

Read the passage and answer the following question(s).

The Wolf, The Goat, and The Kid

A goat was leaving to graze among the fresh grass. Before she went, she had a warning for her kid. She pointed to her white hoof and said, "Do not open the door unless you see this sign and hear the password, 'honey'." The wolf, who was prowling around outside, overheard the password. The goat did not see the wolf and went on her way. As soon as she left, the wolf knocked at the door. He asked to be let in, saying, "honey." The very smart kid peeked through the crack in the door and said, "Show me your white hoof, or else I will not open the door." Upon hearing these words, the wolf went slinking home. Where would the kid be now if he believed the password that the wolf overheard?

(Question 1)

1

Which sentence would you add to make the story easier to understand?

- A** The wolf's paws were grey, not white.
 - B** The goat was going out to gather dinner for her kid.
 - C** The wolf liked to trick goats and their kids.
 - D** The goat would not have left if she knew that the wolf was there.
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Read the passage and answer the following question(s).

Ice Cream

Rebecca loves to eat ice cream. She would eat it after every meal. Her favorite flavor is vanilla.

Rebecca got an ice cream maker for her birthday. Now she makes ice cream for all of her friends.

Rebecca has to go to the dentist! She ate too much ice cream.

(Question 2)

2

Which sentence added would make the story easier to understand?

- A** Rebecca now has a cavity.
- B** Rebecca is full.
- C** Rebecca doesn't like ice cream any more.
- D** Now Rebecca's friends like ice cream.

4 Read the following writing rubric.**Score**

- 4 – All of the sentences are about the main idea of the paragraph.
- 3 – Most of the sentences are about the main idea of the paragraph.
- 2 – Only some of the sentences are about the main idea of the paragraph.
- 1 – None of the sentences are about the main idea of the paragraph.

Based on the rubric, which sentence does NOT belong in the paragraph below?

(1) Trains are a fun way to travel. (2) Airplane travel is also fun. (3) There are many things to do on a train. (4) People can walk from one car to another. (5) They can eat meals in the dining car. (6) They can watch the scenery go by. (7) More and more people are choosing to travel by train.

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

5 Read the following writing rubric.**Score**

- 3 – Paragraphs begin with a topic sentence to introduce the main idea.
- 2 – Paragraphs have topic sentences, but they fail to introduce the main idea.
- 1 – Paragraphs do not have a topic sentence.

Based on the rubric, which sentence should be added to the BEGINNING of the following paragraph?

She enjoys swimming in their pool. The water is always warm and sparkly blue. Alma loves her uncle's hamburgers. They are the tastiest she has ever eaten. Alma's favorite summer fun is at their house.

- A** Alma loves visiting her aunt and uncle.
- B** There are many things to do in the summer.
- C** Alma loves summertime fun and food.
- D** Swimming is fun in the summertime.

Read the passage and answer the following question(s). This passage may contain errors.

My Favorite Restaurant

My favorite restaurant is called Miguel's. It is a Mexican restaurant. The restaurant is close to my house. It is my favorite because the food is very good. The people that work there are nice. I also like the music they play. I always order the same food, two tacos with beans and rice. The last time we went to Miguel's, my sister spilled her water. I hope that we get to go back soon.

(Questions 6-7)

6 Read the following sentence from "My Favorite Restaurant."

I always order the same food, two tacos with beans and rice.

This sentence should be AFTER one of the following sentences. Which sentence is it?

- A** It is my favorite because the food is very good.
- B** The last time we went to Miguel's, my sister spilled her water.
- C** I hope that we get to go back soon.
- D** It is a Mexican restaurant.

7 Which of the following sentences from the passage does NOT belong in the passage?

- A** It is a Mexican restaurant.
- B** The last time we went to Miguel's, my sister spilled her water.
- C** The people who work there are nice.
- D** My favorite restaurant is called Miguel's.

— End of Passage —

Use the rubric to answer the following question(s).

Score

- 4- All of the sentences are about the main idea of the presentation.
- 3- Most of the sentences are about the main idea of the presentation.
- 2- Only some of the sentences are about the main idea of the presentation.
- 1- None of the sentences are about the main idea of the presentation.

