**Grade 6 TDQs from the Practice Test (Informational Pair)**

| **Standards** | **Questions in Order from Practice Test** |
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| **RI.6.1** | 1. Which details **best** support the inference that moon exploration required teamwork? Select **two** correct answers. (MS) |
| **RI.6.3** | 1. How does the author develop the idea of achieving goals over the course of the passage? (MC) |
| RI.6.6 | 1. Which quotation **best** conveys the author’s perspective on what might motivate people to travel to the moon? (MC) |
| **RI.6.5** | 1. How does paragraph 5 fit into the overall structure of the passage? (MC) |
| **RI.6.4** | 1. Which details in paragraph 8 **best** provide context for the meaning of “reliability”? Select **two** correct answers. (TE) |
| **RI.6.8** | 1. In the section, “And Onward,” how does the author support the claim that space travel was dangerous? (MC) |
| **RI.6.2** | 1. Analyze how the author supports the central idea that space exploration was challenging. Support your answer with evidence from the text. (SA) |
| **RI.6.4** | 1. Read this sentence from paragraph 4:  |  | | --- | | *It must have been difficult for him to fully absorb all of the events from the past two days.* |   How does the phrase “difficult for him to fully absorb” in paragraph 4 impact the tone of the passage? (MC) |
| **RI.6.1** | 1. Which evidence **best** supports the inference that Neil Armstrong was curious? (MC) |
| **RI.6.2** | 1. Analyze how the author supports the central idea that Neil Armstrong and Buzz Aldrin are important figures in space exploration. Support your answer with evidence from the text. (SA) |
| **RI.6.5** | 1. How does paragraph 6 fit into the overall structure of the passage? (MC) |
| **RI.6.6** | 1. Which **two** options **best** describe the author’s purpose for writing the passage? Select **two** correct answers. (MS) |
| **RI.6.7** | 1. How does the picture help to develop the author’s ideas? (MC) |
| **RI.6.9** | 1. In the passage *from Neil Armstrong*, the central idea that Neil Armstrong and Buzz Aldrin were the first people to land on the moon is conveyed by explaining how they \_\_\_\_\_\_\_\_\_\_. In the passage from *Team Moon: How 400,000 People Landed Apollo 11 on the Moon,* the central idea that Americans were determined to be the first to travel to the moon is reflected by describing how \_\_\_\_\_\_\_\_\_\_ for the trip to the moon. Both passages suggest that the moon landing was made possible by \_\_\_\_\_\_\_\_\_\_. (TE) |
| **RI.6.9** | 1. Select whether each detail can be found in the passages *from Neil Armstrong*, from *Team Moon: How 400,000 People Landed Apollo 11 on the Moon*, or in **both** passages. (TE)  |  |  |  |  | | --- | --- | --- | --- | | **Detail** | ***from***  ***Neil Armstrong*** | ***from***  ***Team Moon*** | **Both**  **Passages** | | The United States and the Soviet Union were in a race to the moon. |  |  |  | | There were many risks in traveling to and from space. |  |  |  | | A team used equipment to gather soil samples from the moon. |  |  |  | | President John F. Kennedy was determined that Americans would be first to reach the moon. |  |  |  | |
| **RI.6.9** | 1. The articles show that the moon landing required committed teamwork and individual bravery. Move **two** details into eachbox containing the requirement they **best** support. **Two** details will **not** be used. (TE)  |  |  | | --- | --- | | **The moon landing required committed teamwork.** | **The moon landing required individual bravery.** | | “I didn’t feel like a giant. I felt very, very small.” (paragraph 4, *from Neil Armstrong*) | “I can’t say that I’m aware of any program where more people understood what the schedule was, how important it was, and worked so hard to make it happen.” (paragraph 7 *Team Moon*) | | The compact car-sized space capsule would be greeted and surrounded by searing white-hot flames as it slammed madly back down to Earth.” (paragraph 9, Team Moon) | “Because it was their baby, their handiwork—eight years of their lives…” (paragraph 8, *Team Moon*) |   \*two additional answer options were not used |
| **RI.6.9** | 1. Compare and contrast how the two authors present the history of the moon landing. Support your response with evidence from **both** texts. (ER) |

