

Louisiana Believes

**Grade 6 English Language Arts
Practice Test
2013-2014**

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iLEAP Practice Test—Grade 6 English Language Arts

Test Administrator Instructions

- ★ This practice test shows what each session of the spring 2014 [grade 6 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 develop an explanation. Other grade 6 prompts may direct students to write a story or convince someone of their position.
 - Session 2: Research to Build Knowledge (pages 10 through 21) 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 22 through 27) 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 28 through 47) 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 55 and 56. The multiple-choice answer sheets are on pages 59 through 62. 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 50 through 52. For more information about what each score point looks like for a grade 6 writing prompt, refer to the [Sample Student Work for the Transitional Writing Prompts](#) document.
 - Scoring information for the constructed-response item is on pages 57 and 58. The keys for the multiple-choice items are on pages 63 through 66.

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 90 minutes.

Session 1: Writing

Read the passage about the jazz musician Wynton Marsalis. As you read the passage, think about how Marsalis became a successful musician. Then use the passage to help you write a well-organized multiparagraph composition.

Wynton Marsalis

Wynton Marsalis believes his love for jazz music comes from the way he was raised and from his hometown. “I grew up in New Orleans,” he told a reporter for *Town & Country* in 2004, “where I got to play with the symphony orchestra, . . . marching bands, light classical bands . . . and just about any other group that performed any kind of music at any time. All I had to do was bring my horn and I was all right.”

When Wynton was twelve years old, he decided that he wanted music to be a significant part of his future. “I looked around and wanted to find something that I could do,” he told *Ebony* magazine in March 1983. “I thought I would play basketball, but I wasn’t good enough. I was too short and stuff, so I got into the band and I couldn’t play. Everybody could play and I was the saddest one there.” However, Wynton did not let that discourage him. He got to work. He went to the library and read everything he could find on the trumpet. He took private lessons for three to four hours every Saturday. “I used to practice all night. That’s all I did—practice trumpet. I would wake up in the morning and start practicing. I’d go to school and think about practicing in the daytime. I would play band in the evening and come home and pull records and books out and practice.”

His mother said that through these years she was influenced by her son’s hard work. “He taught me a great big lesson about life. He would only commit himself to the things he was most enthusiastic about, not mess around with a whole lot of little things.”

His time as a teenager and his time as a college student were filled with more of the same. He spent most of his time practicing the trumpet, taking lessons, performing with local and school bands, listening to various jazz musicians to learn their styles, and studying with dedicated teachers. All those years of hard work helped Wynton win numerous Grammy Awards and become the first jazz musician to receive the Pulitzer Prize for Music. When asked by *Ebony* magazine if he had advice for young people, he said, “I want young musicians to know that hard work is the only way to master music. You have to get the knowledge yourself. Don’t blame it on the teacher. Don’t blame it on the programs in your school if they aren’t that good. You’ve got to go out and get the teachers you want. You must learn how to play your instrument correctly and learn how to read music.”

Session 1: Writing

Writing Topic

What did Wynton Marsalis do to become the successful musician he is today? Think about something you are good at. What did you do to become successful?

Write a multiparagraph composition for your teacher that explains what Marsalis did to become a successful musician. Then describe what you did to reach a particular goal. Use details from the passage to help you explain your ideas.

As you write, follow the suggestions below.

- Be sure your composition has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your teacher will understand your response.
- Be sure to write clearly and to check your composition 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 48 and 49.

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 48 and 49 will be scored.

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 as directed.
- Present a clear main idea.
- Give enough details to support and develop your main idea.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Present your ideas in a logical order and include a clear beginning, middle, and ending.

Style:

- Use words that express your meaning well.
- Use a variety of sentence types and lengths to make your writing easy to follow.

Sentence Formation:

- Write in complete sentences and use a variety of sentence patterns.

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 a successful 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 well-chosen details from the passage(s) to support your ideas.
- 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 10 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 18 through 21.

Research Topic: Australian Animals

Suppose you want to find out more about Australian animals for a report you are writing. Five different sources of information about Australian animals are contained in this test. The information resources are listed below.

1. Page from the Web Site AmazingAustralia.org
Monotremes (page 12)

2. Excerpt from the Magazine *Animals Everywhere*
“Animal Habitat Regions” (page 13)

3. Excerpt from the *Go Australia Tourist Guide*
“Guide to Finding Native Australian Animals” (page 14)

4. Page from the Book *Australia’s Native and Non-Native Animal Species*
“Wild Rabbits: Unwelcome Newcomers” (page 15)

5. Results of a Search Using ResearchIt.com
Australian Animals (page 16)

Note: Model bibliographic entries for different types of documents are on page 17.

Session 2: Research to Build Knowledge

1. Page from the Web Site AmazingAustralia.org

Monotremes

Address@ <http://www.AmazingAustralia.org> >>GO

You Searched for: *unusual animals*

SEARCH AGAIN:

GO

Many animal species are native only to Australia. The country is known for a very unusual mammal order commonly called *monotreme*.

What makes a monotreme a monotreme?

Monotremes are distinguished from other mammals because they lay eggs. Like all mammals, they have fur or hair and nurse their young with milk. They are the most primitive group of mammals. Monotremes are more closely related to reptiles than to other mammals. After the young hatch from eggs, they are fed milk through pores in the mother's skin. Australia and the neighboring island of New Guinea are the only places where monotremes live. There are only two members of this mammal group: the *echidna* and the *platypus*. When the first platypus specimen was taken to Great Britain, it was so unusual that many scientists thought it was a hoax.

Click on the links below to find out about other Australian mammals!

Marsupials

Kangaroo

Wombat

Koala

Tasmanian Devil

Placentals

Dingo

Echidna



Distinguishing features:

- 14–21 inches long and up to 17 pounds in weight
- Flattened body covered with coarse hair and 2-inch sharp spines for protection
- Long, slender snout
- Long, sticky tongue for collecting food

Food:

- Insects, especially ants and termites

Habitat:

- Hollow logs or piles

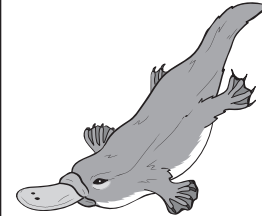
Region:

- Australia and New Guinea

Other Information:

- Sometimes called the spiny anteater
- Two species
- Lays only one egg into a pouch on the mother's body
- When attacked, curls up into a ball of prickly spines
- Can survive without food for up to one month

Platypus



Distinguishing features:

- Velvety brownish fur on its back and grayish fur on its belly
- Soft, rubbery bill
- Webbed feet with claws

Food:

- Insects, worms, tadpoles, and crustaceans

Habitat:

- Burrows its nest into the banks of rivers and creeks

Region:

- Southern Australia's island state of Tasmania

Other Information:

- Also called the duck-billed platypus
- Usually lays two eggs that are stuck together
- Searches for food with its super-sensitive bill

