dana wants to get a pet gecko, but her mother does not want a lizard in the house. Dana decides to write a letter to Mom explaining why she should be allowed to have a gecko. Dana decided to begin her letter with the following sentence:**

A gecko is a remarkable lizard that easily can walk upside down across a ceiling.

Is this sentence an appropriate opening sentence for the persuasive purpose?

- F.** Yes, because it will show Mom how interesting a gecko can be
- G.** Yes, because Dana will be able to show off the gecko's remarkable ability
- H.** No, because a gecko's remarkable ability does not change Mom's objection to a lizard in the house
- J.** No, because Dana will probably not be able to see the gecko perform this trick

DOK 3

ADVANCED

Practice Test 1

3f: *The student will compose text of a variety of modes based on inquiry and research. (DOK 4)*

- 1) Generate questions.
- 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
- 3) Identify and paraphrase important information from sources.
- 4) **Compare and contrast important findings and select sources to support central ideas, concepts, and themes.**
- 5) Present the results using a **variety of communication techniques**
- 6) **Reflect on and evaluate the process.**

BASIC
Use an appropriate composing process to produce grade-level text based on inquiry and research presenting paraphrased information
PT2 (1)

52. Jordan is researching the planets for a report on the solar system.

Read the information he has found about the planet Jupiter.

<p>The most distinctive characteristic of Jupiter is its Great Red Spot, a spiraling collection of gas that resembles a hurricane. The widest diameter of the spot is about three times that of Earth. The color of the spot usually varies from brick-red to light brown. For the spot to fade entirely is rare.</p>

Which of the following is a sentence Jordan can use in his report that correctly paraphrases the information in the box?

- F.** Jupiter has a Great Red Spot that is three times the size of Earth, consists of gas that whirls around with the force of a hurricane, and changes its color frequently.
- G.** The Great Red Spot on Jupiter is the planet's most outstanding characteristic because of its enormous size and its ability, though rare, to disappear completely.
- H.** A unique feature of Jupiter is its Great Red Spot, a mass of swirling gas that changes from red to brown in color and has a diameter that is three times the diameter of Earth.
- J.** Jupiter's most well-known feature is its Great Red Spot, an enormous hurricane that changes from red to brown when it swirls around and, on rare occasions, fades completely from view.

DOK 2	BASIC	Practice Test 2
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PROFICIENT

Use an appropriate composing process to produce text comparing and contrasting findings based on inquiry and research

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

1. Read the information from the following two sources.

Source A: Growing up to ten feet long, the Komodo Dragon is the largest lizard in the world. On the Indonesian islands where it roams, it rules supreme. Komodo Dragons lead a solitary existence, grouping with others of their species only at breeding or feeding times. They can run as fast as a dog for short stretches, and they also are strong swimmers. Using their tongues as sensory detectors, they can find their prey even in the dark. Because of the venomous bacteria in their mouths, their injured prey does not often escape.

Source B: Gila Monsters, which inhabit the extreme southwestern areas of the United States, grow to a substantial size—about fourteen inches long—and are larger than most other North American lizards. Gila Monsters live in holes (either ones they dig or ones they find) or under rocks and venture out at night only during warm weather. Their nightly outings are made in search of their favorite food: small mammals, birds, and eggs. Though Gila Monsters appear slow and lumbering, they move with surprising speed. They render a severe, poisonous bite and are, in many cases very difficult to pry loose. They have been known to stay attached to their victims for fifteen minutes.

Which of the following provides a report title for which both sources offer support?

- A. Lizards: Their Strengths and Their Weaknesses
- B. Two Extraordinary Lizards: Different But Dangerous*
- C. American and Foreign Lizards: Speed and Adaptability
- D. A Comparison of the Habits of Two Very Similar Lizards

DOK 3

PROFICIENT

Item Specifications

48. Marcus is doing a science fair project to see which mouthwash works the best.

He plans to test three of the top brands. He will collect information on mouthwash from many different sources. One will be an interview with his dentist.

The dentist will be an appropriate source of information but will not be the correct source to answer which of the following questions.

- F. Which brands of mouthwash have the most effective advertisements?
- G. What ingredients are found in the three brands of mouthwash?
- H. What brands of mouthwash are considered the most effective?
- J. When and why did people start using mouthwash?

DOK 4

PROFICIENT

Practice Test 1

54. Read the following paragraph.

Laser products are becoming more common. We hear about laser pointers and laser surgery. What is a laser? A laser is a device that strengthens light. It makes a tiny beam of light strong enough to burn a hole in something as strong as a diamond.

Which of the following choices correctly paraphrases this paragraph?

- F.** A laser is powerful enough to burn a hole in a diamond. People use lasers for things like pointers and surgery.
- G.** A laser makes a very strong and tiny beam of light. People use lasers for many things, including pointers and surgery.
- H.** Lasers are becoming more common. We hear about laser pointers and laser surgery. A laser makes a strong beam of light.
- J.** Lasers are amazing. They are so powerful that they can burn a hole in a diamond. People can use lasers for things like pointers.

