

Louisiana Believes

**Grade 3 English Language Arts
Practice Test
2013-2014**

For further information, contact:
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iLEAP Practice Test—Grade 3 English Language Arts

Test Administrator Instructions

- * This practice test shows what each session of the spring 2014 [grade 3 transitional English language arts assessment](#) is like.
- * The practice test may be used at home or at school to help students become more familiar with the iLEAP test they will take in spring 2014. It can help students feel more relaxed when they take the actual test.
- * The English language arts practice test contains four sessions (ordered as they will appear on the actual test):
 - Session 1: Writing (pages 3 through 9) asks students to read one or two passages and then write a composition that includes evidence from the text(s) to support the writer’s ideas. The writing prompt on the practice test was used on last year’s spring iLEAP test and asks students to write a story. Other grade 3 prompts may direct students to develop an explanation or express an opinion.
 - Session 2: Research to Build Knowledge (pages 10 through 18) asks students to read a set of informational resources on a given topic and demonstrate a thorough understanding of the resources by answering multiple-choice questions.
 - Session 3: Language (pages 19 through 23) asks students to apply language skills by answering a series of multiple-choice questions. First, students identify mistakes in several short writing samples. Then they read two short passages and answer questions on how to improve the writing in the passages.
 - Session 4: Reading and Responding (pages 24 through 40) asks students to read several passages and answer multiple-choice questions and an extended constructed-response item to show their understanding of the passages.
- * Before administering each session, make sure to read the session-specific directions. These directions will let you know the materials needed for a session and the procedures to follow when administering the test. Under the directions are additional notes that will explain important information about the actual test administration.
- * Included in this document are sheets on which students can record their answers to the practice test items. The constructed-response answer sheets are on pages 48 and 49. The multiple-choice answer sheets are on pages 52 through 55. The answer sheets look different than those that are in the spring 2014 test (students will fill in bubbles for the multiple-choice items on the actual test), but the space provided to complete the constructed-response item is the same.
- * In order to score the practice test, teachers will need to use the scoring information included in this document.
 - The Content, Style, and Conventions Rubrics for scoring student responses to the writing prompt are located on pages 43 through 45. For more information about scoring **Content and Style only** for a grade 3 writing prompt, refer to the [Sample Student Work for the Transitional Writing Prompts](#) document. Use the Conventions rubric and the Additional Scoring Criteria documents on pages 45-47 for information on how to score language conventions.
 - Scoring information for the constructed-response item is on pages 50 and 51. The keys for the multiple-choice items are on pages 56 through 59.



Session 1: Writing Directions

For the writing session, you will write a composition that uses information from a reading passage to respond to the Writing Topic. As you read, you may underline the information in the passage that will help you write your composition.

Before you begin the writing session, your teacher will

- pass out dictionaries and thesauruses to all students (this session only),
- read aloud the Writer’s Checklist (see page 6),
- read aloud the directions above the passage, and
- read aloud the Writing Topic and the other information under the Writing Topic (all of page 5).

When you are finished, you may check your work in this session but do not work on any other part of the test.

Notes to Teacher:

- The passage under the directions must NOT be read aloud, except to students with the accommodation *Tests Read Aloud*.
- Though the actual test is not timed, the suggested time to complete this session is 75 minutes.

Session 1: Writing

Read the passage about Lake Fausse Pointe State Park. As you read the passage, imagine that you are visiting the park. Then use the passage to help you write a well-organized story of two or more paragraphs.

Lake Fausse Pointe State Park

Did you know there are more than 6,000 state parks across the United States? Some of the most beautiful and exciting parks can be found right here in Louisiana!

Lake Fausse (FAW-see) Pointe State Park is in the southern part of Louisiana. The park covers 6,000 acres. That is almost equal to the size of 1,000 city blocks! The park has rivers, streams, and bayous. It is home to plenty of trees and plants. Visitors will be delighted by all the things there are to see and do.

The waters of Lake Fausse Pointe State Park have something for everyone. Two of the most popular activities are canoeing and boating. There are also several swimming areas where visitors can cool off after a long day in the sun. If you enjoy fishing, remember to bring your fishing pole. The waters are filled with all kinds of fish. Just about everyone who tries can catch a fish.

The park also has interesting hiking trails. Visitors walking along the trails can see the many birds and other wildlife that live in Louisiana. Visitors might observe a white-tailed deer running through the woods or an alligator floating in the water.

Camping is another fun thing to do. There are campgrounds throughout the park to choose from. If sleeping in a tent is not your idea of a good time, you can rent a cabin. No camping trip is complete unless you cook over a fire. Don't forget the hot dogs!

After your first visit to Lake Fausse Pointe State Park, there is an excellent chance you will want to come back again soon.

Session 1: Writing

Writing Topic

Imagine that you are going on a trip to Lake Fausse Pointe State Park.

Write a story for your teacher about a visit you might have to Lake Fausse Pointe State Park. Describe the things you might see and what might happen. Use details from the passage to help you tell your story.

As you write, follow the suggestions below.

- Your story should have two or more paragraphs.
- Be sure your story has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your teacher will understand what happened in your story.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Use page 7 for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 8 and 9. Write your final draft on pages 41 and 42.

Remember: The prewriting activities on page 7 and the rough draft on pages 8 and 9 will not be scored. Only your final draft on pages 41 and 42 will be scored.



GRADE 3

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Content:

- Read the directions, the passage(s), and the writing topic carefully and write on all parts.
- Present a clear main idea.
- Give enough details about your main idea.
- Use examples from the passage(s) to explain your ideas.
- Present your ideas in a way that makes sense. Include a beginning, middle, and ending.

Style:

- Choose interesting words that say exactly what you mean.
- Write complete sentences and use different kinds of sentences to make your writing easy to follow.

Sentence Formation:

- Write sentences that are complete and correct.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meanings, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- Write using correct spelling.



Remember to print or write neatly.

DIRECTIONS FOR WRITING

Follow the steps below to help you write your composition.

Step 1: Planning and Drafting

- Read the directions, the passage(s), and the writing topic carefully.
- Think about what you will write before you begin.
- Make sure to use examples from the passage(s).
- Use the space provided for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- Review your composition to make sure you have covered all the points on the Writer's Checklist.
- Reread your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your composition.
- Write your final draft neatly on the final draft page(s).
- Write your final draft in either print or cursive using a No. 2 pencil.