Session 2: Research to Build Knowledge

2. Excerpt from the Magazine *Animals Everywhere*
“Animal Habitat Regions”

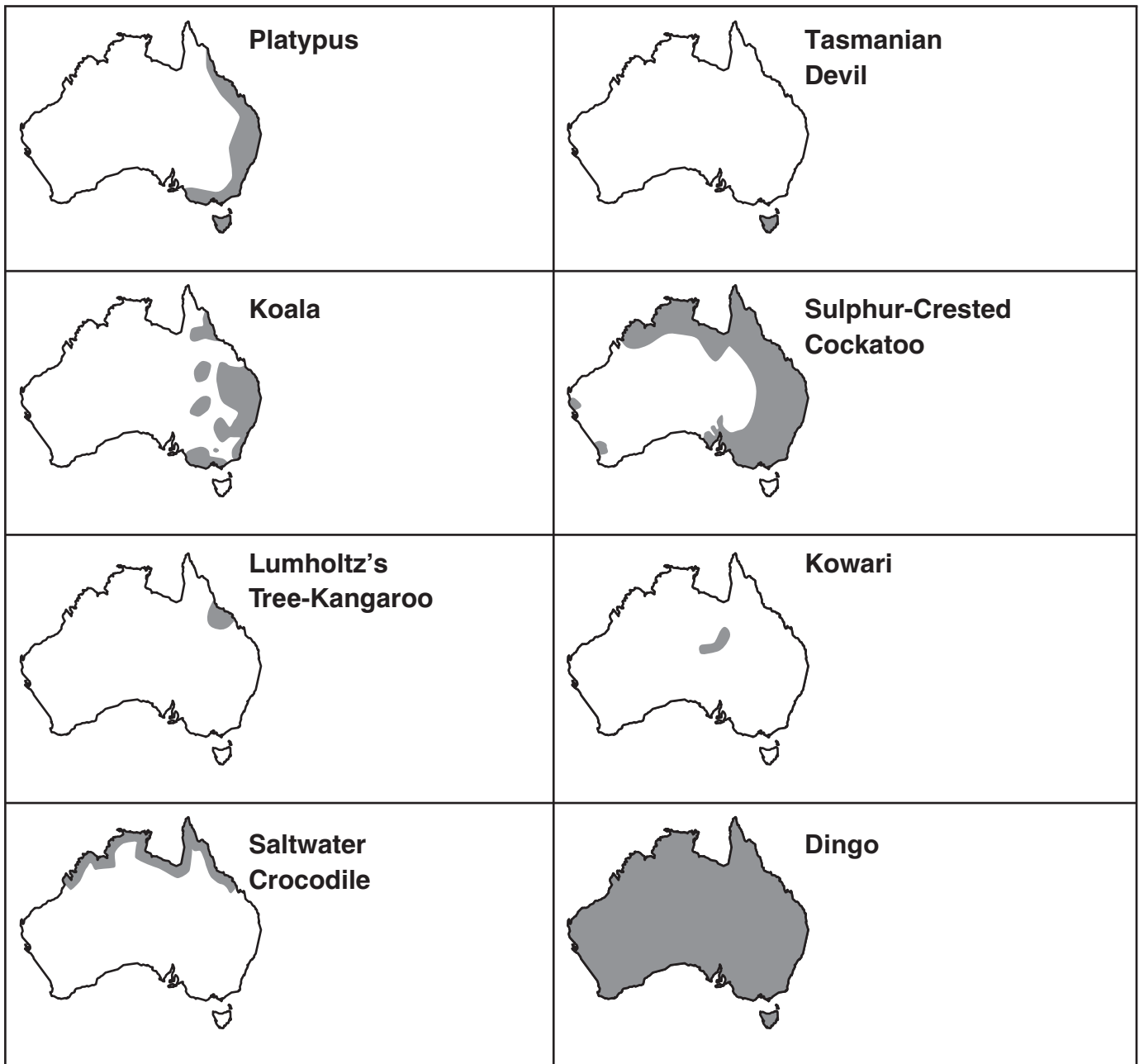
Animals Everywhere

September 2004

Animal Habitat Regions

By John Dell

These maps show the locations of various Australian animals' habitats.



Animals Everywhere 30

Session 2: Research to Build Knowledge

3. Excerpt from the *Go Australia Tourist Guide*

“Guide to Finding Native Australian Animals”

Guide to Finding Native Australian Animals

1 Australian Butterfly Sanctuary

(Kuranda, near Cairns, Queensland):

This may be one of the most impressive butterfly sanctuaries in the world, with hundreds of species of butterflies. Visitors may walk through butterfly habitats. (Wear bright colors for a “close encounter” with a few butterflies!)

2 Currumbin Wildlife Sanctuary

(Gold Coast, Queensland):

Visit the world’s largest Australian animal sanctuary. Special shows highlight the park’s more than 10,000 *lorikeets*, a brightly colored and very talkative Australian parrot. Come to a Dingo or Wombat Talk to learn more about these and other amazing Australian animals.



3 Bunbury and Monkey Mia

(Western Australia), (Tangalooma, Queensland):

Dolphins love Australia, so there are many places where you can see, feed, or even swim with them! Come to Bunbury to swim with dolphins, or head to Tangalooma or Monkey Mia for a guaranteed dolphin sighting.

4 Lone Pine Koala Sanctuary

(Brisbane, Queensland):

Koalas are everywhere in this first and largest koala sanctuary. Visitors may hold and even have their pictures taken with a koala. Many other Australian natives live in the park, including emus and kangaroos, which you may hand feed.

Session 2: Research to Build Knowledge

4. Page from the Book *Australia's Native and Non-Native Animal Species*
“Wild Rabbits: Unwelcome Newcomers”

Wild Rabbits: Unwelcome Newcomers

Rabbits are so widespread across Australia that it may be surprising to learn that they are a non-native species. While a few rabbits arrived with British settlers in 1788, it was not until 1859, when a British-born farmer named Thomas Austin released 24 European rabbits (*Oryctolagus cuniculus*) on his land for hunting, that they established themselves in the wild. They are an excellent example of an invasive species, a non-native species that has a negative impact on its new environment.

Rabbits have adapted well to the many different environments within Australia, among them grasslands, coastal areas, deserts, farmland, and even urban areas. Rabbit activity—including grazing, digging, and browsing—has destroyed crops and plants and caused erosion. Rabbits compete directly with other wildlife for food and shelter, including taking over burrows of other animals. Their presence has contributed to dangerously reduced populations of many plant and animal species.

Efforts to control the rabbit population have had mixed success. The first major effort was the Rabbit-Proof Fence. In 1901, the government started building a fence in the state of Western Australia to protect farm land from rabbits. By the time it was finished in 1907, the Rabbit-Proof Fence stretched some 2,000 miles from north to south. The Acting Chief Inspector of Rabbits, Alexander Crawford, headed a team charged with keeping the fence in working order. They patrolled the fence by camel, horse, bike and car. But over time, the fence proved to be no match for the rabbits.

