Grade 5 English Language Arts Practice Test
Test Administrator Instructions

★ This document contains a Practice Test that shows what each part, or session, of the actual grade 5 transitional English Language Arts assessment is like.

★ The Practice Test may be used at home or at school for students to become familiar with the iLEAP test they will take in spring 2013. It can help students feel more relaxed when they take the actual test.

★ Some sessions of the Practice Test are shorter than those on the actual test. The iLEAP Assessment Guides (http://www.doe.state.la.us/topics/assessment_guides.html) provide information on the number of questions that are on the actual test.

★ The Content and Style rubrics for scoring student responses to the writing prompt are located on pages 50 and 51. For more information about what sample work looks like for a grade 5 writing prompt, use the Sample Student Work (Grades 3–8) document, found on the LDOE website at http://www.doe.state.la.us/topics/writing_prompts.html

★ The English language arts test has four sessions to be taken separately:

  ▪ Session 1: Writing (pages 2 to 7) includes a passage and a Writing Topic; a planning sheet for notes, brainstorming, and/or writing an outline; and two Rough-Draft pages. The Writer’s Checklist and Final-Draft pages are on pages 47 to 49.

    NOTE: On the actual test, the Writer’s Checklist, the directions to the writing session (above the passage), and the Writing Topic will be read aloud. The passage(s) must not be read aloud except to students with the accommodation Tests Read Aloud. Each student should be given a dictionary and thesaurus to use during the writing session only.

    ▪ Session 2: Using Information Resources (pages 8 to 22) includes 4 sources students use to answer 5 multiple-choice questions.

    ▪ Session 3: Reading Parts 1 & 2 (pages 23 to 35) include 5 vocabulary items and 3 reading passages students use to answer 15 reading comprehension questions. All items are multiple choice.

    ▪ Session 4: Language (pages 36 to 46) includes 30 multiple-choice questions that assess a student’s ability to find mistakes in spelling, capitalization, punctuation, and usage and expression.

★ Students put their answers to multiple-choice items on the Answer Sheet on pages 52 to 54.

★ Answer keys for the multiple-choice items are located on pages 55 to 57.
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.

- Before you begin the test, your teacher will read aloud the Writer’s Checklist, the directions above the passage, and the Writing Topic.
- You may use a dictionary and thesaurus for this session only.
- You may review your work in this session but do not work on any other part.
Handwriting: Should Schools Still Teach It?

It used to be that if people wanted to let others know something, they might write a quick note or even a long letter. This practice is happening less often. For this reason, many people think of handwriting as old-fashioned. Nowadays, it is more common for people to express their thoughts in an e-mail or text. In fact, more and more students use technology for written communication in their lives. Even so, research shows that teaching handwriting skills has its benefits. However, are the benefits worth spending valuable classroom time on teaching handwriting skills when students could be learning more about computer keyboarding?

States across the country have good reasons to require students to learn computer keyboarding skills. For one, students are learning a technology that will help them communicate faster with more people and in many different forms, such as e-mails, websites, blogs, and so on. Also, the better a student’s computer keyboarding skills, the greater the chance that student has to become a better writer. Computer tools such as grammar and spell check make correcting quick and easy, although not 100% accurate. With these and many other tools, students gain important computer skills. Furthermore, students no longer have to worry about their writing being graded poorly by teachers. All in all, computer keyboarding skills are a step in the right direction.

Still, the advantages of computer keyboarding skills may not be enough to leave handwriting instruction in the dust. According to Marlena Hamilton, Professor of Neurology at University of Pennsylvania, “Handwriting actually helps learning.”

Conducting an experiment, Hamilton and her co-workers studied what happens in students’ brains when writing. They found that many of the areas of the brain light up. These are the same areas that are used to learn to read. They then wondered if the same would be true when students looked at letters on a keyboard. “What we found,” she states, “is that brains are much less involved when we just view letters. When we actually use our hands to make things, the brain works much harder.”

School districts across the nation are looking at the evidence and deciding what to do. William McIntyre, a reading coach at Sunshine Elementary School in Albany, New York, says, “What we have learned from the research is that learning handwriting benefits students educationally. What we also know is that students need to be taught keyboarding skills.” Now, it is up to each school district to make a decision.
Writing Topic

Write a multiparagraph letter to convince your teacher whether or not handwriting should be taught in school. Use details from the passage to support your opinion.

As you write, follow the suggestions below.

