

## STANDALONE MULTIPLE-CHOICE QUESTIONS

E04.D.1.1.1

40. Read the sentence.

The president of our club, \_\_\_\_\_ is known for giving long speeches, said only a few words before our club activities began.

Which word correctly completes the sentence?

- A. that
- B. which
- C. whom
- D. who

E04.D.1.1.1

41. Which underlined word should be changed to correct an error in pronoun usage?

- A. The fish that Amy caught was huge.
- B. The woman who is smiling is my teacher.
- C. The boy which won the prize is my brother.
- D. The cake that my cousin baked is ready to eat.

E04.D.1.1.2

42. Read the paragraph.

(1) Today, art class is fun because I am painting a picture of a garden. (2) In the picture, the sun is shining and a big cloud is floating in the sky. (3) Colorful flowers are growing everywhere. (4) Butterflies and bumblebees were flying around the flowers.

Which change should be made to the paragraph to correct the error in verb tense?

- A. Change am painting to was painting in sentence 1.
- B. Change is floating to will be floating in sentence 2.
- C. Change are growing to were growing in sentence 3.
- D. Change were flying to are flying in sentence 4.

E04.D.1.1.3

43. Read the sentence.

My brother stayed home even though he \_\_\_\_\_ have gone outside to play with his friends.

Which word correctly completes the sentence to show that the brother was able to go outside but decided not to?

- A. must
- B. might
- C. could
- D. would

E04.D.1.1.4

44. Which sentence is written correctly?

- A. The moose has large brown, two antlers.
- B. The moose has two brown, large antlers.
- C. The moose has large, two brown antlers.
- D. The moose has two large, brown antlers.

E04.D.1.1.5

45. Read the sentence.

As for me, I enjoy watching the dark clouds under the window during those cloudy afternoons in late spring.

Which underlined word is **not** used correctly?

- A. for
- B. under
- C. during
- D. in



E04.D.1.1.5

46. Read the paragraph.

Frogs are interesting creatures. Frogs live in wet places such as ponds. They use their sticky tongues to catch food. Frogs never close their eyes, even when they sleep.

Which group of underlined words is being used as a prepositional phrase?

- A. interesting creatures
- B. in wet places
- C. their sticky tongues
- D. close their eyes

E04.D.1.1.6

47. Read the information.

The Ohio River \_\_\_\_\_.

Choose the words that complete the sentence.

- A. flowing very quickly
- B. for rafting and fishing
- C. runs through Pennsylvania
- D. along with the Beaver River

E04.D.1.1.7

48. Read the sentence.

I no there is one road that goes through the park.

What change needs to be made to correct the error?

- A. Change no to know.
- B. Change there to their.
- C. Change one to won.
- D. Change road to rowed.

E04.D.1.1.8

49. Read the sentences.

(1) Carpenters receive important training to help them do their jobs. (2) Carpenters might find their jobs more difficult without \_\_\_\_\_.

Which word correctly completes sentence 2?

- A. it
- B. one
- C. those
- D. them



E04.D.1.2.1

50. Read the sentence.

Giant pandas live in the mountain ranges of central china.

Which underlined word should begin with a capital letter?

- A. pandas
- B. ranges
- C. central
- D. china

## E04.D.1.2.2

51. Read the sentence.

"Elk herds have been spotted in nearby Winslow Hill" Mr. Henson read aloud from the paper.

Which change corrects the mistake in punctuation?

- A. Add a comma after Hill.
- B. Add quotation marks after Mr. Henson.
- C. Add a comma after read.
- D. Add quotation marks after paper.



## E04.D.1.2.3

52. Read the sentence.

Andy liked the idea of gardening during the cool mornings of summer but he disliked getting his hands dirty.

Where should a comma be added?

- A. after Andy
- B. after gardening
- C. after summer
- D. after but



E04.D.2.1.1

53. Read the sentence.

The Central Pennsylvania Rock and Mineral Club Show featured several items.

