

## ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS

### Directions:

On the following pages are the Reading passages and questions.

#### Directions for Multiple-Choice Questions:

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

#### Directions for Evidence-Based Selected-Response Questions:

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your answer to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

**Directions for Text-Dependent Analysis (TDA) Prompts:**

The English Language Arts TDA prompt will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA Essay:

- Be sure to read the passage and the TDA prompt carefully.
- Review the Writer's Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

**PASSAGE 1**

Read the following passage about young inventors. Then answer questions 1–7 in your answer booklet.

## **Stellar-Tasting Space Food**

by Stephanie Warren

What space food do astronauts like best? The answer might surprise you. “Our most popular product by far is our freeze-dried shrimp cocktail,” says food scientist Vickie Kloeris, who has spent the past 26 years developing and testing all of the food that NASA astronauts eat in space, as well as creating packaging.

Dehydrated shrimp may not sound very appetizing, but Kloeris explains that it’s not the seafood the astronauts love—it’s the sauce. The shrimp comes with a packet of freeze-dried cocktail sauce that has spicy horseradish in it. “That gives it a kick,” she says.

Astronauts like the sauce’s strong flavor because of a strange side effect of living in space: Something about floating in a microgravity environment weakens a person’s sense of taste.

Now, thanks to a team of high-school students from the North Carolina School of Science and Mathematics, tasteless space food could be a thing of the past. The students created edible, dissolvable sheets—which they named Stellar Strips—that deliver a punch of flavor to the tongue.

Stellar Strips made it to the finals of the Conrad Foundation’s Spirit of Innovation Challenge, a competition in which students develop products to solve global and local problems. The team hopes its invention will go all the way to space someday.

### **Taste in Space**

Scientists don’t yet fully understand why astronauts lose some of their sense of taste in space, but they have some theories.

Here on Earth, gravity pulls fluids throughout the body. In the microgravity of space, these fluids collect in the head and the astronauts get all stuffed up.

“It’s just like when you have a cold and can’t smell the food because you’re congested,” says Kloeris. Smell is an important part of taste; if you can’t smell food, you can’t taste it very well either.

Over time, astronauts’ bodies adapt, but the astronauts still say they can’t taste their food as well as they can on Earth. So scientists suspect more is going on.

“Space travel might also interfere with food aromas themselves,” says Kloeris. For one thing, astronauts don’t eat off plates—the food would float away. Instead, they eat out of packages. The packages keep the food from escaping but probably hold in its aromas as well. And even if the aromas do get out of the package, in microgravity they don’t float up toward the nose as they do on Earth. They might go down or sideways instead.

To boost their food’s flavor, astronauts ask for their spacecraft to be stocked with spicy toppings. “We have flown so many different kinds of hot sauce that I can’t even count them!” says Kloeris.

## Problem Solvers

The students who developed Stellar Strips didn't start out trying to boost the flavor of foods in space. "We actually started off with wanting to solve the problem of bone atrophy," says 18-year-old Jin Yoon, one of the team's members.

Astronauts don't have the normal force of gravity pressing on their bones. They also don't need the full strength of their bones to stand and walk in microgravity. These factors cause their bones to weaken.

So the students set out to make a calcium supplement that was easy to consume in space so astronauts' bones would stay stronger. "One day we thought of Listerine breath strips," says Yoon. The breath-freshening strips dissolve on the tongue, releasing a powerful mint flavor. The team realized they might be able to create a similar product to boost flavor in foods. "We thought maybe we could solve the problem of taste in space," says Yoon.

## Taste Test

The team had identified a problem and had an idea of how to solve it. But the students still had to create a strip that would deliver a lot of flavor and dissolve on the tongue—but not too quickly, or the flavor wouldn't last through a whole meal.

First, the team tried sandwiching flavor between two Listerine strips. "It was way too minty!" says Yoon. But the team didn't give up. The students researched edible materials and experimented to see what could be made into flavored strips.

Finally, they found one that worked: Vietnamese spring-roll wrappers. Spring-roll wrappers are made out of rice flour and come in extremely thin sheets.

First the team soaked the wrappers in water to soften them. Then they dripped liquid flavoring onto the wrappers. Once the wrappers dried, it was time to test them. "It didn't dissolve too quickly, [and] you could taste the flavor," says Yoon. Eureka!