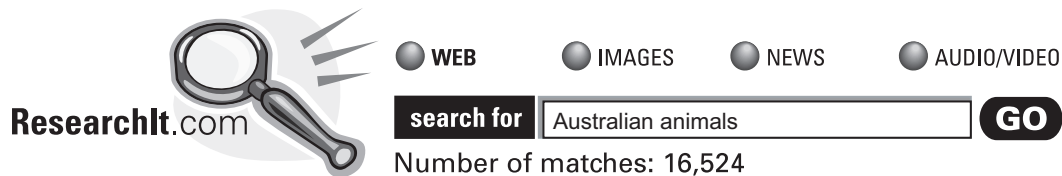
Other major efforts have included programs to destroy rabbit burrows or use viruses that sicken and kill rabbits. Again, these efforts have been less than successful. The big challenge to any efforts to control the rabbit population is simply that they breed so quickly. One female can have 30 young in a year. Local and national government efforts continue to struggle with the problem.

Today, Thomas Austin is “credited” with introducing rabbits into Australia. If he had known the damage that the rabbits would cause across the country, he might have had second thoughts about bringing rabbits to Australia.

Session 2: Research to Build Knowledge

5. Results of a Search Using ResearchIt.com

Australian Animals



The National Parks and Wildlife Service (NPWS) is part of the Department of Environment and Conservation—the main government conservation agency in New South Wales, Australia. On the NPWS site you can find out about parks and reserves, **Australian** plants and **animals**, and conservation programs to join. NPWSAustralia.gov.au

Learn about **Australian animals** on Our **Animals** Web site. Look at their physical features, food, homes, environment, and social groups. Three categories of **animals** can be found here: those found in the air, on the ground, and in the water. Aussielandanimals.com

Oban, the Knowledge Keeper, has collected a variety of interesting **Australian** animal myths and legends on this Web site. Discover how the kangaroo got its pouch and how the cockatoo got its crest, among other stories. Obanknowledge.net

This site has a sampling of amazing **Australian** creatures. It contains pictures of forty-five **Australian animals** that you can print and color. Each picture provides details on the exact coloring for each animal. In addition to printing pictures of the **animals**, you can copy a printout, paste it into a painting program, and color the animal there. FantasticAnimals.org

Queensland in Australia has many different types of **Australian** native plants and **animals**. Learn about threatened wildlife and find out what you can do to help. QueenslandAustralia.org

Ready for some Australia fun-time games? This Web site has many to choose from. There are puzzles, word finds, mind games, quizzes, and a coloring book. A link on this site has free **Australian** greeting cards that you can send. AussieGreetings.com

Some of Australia's interesting **animals** are non-native, invasive species. This site gives details about some of the most destructive invasive species in Australia and explains efforts to control their populations. Red foxes, rabbits, cane toads, and feral pigs are just four of the problematic **Australian animals** highlighted here. AustralianInvasion.com

next 6 matches

matches: 1 2 3 4 5 6 7 8 more

new search search hints

Session 2: Research to Build Knowledge

Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA (Modern Language Association) Handbook for Writers of Research Papers*. They show some acceptable ways to write bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

An Internet Web Site

Walters, Karen. “Wildlife Sanctuaries.” Wildlife World 8 Jan. 2010. Web. 13 Apr. 2013.
(Author) (Title of page) (Name of Web site) (Date of issue) (Medium of publication) (Date of access)

<<http://www.vic.gov.au/depts/interior>>.
(Web address)

Session 2: Research to Build Knowledge

1. In paragraph 2 of the first column of *Monotremes*, what does the word “distinguished” mean?
 - A. smart
 - B. set apart
 - C. formal
 - D. grew up

2. How is information about the platypus developed in *Monotremes*?
 - A. through a story about its behavior
 - B. through a definition of a monotreme
 - C. through a comparison with the echidna
 - D. through a list of its main characteristics

3. How does the author of “Guide to Finding Native Australian Animals” achieve his or her purpose?
 - A. by describing the unusual features of the animals at each sanctuary
 - B. by providing interesting facts about Australian wildlife
 - C. by describing experiences the reader might have at each sanctuary
 - D. by providing directions to popular animal sanctuaries

Session 2: Research to Build Knowledge

4. Which is the **best** summary of the page “Wild Rabbits: Unwelcome Newcomers”?
- A. European rabbits, brought to Australia over 100 years ago, have been causing problems all over the continent. The rabbits eat crops, destroy wildlife habitats, and compete with other wildlife for food. No attempts to control the rabbit population have been effective.
 - B. European rabbits are not native to Australia. They were brought by Europeans when they were first settling the continent. Once the rabbits were released into the wild, they multiplied and have been making trouble ever since.
 - C. European rabbits are not welcome in Australia. The Australians tried building a special fence to keep the rabbits from destroying crops, but it did not stop the rabbits. The main person who introduced rabbits into Australia is Thomas Austin, who brought 24 rabbits with him and released them for hunting.
 - D. European rabbits are one of the biggest problems in Australia. They reproduce so quickly that they are almost impossible to eliminate. The Australian government continues to try to find solutions to the rabbit problem.
5. Which claim does the author provide the **most** support for in “Wild Rabbits: Unwelcome Newcomers”?
- A. Rabbits have gradually taken over a large percentage of Australian habitats.
 - B. Many native Australian animals may disappear because they are food for rabbits.
 - C. Reducing the number of invasive rabbits in Australia has been a nearly impossible task.
 - D. Questions remain about who is responsible for bringing rabbits into Australia.
6. Read the sentence from the last paragraph of “Wild Rabbits: Unwelcome Newcomers.”

Today, Thomas Austin is “credited” with introducing rabbits into Australia.

The author places “credited” in quotes to indicate that it means

- A. identified.
- B. known for.
- C. sorry for.
- D. blamed.

Session 2: Research to Build Knowledge

7. Which Web site listed in the results of a search using ResearchIt.com is **most** related to the other resources in this set?
- A. Aussielandanimals.com
 - B. Obanknowledge.net
 - C. QueenslandAustralia.org
 - D. AussieGreetings.com

8. Use the model bibliographic entries and the excerpt from the magazine article to answer this question.

_____ <u>Animals Everywhere</u> September 2004: 30.
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Which information goes in the blank?

- A. John Dell. Animal Habitat Regions.
 - B. Dell, John. "Animal Habitat Regions."
 - C. John Dell. "Animal Habitat Regions."
 - D. Dell, John. "Animal Habitat Regions."
9. Look at the information presented in "Animal Habitat Regions" and "Guide to Finding Native Australian Animals."

Based on these two resources, a traveler could see the **most** native Australian animals by visiting

- A. central Australia.
- B. the eastern coast of Australia.
- C. the northern coast of Australia.
- D. islands off the coast of Australia.

Session 2: Research to Build Knowledge

10. Which two sources would **best** provide information on destructive non-native Australian animals?
- A. the page from the Web site AmazingAustralia.org and “Animal Habitat Regions”
 - B. “Animal Habitat Regions” and the excerpt from the *Go Australia Tourist Guide*
 - C. the results of a search using ResearchIt.com and “Wild Rabbits: Unwelcome Newcomers”
 - D. “Wild Rabbits: Unwelcome Newcomers” and the excerpt from the *Go Australia Tourist Guide*



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 11 through 23 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.