DOK 4**PROFICIENT****Practice Test 1**

64. While doing research, Jaime found the following two sources about Iceland's volcanoes.

Source 1

The volcanoes have been terribly destructive to Iceland but also beneficial. Some eruptions caused famines and destroyed homes. However, the volcanoes created Iceland and its unusual and beautiful landscape.

Source 2

Volcanoes created beautiful rock formations that become especially magnificent at sunset. The beauty of these volcano-created rock formations has benefited Iceland by attracting travelers from countries throughout the world.

Which of the following explains why Jaime decided that the first source was more useful for his report?

- F.** The first source explains why Iceland is not very heavily populated.
- G.** The first source addresses the contrast between the benefit and the harm from the action of the volcanoes.
- H.** The first source explores the cause of volcanic eruptions.
- J.** The first source emphasizes the benefits caused by the volcanoes.

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

52. Brian is writing a report on some of the large animals that are found at the city zoo. He plans to interview the veterinarian who cares for these animals. The veterinarian will be one appropriate source of information but will not be the correct source to answer which of the following questions?

- F.** How can the animals be harmed if visitors do not obey the rules about tossing snack

foods to the animals?

- G. Do visitors who come to the zoo on a typical summer day prefer to watch the large animals or the smaller ones?
- H. How often and how seriously do animals injure another animal?
- J. What special care do baby animals born at the zoo receive?

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

- 60. Keisha is preparing to write an informational essay for science class comparing two locations. Read the following information that she found in an article on the Internet.**

A region on a plateau in North Island, New Zealand, contains hot springs and geysers. Visitors can see natural fountains that spurt hot water into the air and several acres of mud that bubbles and boils. This region offers health resorts and vacation centers.

Now read the following information that Keisha found in a magazine article.

In Yellowstone National Park, visitors can see geysers throwing hot water thousands of feet into the air. Visitors also see areas of boiling mud.

Which of the following options presents a correct and accurate comparison of both sources for Keisha to use in her essay?

- F. Visitors to Yellowstone National Park say it resembles North Island, New Zealand, with its geysers, boiling mud, and health resorts.
- G. North Island, New Zealand, has hot springs like Yellowstone National Park, where visitors can see boiling mud and geysers.
- H. Similar to Yellowstone National Park, the area of North Island, New Zealand, has geysers and health resorts as well as vacation spots for visitors.
- J. Visitors to North Island, New Zealand, and Yellowstone National Park can see areas of boiling mud and geysers spurring hot water into the air.

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

- 64. Read the following information that Maurice found in an article on the Internet about a “lathe.”**

The lathe is a machine tool that holds a piece of metal and drags it against sharp cutters. The number of metal cutters and their settings determine the shape of the finished metal piece. Some lathes may cut metal threads on bolts or make tapered screws.

Now read the following information that Maurice found about “lathes” in an article in an encyclopedia.

Generally, a machine tool cuts metal like a carpenter works on wood using hand tools. However, a machine tool usually is more accurate than a hand tool. For example, a machine tool may cut thick sheets of metal or may drill holes exactly the right size.

Which of the following options accurately communicates the information from both sources?

- F. A machine tool drills holes exactly the right size. A lathe can drill holes for screws.
- G. A machine tool cuts thick sheets of metal and threads on bolts. The machine tool may be used by a carpenter to drill holes.
- H. A carpenter uses a machine tool to cut metal pieces. A lathe holds the metal in place on a machine tool and drags the metal against sharp cutters.
- J. The lathe is a machine tool that creates the shape of a piece of metal. The lathe is an example of a machine tool that is more accurate than a carpenter.

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

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

PT1 (1)

59. Linda is writing a report on the different forms or types of jazz music. She looked up jazz on her multimedia encyclopedia and found an article on the forms of jazz. Read the following information from the article.

In the 1940s a group of jazz musicians started to experiment with music. They played more involved musical patterns. The style they developed was named bop or bebop.

Is this information useful for her report?

- A. Yes, because the information includes a specific time period
- B. Yes, because the information is an example of a form of jazz
- C. No, because the information is not current
- D. No, because the information does not tell who the musicians were

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

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; **direct and indirect objects**)
- 2) Verbs (helping verbs, irregular, linking, **transitive**, and **intransitive**)
- 3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, and **future perfect**)
- 4) Subject-verb agreement **in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb**
- 5) Articles; 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, interrogative, **indefinite, relative**)
- 9) Pronoun-antecedent agreement (number and gender)
- 10) Adverbs (avoiding double negatives; comparative forms)
- 11) Interjections

Basic

Recognize the use of Standard English grammar:

- 1) **direct and indirect objects**
- 2) **transitive and intransitive verbs**
- 3) **future perfect tense**
- 4) **subject-verb agreement in sentences with indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb**
- 8) **indefinite and relative pronouns**

IS (2) PT1 (5)

1. Which of the following sentences uses verbs correctly?

- A. Please lay your head on your desk if you are feeling ill.*
- B. The book is laying too close to the edge of your desk.
- C. Does your dog lay in the shade on hot summer days?
- D. I laid very still when I was not feeling well.

DOK 1

BASIC

Item Specifications

2. Which sentence uses correct subject-verb agreement?

- A. The player by the benches bounces to keep warm.*
- B. Everyone in the stands wonder why they are meeting.
- C. The quarterback and the coach conferences on the sidelines.
- D. Colleges for more than a decade has been giving full tuition scholarships.