- Be sure your letter 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.
- Check your writing for correct spelling, punctuation, and grammar.

Use page 5 for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 6 and 7. Write your final draft on pages 48 and 49.

Remember: The prewriting activities on page 5 and the rough draft on pages 6 and 7 will not be scored. Only your final draft on pages 48 and 49 will be scored.
Session 1: Writing

Use for notes, brainstorming, and/or an outline.
<table>
<thead>
<tr>
<th>Rough Draft</th>
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Session 2: Using Information Resources Directions

This is a test of your ability to use information resources. All questions are multiple choice.

- This test has several resources followed by questions.
- Four answers are given for each question. Choose the answer you think is better than the others.
- Write your answers for questions 1 through 5 in the spaces provided on the answer sheet.
- You may review your answers in this session but do not work on any other part.
Research Topic: The Story of Chocolate

Suppose you are working on a report about chocolate. Four different sources of information about chocolate are contained in this test. The information sources and the page numbers are listed below.

1. Article from the Magazine Fun Facts
   “The History of Chocolate” (page 10–11)

2. Excerpts from The Chocolate Encyclopedia
   a. Map and Charts (page 12–13)
   b. “Chocolate: Starting from Scratch” (page 14)

3. Excerpts from the Book ABCs of Chocolate
   a. Bibliography (page 15)
   b. Glossary (page 16)
   c. Index (page 17)

4. Excerpts from the Book Chocolate: Yesterday and Today
   a. Table of Contents (page 18)
   b. Timeline (page 19)

Note: Models of bibliographic entries for different types of documents are on page 20.

Directions: Skim pages 10 through 19 to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages 21 and 22. Use the information sources to answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.
Chocolate has been around for thousands of years. It all starts with a seed or bean called *cacao* (ka-kow) that grows inside pods on cacao trees. Cacao trees can reach heights of more than thirty feet. The trees grow in rain forest regions, where the climate is warm and humid.

The pod is oval-shaped and about twelve inches long. Unlike most bean pods, cacao pods grow from all parts of a tree, even the trunk! The pods are protected in the shadow of the towering trees in the rain forest. Each tree produces pods, which, when opened, are filled with twenty to fifty pale, almond-sized seeds. It is from these seeds or beans, ground into a powder, that cocoa is made. If the beans are eaten alone, they are bitter. Once they are processed and mixed with other ingredients, they have a sweet, chocolaty flavor.

The cacao bean has a very interesting history. The tree originated in Central and South America. The Aztec Indians used the beans as money, and the Maya Indians drank a chocolaty mixture they made from the beans, similar to hot chocolate. The Spanish explorers learned of the bean from these cultures and brought the cacao bean to Europe. The cacao bean has been on some fascinating journeys.

Some people think the word *cocoa* came about because European traders spelled the name of the cacao tree incorrectly. In fact, the word *chocolate* came from a word in the Aztec language, *chokolatl*.

Today chocolate and cocoa are known all around the world. The explorers who first reached the North Pole drank it on their way. Chocolate has even been to the moon. Astronauts who landed on the moon took it with them into space.
We use chocolate as an ingredient in many recipes. It is enjoyed in candy bars or in combination with other delicious flavors. Quite a change from a bitter bean to a wonderful sweet treat!
The cacao bean is grown within 20 degrees north or south of the equator. The places that grow it use the bean locally. In addition, they sell the bean to other places. Producers are the people and companies that grow the trees, harvest the pods, and sell the beans. Consumers are the people who buy the products made from the cacao beans. These products are chocolate and cocoa.

**Chocolate Consumers: Top Countries Per Capita in 2012**

<table>
<thead>
<tr>
<th>Country</th>
<th>Continent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Switzerland</td>
<td>Europe</td>
</tr>
<tr>
<td>2 Austria</td>
<td>Europe</td>
</tr>
<tr>
<td>3 Ireland</td>
<td>Europe</td>
</tr>
<tr>
<td>4 Germany</td>
<td>Europe</td>
</tr>
<tr>
<td>5 Norway</td>
<td>Europe</td>
</tr>
<tr>
<td>6 Denmark</td>
<td>Europe</td>
</tr>
<tr>
<td>7 United Kingdom</td>
<td>Europe</td>
</tr>
<tr>
<td>8 Belgium</td>
<td>Europe</td>
</tr>
<tr>
<td>9 Australia</td>
<td>Oceania</td>
</tr>
<tr>
<td>10 Sweden</td>
<td>Europe</td>
</tr>
</tbody>
</table>
Session 2: Using Information Resources

