Grade 6 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 6 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 47 and 48. For more information about what sample work looks like for a grade 6 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 44 to 46.

  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 19) includes 5 sources students use to answer 5 multiple-choice questions.

- Session 3: Reading Parts 1 & 2 (pages 20 to 31) include 6 vocabulary items and 3 reading passages students use to answer 16 reading comprehension questions. All items are multiple choice.

- Session 4: Language (pages 32 to 43) includes 32 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 49 to 51.

★ Answer keys for the multiple-choice items are located on pages 52 to 54.
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.
Audubon Aquarium of the Americas

Where can you go to observe a coral reef, feed a parakeet, and explore a rainforest all in one afternoon? The Audubon Aquarium of the Americas is the place to experience all of these activities and many more. And it is right here in Louisiana!

In the aquarium, guests will find exhibits of the Gulf of Mexico, the Caribbean Reef, and the Amazon Rainforest. Visitors can observe animals found in these locations, such as sea otters, stingrays, and sharks, as well as learn about native Louisiana habitats.

Each exhibit connects the visitor to the natural world. Life under the sea is usually hidden from human eyes, but at the aquarium, it is right in front of the visitor! Additionally, the aquarium functions as a training center for many people. Teachers can learn about the topics they teach, scientists can learn about new discoveries, and every day at the aquarium, children and adults learn something new.

At the Audubon Aquarium of the Americas, many special programs are offered. Some programs explain how to care for animals and work to protect wild animals. In fact, the aquarium also runs the Louisiana Marine Mammal and Sea Turtle Rescue Program. This program rescues injured dolphins, whales, manatees, and turtles. The rescued animals are able to recover and regain their strength in the facility before being reintroduced to their natural environments. The staff also helps distressed animals during times of natural disasters.

The aquarium relies on visitors and guests for all its needs. All services provided to the animals and all programs are paid for by customers through admission fees, facility rentals, and donations. The aquarium does not receive government support, so it encourages anyone who can donate to do so. However, people can help in many other ways too. The aquarium staff teaches people what to do when encountering animals in trouble, it encourages people to participate in beach cleanup programs, and it advises people to dispose of litter properly. All these actions protect the natural habitats of animals and help all of us thrive.
Writing Topic

What do people gain from visiting an aquarium?

Write a multiparagraph composition for your teacher that explains why it is important to have aquariums like the Audubon Aquarium of the Americas. 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 5 for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 6 and 7. Write your final draft on pages 45 and 46.

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 45 and 46 will be scored.
Use for notes, brainstorming, and/or an outline.
Rough Draft (continued)
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: 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 sources are listed below.

1. Page from the Web Site AmazingAustralia.org
   Monotremes (page 10)

2. Excerpts from the Magazine Animals Everywhere
   a. “Animal Habitat Regions” (page 11)
   b. “Australian Ecology: The Food Chain” (page 12)

3. Excerpt from the Go Australia Tourist Guide
   “Guide to Finding Native Australian Animals” (page 13)

4. Results of a Search Using ResearchIt.com
   Australian Animals (page 14)

5. Excerpts from the Book Zoology of Australia
   a. Copyright Page (page 15)
   b. Animals Indigenous to Australia Chart (page 16)

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

Directions: Skim pages 10 through 16 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 18 and 19. Use the information sources you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.
Many animal species are native only to Australia. The country is known for a very unusual mammal order commonly called **monotreme**. The only monotremes are the **echidna** and the **platypus**.

### 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!**

<table>
<thead>
<tr>
<th>Marsupials</th>
<th>Placental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kangaroo</td>
<td>Dingo</td>
</tr>
<tr>
<td>Wombat</td>
<td></td>
</tr>
<tr>
<td>Koala</td>
<td></td>
</tr>
<tr>
<td>Tasmanian Devil</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Animal</th>
<th>Habitat Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platypus</td>
<td></td>
</tr>
<tr>
<td>Tasmanian Devil</td>
<td></td>
</tr>
<tr>
<td>Koala</td>
<td></td>
</tr>
<tr>
<td>Sulphur-Crested Cockatoo</td>
<td></td>
</tr>
<tr>
<td>Lumholtz’s Tree Kangaroo</td>
<td></td>
</tr>
<tr>
<td>Kowari</td>
<td></td>
</tr>
<tr>
<td>Saltwater Crocodile</td>
<td></td>
</tr>
<tr>
<td>Dingo</td>
<td></td>
</tr>
</tbody>
</table>
The living part of an ecosystem is sometimes called a **food chain**. Every member in an ecosystem has an important part to play.

