

Georgia Milestones

Assessment System



Study/Resource Guide for Students and Parents English Language Arts Grade 5



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions for English Language Arts. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

Study/Resource Guide

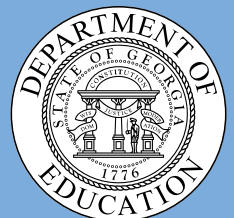


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INTRODUCTION

Please see the *Study/Resource Guide for Students and Parents: Introduction and Overview* document for valuable information about how to use this guide.

DEPTH OF KNOWLEDGE (DOK) EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires the student to recall how to indicate the title of a book.

English Language Arts (ELA) Grade 5 Content Domain II: Writing and Language

Standard: ELAGSE5L2d. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Use underlining, quotation marks, or italics to indicate titles of works.

Which sentence shows the correct way to write the title of a book?

- A. During the summer I read a great novel, Because of Winn-Dixie.
- B. During the summer I read a great novel, BECAUSE OF WINN-DIXIE.
- C. During the summer I read a great novel, Because of Winn-Dixie.
- D. During the summer I read a great novel, "Because of Winn-Dixie."

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) During the summer I read a great novel, Because of Winn-Dixie. Underlining or italics are appropriate for book titles. Choice (A) does not show the reader that Because of Winn-Dixie is a title. Choice (B) uses all caps, which is not correct for a book title. Choice (D) uses a format that would be appropriate for a short story but not for a novel.

Example Items 2 and 3

Read the article and answer example items 2 and 3.

Making Hockey Safer

Hockey is a popular sport in North America. Players skate across a sheet of ice. They use special sticks to pass the puck, a small disc of hard rubber. Then the players try to score by shooting the puck into the opposing goal. The game moves fast, so it can be dangerous without the right gear for protection. Fortunately, protective equipment has improved over the years.

History

When the National Hockey League began in 1917, players wore minimal gear. Helmets were not required. Goaltenders did not wear masks. This allowed players to see everything on the ice. However, it also increased the risk of getting hurt. Surprisingly, players were not forced to wear helmets until 1979. This was only required of new players, though. Players who had signed with the league before 1979 could choose for themselves. The last player to skate without a helmet retired in 1997.

Present

Today, the league is clearer on player safety. All new players in the National Hockey League have to wear a partial visor on their helmets. A visor is a clear shield that protects the eyes. The rule applies to new players and is in response to eye injuries over the years. Players who have already been in the league do not have to follow the rule. When asked why they didn't want the added protection, some players claimed that wearing the gear makes it hard for them to see the puck clearly. Does this new rule mean that audiences will never see players without helmets shoot the puck? Not exactly. Another rule allows players to continue skating if their helmets fall off. But, once the players leave the ice, they cannot return without helmets. Goalies, however, have a different rule. If they lose their helmets, play stops immediately.

The Future

Each year, experts try to make hockey safer. Some of their attempts are successful, while others are not. Clearly, the league and the players need to work together to make the game safer. The debate continues over how much protection is enough.

Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because the correct response is based directly on details and evidence from the text.

English Language Arts (ELA) Grade 5 Content Domain I: Reading and Vocabulary

Genre: Informational/Explanatory

Standard: ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Which sentence from the article BEST supports the idea that the National Hockey League now has a stronger focus on safety?

- A. The game moves fast, so it can be dangerous without the right gear for protection.
- B. When the National Hockey League began in 1917, players wore minimal gear.
- C. The rule applies to new players and is in response to eye injuries over the years.
- D. Another rule allows players to continue skating if their helmets fall off.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) The rule applies to new players and is in response to eye injuries over the years. The goal of the rule the sentence refers to is to protect players from injury. Choice (A) is incorrect. This is a reason for the new rule. Choice (B) is incorrect. This sentence tells only how much gear players wore at the time professional hockey began. Choice (D) is incorrect. This is an exception to the safety rule.

Example Item 3

Drag-and-Drop Technology-Enhanced

DOK Level 3: This is a DOK level 3 item because it requires the students to think about what they read and to consider the text as a whole when summarizing the key ideas that are developed over the course of the text.

English Language Arts (ELA) Grade 5 Content Domain I: Reading and Vocabulary

Genre: Informational/Explanatory

Standard: ELAGSE5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Complete the chart by moving the TWO sentences that should be included in a summary of the article into the chart.

The screenshot shows a digital interface for a summary task. At the top, there is a title bar with a refresh icon on the left and a help icon on the right. Below the title bar is a box labeled "Summary" containing two bullet points. Below this box is a list of five sentences about hockey. At the bottom of the interface is a button labeled "Select to Respond".

Summary

-
-

Hockey players use special sticks to pass the puck across the ice.
Before 1979, no hockey players were required to wear helmets.
The last player to skate without a helmet retired in 1997.
The National Hockey League improved player safety by adding visors for eye protection.
Hockey players move quickly and try to score by shooting the puck into the goal.

Select to Respond



Due to the size of the response area, this item has a “Select to Respond” button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish example item 3.

Example Item 3. *Continued.*

↺?

Summary

-
-


Hockey players use special sticks to pass the puck across the ice.

Before 1979, no hockey players were required to wear helmets.

The last player to skate without a helmet retired in 1997.

The National Hockey League improved player safety by adding visors for eye protection.

Hockey players move quickly and try to score by shooting the puck into the goal.

 Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the chart next to the bullets.

Example Item 3. Continued.**Scoring Rubric**

Points	Description
2	The student correctly fills in both bullets (order within the box does not matter).
1	The student correctly fills in one bullet (order within the box does not matter).
0	The student does not correctly fill in either bullet.

Exemplar Response

The correct response is shown below.

↶
?

Summary

- **Before 1979, no hockey players were required to wear helmets.**
- **The National Hockey League improved player safety by adding visors for eye protection.**

Hockey players use special sticks to pass the puck across the ice.

The last player to skate without a helmet retired in 1997.

Hockey players move quickly and try to score by shooting the puck into the goal.

The two correct responses are “Before 1979, no hockey players were required to wear helmets,” and “The National Hockey League improved player safety by adding visors for eye protection.” These responses are correct because they reference key details from the passage that summarize the topic of hockey safety.

NOTE: The response order does not affect scoring.

Example Item 4

Extended Writing-Response

DOK Level 4: This is a DOK level 4 item because the student must plan and write an essay and evaluate information from two passages in order to form an opinion.

English Language Arts (ELA) Grade 5 Content Domain II: Writing and Language

Genre: Opinion

Standards:

ELAGSE5W1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELAGSE5L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE5L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an opinion essay.

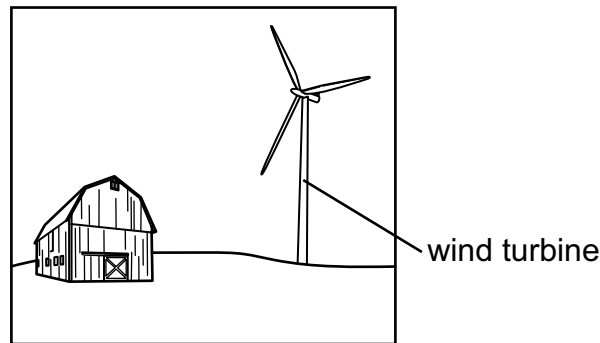
Before you begin writing your essay, you will read two passages.

As you read the passages, think about details you may use in an opinion essay about the development of wind energy.

These are the titles of the passages you will read:

1. The Wind Energy Trap
2. Winning with Wind

The Wind Energy Trap



Wind power lets people capture and use wind for energy. The structures that capture wind are called wind turbines. They are tall structures with blades similar to propellers on aircrafts. The blades turn in the wind to generate electricity. Supporters applaud wind for its environmental friendliness, but that is not the whole story. Wind farms, groups of turbines, may not emit air pollution or destroy habitats, but they do impact nature and humans.

First, the blades create noise pollution. When turning, the heavy blades produce significant noise. Some blame this noise for confusing birds and causing them to fly toward the noise and perish. Some humans living near wind farms have complained about this sound too. Farms that are too close may have to deal with constant noise. It is easy to support wind farms when you don't have to live next to one.

Wind energy is unreliable. It is plentiful when it is windy outside, but what happens during calm days? You can't store wind energy like you can solar energy. You can't allow it to build up for weeks to make up for calm days. There are some battery-powered storage options, but these are not used everywhere.

Energy from wind is also inconvenient. Windy conditions don't always match up with the need for electricity. For example, winds might increase at night when the demand for electricity is lower. When people are sleeping, they don't need as much power.

Wind farms are more likely to be located in rural areas, away from large groups of people. But these large populations are the ones who need the extra energy. The only way to get that energy to the city is to build transmission lines, which are cables that let electricity move from one place to another. This is very expensive and time-consuming. Spending money to transmit or send wind power erases any savings wind power may have created.

Wind farms also require a large amount of space. You can't just put a wind farm anywhere. For instance, a hilly area might have trouble catching wind, as the hills break up the airflow. Some farmers don't want wind farms taking up valuable acres of land. Others do not like the look of wind farms. To please both groups, wind farms would need to be moved to areas with no people. There again, the cost of installing lines to send the power to a city would not make sense.

While wind energy may have some benefits, the costs are too big to ignore. People do not want the noise pollution. Birds fly into the tall structures. The energy is not always available when needed. Perhaps most importantly, few people want wind farms on their land. It is clear that wind is not the answer to our energy needs.

Winning with Wind

It is very easy to take electricity for granted. We simply flip a switch and our lights turn on. Plug in a toaster, and bread cooks to a crisp. Both of these simple but important things are possible because of energy. One of the most promising types of energy comes from wind. It is plentiful, pollution free, and cheap.

Wind energy is a type of solar energy. As long as the sun exists, wind will exist. It will never run out. Other resources like natural gas and oil will run out some day. No matter how much wind power is used, some amount of its energy will be available tomorrow.

So far, there is no energy source completely free from consequences. However, wind energy has the least impact on the environment by far. There is no digging, mining, or injecting chemicals into the ground. No gases are released into the air.

Critics claim that wind farms threaten birds and other wildlife. However, wind energy is far less threatening to these animals than other buildings and towers.

Additionally, thanks to wind power's lack of pollution, wildlife actually benefits from this energy. Other energy sources pollute the air, water, or soil. Wind energy is completely clean, ensuring no negative effects on nearby birds and animals.

The cost of this energy declines yearly. Start-up costs may exceed those of other energy sources, but prices drop sharply after the initial expense. In the short term, people may think it is expensive. Once it is set up, though, wind energy is affordable. Wind power requires no fuel and limited costs for management. Other types of energy require constant management. Coal, for instance, requires mining. It is very dangerous, expensive, and can have long-term effects on the health of the workers. With wind energy, wind does the work. It turns the blades to harness the energy.

Wind energy is produced in the United States. Any energy this country creates and keeps is less energy that it has to buy from other countries. It allows the United States to rely more on itself for energy. That saves money.

When you study each energy source and weigh the pros and cons, the clear winner is wind. It is an available resource. It can be harnessed easily. It keeps energy costs low and does not pollute Earth.

The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based opinion response on pages 91 and 92 to see why these examples would earn the maximum number of points.

