**Grade 3 TDQs from the Practice Test (Informational Pair)**

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| **Standards** | **Questions in Order from Practice Test** |
| **RI.3.5** | 1. What is the purpose of paragraphs 4-7? (MC) |
| **RI.3.7** | 2. Why is the photograph of the kiwi used in the article? (MC) |
| **RI.3.4** | 3. What does the author suggest by using the phrase “tufts of feathers” in paragraph 11? (MC) |
| **RI.3.4** | 4. Which detail in paragraph 11 **best** helps the reader understand the phrase “rustle in the grass”? (MC) |
| **RI.3.3** | 5. The passage tells about how animals use the dark to help them survive. Move **three** phrases into the boxes to match each animal with how it uses the dark. **Two** choices will **not** be used. (TE)

|  |  |
| --- | --- |
| Leopards | Hunt at night to sneak up on prey |
| Skunks | Have easily seen white stripes to warn enemies of their stinky spray |
| Tarsiers | Huge eyes let in more light in order to see |
| Raccoons | Nimble fingers tell if something is good to eat when it is dark |

 |
| **RI.3.5** | 6. Which phrase **best** tells the purpose of paragraphs 5 and 6? (MC) |
| **RI.3.2** | 7. Which details in paragraphs 5 and 6 of the passage **best** show the main idea that Bat uses the sense of hearing for hunting? Select **two** correct answers. (TE) |
| **RI.3.1** | 8. What happens **first** after a moth flies below Bat? (MC) |
| **RI.3.4** | 9. Which detail from paragraph 9 **best** helps the reader understand the meaning of “slithers”? (MC) |
| **RI.3.8** | 10. How do both authors support the claim that some animals have senses that work very well at night? Support your answer with evidence from **both** texts. (SA) |
| Standards | **Questions in Order from Practice Test** |
| **RI.3.9** | 11. Complete the sentences to explain how **both** passages tell about a similar topic, but in different ways. (TE)Both passages focus mainly on animals’ \_\_\_\_\_\_\_\_\_\_.“The Night Shift” discusses different types of animals and adaptations that help explain\_\_\_\_\_\_\_\_\_\_.“Bat Loves the Night” tells about a normal night for one animal to \_\_\_\_\_\_\_\_\_\_. |
| **RI.3.7** | 12. Both passages are written about animals that survive in the night. How do the photographs in “The Night Shift” contribute to the texts? (MC) |
| **RI.3.2** | 13. What is the central idea in **both** passages? (MC) |
| **RI.3.9** | 14. Read the information in the table and select whether it is found in “The Night Shift” in “Bat Loves the Night” or in **both** passages. (TE)

|  |  |  |  |
| --- | --- | --- | --- |
|  | “The Night Shift” | “Bat Loves the Night” | Both |
| Describes many animals that hunt in the dark. |  |  |  |
| Follows one animal on a single night. |  |  |  |
| Explains why some animals prefer to search for food at night. |  |  |  |

 |
| **RI.3.9** | 15. How is the information about animals who are awake during the nighttime related in **both** passages? (MC) |
| **RI.3.9** | 16. Explain how the two authors present different facts to support the idea that some animals’ bodies have special features for surviving at night. Support your answer with evidence from **both** texts. (SA) |

**Grade 4 TDQs from the Practice Test (Literary Pair)**

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| Standards | **Questions in Order from Practice Test** |
| **RL.4.4** | 1. What does the author reveal about the emperor by using the phrase “outside the family” in paragraph 1? (MC)
 |
| **RL.4.1** | 1. Which details from paragraphs 7-9 suggest that Chun believes he is the only one having trouble with his seed? Select **two** correct answers. (TE)
 |
| **RL.4.1** | 1. Which details from the passage **best** support the idea that Chun hopes to impress the emperor? Select **two** correct answers. (MS)
 |
| **RL.4.2** | 1. How is the theme “tell the truth” reflected in the passage? (MC)
 |
| **RL.4.5** | 1. Select the purpose for each paragraph from the passage “The Seed”. (TE)

|  |  |
| --- | --- |
| Paragraph | Purpose |
| 1 | To explain the reason behind an unusual decision |
| 4 | To describe to the townsmen the emperor’s plan for making an important decision |
| 7 | To establish that the project is not going well for all of the young men. |
| 22 | To describe how the emperor cleverly tests the honesty of the townsmen |

 |
| **RL.4.3** | 1. When the emperor announces, “It is time to choose a new emperor,” he puts events in motion that reflect his character. Select **two** excerpts from the text that **best** reflect his character. (MS)
 |
| **RL.4.3** | 1. Describe how the emperor tricks the people who want to replace him. Support your answer with evidence from the text. (SA)
 |
| **RL.4.4** | 1. What does the phrase “buckled right in” suggest as used in line 5 of “It Couldn’t Be Done”? (MC)
 |
| **RL.4.2** | 1. Which theme is **best** reflected in the phrases “with a chuckle replied” (line 2) and “a bit of a grin” (line 13)? (MC)
 |
| Standards | **Questions in Order from Practice Test** |
| **RL.4.2** | 1. Analyze how the theme of endurance is reflected in the poem by completing the sentence with evidence that supports the theme. (TE)