Here is a chart of the plants and animals in a food chain in the Australian ecosystem. It is a living community that depends on each member and its surrounding environment.

The food chain has the following parts:

**Sun**: Provides the energy for everything on the planet

**Producers**: Living things that take nonliving matter from the environment, such as minerals and gases, and use them to support life. Green plants are considered producers and are at the beginning of the food chain.

**Consumers**: Living things that live off other living things

**Herbivores**: Animals that eat plants. They are next in the food chain.

**Carnivores**: Animals that eat other animals. They are a link farther along on the food chain because they need the herbivores for their food.

**Omnivores**: Animals and people who eat many different things, including plants, insects, and animals. They also are part of the consumer piece of the ecosystem.
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!)

2Currumbin 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.
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.com

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.com

This site has a sampling of amazing Australian creatures. It contains forty-five Australian animals that you can print and color. Each picture provides the exact coloring for each animal. In addition to printing the animals, you can copy a printout and 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.com

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
**Animals Indigenous to Australia**

*Indigenous* animals are those animals that are found naturally in a place, that is to say, those not brought from other countries.

<table>
<thead>
<tr>
<th>ANIMAL NAME</th>
<th>TYPE OF ANIMAL</th>
<th>HABITAT</th>
<th>FOOD</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bandicoot</td>
<td>Marsupial</td>
<td>Rain forests</td>
<td>Insects, earthworms, insect larvae, spiders, soft plant roots</td>
<td>Long, pointed muzzle; grayish brown on back and underside; parts of feet creamy white; bristly rough coat</td>
</tr>
<tr>
<td>Bilby</td>
<td>Marsupial</td>
<td>Deserts</td>
<td>Insects, seeds, roots</td>
<td>Rabbit-size with large ears; soft, gray with bluish-tinged fur; long, pointed snout; large, black-and-white tail with a white brush tip; pouch faces backward</td>
</tr>
<tr>
<td>Cassowary</td>
<td>Bird (flightless)</td>
<td>Rain forests</td>
<td>Fruits, insects, frogs, snakes, small animals</td>
<td>Tall, grayish bony helmet; skin on head pale blue, becomes darker down neck; some red lateral skin on neck; two long, red to crimson, free-swinging, fleshy folds of skin at front of neck, orange patch on back of neck; black body; coarse feathers; short, stout green-gray or brown-gray legs (feet same color); three-toed feet</td>
</tr>
<tr>
<td>Emu</td>
<td>Bird (flightless)</td>
<td>Grasslands</td>
<td>Grass, flowers, seeds, fruits, insects</td>
<td>Covered with long, thick, drooping feathers, dark brown to gray-brown; heads have shorter “downy” feathers; pointy beak; large, bright eyes; blue throat; extremely long legs; three-toed feet</td>
</tr>
<tr>
<td>Goanna</td>
<td>Reptile</td>
<td>Grasslands</td>
<td>Lizards, insects, spiders</td>
<td>Flattened body; tail ready to strike at enemies; stout limbs, long digits, and sharp claws; long neck with loose skin under the throat; snakelike tongue flicks in and out</td>
</tr>
<tr>
<td>Sulphur-crested cockatoo</td>
<td>Bird</td>
<td>Treetops</td>
<td>Seeds, berries</td>
<td>White bird with a striking sulphur-yellow crest; crest is normally “sleeked” back but can be raised; has yellow markings under wing and tail</td>
</tr>
</tbody>
</table>
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**


(Author) (Title of work) (City) (Publisher) (Year)

**A Book by More Than One Author**


(Authors) (Title of work) (City) (Publisher) (Year)

**An Encyclopedia Entry**


(Title of article) (Name of encyclopedia) (Year)

**A Magazine Article**


(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

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


(Name of organization) (Title of work) (City) (Publisher) (Year)
Session 2: Using Information Resources

1. How are monotremes different from most mammals?
   A. They lay eggs.
   B. They have fur or hair.
   C. They eat only insects.
   D. They nurse their young with milk.