Wind energy is good in many ways. It is cheap and can be found everywhere. It also does not hurt animals and nature. People should support using wind energy.

Wind is a free resource. In "Winning with Wind," the author states, "No matter how much wind power is used, some amount of its energy will be available tomorrow." It will never completely run out. Oil, natural gas, and coal will all run out, but wind will always be here.

The low price of wind energy is also helpful. After start-up costs, it is very cheap to catch. "Wind power requires no fuel and limited costs for management," according to the second article. It also saves money because the more wind energy the United States uses, the less energy it has to buy from other countries.

The first author does make a good point that "it is easy to support wind farms when you don't have to live next to one." It is easy for people in cities to push for wind farms because they don't have to live by them. For those people who live with the noise, wind energy isn't so good. Wind farms should be moved farther away from people's homes. It will cost more to build transmission lines, but it is worth the cost.

Wind energy should be a benefit for everyone. By making this change and paying the extra money, everyone can be safe from the few downsides.

OR

Things that seem too good to be true often are. Wind energy sounds like a good solution to bring cheap energy to American homes, but there is more to the issue.

First, people can suffer from health issues because of farms. Although those in favor of wind farms say that wind farms don't cause pollution, they cannot deny that the farms do fill the air with noise. The constant loud noise is more than annoying. It is harmful. Animals are also at risk. Birds, for instance, fly into wind turbines and die. In "Winning with Wind," the author claims that ". . . wind energy is far less threatening to these animals than other buildings and towers." That does not mean that it is okay to put animals at risk. People and animals should not have to deal with these problems.

People cannot rely on wind energy. One day it could be very windy and then calm the next. For it to be reliable, it would have to be windy every day. Solar energy is more reliable; it is available more often than wind and can be stored very easily for later use.

Another problem with wind energy is that people don't agree about where to build wind farms. People don't want them on their land. The noise and the sight of them bother people. Moving wind farms to the middle of nowhere would work if it weren't so costly. We would have to build transmission lines, and that would cost too much.

Wind energy may be a better solution than coal and oil, but it is far from perfect. Before Americans can rely on wind, more research needs to be done. Experts need to find ways to make it safer.

CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 5 English Language Arts EOG assessment. This includes main ideas and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

Content Description

The literary passages in the English Language Arts test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary. You may be asked to write a narrative in response to a prompt based on a literary passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Think about the passage and visualize, or make a mental picture, as you read.
- Look for ideas and details that tell you what the passage is about.
- Use those ideas and details when writing or speaking about the passage.
- Think about the message or what the author is trying to say.
- Look for themes as you read. Ask yourself—what is this about?
- Think about the characters, setting, and events in the passage.
- Summarize the important details and ideas after you read.

Craft and Structure

- Make sure you understand the words and phrases as you read.
- Think about how the author’s word choice and types of figurative language are used to provide imagery and improve the passage.
- Look at the structure of the passage. Pay attention to how the parts of the passage (e.g., section, chapter, scene, stanza) work with each other and the passage as a whole.
- Think about the point of view of the passage.

Integration of Knowledge and Ideas

- Look at the pictures or drawings that are in the passage. Think about what additional information these images may add to the text.
- Think about the similarities and differences in two passages. Understand how the information is connected in the passages.
- Use your knowledge of setting, plot, characterization, and other story elements when you compare and contrast the theme and topics.

KEY TERMS

Literary texts: Passages that are stories, dramas, or poems. (RL)

Quote: Repeating or writing out exactly what a source says, word for word. Quotes are always put inside quotation marks. (RL1)

Inference: To infer means to come to a reasonable conclusion based on evidence found in the literary text. By contrast, an **explicit** idea or message is stated directly by the author. The author tells the readers exactly what they need to know. (RL1)

Theme: The theme of a literary text is its lesson or message. For example, a story could be about two friends who like to do things together, and the theme might be the importance of friendship. (RL2, RL9)

Summarize: To give the main events of a story in the order in which they happen. (RL2)

Compare vs. contrast: Though similar, comparing is analyzing two things, such as characters or stories, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or stories. (RL3, RL9)

Character: A person or thing in a work of literature. Goldilocks is a character in “Goldilocks and the Three Bears.” (RL3)

Setting: Where and when a story takes place, including the time of day, the season, or the location. (RL3)

Plot: The events that happen in the beginning, middle, and end of a literary text. (RL3)

Narrator: The character who tells the story in a literary text from his or her point of view. (RL3, RL6)

Speaker: The voice of a literary text that speaks about the writer’s feelings or situation. The speaker is not always the author because the author may be writing the text from a different perspective. In poems and stories, the speaker may not be an actual person but an imagined one. In poems, the speaker is often not named or identified by gender or any other characteristics. (RL3, RL6)

Interact: How characters behave toward each other in a literary work. These interactions may include dialogue, actions, or descriptions of how characters’ feelings affect others. (RL3)

Figurative language: To understand figurative language, you cannot simply define the words in the phrase. You will need to distinguish between literal and figurative meanings of words and phrases. (Literal refers to the “actual meaning of a word or phrase.”) For example, if someone tells you to “open the door,” you can open a real door. If someone tells you to “open the door to your heart,” you are not expected to find a door in your chest. Instead, you are to open up your feelings and emotions. Examples of figurative language are similes and metaphors. (RL4)

- **Similes** make a comparison using a linking word such as like, as, or than. (Her shirt was as green as the grass.) (RL4)
- A **metaphor** makes a comparison without a linking word; instead of one thing being like another, one thing is another. If someone describes recess by saying “It was a zoo,” he or she is using a metaphor. Recess was chaotic, with lots of different people running around; it was not literally a zoo. (RL4)

Structure: In literary writing, writers use structure to convey meaning. This structure helps break longer pieces of writing into smaller portions that are grouped together because they happened around the same time or because they share a similar meaning. (RL5)

- **Chapter:** A section of a book. Books are often divided into chapters. (RL5)
- **Scene:** A section of a drama or play. Plays are often divided into scenes. (RL5)
- **Stanza:** A section of a poem. Poems are often divided into stanzas. (RL5)




Point of view: The perspective from which a story is told. The point of view depends upon who the narrator is and how much he or she knows. The point of view could be first person (*I* went to the store), second person (*You* went to the store), or third person (*He* went to the store). The point of view used by the author can have a big influence on the story. (RL6)

Visual elements: Pictures, drawings, cartoons or comics, or diagrams that help a reader create a mental picture of the text. (RL7)

Tone: The tone found in writing is the attitude of an author about a subject or an audience. The author will choose words and language to create a tone and express a viewpoint in a text. (RL7)

Genre: A **genre** is a category of composition. Each genre has a particular style, form, and content. For example, mysteries and adventure stories are literary genres. (RL9)

Important Tips

-  Use details to support ideas and to answer *what* you know and *how* you know it.
-  When responding to an item, try to answer the question being asked before you read the answer choices.
-  Look for familiar prefixes, suffixes, and word roots to help you decide the meaning of an unknown word.

SAMPLE ITEMS

Sample Items 1–5

Read the story and answer questions 1 through 5.

Doctor Dolittle

by Hugh Lofting

ONCE upon a time, many years ago when our grandfathers were little children—there was a doctor; and his name was Dolittle—John Dolittle, M.D. “M.D.” means that he was a proper doctor and knew a whole lot.

He lived in a little town called, Puddleby-on-the-Marsh. All the folks, young and old, knew him well by sight. And whenever he walked down the street in his high hat everyone would say, “There goes the Doctor!—He’s a clever man.” And the dogs and the children would all run up and follow behind him; and even the crows that lived in the church tower would caw and nod their heads.

The house he lived in, on the edge of the town, was quite small; but his garden was very large and had a wide lawn and stone seats and weeping-willows hanging over. His sister, Sarah Dolittle, was housekeeper for him; but the Doctor looked after the garden himself.

He was very fond of animals and kept many kinds of pets. Besides the goldfish in the pond at the bottom of his garden, he had rabbits in the pantry, white mice in his piano, a squirrel in the linen closet and a hedgehog in the cellar. He had a cow with a calf too, and an old lame horse—twenty-five years of age—and chickens, and pigeons, and two lambs, and many other animals. But his favorite pets were Dab-Dab the duck, Jip the dog, Gub-Gub the baby pig, Polynesia the parrot, and the owl Too-Too.

His sister used to grumble about all these animals and said they made the house untidy. And one day when an old lady with rheumatism came to see the Doctor, she sat on the hedgehog who was sleeping on the sofa and never came to see him anymore, but drove every Saturday all the way to Oxenthorpe, another town ten miles off, to see a different doctor.

Then his sister, Sarah Dolittle, came to him and said, “John, how can you expect sick people to come and see you when you keep all these animals in the house? It’s a fine doctor who would have his parlor full of hedgehogs and mice! That’s the fourth personage these animals have driven away. Squire Jenkins and the Parson say they wouldn’t come near your house again—no matter how sick they are. We are getting poorer every day. If you go on like this, none of the best people will have you for a doctor.”

“But I like the animals better than the ‘best people,’” said the Doctor.

“You are ridiculous,” said his sister, and walked out of the room.

So, as time went on, the Doctor got more and more animals; and the people who came to see him got less and less. Till at last he had no one left—except the Cat’s-meat Man, who didn’t mind any kind of animals. But the Cat’s-meat Man wasn’t very rich and he only got sick once a year—at Christmas-time, when he used to give the Doctor sixpence for a bottle of medicine.

Sixpence a year wasn’t enough to live on—even in those days, long ago; and if the Doctor hadn’t had some money saved up in his money-box, no one knows what would have happened.

And he kept on getting still more pets; and of course it cost a lot to feed them. And the money he had saved up grew littler and littler.

Then he sold his piano, and let the mice live in a bureau-drawer. But the money he got for that too began to go, so he sold the brown suit he wore on Sundays and went on becoming poorer and poorer.

And now, when he walked down the street in his high hat, people would say to one another, "There goes John Dolittle, M.D.! There was a time when he was the best known doctor in the West Country—Look at him now—He hasn't any money and his stockings are full of holes!"

But the dogs and the cats and the children still ran up and followed him through the town—the same as they had done when he was rich.

Item 1

Selected-Response

Read the paragraphs from the story.

Then his sister, Sarah Dolittle, came to him and said, "John, how can you expect sick people to come and see you when you keep all these animals in the house? It's a fine doctor who would have his parlor full of hedgehogs and mice! That's the fourth personage these animals have driven away. Squire Jenkins and the Parson say they wouldn't come near your house again—no matter how sick they are. We are getting poorer every day. If you go on like this, none of the best people will have you for a doctor."

"But I like the animals better than the 'best people,'" said the Doctor.

Based on the paragraphs, which sentence BEST describes Doctor Dolittle?

- A. He does not like the people who live in his small town.
- B. He feels more appreciated by animals than patients.
- C. He is happier being around animals than people.
- D. He resents his sister for not taking his side.

Item 2

Selected-Response

Read the sentence from the story.

“You are ridiculous,” said his sister, and walked out of the room.

Why does Sarah MOST LIKELY say this to Doctor Dolittle?