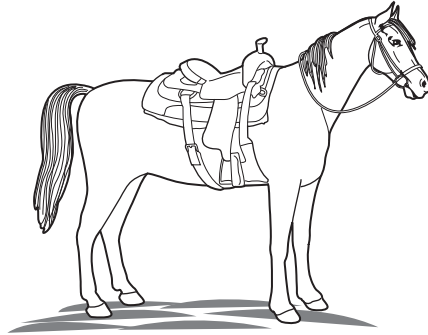
Session 3: Language

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.

11. A. A professional football player leads an
B. exciting life because they travel to
C. many different, interesting cities.
D. *(No mistakes)*
12. A. When my youngest brother needs
B. advice, my mother tells him to
C. speak to our older brother or I.
D. *(No mistakes)*
13. A. Thomas Edison the famous inventor
B. had a winter laboratory in Florida
C. that is now open to tourists.
D. *(No mistakes)*
14. A. Shortly before the game started, our
B. coach said, "Believe in yourselves,
C. and you can win this game today."
D. *(No mistakes)*
15. A. After Kay parked her car
B. next to the bus, she noticed
C. that it had a flat tire.
D. *(No mistakes)*

Session 3: Language

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



¹ The day dawned sunny and cool as we arrived at Riding Adventures. ² I was finally getting my wish—going horseback riding with my friends.

³ The first thing we did is picking out our own horses for the day. ⁴ My horse was a young, gentle mare named Sugar, and after just a few simple turns in the corral, I was feeling confident riding her. ⁵ We trotted steadily down the trails, heading for the picnic grounds to eat lunch.

⁶ The trails wound through a thick forest we had to go slowly. ⁷ Eventually, they led to a wide, open field where I could let Sugar run fast. ⁸ I nudged her with my feet, and she took off like a rocket. ⁹ I held on to the saddle horn with both hands. ¹⁰ Though I was afraid of falling off, it was exciting.

¹¹ Then I heard the hoofbeats of my friends' horses. ¹² Caught up as Sugar and I raced across the field. ¹³ The day was turning out to be just as I had expected—wonderful and exciting.

16. Choose the **best** first sentence to add to this story.

- A. Have you been on a runaway horse like I have?
- B. Horses have been helping humans for centuries.
- C. My brothers and I were getting ready to go have some fun.
- D. I woke up excited because the day was going to be special.

17. Which change corrects the mistake in sentence 3?

- A. change picking to pick
- B. change is picking to was to pick
- C. change is picking to was picked
- D. change picking to could have picked

Session 3: Language

18. What is the **best** way to express the idea in sentence 6?
- A. We were going slowly, the trails wound through a thick forest.
 - B. The trails wound through a thick forest, so we had to go slowly.
 - C. The trails wound through a thick forest because we had to go slowly.
 - D. *(No change)*

19. Read the sentence.

By the time we reached the trails, I knew Sugar was going to be a fun horse to ride.

Choose the **best** place to add the sentence to the story.

- A. after sentence 2
- B. after sentence 4
- C. after sentence 7
- D. after sentence 10

Session 3: Language

¹ Among all the animals, birds have some unique characteristics. ² For one thing, they haven't got no teeth. ³ And they are the only animals with feathers, which are often brightly colored. ⁴ Birdwatchers everywhere will say that birds are beautiful to see and hear.

⁵ However, it is important to note that they are also essential to their ecosystems. ⁶ All over the world, birds spread seeds and acts as pollenators for many different kinds of plants and trees. ⁷ Because of their role as pollenators, birds are essential to farming. ⁸ In some ways, however, bird behavior can be a problem for farmers.

⁹ Birds also interact with the other animal species within their habitats. ¹⁰ Birds provide food for some predators, such as bobcats. ¹¹ Some birds are predators themselves, eating insects and small animals. ¹² They help keep these populations from getting too large. ¹³ Fruit farmers are unhappy when birds eat their crops.

20. What is the **best** way to express the idea in sentence 2?
- A. For one thing, they got no teeth.
 - B. For example, teeth—they've got none.
 - C. For example, teeth they don't have.
 - D. For one thing, they have no teeth.
21. What is the **best** way to write the underlined part of sentence 6?
- A. birds spreads seeds and acts as pollenators
 - B. birds spread seeds and act as pollenators
 - C. birds spread seeds and acting as pollenators
 - D. (No change)
22. Where is the **best** place for sentence 13?
- A. between sentences 3 and 4
 - B. between sentences 5 and 6
 - C. between sentences 8 and 9
 - D. where it is now

Session 3: Language

23. Which is the **best** concluding paragraph to add to this passage?
- A. Birds can be found in virtually every habitat. They are important for maintaining the balance in natural systems worldwide.
 - B. In addition to controlling insect populations, birds are simply great to watch. Their acrobatic flying is good entertainment.
 - C. Bird-watchers often report their observations to scientists. This helps increase knowledge about ways to protect these wonderful creatures.
 - D. Some birds' favorite meals include grapes, berries, or corn. Since these are also some of humans' favorites, there is a conflict.



Session 4: Reading and Responding Part 1 Directions

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 24 through 43 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 this passage and then answer questions 24 through 29.

Brother Coyote and Brother Cricket

as retold by J. Frank Dobie

- 1 One summer evening about sundown a coyote trotting across the plain put his foot down on a tuft of grass wherein a cricket was singing “*Sereno en aquellos campos*”—“Serene in those fields.”
- The cricket jumped out and cried, “But Brother Coyote, why are you destroying my palace?”
- “I really did not know you lived here until you revealed yourself,” the coyote said.
- “You are crude and you insult me,” the cricket said. He was ready to spring away.
- 5 “Insult you!” the coyote jeered. “Why, you dwarf, I am merely seeking my living, and now that I have you, I am going to eat you up. I had rather have a red watermelon or a fat kid, but I eat a cricket or a grasshopper when it’s handy. Maybe you will fill the hollow in one of my molars.”
- “But, Brother Coyote,” the cricket said, now in his soothing way, “it is not fair.”
- The coyote sat down on the carpet of grass. “Brother Cricket,” he said, “you know that when nature offers itself, it is fair for nature to accept.”
- “But, Brother Coyote, you haven’t given me a chance.”
- “Chance?” exclaimed the coyote. “Why, what sort of chance do you expect?”
- 10 “I want to fight a duel.”
- “You, fight a duel with me?” And the coyote laughed.
- “Yes, fight a duel with you,” the cricket said. “If I win, then my song will go on. If you win, then I’ll fill the hollow in one of your respectable teeth.”
- The coyote looked away off across the plain and saw a crow flying down in play at the waving tail of a striped skunk. “Well,” he said, “perhaps the people need a comedy. All right, we’ll have your duel, Brother Cricket.”
- “Oh, thank you very much, Brother Coyote.”
- 15 “Now I sit here trembling at the sight of your armor and weapons,” the coyote said. “But go on and name your terms.”
- “It is agreed,” said the cricket. “You go and get your army together, and I will go and get my army together. Tomorrow when the sun is straight overhead, you have your army on the prairie just above the water called the Tank of the Seven Raccoons, and I will have my army in the thicket in the draw just below the dam to this tank. On the hour we shall engage in mortal combat.”
- “That is clear, General Cricket,” said the coyote. “Until tomorrow at high noon, *adiós*.”
- “*Adiós*, General Coyote.”
- That night General Coyote went east and west, north and south, summoning in high voice his forces to gather on the prairie above the Tank of the Seven Raccoons. He summoned the lobo, the badger, the tiger of the deep canyon, the panther of the rimrock, the wildcat of the chaparral, the raccoon, the possum, the sharp fox, and all the other people with claws and teeth.
- 20 And in a singsong, General Cricket summoned his forces—the horseflies, the mosquitoes, the honey bees, the bumblebees, the yellow jackets, the black hornets, and even a colony of

Session 4: Reading and Responding Part 1

red ants—all the people that have stingers and can stick. He told them to gather in the thicket in the draw below the Tank of the Seven Raccoons.