2. According to the Animals Indigenous to Australia chart from the book Zoology of Australia, what do the bandicoot and bilby have in common?
   A. They eat worms.
   B. They have a pointed snout.
   C. They live in the same habitat.
   D. They have the same textured fur.

3. Use the model bibliographic entries and the magazine article to answer this question.
   Animals Everywhere
   September 2004: 16.

   Which information goes in the blank?
Session 2: Using Information Resources

4. Look at the outline of “Australian Ecology: The Food Chain” from the magazine *Animals Everywhere*.

```
I. ____________________
   A. Blue-faced honeyeater
   B. Termites
   C. Kangaroo
   D. Wombat

II. ___________________
    A. Magpie
    B. Echidna
    C. Frilled lizard

III. _____________________
     A. Gum tree
     B. Wattle tree
     C. Grasses
```

Which information goes in the blank at III?

A. Producers
B. Herbivores
C. Omnivores
D. Consumers

5. To compare the echidna and platypus, which resource would be most useful?

A. “Animal Habitat Regions” from the magazine *Animals Everywhere*
B. The page from the Web site AmazingAustralia.org
C. “Guide to Finding Native Australian Animals” from the *Go Australia Tourist Guide*
D. The Animals Indigenous to Australia chart from the book *Zoology of Australia*
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 11 in the spaces provided on the answer sheet.
6. To **accumulate** his wealth
   A. spend
   B. hide
   C. build up
   D. cut down

7. To **cast a** ballot
   A. line
   B. vote
   C. glance
   D. fortune

8. A **constant** admiration
   A. recent
   B. fake
   C. long-term
   D. steady

9. The **spectacle** of the party
   A. cost
   B. host
   C. good food
   D. flashiness
10. Comprehend the statement
   A. ask about
   B. take back
   C. understand
   D. create

11. A treacherous climb
   A. exciting
   B. simple
   C. careful
   D. dangerous
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 12 through 27 in the spaces provided on the answer sheet.
What the Moon Does

Moon dances.
It sways across black sky,
Spins in unison with Earth,
Twirling together in time
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.
It calls the oceans closer,
Causing high and low tides with the
Persistent lure of its pull.

Moon resists.
We have visited it,
Stepped on its surface,
Left footprints where
No wind blows them away.
But nobody owns the Moon.

Moon glows.
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
In every night’s performance.
12. Which stanza of the poem makes reference to landing on the moon?
   A. Stanza 1  
   B. Stanza 2  
   C. Stanza 3  
   D. Stanza 4

13. 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.

14. Which literary device is the author using by saying that the moon “dances” and “reaches” and “calls”?  
   A. Flashback  
   B. Onomatopoeia  
   C. Foreshadowing  
   D. Personification

15. Which sentence best restates the last line of the third stanza?
   A. The moon is independent.  
   B. There is no one living on the moon.  
   C. The moon is distant.  
   D. People still want to visit the moon.
“I can’t wait to see the manatees,” Shelby exclaimed as she fastened her life jacket. She helped her brother, Derek, load the gear into the family’s two kayaks.

“I plan to take some photographs for my science report,” said Derek as he placed his camera into a protective bag.

Derek had been studying sea mammals in science class. His descriptions of the manatees’ huge size and gentle nature had caused Shelby to become interested. Their enthusiasm had prompted a family excursion to Crystal River to see the manatees.

Mom and Shelby climbed into one kayak while Dad and Derek got into the other. Everyone in the family was an experienced kayaker, so they paddled expertly to the wildlife refuge. As they entered the still, clear water of the spring, a gray manatee swam slowly underneath Mom and Shelby’s kayak.

“Look!” Shelby squealed as she splashed her hand in the water. “It is colossal; it’s almost as long as our kayak!”

Derek and Dad maneuvered their kayak alongside Mom and Shelby’s. Although Derek was as excited as Shelby, he reminded her to be quiet and to avoid disturbing the animals. As they sat silently, a large female manatee with her baby approached their kayaks. They could clearly view the adult’s enormous body, paddle-shaped tail, and two front flippers. The baby manatee looked just like the mother, though smaller in size. The baby raised its nose out of the water to breathe, showing its thick, wrinkled skin and stiff whiskers on its upper lip.