Leading Cacao-Producing Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Thousands of Metric Tons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivory Coast</td>
<td>800</td>
</tr>
<tr>
<td>Brazil</td>
<td>600</td>
</tr>
<tr>
<td>Ghana</td>
<td>400</td>
</tr>
<tr>
<td>Malaysia</td>
<td>200</td>
</tr>
<tr>
<td>Indonesia</td>
<td>100</td>
</tr>
<tr>
<td>Nigeria</td>
<td>50</td>
</tr>
</tbody>
</table>
You've just finished reading about the history of chocolate. You're probably wondering how chocolate is made from such a small bean. The following pictures show us the steps in the process.

**Step 1:** Chocolate starts as a seed in the cacao pod. Cacao pods grow in rain forests.

**Step 2:** The pods are harvested and are cut open. The seeds inside are removed and stored.

**Step 3:** The seeds are spread out to dry. Now they are called beans and are sent to factories to make chocolate.

**Step 4:** The beans are roasted. The shells are removed, and the beans are made into chocolate liquor.

**Step 5:** Cocoa butter and sugar are added to the chocolate liquor to make it taste sweet and rich.

**Step 6:** The chocolate is then blended to make it smooth and tempered to give it a shiny look.

**Step 7:** Finally, chocolate is added to other ingredients. It might become a candy or be used in cake or cookies.
Bibliography

Not only do people like to eat chocolate, but they like to read about it, too. Here is a list of books that have the word chocolate in their titles.


### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bittersweet chocolate</strong></td>
<td>chocolate made with more cocoa and less sugar than semisweet or milk chocolate</td>
</tr>
<tr>
<td><strong>cacao beans</strong></td>
<td>the dried seeds of the cacao pod</td>
</tr>
<tr>
<td><strong>chocolate liquor</strong></td>
<td>the dark nonalcoholic paste made by grinding the cacao bean until it is smooth</td>
</tr>
<tr>
<td><strong>chocolatier</strong></td>
<td>a person who specializes in making fine-quality chocolate</td>
</tr>
<tr>
<td><strong>cocoa</strong></td>
<td>a word that comes from the word cacao; the roasted, shelled, ground beans of the cacao pod</td>
</tr>
<tr>
<td><strong>cocoa butter</strong></td>
<td>the fat found in cacao seeds. About one-half of the cacao seed is fat and is used in making chocolate.</td>
</tr>
<tr>
<td><strong>cocoa powder</strong></td>
<td>made by pressing almost all the cocoa butter from chocolate liquor and grinding it into a powder</td>
</tr>
<tr>
<td><strong>conching</strong></td>
<td>mixing the chocolate until it has a smooth, creamy look</td>
</tr>
<tr>
<td><strong>confection</strong></td>
<td>candy or other sweets</td>
</tr>
<tr>
<td><strong>consumers</strong></td>
<td>persons who use a product or service</td>
</tr>
<tr>
<td><strong>consumption</strong></td>
<td>the act of using a product or service</td>
</tr>
<tr>
<td><strong>fermentation</strong></td>
<td>a decaying process that changes the flavor</td>
</tr>
<tr>
<td><strong>ganache</strong></td>
<td>a mixture of chocolate melted with cream or butter and used for cake fillings, glazes, or sweet centers of candy</td>
</tr>
<tr>
<td><strong>milk chocolate</strong></td>
<td>a mixture of chocolate liquor, cocoa butter, milk, sugar, and other flavorings</td>
</tr>
<tr>
<td><strong>producers</strong></td>
<td>persons who make a product or provide a service</td>
</tr>
<tr>
<td><strong>rain forest</strong></td>
<td>a very thick forest, usually found in a tropical or warm, wet region, with at least 100 inches of rain per year</td>
</tr>
<tr>
<td><strong>semisweet chocolate</strong></td>
<td>chocolate that has a little more sugar than bittersweet chocolate and not as much sugar as milk chocolate</td>
</tr>
<tr>
<td><strong>shell</strong></td>
<td>the hard outer coat of a seed or a bean</td>
</tr>
<tr>
<td><strong>shelling</strong></td>
<td>removing the shells from beans</td>
</tr>
<tr>
<td><strong>tempering</strong></td>
<td>heating and cooling liquid chocolate, which gives the chocolate a shiny look</td>
</tr>
</tbody>
</table>
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Page numbers with maps are shown in bold. Pages with photographs are shown as underlined numerals.