Choose the **most** specific words to replace the words several items in the sentence.

- A. many types of gems
- B. a variety of rocks
- C. different kinds of stones
- D. over thirty brilliant diamonds





E04.D.2.1.2

54. Read the paragraph from a story.

(1) Sara and her sister sat in the shade of a large tree in the park, each reading a book. (2) In the distance, they could hear the faint sounds of children playing at the park's playground. (3) A slight breeze made the trees sound as if they were whispering. (4) Then, with wings flapping, an owl landed in the grass near the girls. (5) Sara and her sister were too surprised to move or say anything.

Which sentence should most likely end with an exclamation point?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

## E04.D.2.1.3

55. Read the sentences from a story.

(1) My brother and I spent the morning riding our bikes in Moon Park, where there are many hilly trails. (2) We pedaled slowly up one of the steepest hills in the park, sometimes stopping to rest. (3) Once at the top, we enjoyed the view of the park and the city beyond. (4) Then, we got down the other side of the hill very fast.

Which revision of sentence 4 **best** uses details to show what is happening?

- A. Then, with the air against our faces, we went so fast down the other side of the hill.
- B. Then, with the cold air in front of our faces, we moved very quickly down the other side of the hill.
- C. Then, with the cool air rushing against our faces, we raced down the other side of the hill.
- D. Then, with some air going against our faces, we were on our way down the other side of the hill.

## E04.D.2.1.3

56. Read the paragraph.

(1) The eye is made up of many parts. (2) The iris is the colored part, and lots of folks say that green eyes are the coolest of all. (3) The round, dark center of the eye is the pupil. (4) The pupil gets smaller when a person is in a bright place and larger when a person is in a dark place.

Which sentence has informal language and should be revised?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4



## E04.D.1.2.4

57. Which underlined word should be changed to correct a mistake in spelling?

- A. Jamie read the newspaper article twice.
- B. The newly planted flowers began to sprout.
- C. The student prepared a speach about robots.
- D. There was nowhere else to look for the missing keys.



**Section 3**

**Directions:** On the following pages are the Opinion, Informative/Explanatory, and Narrative Prompts.

E04.C.1.1

## Writer's Checklist for the Opinion Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic, your opinion on that topic, and what you want to write.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- State your opinion on the topic.
- Support your opinion with details, examples, and reasons.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

### PROOFREAD after you write

- I stayed focused on the topic.
- I used reasons and examples to support my opinion.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## PASSAGE 2

Read the following passage about a friendship. Then answer question 10.

## Lost Lake

excerpt from *The Secret Life of Amanda K. Woods*  
by Ann Cameron

One summer day Amanda Woods traded her right hand for Lyle Leveridge's. Years later, she would think of that day as the beginning of a new life. At the time, though, she only knew it was the end of something.

It was a Monday in August. Amanda woke late. On the other side of the bed, her sister Margaret's side, the covers were flung back and Margaret was gone. Margaret, who was seventeen, had a summer job at North Wisconsin Hospital. The hospital was in the town of Rome, ten miles away, so Margaret had to wake up early.

Amanda went to the window. Outside, the branches of the oak tree were twisting in the wind. There were big angry waves all across Lost Lake.

Amanda shivered. She quickly put on her favorite T-shirt and jeans and her cowboy boots. Then she left the house and took the sandy path along the lake to Lyle Leveridge's place, to get there before it really was too late.

Amanda's family and Lyle's were the only people who lived on Lost Lake. Amanda and Lyle were eleven. They had been best friends for five years, ever since the Leveridges had rented the land next door to the Woodses' and put a house trailer on it.

When Amanda and Lyle were little, they had played with toy cars and trucks, making roads and bridges and towns on a bare earth mound in Lyle's yard. They swam together, and after Amanda got her horse, Skipper, they rode him double, bareback.