Step 3: Proofreading

- Read your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.



Points to Remember:

- Only the writing on the **Final Draft** pages will be scored.
- Your composition will be scored on (1) development and support of ideas including how you use the information in the passage(s), (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.

Session 1: Writing

Use for notes, brainstorming, **and/or** an outline.

Session 2: Research to Build Knowledge Directions

In this session, you will read a set of resources about a given topic and answer questions to show your understanding of the resources.

- Write your answers for questions 1 through 8 in the spaces provided on the answer sheet.
- When you are finished, you may check your work in this session but do not work on any other part of the test.

Notes to Teacher:

- Though the actual test is not timed, the suggested time to complete this session is 40 minutes.

Session 2: Research to Build Knowledge

Directions: Carefully read the resources provided and use them to answer the questions on pages 16 through 18.

Research Topic: Nocturnal Animals

Suppose you want to find out more about nocturnal animals for a report you are writing. Two different resources about nocturnal animals are contained in this session of the test. The titles of the resources and the page numbers where you can find them are listed below.

1. Pages from the Web Site *NighttimeCritters.org*
 - a. Home Page (page 12)
 - b. Virginia Opossum (page 13)

2. From *The Encyclopedia of Nocturnal Animals*
 - a. "About Bats" (page 14)
 - b. "The Body of an Owl" (page 15)

Session 2: Research to Build Knowledge

1. Page from the Web Site *NighttimeCritters.org*
 - a. Home Page

Address @: <http://www.NighttimeCritters.org/home> >>GO



Nighttime Critters in North America

Click on an animal's name to see a picture and learn more about it!

- [°Badger](#)
- [°Bat](#)
- [°Coyote](#)
- [°Otter](#)
- [°Opossum](#)
- [°Owl](#)
- [°Porcupine](#)
- [°Raccoon](#)
- [°More](#)
- [°Report a Sighting](#)

Nighttime Critters!

While you are asleep, many animals are awake and having fun! These animals are called **nocturnal** (nok-tur-nul) animals. This doesn't really mean that they never come out during the day. It just means that they are most active at night. This is when they do most of their hunting, foraging (searching for berries or other food), and nest building. Because they are active when other animals are not, nocturnal animals don't have to compete with daytime animals for food or territory.

Since they work mostly at night, many nocturnal animals have at least one highly developed sense that allows them to see, hear, or smell better in the dark.

Some **super senses** that many nocturnal animals share are:

Super sight: Some nocturnal animals have very large eyes for seeing at night. For example, an owl's eyes fill more than half its head! These large eyes allow the animals to take in more light. Because their eyes are so sensitive to light, nocturnal animals try to avoid daylight, which hurts their eyes.

Super hearing: Other nocturnal animals, such as some bats, have large ears that allow them to hear better at night. Some bats' ears can be as large as their entire bodies! Sensitive hearing allows nocturnal animals to hear danger or a possible meal before they can see it.

Super-sensitive paws and whiskers: Many nocturnal animals have to use the sense of touch to find their way in the dark. For example, a raccoon's paws are so sensitive that it can grab and hold things under water and tell whether those things will be tasty to eat!

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Find it!

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Session 2: Research to Build Knowledge

1. Page from the Web Site *NighttimeCritters.org*
 - b. Virginia Opossum

Address @: <http://www.NighttimeCritters.org/vaopossum.htm> >>GO



Nighttime Critters in North America

Click on an animal's name to see a picture and learn more about it!

- [°Badger](#)
- [°Bat](#)
- [°Coyote](#)
- [°Otter](#)
- [°Opossum](#)
- [°Owl](#)
- [°Porcupine](#)
- [°Raccoon](#)
- [°More](#)
- [°Report a Sighting](#)



Name:
Virginia opossum

Type of Animal:
The opossum is a *marsupial*, which means the opossum carries its young in a pouch on its belly after they are born. The opossum is the only marsupial living in North America.

Where and When to See Them:

- East of the Rocky Mountains in the United States
- Western coast of the United States and British Columbia
- In forests, prairies, and even towns. They can sometimes be spotted digging in garbage or eating pet food left outside.
- At night

Size:
2 1/2 feet long, including its long, hairless tail

Interesting Fact:
When the Virginia opossum is in danger from another animal or a human, it will "play possum," meaning it will pretend to be dead. It will remain very still with its eyes closed and its tongue hanging out until the attacker goes away!

Food:
The opossum is an *omnivore*, meaning it will eat both plants and animals, including carrion (dead animals).

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Session 2: Research to Build Knowledge

2. From *The Encyclopedia of Nocturnal Animals*
a. “About Bats”

About Bats



Scientific Name: *Chiroptera*—means hand-wing.

Flying Mammals

Bats are mammals. Like other mammals, they have hair on their bodies and the mothers feed milk to their babies. However, bats are the only mammals that can fly.

Flying

Bats' bodies may be as small as 1 inch or as long as 16 inches. Bats use their wings to fly. They use strong muscles in the back, chest, and shoulders to flap their wings.

Types of Bats

There are more than 900 species of bats. Bats are divided into two groups: **megabats** and **microbats**. Most megabats are flying foxes. Flying foxes have faces that look like a fox's or dog's. They have large eyes, simple ears, and simple noses. Microbats have small eyes, large ears, and complexly shaped noses.

Food

Most microbats will eat only insects. However, some eat mice, frogs, fish, other bats, and other small animals. A few microbats eat fruit, nectar, and pollen. Most megabats eat fruit or nectar from flowers. Bats that eat nectar use their long tongues to remove it from the flowers. Vampire bats feed on the blood of animals.

Habitat

Most bats live in areas with warm climates. However, bats can live in almost every kind of habitat except very hot deserts and near the North and South Poles.

Behavior

Bats spend most of their time in their roosts, or homes. Roosts often are found in caves and come in many sizes. There might be just a few bats or millions of bats living in them. Bats hang upside down in their roosts. Most bats hunt for food at night.