Long before high noon, the people of fang and claw were assembling on the prairie above the water tank. General Coyote was trotting about, looking this way and that way, smelling and listening. The sun stood straight up, and still he could not see one sign of General Cricket's army.

Finally he called the fox and ordered him to scout out the position of the enemy. With his long nose pointed ahead, his ears alert and his eyes peeled, the fox went trotting down the draw. General Coyote was watching him. When he came to the edge of the thicket, the fox flattened to the ground and began twisting into the brush. Just as he was poking his keen snout into a clump of whitebrush to see and smell more closely, General Cricket ordered a battalion of black hornets to assault him.

They did, all at once. They stuck their stingers into his ears, into the corners of his eyes, into his nostrils, into his flanks, into every spot of his body where hair is short and skin is tender. He snapped and pitched, but only for a minute. He turned seventeen somersaults on the ground, and the black hornets came thicker. Then he streaked for the tank of water. He dived to escape his assaulters and went to the bottom.

But in a minute he had to come back up for air. Then, sticking his long, long mouth out of the water, he cried at the top of his voice, "General Coyote, retreat! The enemy are upon us!"

25 General Cricket had already ordered the yellow jackets to attack the army of giants on the prairie, and the war cries of the bumblebees were in the air.

"Retreat!" the fox shrieked again.

General Coyote tucked his tail between his legs and retreated, and every soldier in the army tucked his tail and retreated also—all except the bobcat. He retreated without tucking his tail. That is how General Cricket won the duel with General Coyote.

Thus a person should avoid being vainglorious and considering himself shrewder than he is. He may be outwitted by his own vanity.

Session 4: Reading and Responding Part 1

24. Which old saying **best** reflects the theme of this passage?

- A. Look before you leap.
- B. The early bird catches the worm.
- C. Slow and steady wins the race.
- D. Appearances can be deceiving.

25. How does the author develop the point of view in the story?

- A. by using first-person point of view to reveal Coyote's feelings
- B. by using first-person point of view to allow Cricket to tell the story
- C. by using third-person point of view to explain all of the characters' feelings
- D. by using third-person point of view to describe all of the characters' experiences

26. Read the quote from Brother Coyote in paragraph 7.

“Brother Cricket,” he said, “You know that when nature offers itself, it is fair for nature to accept.”

Why is the sentence important to the passage?

- A. It foreshadows the conflict between Coyote and Cricket.
- B. It reinforces the characterization of Cricket.
- C. It establishes that Coyote doesn't want to eat Cricket.
- D. It reveals Coyote's concern for the unfairness of the situation.

27. Read the phrase from paragraph 20.

. . . General Cricket summoned his forces . . .

What does the word “summoned” mean?

- A. trained
- B. hunted
- C. sent for
- D. chased off

Session 4: Reading and Responding Part 1

28. Paragraph 21 describes General Coyote’s army with the metaphor “the people of fang and claw” to show that they are
- A. angry with Brother Cricket.
 - B. fierce and warlike predators.
 - C. loyal followers of Brother Coyote.
 - D. likely to fight among themselves.
29. Which three words **best** describe Coyote’s changing reactions to the duel, starting from when Cricket first proposes the duel, to the time right before the duel, and then after the duel ends?
- A. anger → determination → triumph
 - B. amusement → overconfidence → embarrassment
 - C. frustration → realization → satisfaction
 - D. surprise → worry → anger

Session 4: Reading and Responding Part 1

Read this passage and then answer questions 30 through 35.

Calm “Under Fire” The Story of Henry Ossian Flipper

by Bea Bragg

A cool breeze lifted off the Hudson River that May morning and rippled up the already cold spine of the young man on the little ferry bound for West Point, New York. As it docked, he tugged at the cuffs of his shirtsleeves and straightened his collar.

How will I do?

- 3 Seventeen-year-old Henry Ossian Flipper of Atlanta, Georgia, had been asking himself that question ever since the letter came April 17, 1873, notifying him of his conditional¹ appointment as a cadet of the United States Military Academy at West Point.

Henry was born of slave parents in 1856 in Thomasville, Georgia. In Atlanta, at age eight, he learned to read and write from John F. Quarles, a mechanic who had converted a woodshop into a night school. After the Civil War ended in 1865, Henry continued his education, first tutored by a Confederate widow and then in the Atlanta schools run by northern sympathizers.

He was confident his teachers had prepared him well for West Point, but he was not so confident about enduring the insults or physical blows other black men had received there. Would he have to fight back and lose everything he had dreamed of—becoming an engineer, being a proud soldier?

- 6 As Henry walked past the barracks on that first day, cadets leaned from windows, taunting and jeering. Henry, who was more than six feet tall, pulled himself erect, looked straight ahead, and walked on.

Henry easily passed all the entrance tests and was admitted, but the biggest tests were yet to come.

Isolation. Loneliness. But he wrote of life at West Point, “I always had somebody to talk to every single day I was at the Academy. Why, I was the happiest man in the institution, except when I’d get brooding over my loneliness, etc.”

- 9 Flipper did well academically through his four years at West Point, particularly in tactics, law, Spanish, and discipline. For his final examinations, he delivered recitations on everything from mineralogy and geology to gunnery, law, and civil engineering. He had never felt such joy as when he successfully completed all of his examinations and received many congratulations. “Oh how happy I was! I prized these good words of the cadets above all others. . . . They did not hesitate to speak to me or shake hands with me before each other or anyone else. All signs of ostracism were gone. All felt as if I was worthy of some regard, and did not fail to extend it to me.”

On June 14, 1877, graduating cadets gathered in a grove of maple trees at the Academy to receive their diplomas. When Flipper’s name was called, he stepped forward, half expecting jeers. Instead, for what seemed an eternity, there was dead silence. Suddenly a roar from the back of the audience rippled forward. The sound grew so loud it drowned out the pounding in Flipper’s ears. They were applauding *him!*

¹conditional: depending upon certain qualifications

Session 4: Reading and Responding Part 1

Fellow cadets crowded around him afterward to shake his hand. Congratulatory letters and telegrams poured in. Newspapers praised him for his persistence and calm “under fire.”