- A. to reveal her disinterest in his work
- B. to express her dislike for his choices
- C. to share her thoughts about his hygiene
- D. to convey her concern for his garden

Item 3

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

Which word BEST describes how Sarah Dolittle feels about her brother?

- A. proud
- B. annoyed
- C. confident
- D. suspicious

Part B

Which sentence from the story BEST supports the answer in Part A?

- A. The house he lived in, on the edge of the town, was quite small; but his garden was very large and had a wide lawn and stone seats and weeping-willows hanging over.
- B. His sister, Sarah Dolittle, was housekeeper for him; but the Doctor looked after the garden himself.
- C. His sister used to grumble about all these animals and said they made the house untidy.
- D. And the money he had saved up grew littler and littler.

Item 4

Drag-and-Drop Technology-Enhanced

Finish summarizing the story by moving the THREE MOST important events into the chart in the order they happen.

Event	Description
Event 1	Dr. Dolittle was a well-known and successful doctor who saw patients in his house in a little town.
Event 2	
Event 3	
Event 4	Dolittle had to sell things in his house to feed all the animals.
Event 5	

Dolittle kept a growing number of animals in the house he shared with his sister.
Even though Dolittle was poor, animals and children continued to appreciate him.
Dolittle decided to get a larger house so he could get more animals.
Eventually, because of the animals, no more patients would come to his house.
Dolittle's sister was worried they would run out of food for the animals.

Select to Respond

- ➡ Due to the size of the response area, this item has a “Select to Respond” button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 4.

Item 4. *Continued.*

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Event 1	Dr. Dolittle was a well-known and successful doctor who saw patients in his house in a little town.
Event 2	
Event 3	
Event 4	Dolittle had to sell things in his house to feed all the animals.
Event 5	

**Dolittle kept a growing number of animals in the house he shared with his sister.
 Even though Dolittle was poor, animals and children continued to appreciate him.
 Dolittle decided to get a larger house so he could get more animals.
 Eventually, because of the animals, no more patients would come to his house.
 Dolittle’s sister was worried they would run out of food for the animals.**



Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the boxes in the chart.

Item 5

Extended Constructed-Response

Rewrite the story from Sarah’s point of view.

Be sure to include only the portions of the story that involve Sarah. Include details that support her viewpoint.

Narrative Writer’s Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
 - Use a variety of transitional words and phrases to sequence the events.
- Use dialogue, description, and/or pacing to:
 - develop events.
 - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer’s Checklist as you write and proofread your narrative.

Blank writing area with horizontal lines for the student's narrative response.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE5RL1 Literary	2	C	The correct answer is choice (C) He is happier being around animals than people. The Doctor will not get rid of his animals so that more patients will come because he likes the animals too much. Choice (A) is incorrect because while he prefers his animals, there is no indication that he does not like the people in his town. Choice (B) is incorrect because there is no evidence to support whether he feels appreciated. Choice (D) is incorrect because he does not show concern about his sister criticizing him.
2	ELAGSE5RL4 Literary	3	B	The correct answer is choice (B) to express her dislike for his choices. This sentence shows that she is upset with how Doctor Dolittle is more concerned with his animals than his patients. Choice (A) is incorrect because her comment doesn't show disinterest in his work. Choice (C) is incorrect because their conversation does not revolve around the Doctor's cleanliness or lack thereof. Choice (D) is incorrect because this discussion doesn't pertain to the Doctor's garden.
3	ELAGSE5RL1 Literary	3	B/C	<p>The correct answer is choice (B) annoyed and choice (C) His sister used to grumble about all these animals and said they made the house untidy.</p> <p>Sarah doesn't appreciate having to clean up after the animals and is annoyed by the fact that the animals are driving off patients. The answer choice for Part B of the item shows text that supports this.</p> <p>In Part A, Choice (A) is incorrect because Sarah is clearly unhappy about her brother's choices. Choice (C) is incorrect because Sarah does not think her brother is making wise decisions. Choice (D) is incorrect because while Sarah thinks her brother is making poor choices, she doesn't show suspicion toward him. The incorrect options in Part B support incorrect answers in Part A.</p>
4	ELAGSE5RL2 Literary	3	N/A	See scoring rubric and exemplar response on page 27.
5	ELAGSE5W3	4	N/A	See scoring rubric beginning on page 87 and sample responses on page 28.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 4

Scoring Rubric

Points	Description
2	The student correctly fills in all three rows.
1	The student correctly fills in two rows.
0	The student does not correctly fill in at least two rows.

Exemplar Response

The correct response is shown below.

↶
?

Event 1	Dr. Dolittle was a well-known and successful doctor who saw patients in his house in a little town.
Event 2	Dolittle kept a growing number of animals in the house he shared with his sister.
Event 3	Eventually, because of the animals, no more patients would come to his house.
Event 4	Dolittle had to sell things in his house to feed all the animals.
Event 5	Even though Dolittle was poor, animals and children continued to appreciate him.

Dolittle decided to get a larger house so he could get more animals.

Dolittle's sister was worried they would run out of food for the animals.

The correct response for event 2 is “Dolittle kept a growing number of animals in the house he shared with his sister.” The correct response for event 3 is “Eventually, because of the animals, no more patients would come to his house.” The correct response for event 5 is “Even though Dolittle was poor, animals and children continued to appreciate him.” These responses are correct because they represent key details of the passage. NOTE: The response order does affect scoring.

Item 5

To view the four-point holistic rubric for a text-based narrative response, see pages 87 and 88.

Exemplar Response

Points Awarded	Sample Response
4	<p>I used to think I was so lucky to have a doctor for a brother. I even worked for him, cleaning his house. I tried to be patient with my brother and his animals, but I could only take so much. Everywhere I turned there were signs of animals: fur, chewed paper, dirty paw prints. I would barely get one mess cleaned up when another one appeared. It was ridiculous. When he started losing his patients and their money, I had to say something. I said, “John, you’re losing your patients because of these animals. Soon we won’t have enough money to put food on the table. Nobody will want you for their doctor.”</p> <p>“I like the animals better anyway,” he said.</p> <p>Then things got worse. It was bad enough when it was just a few animals, but the house was beginning to look like a zoo. Couldn’t my brother at least have kept the animals outside instead of letting the mice live in his dressers? They have taken over the house. Each day he welcomes a new animal, and each day I feel less welcome.</p> <p>With our small town, there was no chance that we could hide it for long. He sold his piano and dress clothes just to keep food on the table. People used to look at my brother with respect and awe. Now they look down on him.</p>
3	<p>I used to think I was so lucky to have a doctor for a brother. I even worked for him, cleaning his house. But the animals took over. Everywhere I turned there were signs of animals: fur, chewed paper, dirty paw prints. I would barely get one mess cleaned up when another one appeared. “You are ridiculous,” I told him.</p> <p>When he started losing his patients and their money, I had to say something. I warned him that we would go broke and not be able to put food on the table. He didn’t listen.</p> <p>It was bad enough when it was just a few animals, but the house was beginning to look like a zoo. Couldn’t my brother at least have kept the animals outside instead of letting the mice live in his dressers? They have taken over the house. We get new animals every day.</p>
2	<p>I cleaned house for my brother, the doctor. His pets had taken over. There was fur and messes everywhere. I didn’t want to clean anymore.</p> <p>Nobody wanted John to be their doctor anymore. We didn’t have enough money to buy food. He sold things to take care of the animals. He was paying to run a zoo. The animals took over the house. They were living in the furniture. “You are ridiculous,” I told him.</p>
1	<p>The animals took over the house. They lived in the furniture. We couldn’t afford to feed them, so Doctor Dolittle sold his piano.</p>
0	<p>Doctor Dolittle and I lived together for many years. Then the animals took over.</p>

ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

Standards: ELAGSE5RL1, ELAGSE5RL2, ELAGSE5RL3, ELAGSE5W3

Story Time!

Try this activity after reading a story, book, or play with family or friends:

- Choose a character you just read about.
- Make a list of clues the author gave about your character.
- Write your ideas down on paper or on a board.
You can also use a chart like this one:

Character: _____

Type of Clue	Sentence or Clue from the Story	My Opinion about the Character
Says		
Does		
Worries about		
Looks like		
What others say		

- Share your ideas or charts with your family or friends.

Game: Who Am I?

- Another fun thing to do is to not let anyone know which character you chose.
- After you have completed your notes or chart, play a guessing game.
- Pretend to act like your character, and have your family or friends guess who you are.

Put On a Play

- Write a story idea or plot with family or friends.
- Act out your story as if you were the character you chose. How would your character speak and act in a new situation?

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

Content Description

The informational and explanatory passages in the English Language Arts test can be used to determine central ideas, write an objective summary, analyze ideas, and provide supporting text evidence. You may be asked to write a narrative in response to a prompt based on an informational passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Think about the passage and visualize, or make a mental picture, as you read.
- Read closely to know exactly what the passage says.
- Look for ideas and details that tell what the passage is about.
- Use those details when writing or speaking about the passage.
- Think about the message and what the author is trying to say.
- Look for the main ideas in the passage. Ask yourself—what is this about?
- Think about the reasons for interactions between parts of a passage; is one thing meant to show contrast to the other, complement it, or explain it?
- Summarize the important ideas and details in the passage.

Craft and Structure

- Make sure you understand the words in the passage.
- Think about the similarities and differences in the overall structure of passages.
- Compare and contrast multiple accounts of the same event or topic.
- Think about the author’s point of view in the passage.

Integration of Knowledge and Ideas

- Look for details or evidence in the passage that support the author’s points.
- Use information from multiple passages to learn more about a topic. Integrate information from these passages to show an understanding of a topic.

KEY TERMS

Informational texts: Passages that explain or inform. (RI)

Inference: To infer means to come to a reasonable conclusion based on evidence found in the passage. By contrast, an **explicit** idea or message is stated directly by the author. The author tells the readers exactly what they need to know. (RI1)

Main ideas: What the text is mostly about. These are also called the central or controlling ideas. (RI2)

Key details: The facts and ideas that support the central idea. (RI2)

Summarize: To summarize means to provide an overview of a text that captures the main points but does not give all the details. (RI2)

Relationships: The connections between two or more people or things. When reading for information, it is important to examine the way individuals, events, ideas, and concepts interact. (RI3)

Interactions: Interactions in text refer to how ideas influence individuals or events or how individuals influence ideas or events. (RI3)

Organization: Organization refers to the way in which a piece of writing is structured. Each sentence, paragraph, or chapter fits into the overall structure of a text and contributes to the development of ideas. **Organizational structures** include chronological order, cause and effect, comparison and contrast, order of importance, and problem and solution. (RI5)

- **Chronological order:** The order in which a series of events happened. A text that is arranged in order of time from the beginning to the end is in chronological order. (RI5)
- **Order of Importance:** Ideas are organized from least important to most important or from most important to least important. (RI5)
- **Cause and effect:** Events and their outcomes. A text may be organized by problems and solutions or actions and reactions. These are all referred to as cause and effect. (RI5)
- **Comparison and contrast:** The structure of comparison and contrast analyzes the relationships between ideas in a text. Comparing analyzes the similarities, while contrasting analyzes the differences. (RI5, RI6)
- **Problem and solution:** Text that is organized by problem and solution identifies a problem and proposes one or more solutions. An author may use problem and solution to try to persuade readers about a certain topic or course of action. (RI5)

Point of view: The specific perspective or position the author has on a topic. (RI6)




Account: A description of events. A **firsthand account** is a description of events written or told by someone who was actually there. If your friend tells you she fell and hurt her knee, it is a firsthand account. A **secondhand account** is a description of events written or told by someone who was not actually there but got the story from another source. If your friend tells you that your other friend fell and hurt her knee, but the friend who is telling you didn't see the fall happen, it is a secondhand account. (RI6)

Reasons: Details that support the author's particular points in a text. (RI8)

Evidence: Something that proves the truth of something else. Informational texts may contain evidence in the form of key words, illustrations, maps, or photographs to prove that the information is correct. (RI8)

Integrate: Putting together key details and evidence from sources in a way that supports your main idea. (RI9)

Important Tips

-  Try to read the questions about an informational text before you read the text so that you know what to look out for.
-  Cite strong evidence from a text to support analysis of what the text says explicitly and what can be inferred.
-  Locate support for important ideas and concepts within the text to answer *what* you know and *how* you know it.