The speaker encourages the reader to \_\_\_\_\_\_\_\_\_\_, even when the task seems \_\_\_\_\_\_\_\_\_\_ because you will know how \_\_\_\_\_\_\_\_\_\_ you are once you are finished. |
| **RL.4.5** | 1. The author repeats the words “He started to sing as he tackled the thing” in every stanza of the poem to emphasize that the man \_\_\_\_\_\_\_\_\_\_. (MC)
 |
| **RL.4.9** | 1. How does Chun’s response to the result of his hard work in “The Seed” compare to the man’s response to the result of his hard work in “It Couldn’t Be Done”? (MC)
 |
| **RL.4.6** | 1. What is the reader able to learn about Chun and the working man from the third-person narrators? Select **two** correct answers. (MS)
 |
| **RL.4.5** | 1. Which sentence correctly describes the overall organizational structure of “The Seed’ and “It Couldn’t Be Done”? (MC)
 |
| RL.4.6 | 1. Explain how the point of view in the passage and the poem contribute to what the reader knows about the main characters, Chun and the man who did “the thing that couldn’t be done”. Support your answer with evidence from **both** texts. (SA)
 |
| **RL.4.9** | 1. Read each statement and decide if it applies to *The Seed*, “It Couldn’t Be Done” or **both** texts. (TE)

|  |  |  |  |
| --- | --- | --- | --- |
| Statement | The Seed | “It Couldn’t Be Done” | Both Texts |
| Hard work pays off. |  |  |  |
| Cheaters never prosper. |  |  |  |
| Be confident in your abilities. |  |  |  |
| Never give up. |  |  |  |

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| **RL.4.9** | 1. Compare and contrast how the topic of hard work is developed over the course of the passage and the poem. Support your response with evidence from **both** texts. (ER)
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**Grade 5 TDQs from the Practice Test (Informational Pair)**

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| Standards | **Questions in Order from Practice Test** |
| **RI.5.1** | 1. Which quotations from the passage **best** support the idea that Martin Luther King, Jr. was recognized for his efforts for civil rights? Select **two** correct answers. (MS)
 |
| **RI.5.3** | 1. What is the connection between the ideas in paragraph 2 and the ideas in

paragraph 7? (MC) |
| **RI.5.8** | 1. In paragraph 6, the author claims that some people treated King “like he was a movie star”. Move **two** details that **best** support this claim into the box below. (TE)

|  |
| --- |
| Details supporting the idea that King was treated like a movie star |
| Wherever he went, people tried to shake his hand or just stand near him. |
| People paid attention to his voice. |

 |
| **RI.5.4** | 1. In paragraph 7, what does the description “He was also a doer” suggest about Martin Luther King, Jr.? (MC)
 |
| **RI.5.1** | 1. Which phrases from paragraph 5 **best** support the idea that Martin Luther King, Jr., was committed to helping others? Select **two** correct answers. (TE)
 |
| **RI.5.7** | 1. How does the timeline add to the reader’s understanding of the passage? (MC)
 |
| **RI.5.2** | 1. Analyze how the author supports the central idea that Martin Luther King, Jr. was an important civil rights leader. Support your answer with evidence from the text. (SA)
 |
| **RI.5.1** | 1. Which quotation from the passage **best** supports the idea that the March on Washington was part of a larger plan? (MC)
 |
| **RI.5.4** | 1. Which word or phrase from paragraph 5 **best** helps the reader understand the meaning of “assembled”? (MC)
 |
| **RI.5.8** | 1. How does the author claim in paragraph 5 that there was a “carefully executed plan” to bring people to the March on Washington? Select **two** correct answers. (MS)
 |
| **RI.5.7** | 1. What is the connection between the picture and the information in the passage? (MC)
 |
| **RI.5.2** | 1. Which sentence **best** states the central idea of the text? (MC)
 |
| **Standard** | **Questions in Order from Practice Test** |
| **RI.5.3** | 1. Complete the sentence by selecting the correct answers from the drop-down menus. (TE)

The March on Washington \_\_\_\_\_\_\_\_\_\_its goal because \_\_\_\_\_\_\_\_\_\_. |
| **RI.5.6** | 1. How do the passages suggest that Martin Luther King, Jr. was a powerful speaker? Support your answer with evidence from **both** texts. (SA)
 |
| **RI.5.5** | 1. Read each description and select whether it describes information found in the excerpt from *Martin Luther King, Jr. Day: Honoring a Man of Peace,* the excerpt from *Marching to the Mountaintop* or **both** texts. (TE)

|  |  |  |  |
| --- | --- | --- | --- |
| Information | from Martin Luther King, Jr. Day: Honoring a Man of Peace | from Marching to the Mountaintop | Both Texts |
| Martin Luther King, Jr. gave a famous speech. |  |  |  |
| Civil rights leaders organize a mass rally. |  |  |  |
| The government passed civil rights laws. |  |  |  |
| Martin Luther King, Jr. won the Nobel Peace Prize. |  |  |  |

 |
| **RI.5.5** | 1. How are the structures of the two passages similar? (MC)
 |
| **RI.5.9** | 1. Explain the importance of the March on Washington. Support your response with evidence from **both** texts. (ER)
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