- 12** Flipper, the first black graduate of West Point, was commissioned as a second lieutenant in the U.S. Army. As the first black commissioned officer in the U.S. Army, he was assigned to the Tenth United States Cavalry at Fort Sill, Indian Territory, now Oklahoma.

At this frontier post he would receive praise for the design and construction of a ditch that drained stagnant water from the area, eliminating a serious malaria problem. “Flipper’s Ditch” is now a National Historic Landmark.

He would also survey the route and supervise the building of a one-hundred-mile-long road from Fort Sill to Gainesville, Texas, and oversee the construction of telegraph lines. Flipper was happy at Fort Sill.

- 15** But things changed for him at Fort Davis, Texas, his last post. There, a superior and high-ranking officer charged him with embezzlement and “conduct unbecoming an officer and a gentleman.” Flipper was cleared of embezzlement but was dismissed from the army on the conduct charge. The young lieutenant was devastated. For the rest of his long life, he tried to have the dismissal reversed.

Flipper went on to become a prominent engineer, whose skill in locating, developing, and analyzing oil fields and precious-metal mines gained him a national and international reputation. He also served as a newspaper editor, translator, scholar, writer, and historian, and undertook government assignments.

Henry O. Flipper died in 1940 at the age of eighty-four. Nearly forty years later, in 1976, the army cleared his name and granted him an honorable discharge dated June 30, 1882. In 1978, Flipper’s remains were taken from an unmarked grave in Atlanta and moved to his hometown, where they were reburied with full military honors.

- 18** And in 1977, one hundred years after Flipper’s graduation from West Point, a memorial award in his name was established. The award is given to “the cadet who demonstrates the highest qualities of leadership, self-discipline, and perseverance in the face of unusual difficulties while a cadet.” Henry O. Flipper would have been proud!

Session 4: Reading and Responding Part 1

30. What is the author’s point of view, and how is it presented throughout the passage?
- A. The author is inspired by Flipper and presents Henry’s story by blending facts and emotional details.
 - B. The author is impressed with Flipper but presents Henry’s story in an objective way.
 - C. The author is angry about the treatment of Flipper and focuses mostly on his difficulties at West Point.
 - D. The author is moved by Flipper and includes only positive details about Henry’s life in the passage.

31. Read this sentence from paragraph 9.

“All signs of ostracism were gone.”

What does the word “ostracism” mean as it is used in this sentence?

- A. bitterness
 - B. jealousy
 - C. rejection
 - D. frustration
32. Over time, the treatment of Henry Flipper by the West Point cadets changed from
- A. teasing to helping.
 - B. taunting to congratulating.
 - C. questioning to rewarding.
 - D. ignoring to following.
33. How does the author **most** develop Henry Flipper’s character in the passage?
- A. through quotations of words spoken by Henry himself
 - B. through descriptions of awards received by Henry
 - C. through explanations of Henry’s childhood education
 - D. through descriptions of Henry’s accomplishments

Session 4: Reading and Responding Part 1

34. How do the last three paragraphs contribute to the development of the passage?
- A. They summarize the story of Henry Flipper's life.
 - B. They explain the outcome of events described earlier in the passage.
 - C. They restate the author's admiration for Henry Flipper.
 - D. They support claims made in the first part of the passage.

35. Part 1

What is the central idea of the passage?

- A. Henry Ossian Flipper's hard work and intelligence have encouraged other young men to become successful engineers.
- B. Henry Ossian Flipper's dismissal from the U.S. Army after an officer charged him with misconduct shows the kind of prejudice Flipper faced while in the service.
- C. Henry Ossian Flipper was one of the first children of slaves to become educated and accepted at the U.S. Military Academy at West Point.
- D. Henry Ossian Flipper became the first black graduate of West Point and a successful engineer through his determination in facing overwhelming obstacles.

Part 2

What details from the passage **best** support the central idea?

- A. "born of slave parents in 1856" and "passed all the entrance tests and was admitted"
- B. "praise for the design and construction of a ditch" and "eliminating a serious malaria problem"
- C. "charged him with embezzlement" and "he tried to have the dismissal reversed"
- D. "perseverance in the face of unusual difficulties" and "went on to become a prominent engineer"

Session 4: Reading and Responding Part 1

Read this poem and then answer questions 36 through 38.

What the Moon Does

- 1 Moon dances.
It sways across black sky,
Spins in unison with Earth,
Twirling together in time
- 5 So that we never see its back,
Only its pale, serene face.
- Moon attracts.
It reaches with arms of gravity,
Tries to gather Earth near.
- 10 It calls the oceans closer,
Causing high and low tides with the
Persistent lure of its pull.
- Moon resists.
We have visited it,
- 15 Stepped on its surface,
Left footprints where
No wind blows them away.
But *nobody* owns the Moon.
- Moon glows.
- 20 It shimmers soft and white
Despite being dark and rocky,
With no inner light of its own.
But sun shines a spotlight on Moon,
Making it the center of attention
- 25 In every night's performance.

Session 4: Reading and Responding Part 1

36. Which stanza **best** captures the graceful nature of the Moon?
- A. stanza 1
 - B. stanza 2
 - C. stanza 3
 - D. stanza 4
37. How does stanza 3 contribute to the impression of the Moon created throughout the poem?
- A. It offers a different image than the first two stanzas, which present images of balance between Earth and the Moon.
 - B. It introduces negative aspects of the Moon that are described in detail in stanza 4.
 - C. It offers an image similar to the image in the other stanzas, which present physical descriptions of the surface of the Moon.
 - D. It develops a relationship between Earth and the Moon that is introduced in stanza 2.
38. What is the effect of the imagery at the end of the poem?
- A. It suggests that the sun is jealous of the Moon.
 - B. It shows that the Moon dominates the night sky.
 - C. It tells why the Moon cannot be seen during the day.
 - D. It emphasizes that the sun is brighter than the Moon.

Session 4: Reading and Responding Part 1

Read this passage and then answer questions 39 through 43.

William Joyce

by Randall Burns

1 William Joyce was born on December 11, 1957, in Shreveport, Louisiana. His father said that he was born with a pencil in his hand. In fourth grade, Joyce wrote and illustrated his first book and entered it in a school contest. Joyce did not have access to many books as a child. He lived in a small town, and the library was far from his home. However, a caring librarian introduced him to many wonderful children’s books, including *Peter Rabbit*, *Stuart Little*, and *Where the Wild Things Are*. These books ended up changing his life.

Joyce came from a creative family of artists, opera singers, and actors. Joyce’s parents advocated artistic interests, so Joyce took art classes while growing up. Later, he entered art school, but he soon left to study animation at film school. The skills he learned there would become useful to him later in his career.

3 After college, Joyce moved to New York City and began drawing pictures for children’s books. The first book he wrote and illustrated, *George Shrinks*, was published in 1985. The book tells the story of a boy who wakes up one day to find that he has shrunk. Because of his size, he thinks of creative ways to complete his chores, such as diving into the tank to feed his pet fish. In 1988, Joyce created one of his favorite characters in *Dinosaur Bob and His Adventures with the Family Lazardo*. This book is about a happy dinosaur that lives with a human family.