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The history of chocolate can be traced back to early times. This timeline shows some of the major events in the development of chocolate from about 1500 to 1900.

- **1502 Columbus’ Fourth Voyage:** On his fourth voyage to the Americas, Christopher Columbus and his crew came across a large dugout canoe. It held trading goods, including cotton, grain, weapons, and cacao beans.
- **1580 Drink Made with Cocoa:** A chocolate drink became popular in Spain.
- **1600–1650 Favorite Drink of Kings and Queens:** Hot chocolate became known throughout Europe and became a popular drink with royalty.
- **1657 First Chocolate Shop:** A business selling chocolates opened in London, England.
- **1765 In the U.S.:** Chocolate was first manufactured in the U.S.
- **1875 Milk Chocolate Invented:** Daniel Peter and Henri Nestle combined sweetened condensed milk and chocolate to make milk chocolate.
- **1876 Milton Hershey:** Hershey opened his first candy shop in Pennsylvania.
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**


**A Book by More Than One Author**


**An Encyclopedia Entry**


**A Magazine Article**


**A Book Issued by an Organization Identifying No Author**

Session 2: Using Information Resources

1. Which term refers to the process of heating and cooling liquid chocolate to give it a shiny look?
   A. Ganache
   B. Tempering
   C. Conching
   D. Fermentation

2. Which country consumed the most chocolate per capita in 2012?
   A. Europe
   B. Sweden
   C. Ivory Coast
   D. Switzerland

3. What is the acceptable bibliographic entry for “The History of Chocolate” from the magazine Fun Facts? Refer to the model bibliographic entries.

4. Which resource contains the most information about chocolate in early South American history?
   A. The bibliography from the book ABCs of Chocolate
   B. “The History of Chocolate” from the magazine Fun Facts
   C. The timeline from the book Chocolate: Yesterday and Today
   D. The map and charts from The Chocolate Encyclopedia
5. To find out which country grows the most cacao, which resource would be most useful?

A. The index from the book *ABCs of Chocolate*
B. “The History of Chocolate” from the magazine *Fun Facts*
C. The timeline from the book *Chocolate: Yesterday and Today*
D. The map and charts from *The Chocolate Encyclopedia*
Session 3: Reading, Part One Directions

This is a test about words and their meanings.

- For each question, you are to decide which one of the four answers has most nearly the same meaning as the underlined word above it.
- Write your answers for questions 6 through 10 in the spaces provided on the answer sheet.
6. **To abolish a law**
   A. correct
   B. think of
   C. examine
   D. get rid of

7. **A vast area**
   A. hidden
   B. enormous
   C. changing
   D. dry

8. **Compassionate** words
   A. daring
   B. hard-to-say
   C. well-meaning
   D. caring

9. **A unique gift**
   A. very small
   B. very rare
   C. very new
   D. very fancy
10. To shudder from the cold
   A. sink
   B. roll
   C. launch
   D. shake
Session 3: Reading, Part Two Directions

This is a test of how well you understand what you read.

- This session consists of reading passages followed by questions.
- Read each passage and then answer the questions.
- Four answers are given for each question. You are to choose the answer that you think is better than the others.
- Write your answers for questions 11 through 25 in the spaces provided on the answer sheet.
After school, Eric went to Mr. Malone’s house, where he was going to spread mulch in the garden. It was his first real job, and Mr. Malone had offered to pay him five dollars. How hard can it be to spread mulch? Eric thought.

When Eric arrived, Mr. Malone instructed, “Carefully spread a thick layer of mulch around the plants in the front yard, and sweep the walk.”

Since Eric figured that sweeping the walk would be the easiest part of the job, he resolved to complete that task first. After fifteen minutes, Eric had finished sweeping and was admiring his work. Mr. Malone approached him and asked, “Why did you sweep first?” He pointed at the mulch pile. “Spreading mulch is messy. You’ll have to sweep again after you put down the mulch.”

“I didn’t know that,” Eric said glumly. He stuck the shovel into the pile of mulch and began transporting it, one shovelful at a time, over to the garden. After only a few minutes, his arms were tired. Mr. Malone observed Eric trudging with the shovel to and from the mulch pile.

“Why don’t you use the wheelbarrow, Eric?” Mr. Malone suggested.

“You didn’t say anything about using a wheelbarrow,” Eric replied.