(Questions 8-11)

8

Robert is giving an oral presentation about someone special to him. Based on the rubric, which sentence does NOT belong in his presentation?

(1) My aunt lives in Washington. (2) She has visited me several times in the past 5 years. (3) Every time she comes to visit, she takes me and my brother to the movies and buys us popcorn. (4) I will write her a letter and express how grateful I am to have such a cool aunt. (5) Hopefully she will visit us soon so that we can tell her what a great aunt she is. (6) My best friend is lucky his aunt lives near him.

- A** Sentence 1 **C** Sentence 4
B Sentence 2 **D** Sentence 6

9

Martha is giving an oral presentation to persuade her class to vote for her for class president. Based on the rubric, which score BEST describes the presentation?

I would like to represent the class of 2006 by being the new class president. I have been going to this school for three years, and I have been involved in the after-school tutoring program. Please vote for me. I like sports and would like to have a soccer and softball team at this school. Some day, I will go to college and become a teacher. I hope you will vote for me this Tuesday.

- A** Score 4 **B** Score 3 **C** Score 2 **D** Score 1

- 10** Jimmy is giving an oral presentation on how to warm up before a baseball game. Based on the rubric, which score BEST describes the presentation?

Before you start playing baseball, you need to warm up. Start out by running a lap and stretching. Then ask your teammate to throw you the ball a few times so the both of you practice and warm up and are both ready for the game. Take the bat, and practice swinging a few balls so that you will be ready to swing during the game. Finally, always remember to drink plenty of water and make sure you eat right so you will have the strength and energy for the game. Good luck, and see you at the park.

- A** Score 4 **C** Score 1
B Score 2 **D** None of the above

- 11** Ivan is giving a presentation on how to prepare a peanut butter and jelly sandwich. Based on the rubric, which score BEST describes the presentation?

There are only three ingredients to prepare a peanut butter and jelly sandwich. I like to eat sandwiches, but peanut butter and jelly sandwiches are my favorite. Some people like to eat them without the jelly, and other people, like my grandma, likes to eat her toast with only jelly. You could use white or wheat bread. I prefer to eat my peanut butter and jelly sandwich on white toast. I probably eat a peanut butter and jelly sandwich every other day for lunch.

- A** Score 4 **B** Score 3 **C** Score 2 **D** Score 1

— End of Passage —

Cynthia's teacher asked students to write a report about the rattles used by Native Americans. Here is the first draft of Cynthia's report. It may contain errors.

Native American Rattles

1 When you think of the music of Native Americans, do drums come to your mind? Although many tribes used drums, the California Luiseño Indians used only rattles with their music. Their rattles told dancers when to dance or singers when to change the words to a song.

2 The Luiseño made many different kinds of rattles. Each had its own special meaning. One kind was the deer hoof rattle. This rattle stood for the sacrifice of the deer. This animal was the first to be eaten by man. Another kind of rattle made by the Luiseño was the turtle shell rattle. This kind of rattle was a symbol of this animal's unusual ability to travel between the two worlds of air and water. The cocoon rattle, made from the cocoon of a silk moth, was also made by these Indians.

3 Each rattle the Luiseño made had its own special purpose. They used one kind of rattle during a funeral. To send the dead into the next world. Other rattles celebrated a new life coming into the world. Often, families kept rattles and handed them down for generations. They even used some rattles to bring healing to a sick person.

4 They filled some of the rattles with coyote seeds. Coyote seeds were actually a type of seed called manzanita that was eaten by coyotes. Indians collected them from the coyote's scat, or its droppings. They also used small rocks that they found around an anthill. The Luiseño thought the rocks would make the sound of the earth when they played the rattle.

5 Using rattles was an important part of this Native American tribe's past, and continues to be a part of their culture even today.

(Questions 12-14)

- 12 **Which of these would be the BEST way for Cynthia to begin paragraph 5?**
A Clearly, B Instead, C Next, D Then,
- 13 **Which sentence would be BEST to add to the beginning of paragraph 4 to improve the focus?**
A The rattles can make many different sounds.
B The rattles could be either large or small in size.
C Seeds were very important to the Luiseño's culture.
D The Luiseño chose different types of items to fill the rattles.
- 14 **To improve the flow of ideas within the passage, which sentence should be removed from paragraph 3?**
A Each rattle the Luiseño made had it's own special purpose.
B Often, families kept rattles and handed them down for generations.
C They used one kind of rattle during a funeral.
D They even used some rattles to bring healing to a sick person.