Through hard work, Joyce became a well-known author and illustrator. In 1995, he used his background in animation to work on the movie *Toy Story*. That same year, while working for the Disney Channel, he created the series *Rolie Polie Olie*. For this series, Joyce won two Emmy Awards. In 2001, the show *George Shrinks*, based on Joyce’s 1985 book, premiered on television. In 2012, Joyce won an Academy Award for his short film *The Fantastic Flying Books of Mr. Morris Lessmore*.

5 Although Joyce enjoys all aspects of his work, he has said that writing and illustrating books are still his favorite jobs. “Doing books is like getting paid for recess. It’s great,” he said. He also thinks that technology gives him a chance to work in different ways. “It is a thrilling time for a storyteller like me to be able to do my stories the way I want to do them in so many different media.” William Joyce seems more than capable of changing with the times, and his readers will continue to experience the thrill of Joyce’s stories for many years to come.

Session 4: Reading and Responding Part 1

39. In the second sentence, what did Joyce’s father mean by saying that Joyce “was born with a pencil in his hand”?
- A. Joyce was always interested in writing.
 - B. Joyce often imitated his father’s behavior.
 - C. Joyce liked to play with pencils as a child.
 - D. Joyce learned to write when he was a baby.
40. What key event does the author of the passage suggest led to William Joyce’s career as an author?
- A. Joyce grew up in a small town.
 - B. Joyce took art classes.
 - C. Joyce read many children’s books.
 - D. Joyce went to film school.
41. Which statement **best** identifies the central idea of the passage?
- A. Joyce’s love of travel has influenced his choice of writing topics.
 - B. Joyce’s interest in learning new things has helped him become a successful writer and artist.
 - C. Joyce’s many awards prove that his hard work has paid off.
 - D. Joyce’s struggles to become a writer and illustrator helped to shape his work.
42. How does the author of the passage **best** convey his opinion of Joyce?
- A. by explaining how Joyce has influenced others
 - B. by naming the various awards Joyce has received
 - C. by describing important events in Joyce’s childhood
 - D. by stating that future readers will enjoy Joyce’s stories

Session 4: Reading and Responding Part 1

43. How do paragraphs 3 and 4 contribute to the rest of the passage?
- A. They reveal how important recognition from others was to Joyce.
 - B. They provide descriptions of Joyce's writing habits and processes.
 - C. They demonstrate the variety of Joyce's work and imagination.
 - D. They emphasize how long Joyce had to work to become famous.



Session 4: Reading and Responding Part 2 Directions

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

- Read the passages carefully and answer the multiple-choice questions about each passage.
- Then read the extended-response question and read through the passages to mark information that will help you write your response. Use the planning sheet to prepare your response.
- Write your answers for questions 44 through 49 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 passages, 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

Read “Under the Midnight Sun” and “Grandpa” and then answer questions 44 through 49.

Under the Midnight Sun

by Elizabeth Gawlik

When I left to spend a year in Sweden, I never realized how much I would learn, not only about the language and culture, but also about myself. My hosts were the Bolins, a farming family who lived in northeastern Sweden. They taught me about family and the value of hard work.

I attended the local high school in Sollefteå, a small city about 30 km¹ from the farming community where the Bolins lived. To my surprise, I took a public bus to and from school. What a change from the yellow school buses at home!

- 3 Before starting my homework in the afternoon, I often took long walks in the woods and the hills surrounding the farm. A Swedish law, known as “Every Man’s Right,” allows you to walk or camp anywhere you please, as long as you don’t damage property and stay a reasonable distance away from people’s houses.

Though they worked hard on the farm, the Bolins’ life was far from being all work and no play. I got to experience some interesting trips.

In the early fall, we attended the World Plowing Championship which was being held in southern Sweden, near Helsingborg. The event was like a county fair gone international and featured much more than plowing. Horses competed in events as diverse as plowing, wood hauling, and jousting! Farmers from all over were there to show off their hard work and enjoy a rare moment in the sun.

- 6 Winter settled in for good by the middle of November. I went to school in the dark and boarded the bus home just after 3 P.M. at twilight. On weekends I enjoyed walking or skiing, seeing my forests of summer and fall covered in a wintry white array.

The gloom of winter, however, did not dampen anyone’s spirits. The family wiled away the long, dark evenings in the warmth of home. Holiday celebrations were filled with light and joy, including a trip by horse-drawn sleigh to an early morning Christmas service.

Winter finally released its icy grip in May. During free hours, I walked to town with friends from school to eat ice cream or window shop. My beloved hills and forests began to put on a new coat of sparkling colors.

- 9 Midsummer Eve in June was host to a large celebration with family and neighbors from all around. We had fun building a midsummer pole, playing games, eating delicious food, and just being together.

Soon after Midsummer, I returned to my home in the U.S., not only literate in a new language and culture, but also with a new confidence in my own abilities and a new appreciation for the bonds of family.

¹30 km: 30 kilometers, approximately 19 miles

Session 4: Reading and Responding Part 2

Grandpa

When I walk into my Navajo grandfather's hogan¹ I still see him sitting on his clean, well-made bed. Paul Jumbo was a man who looked like he was about forty, but he was actually sixty-nine. His face was a dark brown, a little wrinkled, and he had hair and a mustache that were like salt and pepper. He dressed in faded Levis, flannel shirts, and black cowboy boots most of the time. He also worked hard. There were times when you would think he was a machine.

Grandpa had lots of machinery and a pretty good-sized farm, which we worked on. If we weren't working out in the fields or with the machinery, we were getting wood from a forest that was nearly a mile away—that wood-hauling was some hard work! Sometimes we felt as though we were going to die. But life with him wasn't bad. He did have a fun side.

- 3 That side surfaced once every month. When Grandpa got his Social Security check, he would head off toward town, dressed up like a cowboy. His clothes and boots, jewelry and turquoise made him look great. All the people he used to buy from gave him good deals. I always thought they were scared of him, but they really respected him, too.

Sometimes in the evening we'd sit outside his hogan and shoot the breeze.² He would tell some pretty off-color³ jokes, but they were funny. Life was a frequent topic of conversation, too. It didn't matter if life or jokes were the subject. He reminded me of a lion—so serene, yet strong.

Grandpa was also a very religious man. He believed in the Navajo religion like no one else,⁴ probably because it was the only one he ever knew. I remember sitting in that hogan of his for religious ceremonies. Sometimes it would take a couple of hours, other times two days. Those ceremonies were always a weird experience for me because I didn't know much about the culture. In fact, I just learned how to speak Navajo a few years ago. I know it's because of the influence he had on me.

- 6 I miss those days. All there is now is just a memory. I mean, who else is there? He taught me more than just work. He taught me about life, manhood, and culture. You can bet that I'm grateful for the time I spent with him. No one else will ever be as great as the late Paul Jumbo. No one.