DOK 1

BASIC

Item Specifications

41. Which of the following sentences is written correctly?

- A. By spring we will have read every short story in our literature book.
- B. Josh discovered that he left his homework on the kitchen table.
- C. For the past week, I studied every night for the English test.
- D. On vacation last summer we have visited the Grand Canyon.

DOK 1

BASIC

Practice Test 1

43. Which of the following contains a correctly used relative pronoun?

- A. Freddie, whom bought my old bike, is my Aunt Jizzie's neighbor.
- B. My mother's sister, who my grandmother named Jezebel, lives near us.
- C. My aunt, whom we called Jizzie, graduated from high school the year I was born.
- D. Aunt Jizzie, who I call on the phone each night, is not married yet.

DOK 1

BASIC

Practice Test 1

50. Which of the following sentences is written correctly?

- F. The sound of the birds distract me if I leave my window open.
- G. Each of the contestants have to return the signed entry forms.

- H. A jig saw and a band saw was stolen from Dad's shop.
J. One of our best runners has twisted his ankle.

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

63. Which of the following sentences is correct?

- A. Everybody in the club has on their club logo.
B. Neither my parents nor my sister are very tall.
C. The noises in my computer are making me worry.
D. Anyone attending the meeting are invited to the luncheon.

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

68. Which of the following sentences does not use an intransitive verb?

- F. Homesick for her friends, Betsy cried for an hour last night.
G. Homesick for her friends, Betsy cried quietly into her pillow last night.
H. Homesick for her friends, Betsy cried wet tears into her pillow last night.
J. Homesick for her friends, Betsy cried loud and long last night.

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

Proficient
<p>Apply knowledge of Standard English grammar to compose or edit:</p> <p>1) direct and indirect objects 2) transitive and intransitive verbs 3) future perfect tense 4) subject-verb agreement in sentences with indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb 8) indefinite and relative pronouns</p> <p>IS (2) PT1 (1) PT2 (7) PT3 (8)</p>

3. Which of the following sentences does NOT use a relative pronoun correctly?

- A. I get very aggravated with people who speak during the movie.
B. The people with whom I go to the movies usually talk too much.
C. Timmy, whom is my best friend, and I go to the movie every weekend.*
D. My favorite uncle, who has lived in Europe for ten years, speaks three languages.

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

4. Read the passage in the box below.

<p>(1) With the tight quarters of airplanes these days, my trip to England will be a very uncomfortable ride. (2) By the time my plane reaches England, I will have spent seventeen hours sitting in a chair and will be in much need of stretching my legs. (3) Other passengers who boarded at an earlier city and earlier time and who have been on the flight even longer will also be quite ready to stretch their legs. (4) Even the flight attendants will welcome the landing, for they will have been on the flight the</p>
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Which sentence is NOT written using the correct tense?

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

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

60. Read the following sentences.

1. During practice the coach probably will have selected the team.
2. Mom will have started dinner when she had decided on the menu.
3. By Tuesday I will have finished my science report.
4. Janet will have met her new neighbors when they moved in next door.

Which of the sentences above correctly uses future perfect verb tense?

- F. Sentence 1 because the team will be selected before the game
- G. Sentence 2 because Mom will decide on the menu before she starts dinner
- H. Sentence 3 because the report will be finished before Tuesday
- J. Sentence 4 because the neighbors will move in before Janet meets them

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

37. Which sentence includes a transitive verb?

- A. Cindy cleans her room each morning before school.
- B. Matt slept well at his grandparents' house last night.
- C. Our neighbor's dog and another one down the street barked all night long.
- D. The blue glass fell off the counter and broke into many pieces.

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

44. Which sentence correctly uses the future perfect tense?

- F. The trash already will have been collected by 2:00 on Thursday.
- G. The trash will be collected at 2:00 on Thursday every week in the summer.
- H. Yoko will take out the trash later tonight after she eats dinner.
- J. Mike will have more chores during the week than on weekends.

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

46. Which of the following sentences is correct?

- F. The table full of pies look very attractive.
- G. The dues for the club is always collected on Monday.
- H. A flock of geese are migrating to the South.
- J. Each of the books belongs on a separate shelf.

DOK 1

PROFICIENT

Practice Test 2

53. Which sentence does not have a direct object?

- A. The association's prize was given this year to the best science fair project for grade 6.
- B. The principal thanked the parents for their participation in school activities.
- C. Parents who will be picking up their children must send the school a note before 3:30 in the afternoon.
- D. We need parents' ideas and suggestions about guidelines for field trips.

DOK 1

PROFICIENT

Practice Test 2

59. Which of the following illustrates correct subject-verb agreement?

- A. Each person in the scheduled events have a chance for a cash reward or a trophy.
- B. Everyone in the art classes are excited about the art exhibit at the city's new art museum.
- C. Mrs. Websterian or the other teachers in that group has decided on a new name for the school's mascot.
- D. The new members or their representative is ready for a leadership role during the convention for state clubs.