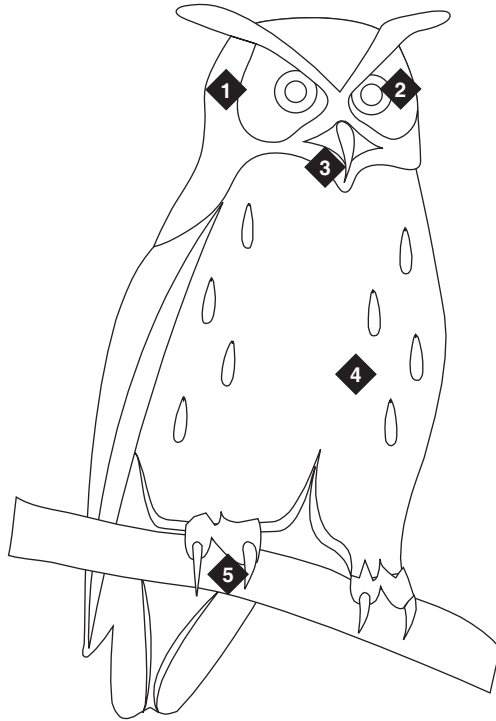
Senses: Sight, Hearing, Smell

All bats can see. Some bats use their eyesight to locate food. All bats can hear very well. They use their ears to move around at night. Most bats have an excellent sense of smell. This helps bats find food. It also lets mothers find their own pups in the roost.

Session 2: Research to Build Knowledge

2. From *The Encyclopedia of Nocturnal Animals*
b. “The Body of an Owl”

The Body of an Owl



- 1. Feathers around eyes:** Feathers circle the owl's large eyes, making them look even bigger. This gives the owl a wide-awake look, even when its eyes are closed!
- 2. Large eyes:** Although the owl's large eyes help it see in the dark, they are so big that they can't move side to side like other animals' eyes. To look around, an owl must move its entire head, which it can turn almost completely around in a circle.
- 3. Curved beak:** An owl is a *carnivore* (meat eater). Its strong, curved beak helps it tear the meat off its prey.
- 4. Thick feathers:** The owl's fluffy feathers make it almost silent when it flies. The feathers also help keep the owl warm on cool nights.
- 5. Talons:** The owl's claws are a special type called *talons*. Talons are used for grabbing unsuspecting mice, rats, rabbits, and other small animals and holding them tightly while the owl flies.

Session 2: Research to Build Knowledge

1. What is the main idea of the Web site home page?
 - A. Nocturnal animals listen to avoid danger and catch food.
 - B. Nocturnal animals are active when most animals are sleeping.
 - C. Nocturnal animals sometimes come out during the day.
 - D. Nocturnal animals use their strong senses to live in the dark.

2. What would you be able to find by clicking on one of the key words on the sidebar of the home page?
 - A. information on how to find animals
 - B. directions on how to print this Web page
 - C. a picture of a raccoon
 - D. the email address for *NighttimeCritters.org*

3. Which detail from the home page is **best** supported by “The Body of an Owl”?
 - A. “Because their eyes are so sensitive to light, nocturnal animals try to avoid daylight, which hurts their eyes.”
 - B. “Some nocturnal animals have very large eyes for seeing at night.”
 - C. “Sensitive hearing allows nocturnal animals to hear danger or a possible meal before they can see it.”
 - D. “Many nocturnal animals have to use the sense of touch to find their way in the dark.”

4. Which question **cannot** be answered by using the Virginia Opossum Web page?
 - A. How does an opossum act when it feels fear?
 - B. Will an opossum come near areas where humans live?
 - C. Where does a young opossum stay when it is first born?
 - D. What time of year is a person most likely to see an opossum?

Session 2: Research to Build Knowledge

5. Based on the Virginia Opossum Web page and the “About Bats” encyclopedia entry, what is one way that the opossum and the bat are alike?
- A. Both act dead when in danger.
 - B. Both roost in caves during the day.
 - C. Both eat other living creatures.
 - D. Both carry their young in a pouch.
6. Look at an outline of a part of “About Bats” from *The Encyclopedia of Nocturnal Animals*.

- I. _____
 - A. Have large eyes
 - B. Sometimes have a face like a dog
 - C. Most eat fruit or nectar
- II. _____
 - A. Have large ears
 - B. A few eat nectar and pollen
 - C. Some eat small animals

Which information goes in the blank next to II?

- A. Microbats
 - B. Megabats
 - C. Mammals
 - D. Flying foxes
7. Based on the information in “The Body of an Owl,” what is one effect of the size of the owl’s eyes?
- A. The owl hunts food best while flying.
 - B. The owl can see only in the dark.
 - C. The owl must turn its head to look around it.
 - D. The owl always has a wide-awake look.

Session 2: Research to Build Knowledge

8. To find information about how nocturnal animals use their senses, which resource would be **least** helpful?
- A. the home page from the Web site *NighttimeCritters.org*
 - B. the Virginia Opossum page from the Web site *NighttimeCritters.org*
 - C. the entry “About Bats” from *The Encyclopedia of Nocturnal Animals*
 - D. the page “The Body of an Owl” from *The Encyclopedia of Nocturnal Animals*



Session 3: Language Directions

In this session, you will look for mistakes in several short writing samples. Then you will read two short passages and answer questions about how to revise the passages.

- Read through each item carefully.
- Write your answers for questions 9 through 21 in the spaces provided on the answer sheet.

Note to Teacher:

- Though the actual test is not timed, the suggested time to complete this session is 20 minutes.

Session 3: Language

Directions: Look for mistakes in spelling, capitalization, punctuation, grammar, and usage. Choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer.

9. A. When Jan spent the weekend
B. at our house, she bringed her new
C. video game. We had fun playing it.
D. *(No mistakes)*
10. A. Anne and her grandmother
B. are walking into town together
C. and is going shopping.
D. *(No mistakes)*
11. A. Cara said "I should let my brother
B. win once in a while. He is
C. only five years old."
D. *(No mistakes)*
12. A. The teams poster was
B. finally finished after Sharon
C. added her two pictures.
D. *(No mistakes)*
13. A. Some people work for themselves. For
B. example, my neighbor makes furniture
C. and sells it in a nearby comunity.
D. *(No mistakes)*

Session 3: Language

Directions: This section tests editing skills by asking you to revise two short passages. Read each passage and answer the questions that follow.