1. **hogan:** a one-room Navajo building used for special ceremonies or as a home

2. **shoot the breeze:** talk in a friendly way; chat freely

3. **off-color:** not proper or socially acceptable

4. **like no one else:** in a strong, dedicated way

Session 4: Reading and Responding Part 2

44. In “Under the Midnight Sun,” what role do the seasons play in the story?
- A. They act as characters, sometimes ruining the narrator’s mood.
 - B. They place the narrator’s memories within specific times and locations.
 - C. They represent the holidays that the narrator celebrates with her host family.
 - D. They slow down the action with physical descriptions of the changing weather.
45. In “Under the Midnight Sun,” which aspect of the narrator’s experience made the **most** lasting impression?
- A. her school activities
 - B. her relationships with new friends
 - C. her outdoor activities
 - D. her education about a new language
46. In “Grandpa,” how does the narrator **most** develop the character of Grandpa?
- A. by describing experiences the narrator had with him
 - B. by explaining what other people thought of him
 - C. by presenting facts about his life and accomplishments
 - D. by showing how he treated the narrator

47. Read the sentence from the last paragraph of “Grandpa.”

I mean, who else is there?

How does the author’s use of these words affect the tone of the story?

- A. It reveals the narrator’s optimistic point of view.
- B. It questions the importance of the narrator’s relatives.
- C. It suggests the narrator’s whimsical attitude in the story.
- D. It emphasizes the narrator’s reverence for his grandfather.

Session 4: Reading and Responding Part 2

48. How are the passages alike in their development?
- A. Both passages emphasize the remoteness of their settings.
 - B. Both passages feature narrators describing events from the past.
 - C. Both passages describe young people turning into mature adults.
 - D. Both passages contain sensory images from the narrators' experiences.

Session 4: Reading and Responding Part 2

Plan your answer to question 49 in the space provided below. Then write your completed response on the lines provided on page 55. Use page 56 if you need more space.

49. Look back at the passages “Under the Midnight Sun” and “Grandpa.” Identify a common theme in the passages and explain how both authors develop this theme. Be sure your response includes

- a theme that the passages share
and
- explanations of how each author develops that theme.

Make sure your response includes specific details from both passages.

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"> sharply 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 evidence from the passage cannot receive a score higher than a 2 in Content.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passage to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from the passage to support central idea Evidence 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 evidence from the passage, OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage and/or the evidence 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, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<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/*i*LEAP

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 (<u>are/our</u> , <u>through/though</u>) 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

- 49.** Look back at the passages “Under the Midnight Sun” and “Grandpa.” Identify a common theme in the passages and explain how both authors develop this theme. Be sure your response includes
- a theme that the passages share
- and**
- explanations of how each author develops that theme.
- Make sure your response includes specific details from both passages.**

Score Point	Description
4	Student response is complete and accurate. It <ul style="list-style-type: none"> • identifies a plausible theme that the passages share AND • thoroughly explains how each author develops that theme AND • includes specific details from both passages to thoroughly support the response.
3	Student response is general but accurate. It <ul style="list-style-type: none"> • identifies a plausible theme that the passages share AND • generally explains how each author develops that theme AND • includes some details from the passages to adequately support the response.
2	Student response is partial. It either <ul style="list-style-type: none"> • identifies a vague or implied theme shared by the passages and explains how the authors develop the theme using some details to support the answer OR • identifies a theme in either passage with adequate evidence from the passage to support the answer. <ul style="list-style-type: none"> • May contain errors.
1	Student response is minimal. It either <ul style="list-style-type: none"> • identifies the theme or minimally addresses its development OR • 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 a theme the passages share include:

- Experiencing a different culture.
 - Spending quality time with and appreciating someone from another culture.
 - Appreciating family.
- OR another plausible, text-based response

Session 4: Reading and Responding Part 2

Constructed-Response Scoring Rubric

49. (continued)

Acceptable explanations of how each author develops the theme and details to support it:

- Experiencing a different culture.
 - “Under the Midnight Sun” has descriptions of the events and activities that the author experienced during the year that she was there. In the fall, the author went to the World Plowing Championship, which featured more than plowing. It was compared to a county fair that was international instead of just local. Also, before doing homework, the author took a long walk in the woods and surrounding hills. She learned about a Swedish law, “Every Man’s Right,” that allows a person to walk or camp anywhere as long as no damage is done to the property and the visitor does not get too near others’ homes.
 - “Grandpa” has descriptions of the Navajo lifestyle, clothing, and religion. The author remembers sitting with Grandpa in his hogan for religious ceremonies. For the author, the ceremonies were unfamiliar, but to Grandpa, who was very religious, it was the only thing he knew.
- Spending quality time with and appreciating someone from another culture.
 - “Under the Midnight Sun” details spending quality time with family “in the warmth of home,” spending time at events and celebrations throughout the year, and learning to speak Swedish.
 - “Grandpa” details spending time with Grandpa in and outside of his hogan, working on his farm, talking about life, listening to his jokes, and attending religious ceremonies together. The author recently learned to speak Navajo because of Grandpa and says, “No one else will ever be as great” as he was.
- Appreciating family.
 - In “Under the Midnight Sun,” the author says the Bolins taught her about family, and she details her year with them. She concludes by saying that she has “a new appreciation for the bonds of family” at the end of the passage. In the winter, the family “wiled away the long, dark evenings in the warmth of home,” and that “holiday celebrations were filled with light and joy, including a trip by horse-drawn sleigh to an early morning Christmas service.”
 - In “Grandpa,” the author would sit outside with Grandpa, talking and telling jokes. Grandpa taught the author about “life, manhood, and culture.” The author once thought other people were scared of his grandpa because people gave him good deals, but instead he learned that he was really respected. The author was grateful for the time he spent with Grandpa, even saying, “No one else will ever be as great.”

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

NAME: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Session 3: Language Multiple-Choice Answer Sheet

NAME: _____

11. _____

18. _____

12. _____

19. _____

13. _____

20. _____

14. _____

21. _____

15. _____

22. _____

16. _____

23. _____

17. _____

Session 4: Reading and Responding Part 1

Multiple-Choice Answer Sheet

NAME: _____

24. _____

34. _____

25. _____

35. _____ , _____

26. _____

36. _____

27. _____

37. _____

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38. _____

29. _____

39. _____

30. _____

40. _____

31. _____

41. _____

32. _____

42. _____

33. _____

43. _____

Session 4: Reading and Responding Part 2

Multiple-Choice Answer Sheet

NAME: _____

44. _____

47. _____

45. _____

48. _____

46. _____

49. ECR

Session 2: Research to Build Knowledge

Multiple-Choice Answer Key

1. B

2. D

3. C

4. A

5. C

6. D

7. A

8. D

9. B

10. C

Session 3: Language Multiple-Choice Answer Key

11. B

12. C

13. A

14. D

15. C

16. D

17. B

18. B

19. B

20. D

21. B

22. C

23. A

Session 4: Reading and Responding Part 1

Multiple-Choice Answer Key

24. D

25. D

26. A

27. C

28. B

29. B

30. A

31. C

32. B

33. D

34. B

35. D , D

36. A

37. A

38. B

39. A

40. C

41. B

42. D

43. C

Session 4: Reading and Responding Part 2

Multiple-Choice Answer Key

44. B

47. D

45. C

48. B

46. A

49. ECR

Acknowledgements

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