DOK 1

PROFICIENT

Practice Test 2

67. Which sentence uses the future perfect verb tense?

- A. Cereals will change in the future, but now they are all made from grains.
- B. Many people trying new food will eat more cereal in the future.
- C. SuperLean is a fairly new cereal, but soon similar cereals will have a place on grocery shelves.
- D. By next year thousands of people who eat cereal will have eaten many bowls of SuperLean.

DOK 1

PROFICIENT

Practice Test 2

68. Which sentence correctly uses a relative pronoun?

- F. The person who broke the vase will have to replace it.
- G. The student council candidate which gets the most votes wins.
- H. They are a dedicated team which always try to win.
- J. Animals who live in colder climates usually have thicker fur.

DOK 1

PROFICIENT

Practice Test 2

37. Which of the following sentences does not contain an indirect object?

- A. The postman brought my family a surprise package.
- B. Mr. Jones sold my friend Larue a defective computer.
- C. The father sent his daughter a bouquet for her birthday.
- D. The teacher mailed the progress reports to the parents.

DOK 1**PROFICIENT****Practice Test 3****40. Which of the following sentences uses a transitive verb?**

- F. The postman delivered our mail early.
- G. He rushed for his car in the downpour.
- H. His big run was an unforgettable event.
- J. The boys walked across the parking lot.

DOK 1**PROFICIENT****Practice Test 3****44. Which of the following sentences exhibits correct subject-verb agreement with a compound subject?**

- F. The cow or the bull were moved to another pasture.
- G. Mr. Smith and his son is going fishing later this week.
- H. The students and their teacher was selected for recognition.
- J. Mr. Mohammed and his band are performing for our assembly.

DOK 1**PROFICIENT****Practice Test 3****45. Read the following sentence.**

We traveled across the country in a minivan.

Which of the following uses an intransitive verb in the same way that traveled is used in the sentence above?

- A. Jana took her dog to the park this morning.
- B. My neighbor shopped at the store in the mall.
- C. Shawn asked the teacher an important question.
- D. Jack found a new jacket for his mother yesterday.

DOK 1**PROFICIENT****Practice Test 3****61. Which of the following sentences does not exhibit correct subject-verb agreement with an indefinite pronoun?**

- A. Some of the students in that class need more instruction.
- B. One of the students in the band are eligible for the award.
- C. Everybody at the ballgame is cheering for the home team.
- D. Anyone at the concert was given a pass for the next show.

DOK 1**PROFICIENT****Practice Test 3****62. Which of the following sentences uses the future perfect tense of the main verb?**

- F. The class musical will have several new songs written by the music teacher.
- G. Margarite, my mother, and I will go to the mall later today for swimsuits.

- H. Students with good habits will have finished their assignment before the final bell rings.
- J. The heat this week will keep the boys at the park away from their scheduled baseball games.

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

63. Which sentence below does not contain an indefinite pronoun?

- A. All of my friends wore their red shirts to the ballgame last night.
- B. The student council sent roses to some of our teachers yesterday.
- C. Many of the students in my science class are in the marching band.
- D. My brother's band director selected him to play his trumpet for the solo.

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

67. Which of the following sentences contains an interrogative pronoun?

- A. Was the book that Zilla found the one that I had checked out from the library near my house?
- B. Did he know that the book offered only one fact, which I knew even before I read the book?
- C. How many members of the team came to every practice the week before the last game?
- D. Which of the two shirts in Herman's closet is going to the laundry this week?

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

Advanced
Apply knowledge of Standard English grammar purposefully 3) using future perfect tense.
PT3 (1)

69. Read the following paragraph that Joan has written.

During the summer I spend hours in the woods behind my house. I have cleared a special place between two tall trees, where I spend quiet moments away from everyone. I have a new project that will keep me busy this summer. I will build a bike trail through the woods. I have drawn plans for my project already and soon will buy the supplies. I will ride many miles in the woods by the time I start school in the fall.

Joan’s teacher suggested that she revise the paragraph to correct a verb tense error by using the future perfect verb tense.

After Joan revised her paragraph, her teacher approved the revision.

Which revision did Joan make?

- A. I have cleared a special place between two tall trees, where I will have spent quiet moments away from everyone.
- B. I will have built a bike trail through the woods.
- C. I have drawn plans for my project already and soon will have bought the supplies.
- D. I will have ridden many miles in the woods by the time I start school in the fall.

DOK 2

ADVANCED

Practice Test 3

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

- 1) End punctuation (e.g., period, question mark, exclamation mark)
- 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 letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters; **introductory clauses; and nonessential clauses**)
- 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, movies, **plays, and television shows**)
- 8) Colons (e.g., time, before lists introduced by independent clauses, and 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 **sixth grade** level text.
- 11) Produce legible text.

BASIC
Recognize the use of Standard English mechanics: 3) commas with introductory clauses and nonessential clauses 7) underlining/italics with plays and television shows PT1 (3) PT2 (2) PT3 (1)

44. Read the following sentence.

According to the advertizement, civilization cannot endure unless everyone starts using this brand of tissues.

Which word is not spelled correctly?

- F. advertizement
- G. civilization
- H. endure
- J. tissues

DOK 1

PROFICIENT

Practice Test 1

61. Which of the following sentences is not punctuated correctly?

- A. After Jay’s birthday party, which lasted all afternoon, we headed to the mall.
- B. The Crawford’s house, which is next to ours, is being repainted this afternoon.
- C. The students, who competed in last year’s talent show, will perform at the spring concert.
- D. My teacher, who just moved here from Kansas, is surprised by our warm winters.