289 Vinewood Avenue
Bryan, Virginia 77010
March 16, 2013

Dear Dad,

¹ We are having a great time at Uncle Ted's house. ² Yesterday, he took us to a living history park, Colonial Days. ³ Actors there dressed and acted like people in the colonies. ⁴ Most of the men wore pointed hats with three sides. ⁵ Some of these men also had on long coats called cloaks. ⁶ I was wearing the blue coat that you bought for me last winter. ⁷ A woman showed us how to make a basket out of the bark of a white oak tree, and a man showed us how bricks were made. ⁸ Did you know that a brick maker in the colonies used their feet to stomp water into the clay? ⁹ We also learned that colonists cooked in fireplaces. ¹⁰ They even baked pies in them!

Your son,
Jeffrey

14. Which sentence should be left out of the letter?
- A. sentence 3
 - B. sentence 5
 - C. sentence 6
 - D. sentence 9
15. Choose the **best** way to write the underlined part of sentence 4.
- A. the men wore pointed hats
 - B. the men weared pointed hats
 - C. the men worn pointed hats
 - D. (No change)

Session 3: Language

16. Choose the **best** way to write the underlined part of sentence 8.
- A. a brick maker in the colonies used his feet
 - B. a brick maker in the colonies used its feet
 - C. a brick maker in the colonies used your feet
 - D. *(No change)*
17. Choose the **best** last sentence to finish the letter.
- A. I wonder if there are any living history parks near our town.
 - B. I was surprised that some of the houses were painted bright colors.
 - C. I look forward to telling you about the rest of our visit.
 - D. I took pictures of some of the actors and the main street of the village.

Session 3: Language

¹ Before we got there, we met our friend Bobby. ² He is the neighborhood funny guy. ³ He lives with his older sister and her husband. ⁴ He like to play jokes on people. ⁵ Then he pretends that he doesn't know anything about it. ⁶ That's how he earned his nickname, "The Jokester." ⁷ Even though he has fooled me more than once, he is still a good friend.

18. Choose the **best** first sentence to add to this story.
- A. A good joke can really make a lot of people laugh.
 - B. My brother and I like to play basketball and soccer.
 - C. After dinner, my brother and I headed for the playground.
 - D. Nobody can tell funny jokes as well as Bobby.
19. Which sentence should be left out of the story?
- A. sentence 2
 - B. sentence 3
 - C. sentence 5
 - D. sentence 6
20. Choose the **best** way to write the underlined part of sentence 4.
- A. likes
 - B. will like
 - C. is liking
 - D. (No change)
21. Choose the **best** way to write the underlined part of sentence 7.
- A. Because he has fooled me
 - B. And he has fooled me
 - C. Since he has fooled me
 - D. (No change)



Session 4: Reading and Responding Part 1

In this session, you will read several passages and answer questions about what you read.

- Read each passage carefully and then answer the questions.
- Write your answers for questions 22 through 39 in the spaces provided on the answer sheet.
- When you are finished, you may check your work in this session but do not work on any other part of the test.

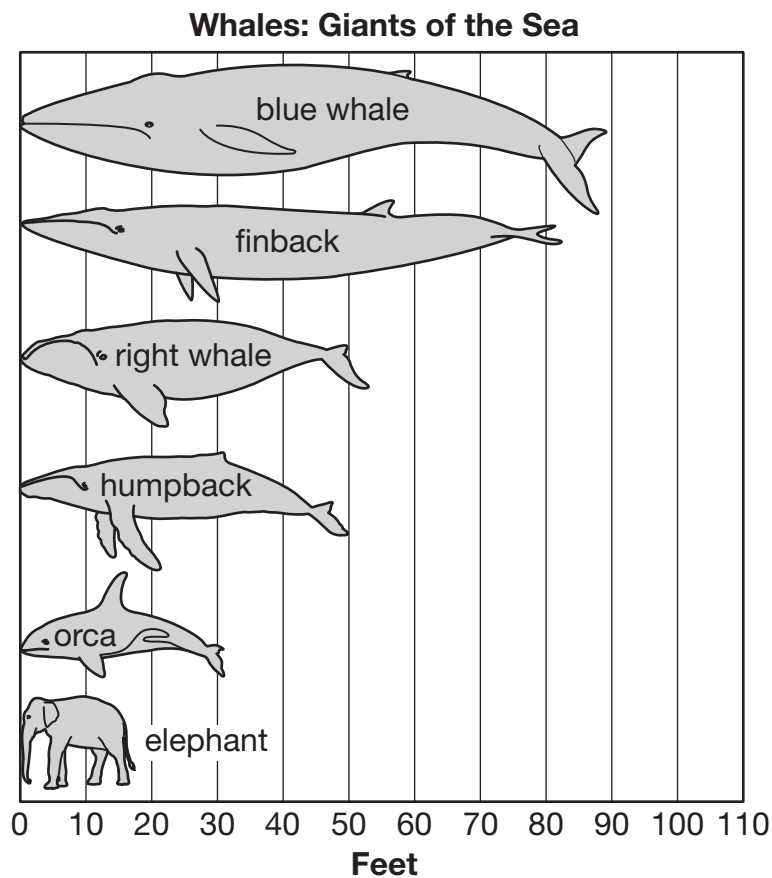
Notes to Teacher:

- The passages, introductions, items/questions, and answer options must NOT be read aloud. Only the directions may be read aloud or signed to students whose accommodation is *Tests Read Aloud* or *Communication Assistance*.
- Though the actual test is not timed, the suggested time to complete this session is 45 minutes.

Session 4: Reading and Responding Part 1

Read the passage and then answer questions 22 through 26.