SAMPLE ITEMS

Sample Items 6–8

Read the article and answer questions 6 through 8.

Are You Ready for a Pet?

- 1 There are many factors to consider when adding a pet to your family. First, you need to be sure that you are able to care for the animal for life. Many people think they want a pet, but they don't realize the work it takes. Puppies, for instance, need lots of attention. They need activities to burn off extra energy. They also need training.
- 2 It is not fair to bring an animal into your home only to ignore it or fail to take care of it. Like humans, animals require not only food and shelter but also love and attention. Owners will also need to pay for various expenses. Pets need regular visits to their doctors. They need special food, the cost of which ranges from reasonable to pricy. Collars and leashes are important too. Some pets need training. Make sure that your budget can stretch to meet the needs of a pet.
- 3 When you are confident that you want a pet and are able to care for it forever, you must choose an animal whose needs work with your lifestyle. For instance, someone who is away from home all day and unable to let a dog outside might want to consider a cat, turtle, or bird. Similarly, if you don't have time to walk your pet, opt for a smaller breed of dog. Often, they do not require as much activity as large dogs. Bored dogs develop undesirable habits like chewing shoes and destroying furniture.
- 4 Pets are not the only ones who benefit from living with humans. Research shows that just interacting with their pets can make people happier and healthier. Petting a dog provides unexpected benefits. For example, it can improve a person's ability to resist disease. It can also lower high blood pressure. There are even some chemical benefits, including lowered stress. Of course, pets also tend to make their owners feel happier.
- 5 Consider adopting from an animal shelter. So many animals have been abandoned and neglected and need a forever home. Many of these pets are turned over to shelters because their families can no longer afford them. Some are left behind when their families move to housing that does not allow pets. Some families simply don't want the responsibility of a pet anymore.
- 6 Animal shelters have pets of all ages and needs. This means there is an ideal animal for every home. If you don't have time to train a puppy, you might prefer an adult or senior dog. Some breeds have excess energy and need to run. Others prefer to sit in your lap and relax.
- 7 There are several factors to consider before adding a pet to your family. Remember that pets need as much love and care as any other family member. Be sure you are able to provide these needs before inviting an animal into your home.

Item 6

Selected-Response

Which sentences BEST state two main ideas of the article?

- A. It is important to consider the different responsibilities of pet ownership before getting a pet. Owning a pet can be positive for both the owners and the pets.
- B. Busy families should consider cats or other animals that do not need much care. Sometimes bored dogs develop bad habits and destroy household items.
- C. Animal shelters provide a range of animals to choose from. Animals are left at shelters for various reasons, such as owners moving or no longer being able to care for their pets.
- D. Pets can help lower human stress levels. There is research showing that pet ownership can have a number of other health benefits as well.

Item 7

Selected-Response

Based on paragraph 2, what is the meaning of *various*?

Owners will also need to pay for various expenses.

- A.** large
- B.** many
- C.** unnecessary
- D.** unplanned

Item 8

Drag-and-Drop Technology-Enhanced

In the passage, the author makes the point that pet ownership can improve the life of a pet owner. Complete the chart by moving the TWO pieces of evidence that BEST support this point into the chart.

Pet ownership can improve the life of a pet owner.

-
-

Like humans, animals require not only food and shelter but also love and attention.

When you are confident that you want a pet and are able to care for it forever, you must choose an animal whose needs work with your lifestyle.

Research shows that just interacting with their pets can make people happier and healthier.

Petting a dog provides unexpected benefits. For example, it can improve a person's ability to resist disease.

Animal shelters have pets of all ages and needs. This means there is an ideal animal for every home.

Select to Respond

- ➡ Due to the size of the response area, this item has a “Select to Respond” button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 8.

Item 8. *Continued.*

↶?

Pet ownership can improve the life of a pet owner.

-
-

Like humans, animals require not only food and shelter but also love and attention.

When you are confident that you want a pet and are able to care for it forever, you must choose an animal whose needs work with your lifestyle.

Research shows that just interacting with their pets can make people happier and healthier.

Petting a dog provides unexpected benefits. For example, it can improve a person's ability to resist disease.

Animal shelters have pets of all ages and needs. This means there is an ideal animal for every home.

- ➡ Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the chart next to the bullets.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
6	ELAGSE5RI2 Informational/ Explanatory	2	A	The correct answer is choice (A) It is important to consider the different responsibilities of pet ownership before getting a pet. Owning a pet can be positive for both the owners and the pets. Choices (B), (C), and (D) are incorrect because they are too specific to a single paragraph of the passage and don't encompass two or more ideas.
7	ELAGSE5RI4 Informational/ Explanatory	2	B	The correct answer is choice (B) many. A list of several expenses follows the sample sentence. Choices (A), (C), and (D) are incorrect because they are not synonyms for "various."
8	ELAGSE5RI8 Informational/ Explanatory	2	N/A	See scoring rubric and exemplar response on page 39.

EXAMPLE SCORING RUBRIC AND EXEMPLAR RESPONSE

Item 8

Scoring Rubric

Points	Description
2	The student correctly fills in both bullets (order within the box does not matter).
1	The student correctly fills in one bullet (order within the box does not matter).
0	The student does not correctly fill in either bullet.

Exemplar Response

The correct response is shown below.

↶
?

Pet ownership can improve the life of a pet owner.

- **Research shows that just interacting with their pets can make people happier and healthier.**
- **Petting a dog provides unexpected benefits. For example, it can improve a person’s ability to resist disease.**

Like humans, animals require not only food and shelter but also love and attention.

When you are confident that you want a pet and are able to care for it forever, you must choose an animal whose needs work with your lifestyle.

Animal shelters have pets of all ages and needs. This means there is an ideal animal for every home.

The correct responses are “Research shows that just interacting with their pets can make people happier and healthier.” and “Petting a dog provides unexpected benefits. For example, it can improve a person’s ability to resist disease.” These sentences are the correct responses because they provide specific examples of ways pet interaction benefits people’s health and happiness. Both details provide the best support for the claim that pet ownership can improve the life of a pet owner.

Unit 3: Writing

CONTENT DESCRIPTION

In this unit, you will be reading passages that are similar to passages you may read in the Georgia Milestones End-of-Grade assessment. You will use the passages as sources of support for opinion and informational/explanatory essays and as jumping-off points for narrative writing.

Some informational passages will help you develop opinions and support your point of view on a topic in an opinion essay. In your writing, you will use evidence to develop and support your opinion. Other informational passages will help you develop an informational/explanatory essay. In your writing, you will state ideas, summarize information, and use details from more than one source to develop and support your ideas.

You will also write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. Narrative prompts will vary depending on the passage(s) you are shown. For example, you may be asked to write a new beginning or ending to a literary story, write an original story based on information from an informational text, or rewrite a scene from a specific character’s point of view. In your writing, you will use narrative techniques to develop the reader’s understanding of a real or imagined experience.

There will also be writing standalone items that assess your revision skills and your understanding of opinion, informational/explanatory, and narrative writing. For example, you may be asked to answer a selected-response question that focuses on introducing a topic in an informational text. In addition, there will be writing standalone items that assess your planning and research skills.

Writing Types and Purposes

Opinion Essay

- An opinion essay states an opinion or agrees or disagrees with a point of view.
- Some common opinion words are “agree,” “disagree,” “for,” or “against.”
- When you state your opinion, you need to support it with reasons, examples, and evidence.

Informational/Explanatory Essay

- An informational/explanatory essay states ideas and information clearly and accurately.
- When you develop your topic, use multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Narrative

- A narrative develops a real or imagined experience or event.
- When you develop your narrative, use narrative techniques, descriptive details, and event sequence.

Production and Distribution of Writing

- Use the writing process to develop opinion essays, informational/explanatory essays, and narratives.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Strengthen your writing by reviewing or revising, if needed.

Opinion Essay

- Introduce a topic or text clearly by stating your opinion and create an organizational structure in which related ideas are grouped to support your opinion.
- Develop your opinion by providing logically ordered reasons that are supported by facts and details.
- Use linking words and phrases to connect opinions and reasons.
- Provide a concluding statement related to the opinion you present.

Informational/Explanatory Essay

- Introduce a topic clearly and provide a general observation and focus. Group related information in a way that will make sense for the reader.
- Develop your topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link your ideas within and across categories of information using words, phrases, and clauses.
- Use precise language to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation.

Narrative

- Include a situation and introduce a narrator and/or characters.
- Organize an event sequence that unfolds naturally.
- Develop your narrative using techniques, such as dialogue, description, and pacing, to develop experiences and events or to show how the characters respond to situations.
- Use a variety of transitional words and phrases to sequence the events in the narrative.
- Use concrete words and phrases and sensory details to clearly describe experiences and events.
- Include a conclusion that follows from the narrated experiences or events.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.
- As you write opinion or informational/explanatory essays, reveal your writing voice by using language that matches the content, connects with your intended readers, and reveals your personality and writing style.
- As you write your narrative, reveal your writing voice by choosing a narrator and point of view that allow your readers to experience the story and relate to the characters in a meaningful way.