— End of Passage —

This is the first draft of Joshua's report on porcupine fish. It may contain errors.

Porcupine Fish

(1) I visited the aquarium. (2) I wanted to learn more about the unusual porcupine fish. (3) There were also many other unusual fish there. (4) First, I learned that the porcupine fish gets its name from the spines all over its body and head. (5) These spines are very important to this fish. (6) If it is in danger, it can puff up its body by taking in water. (7) When its body puffs up, the spines sticks up and scare other animals away. (8) I also discovered that these fish are found mostly in coral reef areas near the seashore. (9) They are nocturnal fish. (10) They only come out of their shelters at night. (11) I learned these fish have strong, beak-like mouths for eating animals such as snails hermit crabs and sea urchins. (12) Their powerful jaws can crack open the shells of these animals before eating them. (13) These incredible porcupine fish have become my favorite ocean creature!

(Questions 15-18)

15 **What is the BEST way Joshua could combine sentences 1 and 2 to improve the focus of his paragraph?**

- A** Although I visited the aquarium, I wanted to learn more about the unusual porcupine fish.
- B** After I visited the aquarium, I wanted to learn more about the unusual porcupine fish.
- C** I visited the aquarium, but instead I wanted to learn more about the unusual porcupine fish.
- D** First, I visited the aquarium, and also wanted to learn more about the unusual porcupine fish.

- 16** Which sentence should Joshua remove to improve the ideas in his paragraph?
- A** (3) There were also many other unusual fish there.
 - B** (5) These spines are very important to this fish.
 - C** (7) When its body puffs up, the spines stick up and scare other animals away.
 - D** (12) Their powerful jaws can crack open the shells of these animals before eating them.
- 17** How could sentences 9 and 10 BEST be combined to make Joshua's ideas clearer?
- A** They are nocturnal fish, but they only come out of their shelters at night.
 - B** For example, they are nocturnal fish, and they only come out of their shelters at night.
 - C** They are nocturnal fish, until they only come out of their shelters at night.
 - D** Since they are nocturnal fish, they only come out of their shelters at night.
- 18** Which of the following is the BEST way for Joshua to begin sentence 11?
- A** Clearly, **B** Next, **C** Finally, **D** For example,

— End of Passage —

The following is the first draft of Nicky's paragraph on Jelly Fish. It may contain errors.

Jelly Fish

(1) Have you ever been close to a Jelly? (2) If not, then you are in for a treat. (3) They are called jelly fish because they don't have any bones. (4) Looking kind of like blobs when jellies get washed up on the shore. (5) These blobs, or jelly fish, aren't actually fish. (6) Fish have back bones, but jellies don't. (7) These interesting animals don't have a lot of things. (8) They don't have a brain, a heart, eyes, or ears. (9) So what do they do? (10) Jellies sting. (11) Jelly fish have a bunch of tentacles with stinging cells. (12) When jelly fish think they are in trouble, their stinging cells explode and shoot out poison. (13) Ouch! (14) When puffer fish get scared, they puff up. (15) Even though these interesting blobs may look harmless, they can be rather dangerous. (16) Be very careful when you are around these jellies.

(Question 19)

19 Which of these would be the BEST way for Nicky to begin sentence 15?

- A By the way, C For instance,
B Then, D

20 Read the paragraph below.

Rainy days can be more fun than people tend to think. While you may not be able to go swimming or play at the park, there are still many activities that are actually better in the rain! Rain in some states can be up to a couple hundred inches a year! You can observe all the insects that come out to get refreshment or even stomp around in the puddles.

Which of the following sentences should be removed to improve the flow of ideas?

- A Rainy days can be more fun than people tend to think.
B While you may not be able to go swimming or play at the park, there are still many activities that are actually better in the rain!
C Rain in some states can be up to a couple hundred inches a year!
D You can observe all the insects that come out to get refreshment or even stomp around in the puddles.