“Awesome,” Shelby whispered.

“That would make a perfect photo,” Derek said quietly. He searched frantically for his camera as Dad steadied the kayak. “It isn’t here,” he said sadly. “I thought I packed it, but I must have left it behind.”

When it was time to leave, the family began to paddle their kayaks toward home. Mom reached into the cargo space for a bottle of water. “Derek!” she exclaimed. “Here is your camera bag. It must have been loaded into the wrong kayak.”

Derek sighed. He was delighted that his camera had been found, but it was too late. His disappointment soon changed, though, as Dad started the sweeping motion with the paddle that would turn the kayak around.
16. In whose kayak was the camera mistakenly stored?
   A. Dad’s and Derek’s
   B. Mom’s and Dad’s
   C. Mom’s and Shelby’s
   D. Dad’s and Shelby’s

17. Shelby’s comment that the manatee is “almost as long as our kayak” shows the author’s use of which literary device?
   A. Simile
   B. Metaphor
   C. Hyperbole
   D. Personification

18. Derek reminds Shelby to be quiet because
   A. he is tired of his little sister’s behavior.
   B. he can’t enjoy the outdoors if there is any noise.
   C. he wants her to respect the animals’ environment.
   D. he is trying to take a picture and needs to concentrate.

19. What does the author’s use of expressions such as “‘Look!’ Shelby squealed” and “‘Awesome,’ Shelby whispered” tell us about Shelby’s mood?
   A. She is nervous.
   B. She is doubtful.
   C. She is delighted.
   D. She is sympathetic.
20. What will probably happen next in the passage?

A. Derek will lose his camera.
B. The family will paddle toward home.
C. Derek will take photographs of manatees.
D. The family will stop at a restaurant for dinner.

21. What is the main idea of the passage?

A. The importance of families taking trips together
B. The consequences of taking cameras on kayaks
C. The unexpected events that come with a family adventure
D. The knowledge necessary to study sea animals
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.

After college, Joyce moved to New York City and began drawing pictures for children's books. The first book he 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*.

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.
22. In the line marked with ✓, what did Joyce’s father mean by saying that “he was born with a pencil in his hand”?

A. His son was always interested in writing.
B. His son followed in his father’s footsteps.
C. His son liked to play with pencils as a child.
D. His son learned to write when he was a baby.

23. How does Joyce feel about his work as an author and illustrator?

A. He feels as if he is getting paid for doing something fun.
B. He feels that it is extremely hard but also extremely rewarding.
C. He feels that working for the movie industry is more enjoyable than writing.
D. He feels sad that technology has taken over so many parts of the writing process.

24. What message does this passage best convey to the reader?

A. Friends are important in your life.
B. Travel is the best kind of education.
C. Following your dreams leads to happiness.
D. Listening to others often results in success.

25. Which word best describes William Joyce?

A. Persistent
B. Obedient
C. Cautious
D. Fearful
26. How did the books William Joyce read as a child most likely change his life?
   A. They gave him an opportunity to meet authors.
   B. They made him want to become a writer.
   C. They encouraged him to visit the library.
   D. They led him to work in bookstores.

27. What was the author’s purpose for writing the passage?
   A. To entertain with a story about William Joyce
   B. To persuade the reader to admire William Joyce
   C. To share personal feelings about William Joyce
   D. To inform the reader about the life of William Joyce
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 28 through 59 in the spaces provided on the answer sheet.
Directions: On this page, look for mistakes in spelling.

28. A. closet
   B. tight
   C. sinse
   D. sparkle
   E. (No mistakes)

29. A. atom
   B. scury
   C. erasers
   D. shallow
   E. (No mistakes)

30. A. enemy
    B. burnt
    C. delay
    D. asign
    E. (No mistakes)

31. A. chalk
    B. stomach
    C. discribe
    D. agreement
    E. (No mistakes)
Session 4: Language

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

32. A. sword
    B. certianly
    C. pioneer
    D. grateful
    E. (No mistakes)

33. A. courage
    B. erosion
    C. secretary
    D. patriotick
    E. (No mistakes)
Directions: On this page, look for mistakes in capitalization.