Research to Build and Present Knowledge

- Conduct a short research project that uses several sources to build knowledge through investigation of different aspects of a topic.
- Gather information from different types of sources, including print and digital sources.
- Summarize or paraphrase information from sources. Provide a list of sources you used in your notes and finished work.
- Use evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubrics

- A narrative scoring rubric can be found beginning on page 87. An informational/explanatory scoring rubric can be found beginning on page 89. An opinion scoring rubric can be found beginning on page 91. You may find it helpful to read and discuss these rubrics with a parent or another adult.
- The rubrics are important to understand because they show you what is needed to produce a strong piece of opinion, informational/explanatory, or narrative writing.
- Opinion, informational/explanatory, and narrative writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Opinion text: An opinion text states an opinion or agrees or disagrees with a point of view. (W1)

Point of view: The opinion or perspective of the writer on a specific topic. (W1)

Topic: What a piece of writing is about. When writing your opinion, choose topics about which you have strong feelings and a lot to say. (W1a, W2a)

Introduction: The beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea, or thesis, of the writing. (W1a, W2a)

Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together and the order of the information should make sense. Each sentence, paragraph, or text feature fits into the overall structure of a passage and contributes to the development of ideas. Writers structure their texts to match their purpose and audience. For example, if you were writing an opinion essay in which you wanted to show the negative effects of something, you might choose cause and effect as an organizational structure. (W1a, W4)

Reasons: Details that support your opinion in a piece of writing. (W1b)

Fact and opinion: A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether or not a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement somehow, then it is a fact. If not, it's an opinion. (W1b)

Linking words and phrases: Words or groups of words that link one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader along. Examples of linking words include *also*, *another*, *and*, *more*, *because*, *therefore*, *since*, and *but*. Examples of linking phrases are *to begin*, *on the other hand*, *for example*, and *in conclusion*. (W1c, W2c)

Concluding statement: The end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W1d, W2e)

Informational/explanatory texts: Pieces of writing that inform or explain something to the reader. (W2)

Formatting: The way in which a piece of writing is organized. For example, a writer can use headings and subheadings to organize the writing and present the information in a clear way. (W2a)

Precise language: Good writers choose their words carefully. Specific and vivid words and phrases describe or explain and make meaning clear. The sentence *A bird was on the ground* is very general and does not use precise language. However, that sentence could be rewritten using more specific nouns and verbs: *A robin landed in the grassy field.* (W2d)

Narrative: A narrative is a real or imaginary story. It may be about a situation, a single moment in time, or a series of related events and experiences. Narratives may be about a single moment in time but focus on how one character thinks and feels about it. Narratives may be about a single moment in time but focus on how several different characters think and feel about it. Narratives may also be about a series of related events and experiences and how a character feels about them. Good writers order the thoughts, feelings, events, and experiences in a way that makes sense to the reader. (W3)

Experience: An experience is an event or series of events that happen to or are seen by a character. In a narrative, characters learn, grow, or find meaning by going through an experience. Any experience in a narrative may be described as a single event (*Mary's team won the soccer game*) or as a series of events (*Mary kicked the ball toward the goal. The goalie dived but missed the ball. The ball landed inside the goal. Mary had scored the winning point. Her team won the game!*). A character may be part of an experience (*Mary kicked the soccer ball into the goal*). A character may also watch or observe an experience without being part of it (*Mary watched as her two older brothers played against each other on different soccer teams*). A narrative may include more than one experience. (W3)

Event: An event is a single thing that happens to a character or that a character sees. For example, *John caught the soccer ball* is an event. It is a single thing that happened to the character John. (W3)

Orient the reader: Readers need to understand who is telling the story. Readers also need to know the setting, characters, and conflict or challenge of the story. Good writers share this information early in a narrative so that readers can follow the events, thoughts, and experiences of a story and understand the story's meaning or message. Sharing this information in a meaningful way is called orienting the reader. (W3a)

- **Introduction:** The introduction is the first few paragraphs of a narrative that orient the reader to the story. Good writers create an introduction that interests the reader and shares just enough information to keep the reader reading and learning more. There is no one right way to write an introduction. Introductions may include dialogue, a description of the setting, an introduction of the narrator, a description of a character, an explanation of the situation, or any combination of these. Good writers create a unique introduction that best fits their story and its meaning. (W3a)
- **Narrator:** The narrator is the person the writer chooses to tell a story. The narrator may be a character in the story. The narrator may also record the characters' actions, words, and thoughts but not be a character in the story. (W3a)
- **Characters:** Characters are persons, things, or beings in stories. The characters may be real or imaginary. The details you share about characters—the way they think, talk, and act—help readers understand the characters' personalities. (W3a)

Sequence: Sequence is the order of events in a narrative. Often, the events in a story are told in the exact order they happened. Sometimes a story is told out of order to create surprise or help the reader learn more about the characters and how they think and behave. (W3, W3a)

Narrative techniques: Narrative techniques are the tools writers use to create interesting experiences, events, and characters in a story. (W3, W3b)

- **Dialogue:** Writers use dialogue to show the reader the exact words the characters are saying. Dialogue usually has quotation marks around it. Each time a new character speaks, a new paragraph begins. The reader learns about characters from the way characters speak or respond to a situation. Dialogue can also move the action forward in a story or cause a character to decide something. (W3b)
- **Description:** Good writers use description to help the reader imagine the characters, settings, and events. Description helps readers feel like the reader is living the events of the story, both seeing what the character sees and feeling what the character feels. This sentence does not have good description: *The kids at my new school were friendly.* These sentences use description to help the reader see and feel what the character experiences: *I stepped into the classroom. I worried that I would not make new friends in my class. After the teacher introduced me, she asked me to tell the class where I was from. “I moved to Georgia from India,” I said. “This is my first time in the United States.” Everyone in the class smiled at me with shining eyes. “Welcome to our class,” a girl in the front row said. “Would you like to sit with me at lunch today?”* (W3b)
- **Pacing:** Pacing is the speed at which a story is told. The pace of a story is influenced by the description of characters, settings, and thoughts or reflections; the use of sensory language; the number of telling details related; the length of sentences, paragraphs, and scenes; dialogue and how many words or sentences a character speaks at one time; and the use of precise word choice. Writers may choose to slow the pace in one part of the narrative and speed up the pace in another or to keep the same pace throughout the narrative. (W3b)

Transitional words and phrases: The reader needs clues in a story to help them know how time is passing and how events are ordered. Transitional words and phrases link one idea to the next and help the reader understand how time is passing in the story. Transitional words and phrases also make clear the order in which events happen. Examples of transitional words are *first, next, before, during, and finally*. Examples of transitional phrases are *after that, in the beginning, it started when, and the next day*. (W3c)

Concrete words and phrases: Concrete words and phrases refer to physical things that can be seen, heard, smelled, tasted, or touched. Examples are *sidewalk, pizza, plate, tree, and puppy*. Good writers use concrete details to help the reader understand exactly what the writer means and picture a scene clearly. The sentence *Ani wanted a friend* is not concrete because the word *friend* means different things to different people. This sentence uses concrete words to help the reader understand exactly what Ani wants: *Ani wanted a striped furry kitten that would rub against his pant legs, chase toy balls, and curl up next to him in bed at night*. (W3d)

Sensory details: Sensory details describe concrete words and phrases in a way that allows readers to experience the way things look, sound, smell, taste, or feel through imagination. Good writers share sensory details to help the reader imagine what it would be like to live the experience in the story. For example, the sentence *The hot spring stank* does not help readers imagine what the hot spring smelled like. The sentence *The hot spring smelled like rotten eggs that had blown up in the microwave* helps readers better imagine the smell. (W3d)

Conclusion: Every story needs to have an end that matches the beginning and middle. In other words, the ending needs to follow what happened in all parts of the story before that point. The reader needs to feel like the story is over. Good writers create this feeling of ending with a conclusion. In the conclusion, the events of the story end logically, and the reader understands one or more of these ideas: what the story meant, what characters learned, how characters felt about the experiences or events, how characters changed, and what readers can learn from the story. (W3e)

Audience: The people who will be reading the piece of writing. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

Purpose: The writer’s reason for writing his or her essay or article. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

Revision: The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and make ideas clearer. (W5)

Research: Gathering information in order to learn more about a topic. (W7, W9)

Source: A book, article, website, person, or piece of media that contains information. (W7, W8)

Evidence: Something that proves the truth of something else. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. In literary text, the characters’ thoughts, words, or actions may be used as evidence. (W9)

Important Tips

Opinion and Informational/Explanatory Essays

- ✍ Organize your writing by using an organizational structure in which your ideas are logically grouped together.
- ✍ In your opinion essay, be sure to develop your opinion with reasons supported by facts and details. In your informational/explanatory essay, be sure to develop your informational topic with details such as facts, definitions, quotations, or other information that supports your topic.
- ✍ Make sure your writing has a concluding statement that supports the opinion or information presented.

Narrative

- ✍ Organize thoughts, ideas, or events in a sequence that unfolds naturally.
- ✍ Use narrative techniques, such as dialogue, description, and pacing to develop events and to show how characters respond to situations.
- ✍ Make sure your narrative has a conclusion.

Opinion, Informational/Explanatory, and Narrative Writing

- ✍ Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- ✍ **Use the writer’s checklist before, during, and after writing to make sure you are meeting the criteria.**

SAMPLE ITEMS

The practice writing items for this unit include an extended writing-response item, an extended constructed-response item, and writing standalone items. There are also sample reading comprehension items connected to the passages you will read in this unit. You will have sample selected-response, evidence-based selected-response, and/or constructed-response items in this section. In the actual assessment, there is often a mix of reading comprehension and extended constructed-response and/or extended writing-response items connected to one passage or passage set.

Sample Items 9–13

Extended Writing-Response (Opinion or Informational/Explanatory Essay)

In Section 1 of the Georgia Milestones End-of-Grade assessment, you will be asked to comprehend a pair of informational passages and use information from the passages to write an opinion or informational/explanatory essay. In the End-of-Grade assessment, the task will include the following items:

1. Three selected-response (multiple-choice) questions (three in this example)
2. A constructed-response question (one in this example)
3. An extended writing-response question (one in this example)

The instructions for the extended writing prompt are in the same form as those that appear on the Georgia Milestones assessment. In the actual assessment, you will receive either an opinion or an informational/explanatory writing task. The sample provided in this resource is an example of an opinion writing task.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an opinion essay.

Before you begin writing your essay, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an opinion essay about new school lunch guidelines.

These are the titles of the passages you will read:

1. So-Called “Healthier” School Lunches
2. Bravo for Making Students Healthier

So-Called “Healthier” School Lunches

Dear Editor,

I was so excited to hear that our local schools would finally be serving more healthy lunches. For years I have felt guilty for allowing my kids to eat the processed foods offered by the school lunch program. Sadly, it seems that the new guidelines have not made much of a difference. Children are still eating chicken nuggets, fish sticks, and pizza every month. Some of the fruits and vegetables that are supposed to be so healthy come from cans. They are not the fresh and healthy produce I was expecting.

Another problem with the new guidelines is the portion sizes. Children are given a calorie maximum based on their age, without taking into account their different sizes and needs. A 220-pound high school football player doing two-a-day practices is getting the same amount of food as smaller children or children who are not as active. That hardly seems fair.

Both of my children have told me that they are hungry all day. One of my children has lunch at 10:45 a.m. And that is supposed to last until school is over at 3:15 p.m.? My children hunt for junk food every day right after school. I know that many schools are struggling to meet these guidelines, but they have to do better than this.

I have no choice but to send my children to school with packed lunches. This way I can control the portions myself. I can also be sure that they have fresh, not processed, fruits and vegetables every day.

Frustrated with food,

Palmer Ross

Bravo for Making Students Healthier

Dear Editor,

Before retiring ten years ago, I had been an elementary school teacher for thirty-seven years. During my first year, students were filled with energy. They ran around all during recess. Then they would come back in the classroom and complete their lessons.

At the start of my career, students ate in the classroom. Their parents packed them fairly healthy lunches. They often consisted of leftover home-cooked meals rather than processed foods. I often saw vegetables that seemed to have come straight from the garden.