## A Stellar Idea

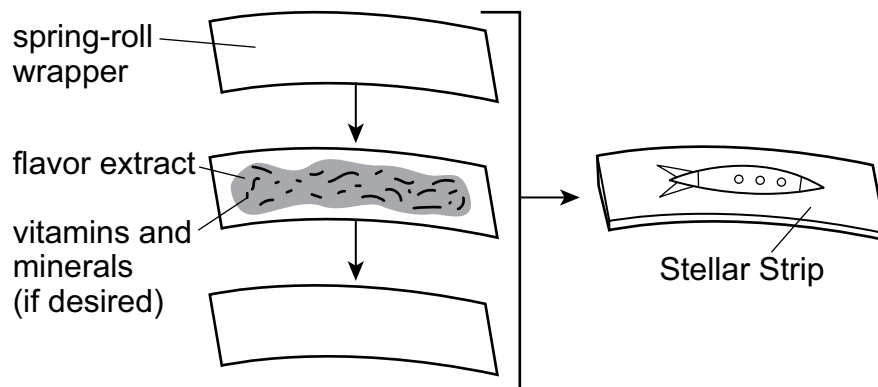
The team made a sour-lemon-flavored strip to present to the judges at the Spirit of Innovation Challenge. In the future, they want to create Stellar Strips in various flavors, such as sweet, spicy, and barbecue. Their hope is to refine their product so they can sell it to NASA. "It's a very interesting concept that has potential," says Kloeris.

One advantage of Stellar Strips is that they're lightweight. According to Kloeris, it costs about \$10,000 to send each pound of food into space, so she's always trying to make foods and their packages as light as possible. A six-pound pack of Stellar Strips would give astronauts enough flavor choices to last three meals a day for about 15 years!

Stellar Strips may be useful here on Earth too. Like astronauts, people going through chemotherapy for cancer or taking certain types of medicines experience a decreased sensation of taste. "Stellar Strips could make their lives a little happier," says Yoon.

When the team first started the project, they didn't think they would really create something that could potentially be used by astronauts. "After all," says Yoon, "this is a problem that the world's smartest people are working on. But that's no reason to be intimidated by a project," he says. "Just go for it!"

### How Stellar Strips Work



*Stellar Strips are made from three layers of thin spring-roll wrappers, which are layered like tiny sandwiches: two plain sheets surround one that's doused in tasty liquids. Different fillings can yield different flavors, like sweet, spicy, and barbecue. Vitamins could even be added.*

**Multiple-Choice Questions**

1. Based on the suffix “-ion,” the word “competition” means
  - A. one who competes.
  - B. the act of competing.
  - C. the ability to compete.
  - D. the result of competing.

2. Read the sentences from the passage.

“The shrimp comes with a packet of freeze-dried cocktail sauce that has spicy horseradish in it. ‘That gives it a kick,’ she says.”

Which idea does the phrase “gives it a kick” suggest?

- A. a sudden chill
- B. a burst of energy
- C. a strong scent
- D. a boost of flavor

3. How are the experiments the students completed related to each other?
- A. They led to the creation of a material that solves a problem.
  - B. They helped reduce the cost of shipping food to space.
  - C. They helped produce a medicine that improves health.
  - D. They led to a product that will make them money.



4. Which section of the passage has information that is **most** connected to the diagram at the end of the passage?
- A. “Taste in Space”
  - B. “Problem Solvers”
  - C. “Taste Test”
  - D. “A Stellar Idea”

5. How does the diagram of Stellar Strips contribute to the reader's understanding of the passage?
- A. It confirms that Stellar Strips are available in many flavors.
  - B. It shows what is used to create the layers of Stellar Strips.
  - C. It illustrates how Stellar Strips are similar to other types of space food.
  - D. It describes the research completed to determine the benefits of Stellar Strips.

6. Which evidence from the passage **best** supports the generalization that Stellar Strips may have benefits on Earth?
- A. “ ‘It’s just like when you have a cold and can’t smell the food because you’re congested,’ says Kloeris.”
  - B. “One advantage of Stellar Strips is that they’re lightweight.”
  - C. “Like astronauts, people going through chemotherapy for cancer or taking certain types of medicines experience a decreased sensation of taste.”
  - D. “ ‘After all,’ says Yoon, ‘this is a problem that the world’s smartest people are working on.’ ”

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**Evidence-Based Selected-Response Question**

7. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which statement **best** expresses main ideas of the passage?

- A. A team of high-school students invented Stellar Strips, and they hope their product will come in many different flavors in the future.
- B. A group of students wants to develop products that solve global problems, so they are entering contests in hopes of getting approval to expand their ideas.
- C. Microgravity in space has caused the bones of astronauts to become weakened, so scientists are researching ways to improve the strength of astronauts.
- D. Astronauts' sense of taste decreases in space, and the inventors of Stellar Strips hope to solve this problem with their product.

**Part Two**

Which evidence from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. "Now, thanks to a team of high-school students from the North Carolina School of Science and Mathematics, tasteless space food could be a thing of the past."
- B. "Smell is an important part of taste; if you can't smell food, you can't taste it very well either."
- C. "Astronauts don't have the normal force of gravity pressing on their bones."
- D. "The team made a sour-lemon-flavored strip to present to the judges at the Spirit of Innovation Challenge."

## PASSAGE 2

Read the following poem about a dream. Then answer question 8 in your answer booklet.

## The Little Land

by Robert Louis Stevenson

When at home alone I sit  
And am very tired of it,  
I have just to shut my eyes  
To go sailing through the skies—  
To go sailing far away  
To the pleasant Land of Play;  
To the fairy land afar  
Where the Little People are;  
Where the clover-tops are trees,  
And the rain-pools are the seas,  
And the leaves, like little ships,  
Sail about on tiny trips;  
And above the daisy tree  
Through the grasses,  
High o'erhead the Bumble Bee  
Hums and passes.