34. A. In 1870, the U.S. Congress
   B. made independence day an official
   C. national holiday for America.
   D. (No mistakes)

35. A. Baskets woven from Louisiana
   B. longleaf pine needles have long
   C. been a part of coushatta culture.
   D. (No mistakes)

36. A. Shortly after being elected, president
   B. John F. Kennedy established the Peace
   C. Corps to help promote world peace.
   D. (No mistakes)

37. A. During the revolutionary war,
   B. many Americans stopped drinking tea
   C. and began drinking coffee instead.
   D. (No mistakes)

38. A. In 1953, two men became the
   B. first people to reach the top of
   C. mount Everest in the Himalayas.
   D. (No mistakes)
Directions: On this page, look for mistakes in capitalization.

39. A. Shortly before the game started, our
   B. coach said, “believe in yourselves,
   C. and you can win this game today.”
   D. (No mistakes)

40. A. The old Laboratory of inventor
   B. Thomas Edison can now be visited
   C. by tourists in Fort Myers, Florida.
   D. (No mistakes)

41. A. The french explorer Cavelier
   B. named the state of Louisiana in honor
   C. of King Louis XIV of France.
   D. (No mistakes)
Session 4: Language

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

42. A. Social insects such as ants,
   B. termites, or bees, live in large
   C. colonies to care for the next generation.
   D. (No mistakes)

43. A. “If you want to become
   B. an astronaut, study science and
   C. math” said our Career Day speaker.
   D. (No mistakes)

44. A. Less than one-third of Earth’s
   B. surface is land most of our planet
   C. is covered by oceans and lakes.
   D. (No mistakes)
Directions: On this page, look for mistakes in punctuation.

45. A. 301 Maple Street
   B. Kyle, TX 78771
   C. October 14, 2011
   D. (No mistakes)

46. A. Dear Ms. Johnson
   B. I purchased a box of pencils in
   C. your office supply store recently.
   D. (No mistakes)

47. A. I would like to request a full
   B. refund, because none of the pencils
   C. in the package came with erasers.
   D. (No mistakes)

48. A. Would you please consider my
   B. request? Your company website said
   C. that, “I should address my letter to you.”
   D. (No mistakes)

49. A. Thank you, Ms. Johnson, for your help.
   B. Respectfully,
   C. Todd Brown
   D. (No mistakes)
Directions: On this page, look for mistakes in usage and expression.

50. A. My mother is going to pay me for
   B. watching my brother Tommy, but first I have
   C. to take some training, including a first-aid class.
   D. (No mistakes)

51. A. I will need to know how to handle
   B. an emergency and keeping calm
   C. during any crisis situation.
   D. (No mistakes)
### Directions:
On this page, look for mistakes in **usage and expression**.

<p>| | | | |</p>
<table>
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</table>
| **52.** | A. Birds are beautiful to see and  
B. hear. For example, they are  
C. also essential to their ecosystems.  
D. *(No mistakes)* |
| **53.** | A. All over the world, birds spread seeds  
B. and acts as pollinators for many  
C. different kinds of plants and trees.  
D. *(No mistakes)* |
| **54.** | A. Some birds are a predator, eating insects  
B. and small animals. They help keep these  
C. populations from getting too large.  
D. *(No mistakes)* |
Directions: In questions 55–59, choose the best answer based on the following story.

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 where we would 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.
55. 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 friends and I were getting ready to go have some fun.
   D. I woke up excited because the day was going to be special.

56. 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 picking.
   D. Change picking to could have picked.

57. Which 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)

58. Which sentence best combines sentences 11 and 12?
   A. Then I heard the hoofbeats of my friends’ horses catching up with us as Sugar and I raced across the field.
   B. Then I heard the hoofbeats of my friends’ horses catching up, Sugar and I raced across the field.
   C. Catching up to us, Sugar and I raced across the field with my friends right behind us.
   D. After Sugar and I raced across the field, we heard the hoofbeats of my friends’ horses as they were catching up.
59. 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
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.