- 1 A giant animal leaps out of the ocean and crashes back down. Water splashes everywhere. The animal is a humpback whale, and the great leap is called a breach. The humpback gets its name because of the way its back looks as it is about to dive. While humpbacks are not the largest whales, they are much larger than the biggest land animals.
- In some ways, humpbacks are more like land animals than like fish. For example, they do not lay eggs, as most fish do. Like land animals, whales do not breathe air that is mixed with water. They must come to the water's surface to get air through a blowhole.
- 3 The humpback, which is larger than a school bus, has other interesting features as well. It has a large tail fin called a fluke. Each whale has different markings on its fluke. Scientists use these markings to identify whales. They can tell one whale from another whale by the fluke. In this way, the fluke is like a human fingerprint.
- Humpback whales are known for their underwater songs, which can last for up to twenty minutes. Scientists have recorded these songs, but they are not sure what the songs mean. Perhaps the whales are trying to attract other whales. Perhaps they are warning enemies to stay away.
- 5 Humpbacks, like other whales, are grand animals that deserve to be protected. For this reason, many countries formed the International Whaling Commission (IWC). The commission makes sure that whales are guarded from human activity that would harm them. This will make it possible for these ocean giants to keep crashing through the waves in the future.



Session 4: Reading and Responding Part 1

22. A main idea of the passage is that humpback whales are very interesting creatures. Which detail from the passage **best** supports this main idea?
- A. “The animal is a humpback whale, and the great leap is called a breach.” (paragraph 1)
 - B. “In some ways, humpbacks are more like land animals than like fish.” (paragraph 2)
 - C. “Scientists use these markings to identify whales.” (paragraph 3)
 - D. “The commission makes sure that whales are guarded from human activity that would harm them.” (paragraph 5)

23. Read the sentences from paragraph 3.

They can tell one whale from another whale by the fluke. In this way, the fluke is like a human fingerprint.

How are the two sentences related?

- A. They describe steps in a process.
 - B. They show a sequence of events.
 - C. They develop an idea with a comparison.
 - D. They present details in order of importance.
24. Based on the passage, which statement about the humpbacks’ song is true?
- A. It is not clear why the humpbacks sing.
 - B. Humpbacks use songs to avoid their enemies.
 - C. It is likely that songs help humpbacks locate food.
 - D. Humpbacks sing to pass time underwater.
25. In paragraph 5, what does the word “protected” mean?
- A. studied more
 - B. kept together
 - C. set free
 - D. made safe

Session 4: Reading and Responding Part 1

26. Which detail from the passage is **best** supported by the chart?
- A. “The animal is a humpback whale, and the great leap is called a breach.” (paragraph 1)
 - B. “While humpbacks are not the largest whales, they are much larger than the biggest land animals.” (paragraph 1)
 - C. “Like land animals, whales do not breathe air that is mixed with water.” (paragraph 2)
 - D. “The humpback, which is larger than a school bus, has other interesting features as well.” (paragraph 3)

Session 4: Reading and Responding Part 1

“A Puppy’s Tail” is a poem about young dogs. Read the poem and then answer questions 27 through 31.

A Puppy’s Tail

Without a doubt, the puppy’s tail
Becomes his way of telling
If he feels tired, mean, content, or sad—
Or if he feels like yelling.

- 5 The quick flick-flick of a doggy’s tail
Makes children know his mood
Is full of fun and eager play
Or that he’s ready for some food.

- The puppy’s tail is a news report
10 Letting people know ahead
Whether he wants to romp around the block
Or he is headed straight to bed.

- Although people don’t have tails to wag
To show the way they feel—
15 With smiles, frowns, and hands outstretched
Their feelings are revealed.

Session 4: Reading and Responding Part 1

27. Which statement **best** describes the puppy's mood in the poem?
- A. The puppy's mood is usually sad.
 - B. The puppy's mood is often changing.
 - C. The puppy is in a happy mood around children.
 - D. The puppy is in an active mood in the morning.
28. According to the poem, what can it mean when a puppy's tail gives a "quick flick-flick"?
- A. The puppy feels angry.
 - B. The puppy is ready for bed.
 - C. The puppy wants to play.
 - D. The puppy is about to bark.
29. In line 9, what does "news report" mean?
- A. black and white in color
 - B. event that happens often
 - C. long and round in shape
 - D. way to share information
30. How does the last stanza build on the information in the other stanzas?
- A. It shows how humans can best train puppies.
 - B. It compares a human's actions to a puppy's actions.
 - C. It explains why puppies trust humans.
 - D. It describes how a human's movements look to a puppy.

Session 4: Reading and Responding Part 1

31. How is the central message of the poem conveyed?
- A. by comparing a puppy's tail to the rest of his body
 - B. by providing a sequence of events from a puppy's day
 - C. by explaining that a puppy's tail can show how he feels
 - D. by describing how a puppy's legs move when his tail wags

Session 4: Reading and Responding Part 1

Read the passage and then answer questions 32 through 35.

- 1 Can you imagine sleeping on a bed of ice in a room made of ice? That is what guests do at the Ice Hotel in Sweden. In this unique hotel, even the beds are made entirely of ice, and each room has unusual features. Some rooms have ice carvings of trees or seashells. People sleep in sleeping bags on top of reindeer skins to keep warm on their ice beds.

The way the hotel is built makes it unlike any other hotel in the world. In March, workers cut blocks of ice from the frozen Torne River and store them until they are needed. Then artists and architects work together to plan a new hotel.

- 3 In November, the construction begins. First, the builders spray snow on special metal forms. Next, walls are built with the blocks of ice that have been collected. The walls divide the hotel rooms. Then the builders and artists carve beds and other furniture for the rooms.

Of course, people can stay at the Ice Hotel only in winter. In spring, the ice melts, and the water returns to the river. The hotel disappears until the next winter. Then, the process of planning and building begins again. This means that each year they visit, people can experience a brand new Ice Hotel.

- 5 Pack warm clothes to prepare for a chilly yet beautiful stay at the exceptional Ice Hotel.

Session 4: Reading and Responding Part 1

32. Which detail from the passage **best** shows that the hotel is “unlike any other hotel in the world”?
- A. The hotel is rebuilt each year.
 - B. Staying at the hotel is an adventure.
 - C. Artists help to plan the hotel.
 - D. Each room of the hotel is different.
33. How does cutting ice from the river fit into the sequence of events that go into building the hotel?
- A. It is the first thing that happens in November, just before construction begins.
 - B. It happens throughout the building process to avoid melting.
 - C. It happens much earlier than the other events, taking place months before.
 - D. It happens right after the new set of plans is developed.
34. In paragraph 1, what does the word “unique” mean?
- A. hard to reach
 - B. one of a kind
 - C. built by humans
 - D. from the past
35. What is the **most likely** reason that this hotel disappears?
- A. The workers stop building.
 - B. The weather gets warm.
 - C. The people stop visiting.
 - D. The river begins to freeze.