Over the years, students seemed to become less energetic. I noticed more students sitting and talking during recess. Many were eating non-nutritional snacks. Fewer were playing and burning off extra energy. When they returned to class, their minds wandered. They struggled to focus.

Prepared lunches at school did not help. In fact, they added to the problem. Students received regular servings of pizza, burgers, and mashed potatoes from a box. Many students loved it, but it didn't seem right to me. Our students deserved better. They deserved healthy foods to nourish their brains and bodies.

Now, students are finally getting more healthy foods at schools. Our country recently revealed a change in school lunches. No more processed chicken fingers, pizza, and sugary chocolate milk. Students now enjoy more healthy baked options, fruits, vegetables, and low-fat dairy products. These options are offered at every meal. Students can fill up on brain-healthy foods.

I have also heard that school leaders plan to change vending machine options. They will swap sugary snacks for more healthy whole-grain options. Hats off to health!

There are so many distractions like the Internet, video games, and smartphones. Real foods like vegetables and fruits will help students focus in class. It will help them feel healthier and have more energy to be active.

Sincerely,

Tyra Watts

Item 9**Selected-Response**

Which statement expresses one way the letter writers BOTH support their ideas?

- A. Both list questions about the healthiness of school lunches.
- B. Both include information about children they have known.
- C. Both include interviews with principals of schools.
- D. Both discuss their personal experiences when they were children.

Item 10**Selected-Response**

Which sentence BEST states a point of view shared by BOTH letter writers?

- A. They agree that school lunches are the best option for kids.
- B. They both are doubtful that school lunches have improved over time.
- C. They agree that school lunches are more important than recess.
- D. They both are critical of processed foods in school lunches.

Item 11**Selected-Response**

Which choice BEST describes the text structure of “So-Called ‘Healthier’ School Lunches” and “Bravo for Making Students Healthier”?

- A. “So-Called ‘Healthier’ School Lunches” compares what kids like to eat with what they are served at school and concludes that school lunches are better than lunches from home. “Bravo for Making Students Healthier” compares eating healthy food with exercising regularly and concludes that kids need more exercise.
- B. “So-Called ‘Healthier’ School Lunches” compares current school lunches with previous ones and concludes that the author will send his children with lunches from home. “Bravo for Making Students Healthier” compares how past and recent school lunches affect kids and concludes that new changes are positive.
- C. “So-Called ‘Healthier’ School Lunches” compares how well kids do in school and the time of day when they eat their lunch and concludes that early lunch times are better. “Bravo for Making Students Healthier” compares how well kids focus and how they are eating and concludes that current school lunches need improvement.
- D. “So-Called ‘Healthier’ School Lunches” compares lunches brought from home with school lunches and concludes that both offer benefits. “Bravo for Making Students Healthier” compares how much recess time kids get and how that affects their eating habits and concludes that kids need longer recesses.

Item 12

Constructed-Response

Explain one idea that the author of “So-Called ‘Healthier’ School Lunches” and the author of “Bravo for Making Students Healthier” agree on regarding school lunches.

Use details from BOTH passages to support your answer. Write your answer on the lines on your answer document.

Item 13

Extended Writing-Response

WRITING TASK

There is an ongoing discussion about the new school lunch guidelines.

Think about BOTH sides of the discussion. Then write an **opinion essay** in your own words supporting either side of the discussion. Are the new school lunch guidelines helping students?

Be sure to use information from BOTH passages in your **opinion essay**.

Writer’s Checklist

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your opinion essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.

A large rectangular box containing 25 horizontal lines, intended for writing content descriptions and additional sample items.

Sample Items 14–17

Extended Constructed-Response (Narrative)

On the Georgia Milestones End-of-Grade assessment, you will write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. In the actual assessment, you will also respond to reading comprehension questions before writing your narrative. Narrative prompts will vary depending on passage type. The sample provided in this resource is an example of a narrative prompt based on an informational passage.

Read the passage and answer questions 14 through 17.

Clothing That Changed the World

In 1853, thousands of newcomers roamed the dusty streets of San Francisco, California. They had come across land and sea with visions of wealth. Only a few years earlier, gold had been discovered in the area. People flooded into California in 1849. They were hoping to strike it rich as gold miners.

While all of these people thought gold would be their ticket to wealth, Levi Strauss thought differently. Gold miners needed clothing tough enough not to tear or wear out as they worked. Strauss planned to provide that clothing. He and his partner patented pants that not only brought them success but also became an important part of history.

A Young Businessman

Levi Strauss was born in Germany in 1829. He followed his brothers to New York when he was 18. His brothers had started a dry goods company there. They sold clothing, blankets, and other household goods. Strauss worked hard and gained an understanding of the business.

When Strauss heard about the gold rush in California, he did not plan to be a miner. Instead, he traveled to San Francisco and opened a dry goods store. There were 117 dry goods businesses in the city, but many often ran out of goods. Strauss's brothers supplied the stock for his shop, so he always had plenty to sell. Before long, Strauss's business was doing well.

A New Idea

In 1872, one of Strauss's customers, Jacob Davis, contacted him. Davis was a tailor in Nevada. He designed heavy work pants for miners. Pockets and seams ripped easily when miners carried heavy things. Davis had come up with a way to make the seams stronger. He hammered metal rivets on the pocket corners.

Davis wanted to take out a patent for the pants. A patent would protect his idea. He didn't want other tailors using his idea to make durable pants. He wanted to make large numbers of his pants to sell. He could not afford to do this, but he knew Strauss could. So he proposed a partnership. "The secret of them Pents,*" Davis wrote to Strauss, "is the Rivits** that I put in those Pockets and I found the demand so large that I cannot make them up fast enough."

* **Pents**—pants

** **Rivits**—rivets

Strauss realized the value of Davis's idea. Together, they patented the idea of the pants. Davis moved to San Francisco to become head tailor for the company. By 1873, thousands of miners in San Francisco were wearing the new work pants. Later, the partners trademarked the name "Levi's" for the pants. By trademarking their name, no one else could call their pants "Levi's" and sell them.

A Brilliant Design

At first, the pants were called "waist overalls," but today we know them as jeans. They were dyed a dark-blue color. This was partly because indigo was cheap. Also, the color could hide stains easily. The first Levi's were made of canvas. But after a few years, Strauss began buying denim. Denim is a cotton fabric that was popular in France. All Levi's included copper rivets. The pants also had orange stitching across the back pockets. The reason for the stitching is not known. Company records from this time have been lost.

A Growing Legacy

The new trousers made Strauss a millionaire. However, he knew he could sell even more pairs. He believed people all over the country would like the denim pants. Levi Strauss & Co. sent employees across the United States and to other nations to sell this new clothing design. Jeans became popular across the globe. Everywhere, people appreciated these tough, sturdy, comfortable pants.

Besides making blue jeans, Strauss took part in other businesses, such as banking. He also gave large amounts of money away to help those in need. Strauss donated to an orphanage and to other organizations. He also set up 28 scholarships at the University of California, Berkeley. Those scholarships help students pay for their college education. Strauss's scholarships are still in effect today.

Strauss died in 1902, but his legacy continued to grow. Jeans became a symbol of youth and independence. Young people and movie stars wore them. Levi Strauss and his friend Jacob Davis turned fabric and bits of metal into what became the most popular clothing item in the world.

Item 14

Selected-Response

Why does the author mention the trouble miners were having with ripped seams and pockets?

- A. to explain why Davis thought a new type of work pants was needed
- B. to describe the physical demands that miners faced in California
- C. to show that there was a shortage of work clothes at the time in California
- D. to give an example of the kinds of repairs that Davis was making for miners

Item 15

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

Which statement BEST explains the reason why Strauss benefited from the gold rush in California?

- A. Strauss was one of the few miners who was able to find gold.
- B. Strauss was a businessman who recognized the needs of miners.
- C. Strauss was able to give jobs to people in the mining business.
- D. Strauss was eager to help miners improve their working conditions.

Part B

Which evidence from the passage BEST supports the answer in Part A?

- A. They were hoping to strike it rich as gold miners.
- B. Davis moved to San Francisco to become head tailor for the company.
- C. By 1873, thousands of miners in San Francisco were wearing the new work pants.
- D. Besides making blue jeans, Strauss took part in other businesses, such as banking.

Item 16

Selected-Response

Which set of sentences BEST summarizes the passage?

- A. In the 1800s, people came to California hoping to find gold. These people made Levi Strauss successful by purchasing more items from his store than any other dry goods stores in the area.
- B. Levi Strauss worked at his brothers' company for many years until he understood how to run his own business. Then Strauss moved to California and opened a successful dry goods store that sold clothing, blankets, and other goods to gold miners.
- C. In the 1800s, Levi Strauss saw an opportunity to open a store in California while others mined for gold. He met a tailor named Jacob Davis and helped him create Levi's, which became a popular clothing item around the world.
- D. Levi Strauss agreed to help a tailor named Jacob Davis create Levi's because Strauss believed miners needed clothing that would last. Strauss wanted to buy the jeans that Davis created.

Item 17**Extended Constructed-Response**

Imagine that you are Levi Strauss. You have just learned that the pants your company sells have made you a millionaire. Write a journal entry that describes how you feel and what you do to celebrate your success. Use ideas from the passage in your journal entry.

Narrative Writer’s Checklist**Be sure to:**

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
 - Use a variety of transitional words and phrases to sequence the events.
- Use dialogue, description, and/or pacing to:
 - develop events.
 - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer’s Checklist as you write and proofread your narrative.

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Sample Items 18–25

Writing Standalone Items

On the Georgia Milestones End-of-Grade assessment, there will be writing standalone items that assess your understanding of opinion, informational/explanatory, and narrative writing and revision skills. There will also be writing standalone items that assess your writing planning and research skills.

Item 18

Selected-Response

Read the paragraph from a student's letter.

Dear Mr. Jenkins,

For our next field trip, I think our class should visit one of the national parks in Georgia. Visiting a national park would give students the chance to participate in outdoor activities. Our class could arrange for a park ranger to give us a tour of the park so we can learn about history and the environment. We may also have the opportunity to observe wildlife in its natural environment. Best of all, the fees to visit national parks are usually very low. It will be less expensive and more fun for our class than any of the other field trips you are considering.

Sincerely,

Jesse Alvarez

Which detail should be added to the letter to **BEST** support the student's opinion?

- A. Each year, millions of people visit national parks across the United States mainly because of their natural beauty.
- B. Each student could experience a new activity at the national park, such as learning how to fish, ride horses, or photograph nature.
- C. National park rangers not only protect the park but also teach visitors about natural science and the environment.
- D. If our class goes on a tour of the national park, students will need to be paired together to ensure that everyone stays safe.

Item 19

Selected-Response

Mike is writing a note for a pet-sitter. Which information would be MOST helpful to add to the note?

- A. why pet-sitting is an important job
- B. the date he got each pet
- C. reasons why pet ownership builds responsibility
- D. the times of day the pets eat

Item 20

Selected-Response

A student is writing a report about plastic water bottles. Read the draft of one paragraph from the report.