DOK 1

BASIC

Practice Test 1

62. Which of the following uses a semicolon correctly?

- F. By carefully memorizing her lines; Amica performed well at the play try-outs.
- G. Cassandra clapped with enthusiasm; her team had won the soccer match.
- H. Lamar wanted a tuna sandwich for lunch; but his mom gave him a hamburger.
- J. After Jackson used a new method for shooting free-throws; he made six in a row.

DOK 1

BASIC

Practice Test 2

70. Which of the following sentences contains correctly punctuated titles of television shows?

- F. After watching several episodes of “The Andy Griffith Show” one afternoon, Tyler felt he lived in Mayberry.

- G. My mom watches the new “Dancing with the Stars” and *Deal or No Deal* series each season.
- H. Have you ever seen the series *Planet Earth* on the Discovery Channel?
- J. *In Job Switching*, one of the most famous episodes of “I Love Lucy,” Lucy and Ethel cannot keep up with chocolates on a speeding conveyor belt.

DOK 1**BASIC****Practice Test 1****62. Which of the following uses a semicolon correctly?**

- F. By carefully memorizing her lines; Amica performed well at the play try-outs.
- G. Cassandra clapped with enthusiasm; her team had won the soccer match.
- H. Lamar wanted a tuna sandwich for lunch; but his mom gave him a hamburger.
- J. After Jackson used a new method for shooting free-throws; he made six in a row.

DOK 1**BASIC****Practice Test 2****54. Which of the following sentences does not use quotation marks correctly?**

- F. My favorite character on “Sesame Street” is Oscar the Grouch.
- G. Our band plays “The Star Spangled Banner” before the start of each football game.
- H. Will your class memorize Longfellow’s poem “Paul Revere’s Ride” before the end of school?
- J. Did you read the article called “Changing Times” in this month’s issue of *Sports Illustrated*?

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

Apply knowledge of Standard English mechanics to compose or edit:

3) commas with introductory clauses and nonessential clauses**7) underlining/italics with plays and television shows**10) Spell words commonly found in **sixth grade level** texts.**IS (2)****PT (1)****PT2 (6)****PT3 (4)****1. Which of the following words is spelled incorrectly?**

- A. Energetic
- B. Evaparate*
- C. Electricity
- D. Equipment

DOK 1**PROFICIENT****Item Specifications****2. Which of the following sentences uses commas correctly?**

- A. The lady, whom you spoke to last night, is my mother.
- B. If you see a girl zoom by, in a red convertible that is my sister.
- C. If I have too much homework, I will not be able to go to the movie.*
- D. My grandmother who, is eighty-five years old, walks three miles a day.

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

53. Read the following sentence.

Our principal did not approve the buget for the new cafeteria.

Which word is **not** spelled correctly?

- A. principal
- B. approve
- C. cafeteria
- D. buget

DOK 1**PROFICIENT****Practice Test 1****38. Which sentence does not use commas correctly?**

- F. As he wove his way carefully up the mountain road, the driver of the old car leaned forward in his seat.
- G. My grandfather, who is seventy years old, enjoys coming to this scenic lookout each season.
- H. A deer, which appears golden-colored in the sunlight, steps from behind a fallen tree and watches the car.
- J. When the young woman with the elaborate camera, takes pictures of the scene she waits for perfect lighting.

DOK 1**PROFICIENT****Practice Test 2****39. Which sentence uses italics correctly?**

- A. Brian is writing a poem called *Marion Donovan, Creative Inventor*.
- B. The Educational Channel will broadcast a play called *Marion Donovan's Wonderful Invention*.
- C. The first chapter of Marion Donovan's biography is entitled *The Early Years*.
- D. Estelle is writing a story about Marion Donovan called *A Woman's Creativity*.

DOK 1**PROFICIENT****Practice Test 2****43. Which of the following sentences does not correctly use italics?**

- A. My sister is writing for a local magazine called *What's Good about Our Town*.
- B. My teacher's favorite book is *The Jungle Book*.
- C. With his short story *The Celebrated Jumping Frog of Calaveras County*, Mark Twain gained instant fame.
- D. *Good Times* was a popular television series in the seventies.

DOK 1**PROFICIENT****Practice Test 2****54. Read the following sentence.**

The performance concluded at ten o'clock with the customery applause.

Which word in the sentence is not spelled correctly?

- F. performance
- G. concluded
- H. customery
- J. applause

DOK 1**PROFICIENT****Practice Test 2****61. Which of the following uses commas correctly?**

- A. Even though we arrived, at the restaurant early we had to wait for an empty table.
- B. Because the score was so lop-sided the crowd left the game, well before it was over.
- C. After completing all of our homework my sister and I will play outside, and visit with our friends.
- D. Since we moved into our new house, we have spent every weekend unpacking boxes.