Session 4: Reading and Responding Part 1

Read the passage and then answer questions 36 through 39.

It was the final soccer game of the year. I was excited because I love playing soccer, but I was also sad to see the season end. My friend Amanda played on my team. She had worked hard in practice, but she had not scored in a game all season. We had one last chance to change that.

- 2 The game started out fast. Players from both teams crowded around the ball as it moved up and down the field. After a few minutes, one of our players burst out of the crowd of players like a piece of overheated popcorn bursting from a pan. She sped down the field toward the other team’s goal, keeping the ball in front of her. With a speedy kick, she sent the ball through the air and toward the goal. The goalie reached to block the shot, but the ball soared past her hand. Our team had scored first, and we let out a cheer.

Our cheering did not last long, though. The opposing team, like a sleeping creature that has been awakened, came quickly to life. Their players rushed down the field, keeping the ball out of the reach of our players. In no time they scored a goal, tying the game.

- 4 The players on our team looked worried. Winning this game was important to us, but it seemed just as important to the other team. An opposing player almost scored another goal, but we blocked the net so the ball could not go in. After that, the game stayed tied for a long time.

With less than a minute left in the game, I was able to get the ball and pass it to Amanda. She looked nervous at first, but then she began to move toward the goal. Stopping quickly, she kicked the ball as hard as she could. It flew through the air, past two players from the opposing team, and right into the net! Our team let out another cheer. A few seconds later, the game ended.

- 6 Amanda had scored her first goal, and we had won the game. Her effort all season had finally paid off. The whole team gathered around her joyfully.

“Thanks, Julie,” Amanda said to me with a smile.

- 8 “No problem,” I replied as we walked off the field. “You earned it!”

Session 4: Reading and Responding Part 1

36. Part 1

What is the central message of this passage?

- A. Sports help a person stay healthy.
- B. Hard work can lead to success.
- C. Games should be played for fun.
- D. It is necessary to plan ahead.

Part 2

Which detail from the passage **best** supports the central message?

- A. "I was excited because I love playing soccer,"
- B. "We had one last chance to change that."
- C. "Our team let out another cheer."
- D. "Her effort all season had finally paid off."

37. Why does the author use the phrase "burst out of the crowd" in paragraph 2 of the passage?

- A. to highlight that the player moves quickly away from the other players
- B. to reveal that the player has become nervous around the other players
- C. to explain that the player works harder than the other players
- D. to suggest that the player has jumped higher than the other players

38. What **most** motivates the narrator to pass the ball to Amanda?

- A. She wants Amanda to be rewarded for her effort.
- B. She believes Amanda is the closest player to the goal.
- C. She hopes that Amanda will be thankful for her help.
- D. She knows that Amanda is the best player on the team.

Session 4: Reading and Responding Part 1

39. Which three words **best** describe the narrator before the game, during the game, and after the game?
- A. curious, bewildered, relieved
 - B. relaxed, surprised, joyful
 - C. hopeful, nervous, delighted
 - D. interested, patient, cheerful



Session 4: Reading and Responding Part 2

In this session, you will read one passage and answer questions to show your understanding of the passage.

- Read the passage carefully and answer the multiple-choice questions about the passage.
- Then read the extended-response question and read through the passage to mark information that will help you write your response. Use the planning sheet to prepare your response.
- Write your answers for questions 40 through 44 in the spaces provided on the answer sheets.
- When you are finished, you may check your work in this session but do not work on any other part of the test.

Notes to Teacher:

- The passage, introduction, items/questions, and answer options must NOT be read aloud. Only the directions may be read aloud or signed to students whose accommodation is *Tests Read Aloud* or *Communication Assistance*.
- Though the actual test is not timed, the suggested time to complete this session is 30 minutes.

Session 4: Reading and Responding Part 2

“Rabbit Plays Tug-of-War” is a tale from the Muscogee (Creek) Indian tribes. Read the passage and then answer questions 40 through 44.

Rabbit Plays Tug-of-War

Now Rabbit had a favorite place on the river where he always went to drink water. It was on a bend in the river, and two Snakes lived there, one on the upper side of the bend and one on the lower. Rabbit soon learned that neither of the Snakes knew that the other Snake lived there.

2 “Ho, ho, ho,” thought Rabbit. “I am going to have a bit of fun!”

Rabbit went to the Snake that lived on the upper bend of the river. “I am a very strong Rabbit,” he told the Snake. “I bet I can pull you right out of the water.”

4 “I bet you can’t!” said the Snake, who was very strong indeed.

“I will go get a grapevine,” said Rabbit. “You will pull one end and I will pull the other. If I pull you out of the water, I win the contest. If you pull me into the water, then you win.”

6 The Snake on the upper bend agreed. Then Rabbit went to the Snake on the lower bend and made the same deal. He told both Snakes that he would be standing out of sight on top of the riverbank and would give a whoop¹ when he was in place and ready to start the contest. Both Snakes were pleased with the arrangement. They were sure they would win against such a feeble little Rabbit.

Rabbit took a long grapevine and strung it across the wide bend in the river. He handed one end to the first Snake and the other end to the second Snake. Then he gave a loud whoop from the middle of the riverbank and the two Snakes started tugging and pulling with all their might.

8 “That Rabbit is really strong,” thought the Snake on the upper bank. He would tug and tug and the vine would come a little closer to him and then he would nearly be pulled out of the water.

“My, Rabbit is much stronger than he appears,” thought the Snake on the lower bank after he was almost hurled out of the water by an extra-strong pull from up the river.

10 Rabbit sat on the bank above both Snakes and laughed and laughed. The Snakes heard him laughing and realized that they had been fooled. Letting go of the rope, they swam to the middle of the bend and met each other for the first time.