Mr. Malone stroked his chin, pondering the situation, and asked, “Is this your first job?”

“Yes, sir.”

“Well,” Mr. Malone began, “completing a job requires a strategy. You’ve got to think through each step and use common sense. If you’re not sure what to do, you should ask.” He gestured at the wheelbarrow and said, “Now, let’s discuss a plan.”

Two hours later, Eric came home, dragging himself into the kitchen, his shirt and jeans brown with dirt. As he slumped into a chair, his mom brought him a glass of water.

“How did it go?” she asked.

“There’s a lot more to a job than I thought,” Eric said. “Mr. Malone hired me to work in his backyard tomorrow, but I have a plan to make the job easier.”
11. The author chooses the words “dragging” and “slumped” to show that Eric is
   A. worried.
   B. lazy.
   C. hungry.
   D. tired.

12. What is the most important thing Eric has learned during his first job?
   A. How to plan ahead
   B. How to spread mulch
   C. How to use a wheelbarrow
   D. How to deal with a tough boss

13. Which word best describes Mr. Malone?
   A. Harsh
   B. Patient
   C. Talkative
   D. Welcoming

14. What causes Mr. Malone to make a suggestion while Eric is shoveling?
   A. He does not like the way the garden looks.
   B. He wants Eric to keep sweeping the walk.
   C. He sees that Eric is working too hard.
   D. He cannot find the wheelbarrow.
15. Which literary device does the author use when Eric thinks, *How hard can it be to spread mulch?*
   A. Simile
   B. Imagery
   C. Flashback
   D. Foreshadowing

16. Which resource would help the reader find out more about applying mulch in a garden?
   A. A glossary of gardening terms
   B. An encyclopedia about flowers
   C. A manual explaining how to maintain gardens
   D. An atlas showing plant zones in the United States
To humans, sunlight appears white, but it is really made up of many colors, such as red, orange, yellow, green, blue, indigo, and violet. When sunlight passes through water, the sunlight is broken apart into different colors. For example, raindrops can bend the different colors in sunlight so the light spreads out into a colorful arc known as a rainbow.

However, certain conditions are needed in order to see a rainbow in the sky. First, it must be raining. Second, the sun must be shining. Third, the observer must be between the sun and the rain.

Making a Rainbow

If the conditions are not right for seeing a rainbow outside in the sky, you can make your own rainbow inside by using a glass of water and a flashlight.

Materials Needed

- a large, clear drinking glass
- water
- a sheet of plain white paper
- masking tape
- a flashlight

What to Do

1. Fill a glass with water almost to the top.
2. Place the glass near the edge of a counter or a table.
3. Place a sheet of plain white paper on the floor a few inches away from the counter or table.
4. Put two pieces of masking tape over the front of a flashlight so that the light comes out through a slit about 1/8 inch wide.
5. Darken the room to obtain the best results.
6. Hold the flashlight at an angle above the glass and shine the light through the water onto the sheet of paper on the floor.
7. Move the flashlight until you can see a rainbow on the paper.

What Is Happening

The beam of light from the flashlight that passes through the glass of water is similar to sunlight that passes through raindrops. The water bends the light so it separates into the colors of a rainbow.
17. In the experiment for making a rainbow, which two items represent the sunlight and raindrops?
   A. The flashlight and water
   B. The masking tape and water
   C. The flashlight and a large, clear drinking glass
   D. The sheet of plain white paper and a large, clear drinking glass

18. What is the purpose of the experiment?
   A. To explain one way to make a rainbow at home
   B. To explain where to buy the supplies to make a rainbow
   C. To provide a way to remember the colors in a rainbow
   D. To compare different stories about what causes a rainbow

19. What is one condition that is needed to see a rainbow in the sky?
   A. It must be raining.
   B. It should be a cold day.
   C. It must be windy.
   D. It should be a cloudy day.
20. How should the glass of water and the sheet of white paper be arranged?

A. 

B. 

C. 

D.
April 20, 2012

Dear Parks and Recreation Department:

I know that you are considering building a dog park in our community. I think this is a great idea! I have a dog, and many of my neighbors and friends at school do too. Dog parks have many benefits.

A dog park provides a place for dogs to play. This area will give many people a place to go with their dogs.

A dog park will give neighbors a wonderful place to gather and talk with one another. People will be able to get to know their neighbors better. As a result, people will also become friendly with others in the community.