DOK 1**PROFICIENT****Practice Test 2****70. Which of the following does not use commas correctly?**

- F. Because my grandfather lives only two blocks from me, he offered to take me to school tomorrow.
- G. While the orchestra played, I tapped my foot, because the rhythm of the music was very lively.
- H. Since I saw the insect, which was a large hairy cockroach, I have lost my appetite.
- J. My art class, which used to meet on Saturdays, starts today after school.

DOK 1**PROFICIENT****Practice Test 2****39. Which of the following words is not spelled correctly?**

- A. slumped
- B. majorety
- C. abundant
- D. genuinely

DOK 1**PROFICIENT****Practice Test 3****48. Which of the following sentences is written correctly?**

- F. Because members often use the clubhouse, the hallway inside needs a new rug.
- G. The project was started twenty years ago, all parts of the project are now complete.
- H. The outside of Joan's house was painted by professional painters, after the new garage was added.
- J. Inside the kitchen on top of the counter, is a brand-new pan Mom uses for making lasagna.

DOK 1**PROFICIENT****Practice Test 3****59. Which of the following sentences is not punctuated correctly?**

- A. We enjoyed a few days at the sunny beach, when we went to the shore last year.
- B. As soon as the bell rang at the end of the day, the students knew that it was time to go home.
- C. My friend Tami, who has been my neighbor for the past five years, was waiting

outside the kitchen door.

- D. Because Don enjoyed hiking, he spent ten days on the Long Trail, which runs from Georgia to Maine.

DOK 1

PROFICIENT

Practice Test 3

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

- F. At the store Mary bought: a new jacket with her school's logo on it, a pullover sweater, and a bookbag.
- G. Remember to bring the following items to the campsite: a sleeping bag, flashlight, and tent.
- H. Larue is an excellent student: however, he often does not complete his assignments on time.
- J. Bianca won our local talent contest: she might participate in the district contest.

DOK 1

PROFICIENT

Practice Test 3

ADVANCED

Apply knowledge of Standard
English mechanics and sentence structure purposefully including

3) introductory clauses, nonessential clauses, and adjective and adverb clauses

4c: *The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (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), appositive phrases, **adjective clauses, and adverb clauses**
- 5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.**

BASIC
Recognize sentence structure incorporating: 4) adjective and adverb clauses
IS (2) PT1 (4) PT2(1) PT3 (2)

1. Read the paragraph in the box below.

(1) I like to watch what is happening in my own backyard before I go to school each morning and when I come home each afternoon. (2) Yesterday right after school, I ran straight to my backyard. (3) I thought it was going to be a dull day because all I saw was a lot of insects. (4) I started having fun watching the insects, and then my pets really made me laugh. (5) First I saw a frog jump across our yard, and then the frog flicked its tongue and caught a mosquito right in front of me. (6) Then I saw a grasshopper jump from the deck into the yard, although I did not see where it landed. (7) As I sat there watching, a big lizard started crawling toward me on the deck. (8) The lizard scared my dog, and my dog started barking. (9) Scared that the dog was barking at her, my cat started running toward the tree. (10) The frog saw the cat and started hopping really fast, but the cat never seemed to notice as it ran for safety. (11) The funniest thing that happened was that the grasshopper jumped on my dog's nose! (12) I never knew my backyard could be so much fun.

Which of the sentences from the paragraph above is a complex sentence?

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

DOK 2	BASIC	Item Specifications
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2. Which of the sentences contains a compound predicate?

- A. Sentence 8
- B. Sentence 9
- C. Sentence 10*
- D. Sentence 11

DOK 2	BASIC	Item Specifications
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52. Read the sentences from the paragraph Stan wrote for English class.

My great-grandparents grew up in a small farming community in Illinois. They had traveled there from Sweden. They found other Swedish families in the area. They quickly made new friends. Soon the families formed a community. Then they started a school for their children. They had been hard-working and determined in their old country. That is why they were able to succeed in America.

Stan is revising the paragraph because his teacher requires the students to use at least one adverb clause. Which revision below will meet the teacher’s requirement?

- F. Soon the families formed a community and started a school for the children.
- G. They found other Swedish families in the area, and they quickly made new friends.
- H. My great-grandparents, who grew up in a small farming community in Illinois, had traveled there from Sweden.
- J. Because they had been hard-working and determined in their old country, they were able to succeed in America.

DOK 1**BASIC****Practice Test 1****42. Read the following sentences.**

Mother just baked some cookies. She sent a platter of them to our new neighbors.

Which of the following combines the two sentences using an indirect object?

- F. Our new neighbors received a platter of cookies mother had just baked.
- G. Mother sent a platter of cookies she had just baked to our new neighbors.
- H. A platter of cookies she had just baked was sent to our new neighbors by mother.
- J. Mother sent our new neighbors a platter of cookies she had just baked.

DOK 2**BASIC****Practice Test 1****45. Read this sentence.**

The reward for returning the lost wallet was a one-day pass to the amusement park.

Choose the sentence that does not use the information above as a nonessential clause.

- A. Antonio returned the wallet and received a one-day pass to the amusement park.
- B. Antonio used a one-day pass, which was his reward for returning a lost wallet, to go to the amusement park.
- C. Because Antonio returned the lost wallet, he received a reward, which was a one-day pass to the amusement park.
- D. After Antonio returned the lost wallet, he received a one-day pass to the amusement park, which was his reward.