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><strong>Central Idea</strong></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>
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<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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</tbody>
</table>

**Use of the Passage and Development**

A composition without information from the passage cannot receive a score higher than a 2 in Content.

| • includes well-chosen information from the passage to support central idea | • includes sufficient and appropriate information from the passage to support central idea | • includes insufficient or no information from the passage | • includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage |
| • Passage information and ideas are developed thoroughly. | • Passage information and ideas are developed adequately (may be uneven). | • Ideas are not developed adequately (list-like). | • minimal/no development |
| • Details are specific, relevant, and accurate. | • Details are, for the most part, relevant and accurate. | • Some information may be irrelevant or inaccurate. | • Information is irrelevant, inaccurate, minimal, confusing. |

**Organization**

| • Evidence of planning and logical order allows reader to easily move through the composition. | • Logical order allows reader to move through the composition without confusion. | • attempt at organization | • random order |
| • clear beginning and ending | • has a beginning and ending | • weak beginning, ending | • no beginning or ending |
| • effective linking words and phrases | • some linking words and phrases | • may lack linking words and phrases | • difficult for the reader to move through the response |
## 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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<td>Consistent, though not necessarily perfect, control; many strengths present</td>
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<td>• clear but less specific</td>
<td>• generic</td>
<td>• functional</td>
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<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>• vivid words and phrases appropriate to the task</td>
<td>• repetitive</td>
<td>• overused</td>
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### WORD CHOICE
- **4**
  - precise
  - effective
  - vivid words and phrases appropriate to the task

- **3**
  - clear but less specific
  - includes some interesting words and phrases appropriate to the task

- **2**
  - generic
  - limited
  - repetitive
  - overused

- **1**
  - functional
  - simple (below grade level)
  - may be inappropriate to the task

### SENTENCE FLUENCY
- **4**
  - fluid, very easy to follow, because of variety in length, structure, and beginnings

- **3**
  - generally varied in length and structure
  - Most sentences have varied beginnings.

- **2**
  - little or no variety in length and structure
  - Awkward sentences may affect the fluidity of the reading.
  - same beginnings

- **1**
  - simple sentences
  - no variety
  - Construction makes the response difficult to read.

### VOICE (individual personality of the writing)
- **4**
  - compelling and engaging

- **3**
  - clear, but may not be particularly compelling

- **2**
  - weak and/or inconsistent voice

- **1**
  - no voice
  - Response is too brief to provide an adequate example of style; minimal attempt.
Session 2: Using Information Resources
Multiple-Choice Answer Sheet

Name: ________________________________________________

1. __________
2. __________
3. __________
4. __________
5. __________
Session 3: Reading
Multiple-Choice Answer Sheet

Name: ____________________________________________

6. _________ 17. _________
7. _________ 18. _________
8. _________ 19. _________
9. _________ 20. _________
10. _________ 21. _________
11. _________ 22. _________
12. _________ 23. _________
13. _________ 24. _________
14. _________ 25. _________
15. _________ 26. _________
16. _________ 27. _________
Session 4: Language
Multiple-Choice Answer Sheet

Name: ____________________________________________

28. __________  44. __________
29. __________  45. __________
30. __________  46. __________
31. __________  47. __________
32. __________  48. __________
33. __________  49. __________
34. __________  50. __________
35. __________  51. __________
36. __________  52. __________
37. __________  53. __________
38. __________  54. __________
39. __________  55. __________
40. __________  56. __________
41. __________  57. __________
42. __________  58. __________
43. __________  59. __________
Session 2: Using Information Resources
Multiple-Choice Answer Key

Name: ____________________________________________

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

Name: _______________________________________

6. C  17. A
11. D  22. A
12. C  23. A
14. D  25. A
16. C  27. D
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 28. | C  | 44. | B  |
| 29. | B  | 45. | D  |
| 30. | D  | 46. | A  |
| 31. | C  | 47. | B  |
| 32. | B  | 48. | C  |
| 33. | D  | 49. | D  |
| 34. | B  | 50. | D  |
| 35. | C  | 51. | B  |
| 36. | A  | 52. | B  |
| 37. | A  | 53. | B  |
| 38. | C  | 54. | A  |
| 39. | B  | 55. | D  |
| 40. | A  | 56. | B  |
| 41. | A  | 57. | B  |
| 42. | A  | 58. | A  |
| 43. | C  | 59. | B  |