A dog park will allow people to train their dogs and teach them good manners. This will result in better dog behavior at home and in the community.

Another benefit is that dog owners can have fun with their pets without bothering other people. People who do not own pets can enjoy other parks in the community. Bicyclists and runners will not have to share trails with people who are walking their dogs.

A dog park will also allow both people and pets to exercise more. This will result in healthier people and pets. In addition, pets that have more exercise will be less bored, so they will bark less.

Finally, a dog park could be used by pet organizations to host special pet events, such as dog adoptions. These organizations could also provide dog-training classes.

I am sure that you see the many benefits a dog park will have for our community. I reassert my support for this project.

Sincerely,

Jess Olsen, 5th grade student
21. What is the main idea of the letter?
   A. A dog park will benefit only dog owners.
   B. The advantages of building a dog park outweigh the disadvantages.
   C. A dog park is best used to educate dog owners and improve the health of dogs.
   D. A dog park offers opportunities for all kinds of activities, some social and some educational.

22. What is the tone of the passage?
   A. Impatient
   B. Humorous
   C. Critical
   D. Persuasive

23. According to the passage, pet organizations might use a dog park to
   A. give dog owners a chance to socialize.
   B. provide dog-training classes.
   C. let people play games with their dogs.
   D. sell products to dog owners.

24. How might the information in the passage be useful to dog owners?
   A. It explains the importance of walking dogs on leashes.
   B. It indicates the benefits of owning a dog.
   C. It gives examples of how a dog park can help pets.
   D. It tells how dogs can use trails for exercise.
25. What is one benefit of dogs getting more exercise?

A. They will not bark as much.
B. They will eat more.
C. They will be calmer.
D. They will be friendlier.
Session 4: Language Directions

This is a test of how well you can find mistakes in writing. The directions at the top of each page tell what type of mistake to look for.

- On the pages with mistakes in spelling, capitalization, and punctuation, choose the answer with the same letter as the line containing the mistake.

- On the pages with mistakes in usage and expression, choose the answer with the same letter as the line containing the mistake, or choose the word, phrase, or sentence that is better than the others.

- When there is no mistake or no change needed, choose the last answer.

- Write your answers for questions 26 through 55 in the spaces provided on the answer sheet.
Directions: On this page, look for mistakes in spelling.

26. A. spindle
   B. gentle
   C. actualy
   D. thought
   E. (No mistakes)

27. A. silk
   B. curly
   C. refuze
   D. examine
   E. (No mistakes)

28. A. storie
   B. expect
   C. toward
   D. forgotten
   E. (No mistakes)

29. A. blur
   B. ankel
   C. flavor
   D. cottage
   E. (No mistakes)
Directions: On this page, look for mistakes in spelling.

30. A. touch  
   B. future  
   C. instinct  
   D. whether  
   E. (No mistakes)

31. A. echo  
   B. pause  
   C. result  
   D. supplys  
   E. (No mistakes)
Directions: On this page, look for mistakes in capitalization.

32.  
A.  The Bayou Sauvage National
B.  wildlife refuge was established in
C.  the city of New Orleans in 1990.
D.  (No mistakes)

33.  
A.  The bison, or buffalo as it is
B.  often called, nearly became extinct
C.  in America in the late 1800s.
D.  (No mistakes)
34. A. 1409 Robinwood Lane  
   B. Percy, va 46455  
   C. November 22, 2011  
   D. (No mistakes)

35. A. Dear Marnie,  
   B. Well, the heat of the summer finally got  
   C. to the Shreveport area, and I am thrilled!  
   D. (No mistakes)

36. A. My grandfather used to say to me,  
   B. “try to appreciate all the seasons of the year, and  
   C. you will never be disappointed with the weather.”  
   D. (No mistakes)

37. A. I go to the local swimming pool almost  
   B. every day with Karen, my little Sister. We are  
   C. certainly making the most of our summer vacation.  
   D. (No mistakes)

38. A. Anyway, how is your new home in Virginia?  
   B. I looked at a book last month called beautiful homes.  
   C. One of the houses was in Virginia, and it made me think of you.  
   D. (No mistakes)

39. A. I have to go right now, but I will stay in touch.  
   B. With Best Wishes,  
   C. Melissa  
   D. (No mistakes)
Directions: On this page, look for mistakes in punctuation.