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

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

- A. Both Jane and Susan have read their books and written their reports.
- B. Either Stan forgot to return his book, or someone else borrowed it from the library.
- C. Marla has read her book, but she has not written her report.
- D. Stephen has completed his work, but neither Jan nor Beth has begun hers.

DOK 2**BASIC****Practice Test 1****60. Which of the following sentences is a complex sentence?**

- F. During her days off from school last week, my friend Emily walked over three miles in the city's walkathon.
- G. After the damage from the winter weather, my school had classes in an office building near my home.
- H. My neighbors enjoy the long days during the summer when we can play ball even after supper.
- J. Some people in the stands at the soccer game wanted more excitement before the end of the game.

DOK 1**BASIC****Practice Test 2****49. Which of the following is a compound sentence with a compound subject?**

- A. Either Greg will furnish sandwiches for refreshments, or Mrs. Taylor will bring pizza.
- B. Thomas always attends the weekend rehearsals, but Nan and Beth usually go out of town.
- C. Percy went to the mall and bought a new sweater for his trip to North Carolina.
- D. Both Rachel and Anna brought food to the game and shared it with everyone in the stands.

DOK 2**BASIC****Practice Test 3****53. Which of the following sentences contains a compound subject?**

- A. Neither Laquita nor Claudia attended the meeting.
- B. Brandon walked the dog, but he did not like the job.
- C. Either the students will complete the work or they will receive a zero.
- D. Sierra called Lorraine, but Adele answered the phone on the fourth ring.

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

PROFICIENT
Apply knowledge of sentence structure to compose or edit: 4)adjective and adverb clauses
PT1 (2) PT2(3) PT3 (3)

62. Which of the following sentences uses an appositive phrase correctly?

- F. I ate my first veggie burger, a sandwich with no meat.
- G. Waiting for the store to open, we decided to sing a song.
- H. Fred gets up at 6:00 a.m. every morning and runs two miles.
- J. The woman who is wearing the red dress is Cathy’s mother.

DOK 1

PROFICIENT

Practice Test 1

69. Read these two sentences.

A box of candy was delivered to our teacher.
Flowers were delivered to our teacher.

Which of the following is the correct way to combine these two sentences into a simple sentence with a compound subject?

- A. Flowers were delivered, and a box which contained candy was delivered to our teacher.
- B. A box containing candy and flowers was delivered to our teacher.
- C. Flowers and a box of candy were delivered to our teacher.
- D. A box which contained candy and flowers was delivered to our teacher.

DOK 2

PROFICIENT

Practice Test 1

36. Which of the following sentences contains an adverb clause?

- F. The speaker who reads the morning announcements has a clear, distinct voice.
- G. Henry’s dog, whose tail is always wagging, is the perfect pet.
- H. Manuel visits the library often because he enjoys reading.
- J. My sister walks my neighbor’s dog after school each Tuesday and Thursday.

DOK 1

PROFICIENT

Practice Test 2

45. Which of the following uses a compound subject and a compound predicate?

- A. Jerome visits the school library every Tuesday and Thursday so that he can read books and perform research on the computer.
- B. The tallest girl in the class, Marianne, and her best friend Angela ride their bikes to the city pool during the summer and swim all afternoon.
- C. The students who participate in art club often display their work on the bulletin boards by the office and the hallway on the second floor.
- D. Musical groups and members of the drama club entertain the entire school many times during the year when they perform in school assemblies.

DOK 2**PROFICIENT****Practice Test 2****69. Which of the following sentences contains an adverb clause?**

- A. The girl who designed the school play's stage set is extremely artistic.
- B. Allison, the lead actress in the school play, was very nervous at the beginning of the play.
- C. After the school play was over, everyone went out to our favorite restaurant for dessert.
- D. The restaurant was previously owned by one of my best friend's parents.

DOK 1**PROFICIENT****Practice Test 2****38. Which of the following sentences uses an adjective clause?**

- F. He met us after we had performed at the community theater downtown.
- G. She often helped out on Saturdays at the store that her aunt owned.
- H. When they arrived at the train station, they purchased a ticket right away.
- J. Our next performance will be held on Monday, October 19, in the Grandwell Auditorium.

DOK 2**PROFICIENT****Practice Test 3****47. Which of the following sentences uses a prepositional phrase as an adverb?**

- A. The scouts left the safety of the circled wagon train, but they understood the warnings about the dangers along the way.
- B. Many colorful parakeets from the neighborhood pet store were a part of the spring display.
- C. Several of my friends explored two caves in the park near our town last Saturday, and one boy made an interesting discovery.
- D. The librarian read excerpts from the latest teen bestseller after the meeting of the volunteers.

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

58. Read the following sentences.

- (1) The Fox family moved into the house on the corner last month.
 (2) The Fox family has painted their house an odd shade of green.

How will these two sentences be combined into a single sentence containing an adjective clause?

- F. After the Fox family moved last month into the house on the corner, they painted it an odd shade of green.
 G. The Fox family, who moved into the house on the corner last month, has painted it an odd shade of green.
 H. When the Fox family moved into the house on the corner last month, they painted it an odd shade of green.
 J. The Fox family moved into the house on the corner last month before it was painted an odd shade of green.