1. **whoop:** yell or shout

Session 4: Reading and Responding Part 2

Both Snakes were angry with Rabbit for making them look foolish. They agreed that Rabbit could no longer drink from his favorite place on the river bend where they lived. In spite of his protests, they sent Rabbit away and would not let him come down to the riverbank anymore. So whenever Rabbit grew thirsty, he had to turn himself into a fawn² in order to get a drink from the river.

- 12 After that, Rabbit decided not to play any more jokes on Snakes.

2. **fawn:** a young deer

Session 4: Reading and Responding Part 2

40. In paragraphs 1 and 2, Rabbit plans to have some fun with the two Snakes. Which paragraph later in the passage **best** shows Rabbit's plan in action?
- A. paragraph 3
 - B. paragraph 6
 - C. paragraph 7
 - D. paragraph 10
41. Why do the Snakes agree to Rabbit's plan in the passage?
- A. The Snakes feel certain that they will win.
 - B. The Snakes want to teach Rabbit a lesson.
 - C. The Snakes hope that they will meet each other.
 - D. The Snakes want Rabbit to stay at the river bend.
42. In paragraph 6, what does the word feeble mean?
- A. calm
 - B. funny
 - C. weak
 - D. busy
43. In this passage, which lesson does Rabbit learn?
- A. Playing tricks on others can be unwise.
 - B. Challenges can come from unlikely places.
 - C. Games are fun only when they are played fairly.
 - D. Cleverness is more important than strength.

Session 4: Reading and Responding Part 2

Plan your answer to question 44 in the space provided below. Then write your completed response on the lines provided on page 48. Use page 49 if you need more space.

44. Using specific details from the passage, write an extended response that describes Rabbit's personality and the way he treats the Snakes. Then explain how his actions toward the Snakes later affect Rabbit. Be sure that your response

- describes Rabbit's personality and the way he acts toward the Snakes,
- explains the results of his actions,

and

- includes specific examples and details from the passage to support all parts of your response.

Use for notes, brainstorming, and/or an outline.



Content Rubric for Scoring the Writing Prompt

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE AND DEVELOPMENT	A composition without information from the passage cannot receive a score higher than a 2 in Content.			
	<ul style="list-style-type: none"> includes well-chosen information from the passage to support central idea Passage information and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate information from the passage to support central idea Passage information and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no information from the passage Ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. clear beginning and ending effective linking words and phrases sense of wholeness 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition without confusion. has a beginning and ending some linking words and phrases 	<ul style="list-style-type: none"> attempt at organization weak beginning, ending may lack linking words and phrases 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

Style Rubric for Scoring the Writing Prompt

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	<ul style="list-style-type: none"> precise effective vivid words and phrases appropriate to the task 	<ul style="list-style-type: none"> clear but less specific includes some interesting words and phrases appropriate to the task 	<ul style="list-style-type: none"> generic limited repetitive overused 	<ul style="list-style-type: none"> functional simple (below grade level) may be inappropriate to the task
SENTENCE FLUENCY	<ul style="list-style-type: none"> fluid, very easy to follow, because of variety in length, structure, and beginnings 	<ul style="list-style-type: none"> generally varied in length and structure Most sentences have varied beginnings. 	<ul style="list-style-type: none"> little or no variety in length and structure Awkward sentences may affect the fluidity of the reading. same beginnings 	<ul style="list-style-type: none"> simple sentences no variety Construction makes the response difficult to read.
VOICE (individual personality of the writing)	<ul style="list-style-type: none"> compelling and engaging 	<ul style="list-style-type: none"> clear, but may not be particularly compelling 	<ul style="list-style-type: none"> weak and/or inconsistent voice 	<ul style="list-style-type: none"> no voice Response is too brief to provide an adequate example of style; minimal attempt.

Conventions Rubric for Scoring the Writing Prompt

Conventions Rubric: Grades 3–8 LEAP/iLEAP

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on the [Common Core Language Standards](#) and the grade-appropriate skills identified on the [Common Core Language Progressive Skills Chart](#).

Sentence Formation: completeness and correct construction of different types of sentences

1	The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
0	The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

Usage: correct agreement, verb tenses, and word choice

1	The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
0	The response exhibits unacceptable control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

Mechanics: correct punctuation and capitalization

1	The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
0	The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

Spelling: correct spelling of high-frequency and grade-appropriate words

1	The response exhibits acceptable control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
0	The response exhibits unacceptable control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

In some cases, a composition may not be scorable. For example, if it is incoherent or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Conventions. Such a paper could receive a maximum of 4 out of 12 points.

Additional Scoring Criteria for the Writing Prompt

Additional Scoring Criteria for Writing

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

Sentence Formation:	
If a sentence contains a run-on or a comma splice, it is a sentence formation error.	Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i>
A sentence fragment is a sentence formation error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a sentence formation error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a sentence formation error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a sentence formation error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

Usage, Mechanics, and Spelling:	
Usage and mechanics errors count each time they occur in a response. However, if the same word is misspelled repeatedly, it counts only once , even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are usage errors.	<i>When <u>it</u> is no school, I play all day.</i>
If a sentence begins with a capital letter but is not preceded by a period, the error is a mechanics error.	<i>Martha went to the well and looked <u>inside Far</u> below, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a mechanics error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
Use of double comparatives or double negatives is a common usage error.	Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are <u>not</u> my friend.</i>
Use of the wrong preposition is a common usage error.	<i>He went <u>for</u> the house.</i>
Agreement errors of compound pronouns with possessives are usage errors.	<i><u>Everybody</u> situation is different.</i>
Agreement errors of collective nouns with possessives are usage errors.	<i><u>People</u> lives all take different paths.</i>
Agreement errors with collectives, phrases, and conjunctions are usage errors.	<i>Incorrect: <u>None of the teachers</u> are <u>good role models</u> or a <u>hero</u>.</i>