40. A. Nina’s parents took her on
   B. a trip to visit her two favorite
   C. aunts in Rochester New York.
   D. (No mistakes)

41. A. Koala bears are not actually bears.
   B. Since they are marsupials they
   C. carry their young in a pouch.
   D. (No mistakes)

42. A. My favorite movie,
   B. Finding Nemo, is a perfect
   C. combination of funny and serious.
   D. (No mistakes)

43. A. Why are giraffes so tall. My
   B. teacher told me it was so they could
   C. reach leaves that are high up in the trees.
   D. (No mistakes)

44. A. Today in class we learned about
   B. animals that eat just plants, such
   C. as cows horses goats and rabbits.
   D. (No mistakes)
Session 4: Language

Directions: On this page, look for mistakes in punctuation.

45. A. By the end of next week, all the
    B. girl’s in Ms. Atkinson’s class are expected
    C. to turn in their answers on clean, white paper.
    D. (No mistakes)
Session 4: Language

Directions: On this page, look for mistakes in usage and expression.

46. A. “Don’t cry because it’s over smile
B. because it happened,” is what
C. children’s author Dr. Seuss once said.
D. (No mistakes)

47. A. When my sister will get home, her
B. face was really red. If she had taken more
C. sunscreen, she would have been better off.
D. (No mistakes)

48. A. Unless we ask Mr. Crowe a question
B. now, we might not never understand
C. how to find the solution to the problem.
D. (No mistakes)

49. A. Goliath is the smartest dog
B. that we has ever known. We are pretty
C. sure you would agree with us on that.
D. (No mistakes)

50. A. Because I enjoy giving speeches. I
B. know that I need to practice,
C. practice, and practice some more.
D. (No mistakes)
Session 4: Language

Directions: On this page, look for mistakes in usage and expression.

51. A. Let’s have lunch right after  
     B. we get home and right before  
     C. we going to the concert.  
     D. (No mistakes)
**Session 4: Language**

**Directions:** In questions 52–55, choose the best answer based on the following story.

1 Pat and I were looking forward to our three-day weekend. 2 We had just had a very hectic week of school, and we couldn’t wait to be “set free” for three full days of fun and excitement. 3 We, along with Pat’s “super-cool” Uncle Ray were driving an hour north of town for a camping weekend in the wilderness. 4 Uncle Ray is a mechanic and takes care of Pat. 5 Uncle Ray was picking us up at school. 6 The car all packed and ready to go camping. 7 Now there were just two minutes left in the school day.

52. Which sentence needs a comma?
   A. Sentence 1
   B. Sentence 3
   C. Sentence 4
   D. (No change)

53. Which sentence should be left out of the story?
   A. Sentence 2
   B. Sentence 4
   C. Sentence 5
   D. Sentence 7
54. Choose the best way to express the idea in sentence 6.

A. The car and us packed and ready to go.
B. Packed all our things in the car and were ready to go.
C. The car was all packed and ready to go.
D. In the car, all our things packed neatly and ready to go.

55. Choose the best concluding sentence to add to the paragraph.

A. Judy, who lives down the block from me, then raised her hand.
B. Finally, the teacher gave us a little homework to do for Monday.
C. We sat at our desks and impatiently waited for the final bell to ring.
D. My little brother sometimes goes camping with us, but not this time.
Directions for Writing

Follow the steps below to help you write your composition.

Step 1: Planning and Drafting
☞ Read the directions, the passage(s), and the writing topic in your test booklet 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 in your test booklet 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 correct page(s) in your answer document.
☞ Write your final draft in either print or cursive using a No. 2 pencil.
☞ Use appropriate formatting.

Step 3: Proofreading
☞ Read your final draft.
☞ Correct any errors in usage (subject-verb agreement, verb tenses, word meanings, and word endings).
☞ Correct errors in punctuation, capitalization, and spelling.
☞ Erase or strike through words if necessary.

Important Reminders:
Your composition will be scored on content.
☞ your central idea
☞ development of ideas
☞ use of the passage(s)
☞ organization

Your composition will be scored on style.
☞ word choice
☞ expression of ideas
☞ sentence variety

Only the writing on the Final Draft pages in your answer document will be scored.

Remember to print or write neatly.
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?

