

1. Which sentence from the passage supports the conclusion that the Chinese discovered that hot air is lighter than cold air? (RI1)
D. "It was a balloon made of paper, using a candle to both light it and carry it upward."

2. This question has two parts. First, answer part A. Then, answer part B. (RI2)

Part A

Which sentence **best** describes the author's main idea in paragraph 1?

D. The hot air balloon, the first way humans flew, was based on ancient Chinese lanterns.

Part B

Which detail from the passage **best** supports your answer in part A?

D. "The idea for these balloons came from China, over a thousand years ago."

3. This question has two parts. First, answer part A. Then, answer part B. (RI3)

Part A

Which conclusion about the author's purpose is supported by the passage?

A. to explain how a hot air balloon works

Part B

Which sentence from the passage **best** supports your answer in part A?

C. "The hot air balloon flies by a simple design."

- 4.** What conclusion can be drawn about the types of building materials used when making a hot air balloon? Support your answer with details from the passage. (RI3)

A 2-Point response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text

A 1-Point response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text

A 0-Point response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference/conclusion but includes no examples or examples/details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or no relevant information from the text

- 5.** Read the paragraphs from the passage. (RI3)

...

How does the author's use of these paragraphs add to the reader's understanding of air movement? Make **two** choices.

D. The paragraphs help the reader understand that hot air balloons travel on currents.

F. The paragraphs help the reader understand the role the pilot plays in moving the balloon.

- 6.** How is the second paragraph different from the ones that come after it in the passage? (RI5)

D. It helps a reader understand the materials needed for building a hot air balloon, while the other paragraphs help a reader understand how to fly one.

- 7.** Read the sentence from the passage. (L5a)

...

Why does the author use the phrase "flat as a pancake"?

C. to help the reader understand what a deflated balloon looks like

8. Read the sentence from the passage. (L5a)

...

How does the phrase “simple design” help the reader understand the author’s thoughts about the design of a hot air balloon?

C. It shows that the author believes the way a hot air balloon works is easy to understand.

9. Liz is writing a story for her class about winning the county spelling bee. Liz wants to revise the story to include a better opening. Read the draft from her story and complete the task that follows. (W3a)

...

Choose the **best** beginning sentences to introduce the story.

D. My mouth was dry as I walked into the high school auditorium. It was the day of the county-wide spelling bee, and I wanted to win.

10. A student is writing a report for her teacher about a recent class trip to a local museum. Read the draft of the report and complete the task that follows. (W2a)

...

Write an introduction that clearly states the main idea of the report and sets up the information to come in the body of the report.

A 2-Point response: • introduces an adequate statement of the main idea/controlling idea that reflects the stimulus as a whole; • provides adequate information to put the main idea/controlling idea into context. • does more than list points/reasons to support main idea/controlling idea—not formulaic • connects smoothly to the body paragraph

A 1-Point response: • provides a partial or limited introduction of the main idea/controlling idea that partially reflects or just restates the stimulus; • may provide general and/or extraneous information to put the main idea/controlling idea into context; • may list supporting points/reasons—formulaic; • provides a limited and/or awkward connection to the body paragraph

A 0-Point response: • provides no introduction or an inadequate or inappropriate main idea/controlling idea based on the stimulus; • provides irrelevant or no information to put the main idea/controlling idea into context; • provides no connection to the body paragraph

- 11.** A student has written the draft of an opinion letter to his principal about the school’s short recess periods. The student wants to revise the draft to add more support for his opinion. Read the draft of the letter and complete the task that follows. (W1b)

...

Choose **two** sentences that would add the **best** support to the underlined opinion about recess.

B. If we had a longer recess, we would get more exercise and be healthier.

F. Students who have more time to be active will be able to think better when they are back in class.

- 12.** A student is writing a book report for his class about a book with a character who found a pony. Read the draft of a paragraph from the book report and complete the task that follows. (W2d, W3d)

...

The writer wants to replace the underlined words to make his meaning clearer. Which word would be a **better** choice?

D. whispered

- 13.** A student is writing a story for class. She needs to correct the punctuation and grammar usage mistakes in her story. Read the paragraph from the draft of her story and complete the task that follows. (L2)

...

Choose the **two** sentences that contain mistakes in punctuation or grammar usage.

A. We was eating supper last night when we heard a huge crash from outside.

C. For about ten seconds, we all sat there wondering, and looking at each other.

- 14.** Choose the sentence that is punctuated correctly. (L1)

D. I gave the teacher my name and was told, "I do not believe you are in the right class."

- 15.** A student made a plan for a research report. Read the plan and the directions that follow. (W8)

...

Choose **one** sentence that has information that answers the research question.

G. These teachers showed children how to recognize the letters of the alphabet, how to spell, and how to do simple math.

- 16.** A student is writing a report about the California Gold Rush. She found a timeline. Read the timeline and the directions that follow. (W8, RI7)

...

Choose **all** of the sentences below that support the information in the timeline.

D. Later, gold was found at Sutter’s Mill in California.

E. After that, more people began to journey west.

- 17.** A student is writing a research report about hovercraft. She found a source. Read Source 1 and the directions that follow. (W9)

...

The student took notes about hovercraft. Select **two** notes that support the author's opinion in **Source 1**.

E. Hovercraft can help rescue teams get safely to areas where cars cannot travel.

F. By floating above rocks and waves, hovercraft offer a smooth ride for passengers.