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

Apply knowledge of Standard English mechanics and sentence structure purposefully including introductory clauses, nonessential clauses, and adjective and adverb clauses to produce texts with sophisticated grade-level syntax.

PT2 (1)

55. Rory wrote the following sentences.

Last night our family waited for my sister's famous Sunday night sandwiches. These sandwiches have cheese, bologna, mustard, and pickles. We sat at the kitchen table in anticipation. Then my oldest sister announced that we had no bread. She hopped into the car, drove to the store, and bought a loaf of bread. We were very relieved.

Rory receives a teacher comment that she needs to combine sentences by using an adjective clause. Her teacher approves her revision. Which of the following revisions did Rory make?

- A. Last night we sat at the kitchen table and thought about our favorite sandwiches, ones with cheese, bologna, mustard, and pickles.
 B. Since we were very hungry, we waited with eager anticipation for those famous sandwiches that were stacked with all our favorite ingredients.
 C. Because we looked around and saw no bread, my oldest sister hurried out the door, hopped into the car, and drove straight to the store.
 D. We were very happy when my sister, who was smiling now, drove into our yard and proudly waved a loaf of bread out the car window.

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

MCT2 Grade 6 Language Arts Answer Key

PRACTICE TEST 1:

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

38	G	3	A	3	Advanced	3
39	D	3	C	3	Proficient	3
40	G	3	E	3	Proficient	3
41	A	4	A	1	Basic	1
42	J	4	C	2	Basic	2
43	C	4	A	1	Basic	1
44	F	4	B	1	Proficient	1
45	A	4	C	2	Basic	2
46	H	3	E	3	Advanced	3
47	A	3	A	3	Advanced	3
48	F	3	F	4	Proficient	4
49	D	3	D	3	Proficient	3
50	J	4	A	1	Basic	1
51	D	4	C	2	Basic	2
52	J	4	C	2	Basic	1
53	D	4	B	1	Proficient	1
54	G	3	F	4	Proficient	4
55	B	3	E	3	Proficient	3
56	F	3	A	3	Advanced	3
57	C	3	C	3	Proficient	3
58	G	3	C	3	Basic	2
59	B	3	F	4	Advanced	3
60	H	4	A	1	Proficient	2
61	C	4	B	1	Basic	1
62	F	4	C	2	Proficient	1
63	C	4	A	1	Basic	1
64	H	3	D	3	Proficient	3
65	B	3	A	3	Proficient	2
66	G	3	D	3	Basic	2
67	C	3	C	3	Proficient	3
68	H	4	A	1	Basic	1
69	C	4	C	2	Proficient	2
70	H	4	B	1	Basic	1

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

Item Sequence	Answer Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
61	D	4	b	1	Proficient	1
62	G	4	b	1	Basic	1
63	A	3	d	3	Advanced	3
64	G	3	f	4	Proficient	3
65	A	3	d	3	Advanced	3
66	G	3	b	3	Proficient	3
67	D	4	a	1	Proficient	1
68	F	4	a	1	Proficient	1
69	C	4	c	2	Proficient	1
70	G	4	b	1	Proficient	1

MCT2 PRACTICE TEST 3

Item Sequence	Answer Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
46	H	4	c	2	Proficient	2
47	B	3	b	3	Proficient	3
48	J	4	c	2	Basic	2
49	B	3	d	3	Basic	2
50	G	3	a	3	Proficient	3
51	D	3	d	3	Proficient	3
52	H	3	c	3	Basic	2
53	D	4	a	1	Proficient	1
54	F	4	b	1	Proficient	1
55	A	4	b	1	Basic	1
56	J	4	a	1	Proficient	1
57	D	3	d	3	Proficient	3
58	G	4	b	1	Proficient	1
59	C	3	d	3	Proficient	3
60	H	4	c	2	Proficient	2
61	B	3	e	3	Basic	2
62	J	4	b	1	Basic	1
63	A	4	a	1	Advanced	2
64	G	3	a	3	Proficient	3
65	C	4	b	1	Basic	1
66	F	4	a	1	Proficient	1
67	C	3	b	3	Proficient	3
68	J	3	c	3	Basic	2
69	C	3	c	3	Advanced	3
70	G	3	d	3	Proficient	3
71	C	3	a	3	Proficient	2
72	J	4	c	2	Basic	3
73	D	4	a	1	Basic	1
74	G	3	f	4	Advanced	3
75	A	4	a	1	Proficient	1
76	F	4	a	1	Basic	1
77	D	4	c	2	Basic	2
78	G	4	a	1	Advanced	2
79	B	3	d	3	Basic	2
80	F	3	d	3	Proficient	3

Item Sequence	Answer Key	Competency	Objective	Framework DOK	Item PLD	Item DOK
50	F	4	a	1	Proficient	1
51	D	4	b	1	Basic	1
52	H	4	c	2	Proficient	2
53	A	3	b	3	Proficient	3
54	G	3	d	3	Proficient	3
55	D	4	c	2	Proficient	2
56	H	4	b	1	Basic	1
57	D	4	a	1	Proficient	1
58	H	4	a	1	Proficient	1
59	B	3	a	3	Proficient	3
60	H	3	a	3	Proficient	2