**Grade 7 TDQs from the Practice Test (Mixed Pair)**

| Standards | **Questions in Order from Practice Test** |
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| **RI.7.3** | 1. How does the beaver mentioned in paragraph 2 influence events in the passage? (MC) |
| **RI.7.1** | 1. Which pieces of evidence from the passage **best** support the inference that Lewis and Clark urgently needed to find the Shoshone camp? Select **two** correct answers. (MS) |
| **RL.7.3** | 1. Which details from paragraph 2 **best** show the impact of Clark failing to find the note that Lewis had left for him? Select **two** correct answers. (TE) |
| **RI.7.4** | 1. How does the phrase “One bright morning” in paragraph 3 shift the tone of the passage? (MC) |
| **RI.7.6** | 1. What is the author’s purpose in this passage? (MC) |
| **RI.7.3** | 1. How did Sacagawea’s presence most influence the expedition? (MC) |
| **RI.7.5** | 1. How does the structure of the passage contribute to the development of ideas? (MC) |
| **RL.7.4** | 1. What is the **main** effect of the description in paragraph 3 of the passage? (MC) |
| **RL.7.3** | 1. Move **each** setting detail into the correct box to match it with the description that **best** shows its influence on the plot of the passage. (TE)  |  |  | | --- | --- | | Setting Detail | **Influence** | | “Only the mountains with snow on them…” (paragraph 7) | reminds Sacagawea of her home | | “...bits of thin smoke drift up drift up from a grove of pine trees.” (paragraph 10) | prompts the concern that the Shoshone are on alert | | “...the print of a man’s moccasin, a ring of cold ashes, wisps of smoke, a pointed quill…” (paragraph 18) | inspires Sacagawea to move faster | | “...round blue stones covered the river bottom…” (paragraph 25) | forces Sacagawea to travel by land | |
| **RL.7.2** | 1. Which evidence from the passage helps develop the theme about feeling pride in one’s culture? (MC) |
| **RL.7.6** | 1. How does the author **mainly** develop Sacagawea’s perspective in the passage? (MC) |
| **RL.7.3** | 1. Complete the sentences by selecting the correct answers from the drop-down menus. (TE)    1. Sacagawea believed she was near the land of the Shoshone when she saw \_\_\_\_\_\_\_\_\_.    2. After spotting smoke rising from a pine grove, Sacagawea realized that the tribe \_\_\_\_\_\_\_\_\_.    3. Captain Clark suggested that enemies of the Shoshone had unintentionally \_\_\_\_. |
| **RL.7.5** | 1. How does the structure of the passage contribute to its meaning? (MC) |
| **RL.7.9** | 1. What does Clark’s journey up the river emphasize in the passage *Lewis and Clark’s Journey of Discovery* that is not emphasized in the passage from *Streams to the River, River to the Sea?* Support your answer with evidence from the texts. (SA) |
| RI.7.9 | 1. Identify **one** plot element in **each** passage and **one** plot element in both passages to show how the authors emphasize different information in their accounts. (TE)  |  |  |  |  | | --- | --- | --- | --- | | **Plot Element** | ***Journey of Discovery*** | ***Streams to***  ***the River*** | **Both** | | Relates challenges of traveling down the river. |  |  |  | | Explains the reason for the camp’s location. |  |  |  | | Describes the discovery of the Shoshone summer camp. |  |  |  | | Demonstrates consequences of the party separating. |  |  |  | |
| **RL.7.9** | 1. How are the mountains portrayed differently in *Lewis and Clark’s Journey of Discovery* and in the passage from *Streams to the River, River to the Sea.* Support your answer with evidence from the text(s). (SA) |
| **RL.7.9** | 1. The author of the passage *Streams to the River, River to the Sea* uses Sacagawea to narrate the story of the expedition detailed in the passage from *Lewis and Clark’s Journey of Discovery*. Compare and contrast how choosing Sacagawea changes the portrayal of the expedition. Support your response with evidence from **both** texts. (ER) |