¹Plastic water bottles are convenient. ²They are lightweight and easy to carry. ³They can be packed in a backpack or sports bag and then thrown out, or ideally, recycled. ⁴_____ even though they are handy, they are also bad for the environment.

Which word or phrase should be used at the beginning of sentence 4?

- A. For example,
- B. In several cases,
- C. However,
- D. Certainly,

Item 21**Selected-Response**

Read the paragraph from a student's narrative.

¹Sarah carefully mixed the ingredients for cookies in a bowl. ²Then she used her hands to roll bits of cookie dough into small balls and placed them on a cookie sheet. ³Sarah put the cookie sheet in the warm oven and set the timer for twelve minutes. ⁴She waited anxiously as the cookies baked until the timer finally beeped. ⁵Sarah put on her oven mitts and carefully removed the cookies from the oven. ⁶The cookies smelled good.

Which sentence should replace sentence 6 to provide more sensory details?

- A. Sarah closely examined the cookies and was happy with how they had turned out.
- B. The sugary smell of the warm, soft cookies drifted into Sarah's nose, making her mouth water.
- C. The cookies looked like they were going to taste exactly how Sarah had remembered them tasting the last time.
- D. Sarah lifted the cookies close to her face and took a deep breath to smell the dough that had now been cooked.

Item 22**Selected-Response**

Read the paragraph from a student's personal essay about spending time outdoors.

¹Even though I love hiking, one of my favorite things to do is just sit still. ²It is a lot harder to do than it looks! ³My parents got me in the habit of stopping along the trail to look at nature. ⁴I used to roll my eyes and complain when they'd tell me to take a break or look at some kind of moss or rock. ⁵My goal was to get to the end of the hike as quickly as possible. ⁶But now I try to follow their advice. ⁷Hearing the birds or the sound of water and noticing clouds or animal footprints is part of the fun. ⁸Last weekend I counted eight different kinds of bird songs when I hiked Mt. Crimsey. ⁹An important stop for migrating birds, Mt. Crimsey was named after an explorer and mapmaker named Theobald Crimsey, who came to the area in the late 1860s.

Which sentence does NOT help the author's purpose and should be removed?

- A. sentence 3
- B. sentence 5
- C. sentence 7
- D. sentence 9

Item 23

Selected-Response

A student is doing research on an inventor. Read the information the student found in an online article.

In the 1940s, Marion Donovan was an inventor and young mother. She was dissatisfied with the cloth diapers that were available at the time. She eventually invented a semi-disposable diaper made from a washable nylon covering that could be filled with disposable paper. At the time she invented it, most businesspeople who made baby products were men. They often were not involved in child and baby care. They were not interested in her idea and thought that parents would not be interested in buying disposable diapers. Donovan began making the diapers herself. Initially, she sold the diapers at only one store in New York. The diapers were very popular, and the store sold out of them. Today, disposable diapers are common and most babies in the United States wear them.

Which sentences BEST summarize the information?


- A. Although businessmen were not interested in her invention, Marion Donovan made a successful semi-disposable diaper that many people bought.
- B. Although her idea was good, Marion Donovan had to try hard to convince some businessmen to sell the semi-disposable diaper she invented.
- C. Marion Donovan invented a diaper that had a nylon covering and contained paper that could be thrown away.
- D. Marion Donovan was a young mother and inventor whose unhappiness with cloth diapers led her to think about a different kind of diaper.

Item 24

Drop-Down Technology-Enhanced

A student is writing a report about her favorite vegetable. Read the paragraph from the student's rough draft. Then choose the correct word or phrase from each drop-down menu to connect the ideas in the paragraph.

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. , you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also be eaten with cheese or peanut butter for a tasty treat that is high in protein. , celery is my favorite snack, and I encourage you to try it.

-  Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. , you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also be eaten with cheese or peanut butter for a tasty treat that is high in protein. , celery is my favorite snack, and I encourage you to try it.

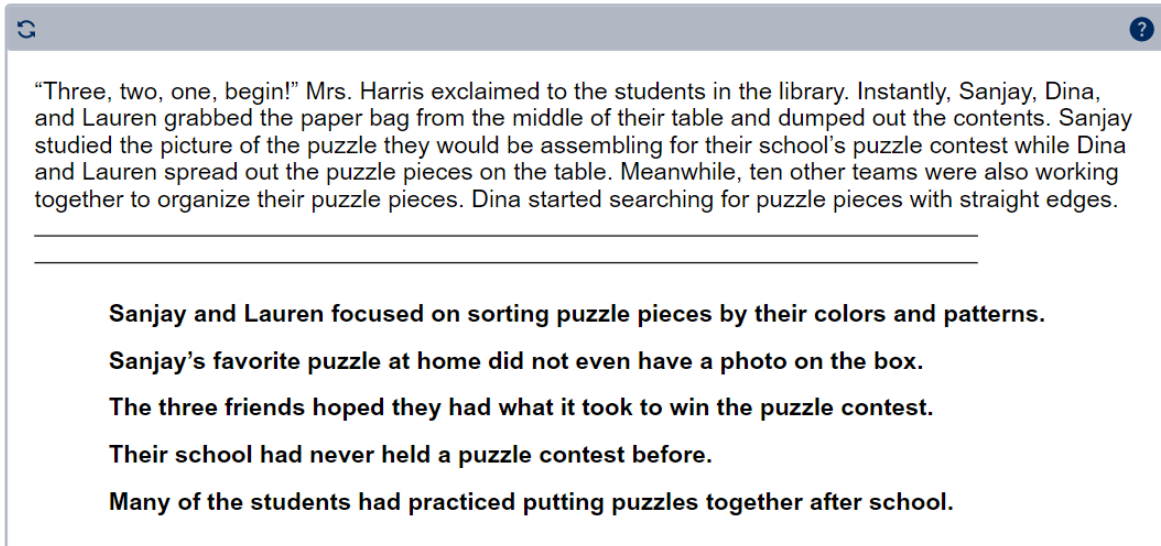
- However
- In addition
- For these reasons

- Meanwhile
- For example
- As a result

Item 25

Drag-and-Drop Technology-Enhanced

Read the paragraph from a student's draft of a narrative. Move the TWO sentences that provide the BEST conclusion for the narrative onto the lines.



“Three, two, one, begin!” Mrs. Harris exclaimed to the students in the library. Instantly, Sanjay, Dina, and Lauren grabbed the paper bag from the middle of their table and dumped out the contents. Sanjay studied the picture of the puzzle they would be assembling for their school’s puzzle contest while Dina and Lauren spread out the puzzle pieces on the table. Meanwhile, ten other teams were also working together to organize their puzzle pieces. Dina started searching for puzzle pieces with straight edges.

Sanjay and Lauren focused on sorting puzzle pieces by their colors and patterns.

Sanjay’s favorite puzzle at home did not even have a photo on the box.

The three friends hoped they had what it took to win the puzzle contest.

Their school had never held a puzzle contest before.

Many of the students had practiced putting puzzles together after school.

➡ Use a mouse, touchpad, or touchscreen to move the descriptions below the paragraph onto the lines in the paragraph.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
9	ELAGSE5RI8 Informational/ Explanatory	2	B	The correct answer is choice (B) Both include information about children they have known. This is correct because the writer of the first passage includes information about his children and the writer of the second passage includes information about children she has taught. Choice (A) is incorrect because neither writer provides a list of questions. Choice (C) is incorrect because neither includes an interview with principals. Choice (D) is incorrect because neither discusses personal experience as a child.
10	ELAGSE5RI6 Informational/ Explanatory	3	D	The correct answer is choice (D) They both are critical of processed foods in school lunches. This choice is correct because both writers share the viewpoint that fresh, whole foods are best and processed foods are problematic. Choice (A) is incorrect because the writer of the first passage does not conclude that school lunches are best. Choice (B) is incorrect because the writer of the second passage stresses the improvement in school lunches over the years. Choice (C) is incorrect because the writers do not suggest that lunches are more important than recess.
11	ELAGSE5RI5 Informational/ Explanatory	3	B	The correct answer is choice (B) “So-Called ‘Healthier’ School Lunches” compares current school lunches with previous ones and concludes that the author will send his children with lunches from home. “Bravo for Making Students Healthier” compares how past and recent school lunches affect kids and concludes that new changes are positive. Choices (A), (C), and (D) are incorrect because some of the grounds of comparison and some of the conclusions do not match the passages.
12	ELAGSE5RI9 Informational/ Explanatory	3	N/A	See scoring rubric and sample responses on page 69.
13	ELAGSE5W1 ELAGSE5L1 ELAGSE5L2	4	N/A	See scoring rubric beginning on page 91 and sample response on page 70.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
14	ELAGSE5R18 Informational/ Explanatory	2	A	<p>The correct answer is choice (A) to explain why Davis thought a new type of work pants was needed. Repairing miners’ pants is what led Davis to come up with the idea to use rivets and work with Strauss to patent Levi’s. Choice (B) is incorrect because, although this may be true, it is not the reason the author included this detail. Choice (C) is incorrect because, although the work clothes were not holding up for miners, there is no support for there being a shortage. Choice (D) is incorrect because, although Davis was a tailor, it is not the reason the author mentions this detail.</p>
15	ELAGSE5R13 Informational/ Explanatory	3	B/C	<p>The correct answers are choice (B) Strauss was a businessman who recognized the needs of miners and choice (C) By 1873, thousands of miners in San Francisco were wearing the new work pants.</p> <p>The author develops the idea that Strauss saw an opportunity to make money from the California gold rush without mining. He opened a dry goods store, which led him to meet Davis, and together they patented Levi’s. Strauss sold jeans all over the world. The correct answer choice for Part B of the item shows text that supports this.</p> <p>In Part A, choice (A) is incorrect because, while Strauss traveled to California because of the gold rush, he did not find gold. Choice (C) is incorrect because, although Strauss’s customers were in the mining business, the passage does not mention whether he employed these people. Choice (D) is incorrect because Strauss was not eager to help miners improve their working conditions; he was eager to make money by providing supplies they needed. The incorrect options in Part B support incorrect answers in Part A.</p>
16	ELAGSE5R12 Informational/ Explanatory	2	C	<p>The correct answer is choice (C) In the 1800s, Levi Strauss saw an opportunity to open a store in California while others mined for gold. He met a tailor named Jacob Davis and helped him create Levi’s, which became a popular clothing item around the world. This is the best set of sentences to summarize the passage because it describes two of the main ideas from the passage. Choice (A) is incorrect because the sentences do not mention the pants, which should be included in a summary since Levi’s are what Strauss is most known for. Choice (B) is incorrect because the sentences summarize the first part of the passage but do not mention any key information about working with Davis or the creation of Levi’s. Choice (D) is incorrect because it only focuses on the pants and does not mention anything about the gold rush or Strauss’s store.</p>

