

1. Select the sentences that support the inference that the area is in danger of losing its moose population. Select **all** that apply. (RI2)

E. Wolves then raise lots of pups, and their numbers increase.

F. More wolves mean more mouths to feed and more moose get eaten.

2. Which of the following sentences from the passage **best** support the conclusion that all living organisms are part of the food chain? (RI2)

A. "The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun."

3. Read the sentence from the text.

...

The word remote has multiple meanings. What does the word remote **most likely** suggest about human contact with the island? (RI4, L4d)

C. The animals and plants on the island are rarely disturbed by humans because the island is isolated.

4. This question has **two** parts. First, answer part A. Then, answer part B. (RI6)

Part A

Which of these inferences about the author's point of view is **best** supported by the text?

A. The author believes that all living things are connected.

Part B

Which sentence from the text supports your answer in part A?

A. "Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another."

5. What is the author’s **most likely** reason for including the “Isle Royale” section in the text? (RI5)

A. to provide a related example of the information in the introduction

6. What are the **most likely** reasons the author included the section “Living Links” before the sections “Isle Royale: Predators, Prey, and Producers” and “Ups and Downs”? Select **two** options. (RI5)

C. The section “Living Links” defines a food chain before the other sections give an example of a specific food chain.

E. The section “Living Links” gives examples of food chains that are recognizable before the other sections introduce a possibly unfamiliar food chain.

7. A student is writing a story for class about camping. Read the draft of the story and complete the task that follows. (W3d)

...

Choose the **best** sentence to add descriptive detail to paragraph two.

D. Simon felt the soft earth beneath his feet and noticed the glassy lake near the campsite.

8. A student is writing a report for her English teacher about beneficial relationships between people and animals. Read the draft of the introduction to the report and the directions that follow. (W2b)

...

Using information from the student's notes, write one paragraph developing the idea in the last sentence of the introduction.

The 2-Point response: • provides adequate relevant points/reasons/ details and/or evidence from the student notes supporting the thesis/controlling idea to enhance the content • adequately elaborates ideas using precise words/language

The 1-Point response: • provides or lists mostly general and/or limited points/reasons/details or evidence from the student notes supporting thesis/controlling idea. Some points/reasons/ details may be extraneous or loosely related to the main idea. • partially elaborates ideas using general words/language

The 0-Point response: • provides minimal or no supporting points/reasons/details or evidence from the student notes supporting thesis/controlling idea. Those points/reasons/ details that are included may be unclear, repetitive, incorrect, contradictory, or interfere with the meaning of the text. • provides no appropriate elaboration and/or may use poor word choice for audience and purpose

9. A student is writing an argumentative letter to the principal about a plan to have students attend school during the summer months. Read the paragraphs from the draft of the student's letter and complete the task that follows. (W1b)

...

Choose the **two** sentences that should be removed from the second paragraph because they do not support the underlined sentence.

- B. I am a member of the newspaper staff, and I helped conduct the survey.
- D. Your email inbox would fill up in a hurry.

10. A student is writing a story for the school's online literary magazine. Read the draft of the story and complete the task that follows. (W3d)

...

Choose **two** words that best replace the underlined words.

- C. dazzling
- F. radiant

- 11.** A student has written a paper for her English class about living in a rural area. Read the student's draft and complete the task that follows. (L1a)

...

Choose **two** sentences that contain errors in grammar usage.

B. Rolling in the mud, I like to watch them play.

E. They can remember where food is hidden, recognize as many as 30 other pigs, and learned their names within a week of birth.

- 12.** A student is writing a report about the history of computers. Read both sources and the directions that follow. (W8, W9)

...

The student took notes about information in the sources. Which note correctly paraphrases, or restates, information from **both** sources?

D. The first computers were big machines designed to solve math problems more quickly than people can.

- 13.** A student has made a plan for research. Read the plan and the directions that follow.

...

The student needs to find a credible, or trustworthy, source with relevant information. Which source would **most likely** have credible and relevant information?

C. www.animalinfozone.com

Why some animals live in colonies, and how this form of social organization is a key to their survival. In a paper by Dr. Stephen T. Cora, the author shares the work of biologists who have examined the social groups of ants, termites, bees, mole rats, and more . . .

- 14.** A student is writing a research report about early sea navigation. She found a trustworthy source. Read the paragraph and the directions that follow. (RL1, W8)

...

Choose **two** facts that support the author's point of view about Harrison's clock.

H. Because it kept nearly perfect time, we plotted our position most accurately and thus kept from running aground or worse.

J. Now, our captain can draw updated maps that should be useful for sailors far into the future.