**Grade 8 TDQs from the Practice Test (Informational Pair)**

| Standards | **Questions in Order from Practice Test** |
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| **RI.8.2** | 1. Read this sentence from paragraph 2.  |  | | --- | | *The general conclusion from them all is that microbes aren’t waiting to count to five.* |   How does this sentence contribute to the central idea of the article? (MC) |
| **RI.8.1** | 1. Which evidence from the passage **best** supports the idea that **most** people believe the five-second rule is valid? (MC) |
| **RI.8.1** | 1. Which sentence from the article **best** suggests that people who are **not** scientists find studies about the five-second rule entertaining? (MC) |
| **RI.8.3** | 1. The author relates the DIY Science video tests to \_\_\_\_\_ that were \_\_\_\_\_ to help \_\_\_\_\_. (TE) |
| **RI.8.4** | 1. Read this sentence from paragraph 7.  |  | | --- | | *All picked up microbes, but the winner was watermelon.* |     What does this phrase reveal? (MC) |
| **RI.8.1** | 1. Which evidence **best** supports the idea that the five-second rule was invalid? (MC) |
| **RI.8.1** | 1. What evidence does the author provide to support the idea that different surfaces will influence the amount of bacteria food accumulates? Support your answer with evidence from the text. (SA) |
| **RI.8.6** | 1. What is the author’s main purpose in writing the article? (MC) |
| **RI.8.7** | 1. How does the table help the reader understand the results of the experiment? Select **two** correct answers. (MS) |
| **RI.8.5** | 1. What is the role of paragraph 10 in the article? (MC) |
| **RI.8.3** | 1. Which details from paragraphs 11-13 show two ill-mannered behaviors that the authors relate to show how they are socially acceptable. Select **two** correct answers. (TE) |
| **RI.8.8** | 1. Which claim from the article is **least** supported by factual evidence? (MC) |
| **RI.8.6** | 1. What do paragraphs 12 and 13 indicate about the author’s perspective? Select **two** correct answers. (MS) |
| **RI.8.9** | 1. The authors of both passages make a claim that the five-second rule is invalid. Drag and drop details from the passages that provide relevant or irrelevant support for the claim into the boxes. (TE)  |  |  | | --- | --- | | **Relevant Support** | **Irrelevant Support** | | “…plenty of bacteria was picked up as soon as the tasty edibles hit the floor.” (“The Truth Behind the Five-Second Rule Revealed”) | “Everyone has dropped food on the floor.” (“The Five-Second Rule: Microbes Can’t Count”) | | “…anything longer than a second was long enough for microbes to hop on board.” (“The Five-Second Rule: Microbes Can’t Count”) | “It’s been the subject of household debates and innumerable science fair projects…” (“The Truth Behind the Five-Second Rule Revealed”) | |
| **RI.8.8** | 1. Identify which experiment in **each** article provides the **strongest** evidence to support the researchers’ specific claims about the five-second rule. Support your answer with evidence from **both** texts. (SA) |
| **RI.8.9** | 1. Read the details about the five-second rule in the table and select whether the detail is found in the passage “The Five-Second Rule: Microbes Can’t Count,” “The Truth Behind the Five-Second Rule Reversed,” or in **both** passages. (TE)  |  |  |  |  | | --- | --- | --- | --- | | **Details** | ***The Five Second Rule: Microbes Can’t Count*** | ***The Truth Behind the Five-Second Rule*** | **Both** | | Food will pick up more bacteria if it is dropped onto a smooth surface. |  |  |  | | A famous television show has disproven the five-second rule. |  |  |  | | The longer food is left on the floor, the more bacteria it will pick up. |  |  |  | | Even though it has been discredited through experiments, people will still follow the five-second rule in order to keep social norms. |  |  |  | | Most people have dropped food on the floor, and then eaten it afterward. |  |  |  | |
| **RI.8.9** | 1. Although the authors of the two articles arrive at some conclusions about the validity of the five-second rule, they use different evidence to make their claims. Analyze the differences in the facts and interpretations they present. Support your response with evidence from **both** texts. (ER) |

**Grade 10 TDQs from the Practice Test (Literary Pair)**

| **Standards** | **Question in Order from Practice Test** |
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| **RL.9-10.4** | 1. How do the author’s word choices affect the meaning and tone of paragraph 1? (MC) |
| **RL.9-10.5** | 1. How does paragraph 3 create tension in the passage? (MC) |
| **RL.9-10.4** | 1. What does the narrator’s use of the phrase “incessantly baffled” in paragraph 4 imply? (MC) |
| **RL.9-10.5** | 1. How does the narrative in paragraph 4 create suspense? Support your answer with evidence from the text. (SA) |
| **RL.9-10.3** | 1. Drag each choice in order into the chart to describe Dr. Frankenstein’s self-described emotional journey in the passage. (TE) |
| **RL.9-10.7** | 1. How does the picture accompanying the passage add to the reader’s overall understanding of the story? (MC) |
| **RL.9-10.3** | 1. What does the narrator reveal about himself in the passage that predicts his development over the course of the story? Select **two** correct answers. (MS) |
| **RL.9-10.2** | 1. Which statement **best** expresses the central idea of the passage? (MC) |
| **RL.9-10.1** | 1. Which sentence **best** supports the inference that the narrator now regrets his decision to create life? (MC) |
| **RL.9-10.4** | 1. Which phrases in paragraphs 5 and 6 **best** help clarify the meaning of “to eschew emotion”? Select **two** correct answers. (TE) |
| **RL.9-10.3** | 1. Which quotation **best** implies that Erika has begun to feel conflicted about Victor’s plans for a revolution? (MC) |
| **RL.9-10.1** | 1. Which inference is **best** supported by the passage? (MC) |
| **RL.9-10.2** | 1. How does the author develop the theme that emotions are valuable? Support your answer with evidence from the text. (SA) |
| **RL.9-10.3** | 1. What does Erika discover about herself over the course of the passage? (MC) |
| **RL.9-10.9** | 1. Which element of *Prodigal Son* makes it clear that it is set in a significantly later time period than *Frankenstein*? (MC) |
| **RL.9-10.9** | 1. Select whether each plot element appears only in the passage from *Frankenstein*, only in the passage from *Prodigal Son,* or is shared by both. (TE)  |  |  |  |  | | --- | --- | --- | --- | | **Plot Element** | ***Frankenstein*** | ***Prodigal Son*** | **Both** | | The main character learns the value of emotion. |  |  |  | | Curiosity leads to a search for answers. |  |  |  | | The main character makes a scientific discovery. |  |  |  | | A scientific process leads to creating new life. |  |  |  | |
| **RL.9-10.9** | 17. Analyze the similarities and differences between Erika from *Prodigal Son* and the narrator from *Frankenstein*. Support your response with evidence from **both** texts. (ER) |

\*Grades 11-12 do not have a [KSA Practice Test for Reading](https://ky.mypearsonsupport.com/practice-tests/). Please see the TDQ Stems document for TDQ Stems for Grades 11-12.