Lyle's dad, who worked at the lumberyard in Rome, had built Lyle a shack out of boards so he could have a special place of his own. Little by little, Lyle had filled it with an enormous collection of comic books. On rainy days, he and Amanda read them all day long.

Pushed by the wind, Amanda climbed up the hill from the lake to Lyle's place, where everything was changed. The Leveridges' lawn chairs were gone, and so was their rusty barbecue grill. Lyle's shack was gone, too. Lyle's dad had taken it down and sold the boards. Now, under the pine tree that had sheltered it, only its hard-packed dirt floor remained. The Leveridges' house trailer had been moved onto the driveway, their aluminum boat upside down on top of it. Lyle and his dad were up on top of the trailer, fastening the ropes to hold the boat.

The Leveridges were moving away, going to Montana. When Lyle had told Amanda they were leaving, she had felt terrible. She'd said, "We'll be friends when we grow up, anyhow." But Lyle had answered, "We'll live far apart and never even know each other."

Amanda realized he was probably right. It seemed as if everybody but her was always right.

She had looked at their hands, which were the same size and exactly the same shade of tan.

“Our hands are the same,” she said. “We could change hands. You take one of mine, and I’ll take one of yours.”

“We could change hands and no one would know the difference,” Lyle said.

She ran up to the trailer and Lyle saw her.

“We’re almost ready!” Lyle shouted into the wind. He looked excited.

“I got to keep my comics,” he added. “My dad fitted them into the boat!”

Lyle’s mother came out of the trailer. “What a cold day for leaving,” she said. The wind blew her light brown hair, the same color as Lyle’s and Amanda’s, into her eyes, and she brushed it back.

Lyle’s dad helped Lyle down from the roof of the trailer. Lyle’s parents both hugged Amanda.

“I hope you like Montana,” Amanda said.

“You be good,” Mr. Leveridge said. “We’ll miss you.”

Lyle looked at Amanda and moved his head slightly in the direction of where the shack had been.

Together they walked over there and stood in the middle of the old floor.

“It was nice,” Amanda said.

“Yup,” Lyle said.

Lyle took her right hand. He pressed the fingers of his right hand against her fingers, the back of his hand against her palm. “Shazam!” he said. He pulled his hand away from hers and shook it three times. Amanda copied him and shook hers three times, too.

The Leveridges’ car hiccupped, and then made a stronger sound, more like a tiger’s roar. The horn made a tiny beep.

“Lyle, time to roll,” Mr. Leveridge called. The trailer was closed up. Lyle’s parents were in the car.

“I won’t say it!” Lyle told Amanda.

Amanda wanted to ask him what wouldn’t he say, but she couldn’t, he was already running for the car.

Maybe what he meant was he wouldn’t say the word “goodbye.”

Amanda didn’t say it either.

The car, with the trailer and boat behind it, bumped slowly down the driveway.

Lyle waved his right hand, or was it Amanda’s?

Amanda’s right hand—or was it Lyle’s?—waved back.

**Text-Dependent Analysis Prompt**

10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

## Writer's Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on responding to the prompt.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.









## Text-Dependent Analysis Scoring Guideline

### #10 Item Information

Alignment	E.1.1	Depth of Knowledge	3	Mean Score	1.69
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#### Assessment Anchor:

E04.E.1 – Evidence-Based Analysis of Text

#### Specific Assessment Anchor Descriptor addressed by this item:

E04.E.1.1 – Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Score	Description
4	<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Strong organizational structure that effectively supports the focus and ideas</li> <li>Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Skillful use of transitions to link ideas</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Appropriate organizational structure that adequately supports the focus and ideas</li> <li>Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Appropriate use of transitions to link ideas</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score	Description
2	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

# **Bubble Answer Sheet**

(A) (B) (C) (D)

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

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48. (A) (B) (C) (D)

49. (A) (B) (C) (D)

50. (A) (B) (C) (D)