<table>
<thead>
<tr>
<th>Score Point</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Central Idea</td>
<td>Consistent, though not necessarily perfect, control; many strengths present</td>
<td>Reasonable control; some strengths and some weaknesses</td>
<td>Inconsistent control; the weaknesses outweigh the strengths</td>
<td>Little or no control; minimal attempt</td>
</tr>
<tr>
<td>- focused central idea</td>
<td>- clear central idea</td>
<td>- vague central idea</td>
<td>- unclear or absent central idea</td>
<td></td>
</tr>
<tr>
<td>- shows a complete understanding of the task</td>
<td>- shows a general understanding of the task</td>
<td>- shows a partial understanding of the task</td>
<td>- shows a lack of understanding of the task</td>
<td></td>
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<thead>
<tr>
<th>Use of the Passage and Development</th>
<th>A composition without information from the passage cannot receive a score higher than a 2 in Content.</th>
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<tbody>
<tr>
<td>- includes well-chosen information from the passage to support central idea</td>
<td>- includes sufficient and appropriate information from the passage to support central idea</td>
</tr>
<tr>
<td>- Passage information and ideas are developed thoroughly.</td>
<td>- Passage information and ideas are developed adequately (may be uneven).</td>
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<tr>
<td>- Details are specific, relevant, and accurate.</td>
<td>- Details are, for the most part, relevant and accurate.</td>
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</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>- Evidence of planning and logical order allows reader to easily move through the composition.</th>
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<tbody>
<tr>
<td>- clear beginning and ending</td>
<td>- Logical order allows reader to move through the composition without confusion.</td>
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<tr>
<td>- effective linking words and phrases</td>
<td>- has a beginning and ending</td>
</tr>
<tr>
<td>- sense of wholeness</td>
<td>- some linking words and phrases</td>
</tr>
<tr>
<td></td>
<td>- attempt at organization</td>
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<tr>
<td></td>
<td>- weak beginning, ending</td>
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<td>- may lack linking words and phrases</td>
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<tr>
<th>Organization</th>
<th>- random order</th>
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<tbody>
<tr>
<td>- no beginning or ending</td>
<td>- difficult for the reader to move through the response</td>
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</table>
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?

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<tbody>
<tr>
<td>Consistent, though not necessarily perfect, control; many strengths present</td>
<td>• precise</td>
<td>• clear but less specific</td>
<td>• generic</td>
<td>• functional</td>
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<td></td>
<td>• effective</td>
<td>• includes some interesting words and phrases appropriate to the task</td>
<td>• limited</td>
<td>• simple (below grade level)</td>
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<td></td>
<td>• vivid words and phrases appropriate to the task</td>
<td>• repetitive</td>
<td>• overused</td>
<td>• may be inappropriate to the task</td>
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<tr>
<td>Reasonable control; some strengths and some weaknesses</td>
<td>• fluid, very easy to follow, because of variety in length, structure, and beginnings</td>
<td>• generally varied in length and structure</td>
<td>• little or no variety in length and structure</td>
<td>• simple sentences</td>
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<td>• Most sentences have varied beginnings.</td>
<td>• Awkward sentences may affect the fluidity of the reading.</td>
<td>• same beginnings</td>
<td>• no variety</td>
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<td></td>
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<td>• same beginnings</td>
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<td>• Construction makes the response difficult to read.</td>
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<td>Inconsistent control; the weaknesses outweigh the strengths</td>
<td>• compelling and engaging</td>
<td>• clear, but may not be particularly compelling</td>
<td>• weak and/or inconsistent voice</td>
<td>• no voice</td>
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<td>• Response is too brief to provide an adequate example of style; minimal attempt.</td>
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Session 2: Using Information Resources
Multiple-Choice Answer Sheet

Name: ____________________________________________

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
### Session 4: Language
#### Multiple-Choice Answer Sheet

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Session 2: Using Information Resources
Multiple-Choice Answer Key

Name: ________________________________________

1. B
2. D
3. D
4. B
5. D
Session 3: Reading
Multiple-Choice Answer Key

Name: ____________________________________________

6. D  
7. B  
8. D  
9. B  
10. D  
11. D  
12. A  
13. B  
14. C  
15. D  
16. C  
17. A  
18. A  
19. A  
20. A  
21. D  
22. D  
23. B  
24. C  
25. A
Session 4: Language
Multiple-Choice Answer Key

Name: ____________________________________________________________

26. C       41. B
27. C       42. D
28. A       43. A
29. B       44. C
30. C       45. B
31. D       46. A
32. B       47. A
33. D       48. B
34. B       49. B
35. D       50. A
36. B       51. C
37. B       52. B
38. B       53. B
39. D       54. C
40. C       55. C