In that forest to and fro  
I can wander, I can go;  
See the spider and the fly,  
And the ants go marching by,  
Carrying parcels with their feet  
Down the green and grassy street.  
I can in the sorrel sit  
Where the ladybird alit.  
I can climb the jointed grass  
And on high  
See the greater swallows pass  
In the sky,  
And the round sun rolling by  
Heeding no such things as I.

Through that forest I can pass  
Till, as in a looking-glass,  
Humming fly and daisy tree  
And my tiny self I see,  
Painted very clear and neat  
On the rain-pool at my feet.  
Should a leaflet come to land  
Drifting near to where I stand,  
Straight I'll board that tiny boat  
Round the rain-pool sea to float.

Little thoughtful creatures sit  
On the grassy coasts of it;  
Little things with lovely eyes  
See me sailing with surprise.  
Some are clad in armour green —  
(These have sure to battle been!) —  
Some are pied with ev'ry hue,  
Black and crimson, gold and blue;  
Some have wings and swift are gone; —  
But they all look kindly on.

When my eyes I once again  
Open, and see all things plain:  
High bare walls, great bare floor;  
Great big knobs on drawer and door;  
Great big people perched on chairs,  
Stitching tucks and mending tears,  
Each a hill that I could climb,  
And talking nonsense all the time —  
O dear me,  
That I could be  
A sailor on the rain-pool sea,  
A climber in the clover tree,  
And just come back a sleepy-head,  
Late at night to go to bed.

**Text-Dependent Analysis Prompt**

8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem 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.



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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**GO ON** 

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**After you have checked your work, close your answer booklet and test booklet so your teacher will know you are finished.**



## Text-Dependent Analysis Scoring Guideline

## #8 Item Information

<b>Alignment</b>	A-C.2.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.74
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## Assessment Anchor:

E05.A-C.2—Craft and Structure

## Specific Assessment Anchor Descriptor addressed by this item:

E05.A-C.2.1.1—Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and explain how it is conveyed in the text.

<b>Score</b>	<b>Description</b>
<b>4</b>	<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>

Score	Description
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>
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>

## CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

9. Read the sentences.

(1) Brett visited the new polar bear exhibit at the zoo. (2) \_\_\_\_\_ there were so many people at the exhibit, Brett could not get close enough to take a good photograph.

Which word **best** completes sentence 2?

- A. Because
- B. Before
- C. After
- D. Until

10. Read the sentences.

(1) A June bug is a type of beetle.

(2) It is found throughout the United States.

(3) It eats many kinds of plants, such as corn, wheat, and potatoes.

Choose the **best** way to combine the sentences.

- A. A June bug is a type of beetle and is found throughout the United States, and this bug eats many kinds of plants, such as corn, wheat, and potatoes.
- B. A June bug, a type of beetle, is found throughout the United States, which is where it eats many kinds of plants, such as corn, wheat, and potatoes.
- C. A June bug is a type of beetle found throughout the United States because it eats many kinds of plants, such as corn, wheat, and potatoes.
- D. A June bug, a type of beetle found throughout the United States, eats many kinds of plants, such as corn, wheat, and potatoes.

11. Read the paragraph.

(1) Abby was worried she would miss the school bus. (2) She ran into the living room and grabbed her coat and hat. (3) She picked up her backpack and rushed toward the door. (4) Her mom called, “Watch out. (5) It snowed last night and the sidewalks are icy.”

Which sentence should **most likely** end with an exclamation point to show emotion?

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



12. Which sentence correctly uses italics to indicate a title?

- A. Dan is reading the novel *The Great Canyon Adventure* in his spare time.
- B. The article *Storing and Saving Seeds* is in the new gardening newsletter.
- C. Most musicians are familiar with the song *This Land Is Your Land*.
- D. Anna chose the short poem *Finally Spring* to read aloud in class.

## ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

## Multiple-Choice and Evidence-Based Selected-Response Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	B-V.4.1.1	B	1	19%	55%	15%	11%
2	B-V.4.1.2	D	2	2%	6%	5%	87%
3	B-K.1.1.3	A	3	68%	17%	10%	5%
4	B-C.3.1.3	C	3	16%	12%	37%	35%
5	B-C.3.1.3	B	2	9%	63%	10%	18%
6	B-K.1.1.1	C	3	17%	12%	65%	6%
7	B-K.1.1.2	Part One: D Part Two: A	3	Mean Score: 1.11			
9	D.1.1.1	A	2	69%	10%	6%	15%
10	D.2.1.1	D	2	40%	16%	17%	27%
11	D.2.1.3	D	2	9%	2%	5%	84%
12	D.1.2.4	A	1	49%	15%	20%	16%

## Text-Dependent Analysis Prompt

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	A-C.2.1.1	4	3	1.74