Additional Scoring Criteria for the Writing Prompt

Additional Scoring Criteria for Writing

Usage, Mechanics, and Spelling:	
When an error may be both a usage and a spelling error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in usage only .	She <u>allway</u> comes to work on time.
If a misused word in a sentence is a real word, it is a usage error. If it is not a real word, it is a spelling error.	Usage: We all went to the skating <u>ring</u> . Spelling: We joined my <u>parnets</u> and were <u>reddy</u> to leave.
If a homonym or a word that is so phonetically similar to another word (<i>are/our, through/though</i>) is used instead of the correct word, it is a usage error.	Martin gave him a <u>peace</u> of his chocolate bar. I would rather have a vacation <u>then</u> a raise. She was late for her piano <u>listens</u> .
An error may be either a spelling , mechanics , or usage error. Use either context clues or error patterns to determine which dimension would be most appropriate.	Spelling: All the <u>hero's</u> aren't in the movies. Mechanics: <u>Were</u> going to Disneyland on our vacation.
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	Either: The pet shop was filled with birds, cats, <u>and</u> dogs. Or: The pet shop was filled with birds, cats, <u>and</u> dogs.
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	The pet shop was filled with birds, kenneled <u>cats and dogs</u> , and fish of every color.
Direct quotations should not be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are mechanics errors.	Direct: Then Mom said <u>that</u> , "We cannot go along." Indirect: After we returned, she <u>said we are in trouble</u> .
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a mechanics error.	I worked at the National Fou- ndation for the Blind.
TV, T.V., and tv are all acceptable and not mechanics errors.	
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and not a usage error.	

Other Issues:	
Errors resulting from incorrect copying of information provided in the passage(s) are counted as sentence formation , usage , mechanics , or spelling errors, depending upon the type of error.	
The rules of standard written English apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a usage error.	I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.

Session 4: Reading and Responding Part 2

Constructed-Response Scoring Rubric

- 44.** Using specific details from the passage, write an extended response that describes Rabbit’s personality and the way he treats the Snakes. Then explain how his actions toward the Snakes later affect Rabbit. Be sure that your response
- describes Rabbit’s personality and the way he acts toward the Snakes,
 - explains the results of his actions,
- AND**
- includes specific examples and details from the passage to support all parts of your response.

Score Point	Description
4	Student response is complete and accurate. It <ul style="list-style-type: none"> • accurately describes Rabbit’s personality and the way he acts toward the Snakes AND • fully explains the results of his actions AND • uses well-chosen evidence from the passage to support all parts of the response.
3	Student response is general but accurate. It <ul style="list-style-type: none"> • describes Rabbit’s personality and the way he acts toward the Snakes AND • generally explains the results of his actions AND • uses adequate evidence to support the response.
2	Student response is partial. It either <ul style="list-style-type: none"> • vaguely addresses all parts of the task and uses some evidence from the passage to support the response OR <ul style="list-style-type: none"> • completes two of the three parts of the task (Rabbit’s personality, how he treats the Snakes, the effect his actions have) and uses evidence from the passage to support the response. <ul style="list-style-type: none"> • May contain errors.
1	Student response is minimal. It either <ul style="list-style-type: none"> • minimally addresses Rabbit’s personality, how he treats the Snakes, or the effect his actions have OR <ul style="list-style-type: none"> • demonstrates a limited awareness and/or may contain errors.
0	Student response is incorrect, irrelevant, or too brief to evaluate.
Blank	Student fails to respond.

Scoring Notes:

Acceptable descriptions of Rabbit’s personality include:

- Rabbit likes to have fun.
- Rabbit likes to play jokes.
- Rabbit is clever.
- Rabbit thinks that making others look foolish is funny.
- Rabbit learns to be nice only after he is punished for playing a mean joke.

Session 4: Reading and Responding Part 2

Constructed-Response Scoring Rubric

44. (continued)

Acceptable descriptions of the way Rabbit acts toward the Snakes:

- Rabbit plays a joke on the Snakes and makes them look foolish.
- Rabbit laughs at the Snakes.
- Rabbit tricks the two Snakes into having a tug-of-war against each other.

Acceptable explanations of the results of Rabbit's actions:

- Rabbit can no longer drink from his favorite place on the river bend.
- The Snakes send Rabbit away from the riverbank, and he is not allowed back.
- Rabbit must turn himself into a fawn in order to get a drink from the river.

Acceptable examples and details:

- “‘Ho, ho, ho,’ thought Rabbit. ‘I am going to have a bit of fun.’”
- Rabbit knows that the two Snakes do not know one another.
- Rabbit makes a bet with the two Snakes.
- The Snakes hear Rabbit laughing and realize they got tricked.
- Both Snakes are angry with Rabbit and ban him from his favorite drinking place.
- Rabbit uses a grapevine in the tug-of-war.

OR other plausible, text-based responses

Session 2: Research to Build Knowledge Multiple-Choice Answer Sheet

NAME: _____

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Session 3: Language Multiple-Choice Answer Sheet

NAME: _____

9. _____

16. _____

10. _____

17. _____

11. _____

18. _____

12. _____

19. _____

13. _____

20. _____

14. _____

21. _____

15. _____

Session 4: Reading and Responding Part 1

Multiple-Choice Answer Sheet

NAME: _____

22. _____

31. _____

23. _____

32. _____

24. _____

33. _____

25. _____

34. _____

26. _____

35. _____

27. _____

36. _____ , _____

28. _____

37. _____

29. _____

38. _____

30. _____

39. _____

Session 4: Reading and Responding Part 2

Multiple-Choice Answer Sheet

NAME: _____

40. _____

43. _____

41. _____

44. ECR

42. _____

Session 2: Research to Build Knowledge

Multiple-Choice Answer Key

1. D

2. C

3. B

4. D

5. C

6. A

7. C

8. B

Session 3: Language Multiple-Choice Answer Key

9. B

10. C

11. A

12. A

13. C

14. C

15. A

16. A

17. C

18. C

19. B

20. A

21. D

Session 4: Reading and Responding Part 1

Multiple-Choice Answer Key

22. B

23. C

24. A

25. D

26. B

27. B

28. C

29. D

30. B

31. C

32. A

33. C

34. B

35. B

36. B , D

37. A

38. A

39. C

Session 4: Reading and Responding Part 2

Multiple-Choice Answer Key

40. C

43. A

41. A

44. ECR

42. C

Acknowledgements

“Rabbit Plays Tug of War” retold by S.E. Schlosser, copyright © 2006 AmericanFolklore.net.