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
17	ELAGSE5W3	4	N/A	See scoring rubric beginning on page 87 and sample responses on page 71.
18	ELAGSE5W1b	2	B	The correct answer is choice (B) Each student could experience a new activity at the national park, such as learning how to fish, ride horses, or photograph nature. This is the only option that is an additional benefit directly tied to students visiting the national park. Choice (A) is incorrect because it is a general statement about how many people visit national parks. Choice (C) is incorrect because, although the student's letter mentions a park ranger, this sentence does not strengthen the student's opinion to visit a national park. Choice (D) is incorrect because, although the sentence mentions the national parks, it does not provide additional support for the student's opinion.
19	ELAGSE5W2b	2	D	The correct answer is choice (D) the times of day the pets eat. This information would be most helpful to a potential pet-sitter. Choices (A), (B), and (C) are incorrect because none of this information will help a pet-sitter do his/her job.
20	ELAGSE5W2c	2	C	The correct answer is choice (C) However,. This provides the correct transition between ideas since the first idea is that plastic water bottles have positive qualities and a contrasting word is needed to make a proper transition to the idea that these water bottles have drawbacks. Choices (A), (B), and (D) do not provide a contrasting word or phrase that works for the ideas in the paragraph and sentence.
21	ELAGSE5W3d	2	B	The correct answer is choice (B) The sugary smell of the warm, soft cookies drifted into Sarah's nose, making her mouth water. This is the most descriptive detail that is relevant to the original idea in sentence 6. Choice (A) is incorrect because the sentence does not mention smell, which is the original idea in sentence 6. Choice (C) is incorrect because the sentence is too general to improve sentence 6 with a sensory detail. Choice (D) is incorrect because the sentence describes Sarah's actions rather than the cookies.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
22	ELAGSE5W4	3	D	The correct answer is choice (D) sentence 9. This sentence is scholarly and very formal in its tone and provides a level of detail that is irrelevant to the passage. Thus, it should be removed. Choice (A) is incorrect because the information about the parents and stopping along the trail is relevant and in the right informal tone to match the rest of the paragraph. Choice (B) is incorrect because sentence 5 expands upon an idea in sentence 4 and provides a transition of thought to sentence 6 while maintaining an informal tone. Choice (C) is incorrect because sentence 7 provides helpful details and maintains an informal tone.
23	ELAGSE5W8	2	A	The correct answer is choice (A) Although businessmen were not interested in her invention, Marion Donovan made a successful semi-disposable diaper that many people bought. This choice covers the crucial information that Donovan made a successful diaper despite the fact that businessmen questioned her and she had to do it on her own. Choice (B) is incorrect because it leaves open the idea that the businessmen were actually convinced to help, and this is not accurate. It also does not include her success. Choice (C) is incorrect because it is so specific to the diaper's construction and includes no information about the bigger picture—how Donovan succeeded in making and marketing the diaper. Choice (D) is incorrect because it is so specific to what inspired Donovan to invent a diaper and includes none of the subsequent important main points.
24	ELAGSE5W2c	2	N/A	See scoring rubric and exemplar response on page 72.
25	ELAGSE5W3e	2	N/A	See scoring rubric and exemplar response on page 73.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 12

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to integrate information from texts on the same topic in a piece of writing • Includes specific examples/details that make clear reference to the texts • Adequately explains an idea that is common to both texts using clearly relevant information based on the texts
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to integrate information from texts on the same topic in a piece of writing • Includes vague/limited examples/details that make reference to the texts • Explains an idea that is common to both texts with vague/limited information from the texts
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to integrate information from texts on the same topic in a piece of writing

Exemplar Response

Points Awarded	Sample Response
2	<p>In the passages “So-Called ‘Healthier’ School Lunches” and “Bravo for Making Students Healthier,” both writers agree that children need healthy lunches at school. They do not want kids to eat processed foods from a box or a can. Instead, they want kids to eat fresh foods. Palmer Ross, the parent writing in the first letter, says that he was expecting “fresh and healthy produce” but was upset that the fruits and vegetables in his kids’ lunches “come from cans.” He also does not like the processed foods like “chicken nuggets, fish sticks, and pizza” in school lunch. Tyra Watts, the teacher writing in the second letter, says that kids used to have more energy in school when they would eat “home-cooked meals rather than processed foods” and vegetables from the garden. She is glad schools are getting rid of “processed chicken fingers” and “pizza” and kids will be eating healthy foods like fruits and vegetables again.</p>
1	<p>Both passages talk about why a healthy lunch is important and why kids need to eat vegetables and fruit instead of sugar and food from cans.</p>
0	<p>Lunches at school are not very healthy at all.</p>

Item 13

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 91 and 92 to see why this example would earn the maximum number of points.

Although schools are taking steps in the right direction, the new school lunch guidelines are not working. For them to work, the lunches must provide fresh and healthy foods. More has to be done to help kids get easy access to healthy foods every day.

Currently, school guidelines require students to get fruits, vegetables, and whole grains. In some areas, fresh produce may not be available. This means that students have only canned vegetables, which do not provide them with the nutrition they need.

In addition, the guidelines are not fair. Palmer Ross writes, “Children are given a calorie maximum based on their age, without taking into account their different sizes and needs. A 220-pound high school football player doing two-a-day practices is getting the same amount of food as smaller children or children who are not as active.” The guidelines should not only match age but also match a person’s activity level.

Tyra Watts points out that “students now enjoy more healthy baked options, fruits, vegetables, and low-fat dairy products. These options are offered at every meal.” But, this is not always the case. School budgets do not always allow schools to buy the healthiest foods. Schools would need to have more money available to pay for these healthier foods.

For students to really get healthier, they need more than a new school lunch program. Students need chances to be active. There is only so much the schools can do, providing one meal a day. While they are taking steps in the right direction, there is so much more work to be done.

Item 17

To view the four-point holistic rubric for a text-based narrative response, see pages 87 and 88.

Exemplar Response

Points Awarded	Sample Response
4	<p>May 10, 1874</p> <p>Today was the best day of my life! This afternoon, as I was getting ready to close my store, Jacob stopped by. He started to talk about why our new pants were so popular.</p> <p>He thinks that the reason was his idea of using rivets. I think that my store has something to do with our success, but I didn't say anything. I just agreed with him that everyone seems to be buying our new style of pants.</p> <p>I was about to go to the bank and deposit today's money from the store, so I asked Jacob if he wanted to come along and help me carry it. He grabbed a bag of coins and we both walked down the street to the bank. It was getting late and the sun was beginning to disappear.</p> <p>"Hello, Mr. Strauss" said the banker when I walked in. We handed him the money. He counted it. Then he pulled out some papers and started adding numbers together. "Excuse me, Mr. Strauss," said the banker excitedly. "Did you know you are now a millionaire?"</p> <p>I couldn't believe my ears. I asked the banker if he was sure. He just smiled at me and nodded. I knew I had a lot of money saved up, but I had no idea it was that much.</p> <p>Then Jacob yelled, "Congratulations!" I was still astonished, but Jacob shook my hand and said that we had to celebrate.</p> <p>We went out for a fancy dinner. I had a juicy steak, while Jacob had some type of fish that looked very tasty. When the waitress came over and asked if we wanted some desert, I ordered ice cream. It was the perfect way to end the day. I'm still full! Now I can go to bed dreaming of all the fancy dinners I'll have in the future.</p>
3	<p>I have big news today. My accountant came by the store today to meet with Jacob and me. He said we've sold enough pants to become millionaires! At first, I was shocked. I shook his hand and said he was getting a raise. Then, after he left, we decided we had to have a party. I invited all my friends in town. Jacob invited some of his friends too. I was a little sad my brothers were still in New York and couldn't come.</p> <p>The party was a blast. We had lots of delicious food. There was a band that played music all night. Lots of people showed up to hang out and dance. They all congratulated me on my amazing accomplishmint. After the party, I was exhausted, but I had to write this all down in my journal. Tomorrow I'll have to sell more pants to make up for all the money I spent on the party.</p>
2	<p>Im a millionaire. I never thought I'd have so much money! Right away I told my brothers about it. They are going to come out to San Francisco next month to celebrate with me. We will hang out and I will show the my store. I can't wait to see them I miss them.</p>
1	<p>Today I am a millionare I am so happy I ate my favorite cake to celebrate.</p>
0	<p>The trousers</p>

Item 24**Scoring Rubric**

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. , you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also be eaten with cheese or peanut butter for a tasty treat that is high in protein. , celery is my favorite snack, and I encourage you to try it.

In the first drop-down menu, the correct response is “For example,” because it transitions into a sentence that gives support that celery is easy to prepare. In the second drop-down menu, the correct response is “For these reasons,” because it provides a summation transition leading into a conclusion.

Item 25

Scoring Rubric

Points	Description
2	The student correctly fills in both blanks.
1	The student correctly fills in one blank.
0	The student does not correctly fill in either blank.

Exemplar Response

The correct response is shown below.

↶
?

“Three, two, one, begin!” Mrs. Harris exclaimed to the students in the library. Instantly, Sanjay, Dina, and Lauren grabbed the paper bag from the middle of their table and dumped out the contents. Sanjay studied the picture of the puzzle they would be assembling for their school’s puzzle contest while Dina and Lauren spread out the puzzle pieces on the table. Meanwhile, ten other teams were also working together to organize their puzzle pieces. Dina started searching for puzzle pieces with straight edges. **Sanjay and Lauren focused on sorting puzzle pieces by their colors and patterns.** **The three friends hoped they had what it took to win the puzzle contest.**

Sanjay’s favorite puzzle at home did not even have a photo on the box.

Their school had never held a puzzle contest before.

Many of the students had practiced putting puzzles together after school.

The response on the first blank (“Sanjay and Lauren focused on sorting puzzle pieces by their colors and patterns.”) is correct because it follows from and supports the content of the preceding two sentences regarding organizing the puzzle pieces. The response on the second blank (“The three friends hoped they had what it took to win the puzzle contest.”) is correct because it supports the content of the paragraph (e.g., team, puzzle contest) with a concluding statement.

Unit 4: Language

CONTENT DESCRIPTION

The language portion of the English Language Arts test focuses on the conventions of Standard English, including grammar and usage and the proper use of capitalization, punctuation, and spelling.

Conventions of Standard English

- Use correct grammar and usage when writing.
- Use correct capitalization, punctuation, and spelling.

Knowledge of Language

- Express yourself clearly in an interesting way.
- Choose your words carefully so readers understand what you are writing.

Vocabulary Acquisition and Use

- Vary the words you use in your writing.
- Use different strategies (e.g., context, affixes, roots) to help you determine the meaning of unknown or multiple-meaning words.
- Show an understanding of figurative language (i.e., similes, metaphors) and word relationships (i.e., synonyms, antonyms, homographs).
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use reference materials to determine the precise meanings of words or phrases.

KEY TERMS

Grammar: The set of rules for language. (L1)

Usage: Using the correct word when there is a choice (e.g., *to*, *too*, and *two*). (L1)

Conjunction: A word that joins together different sentences, clauses, or phrases. Examples of conjunctions are *with*, *and*, *but*, and *although*. (L1a)

Preposition: A word or phrase that is used to show direction, location, or time. Examples of prepositions are *on*, *in*, *around*, *by*, *through*, *over*, and *behind*. (L1a)

Interjection: A word or phrase that expresses sudden or strong feelings. Examples of interjections are *oh*, *alas*, and *wow*. (L1a)

Perfect tense: Used to indicate a completed or “perfected” action. Verbs can appear in one of three perfect tenses: present perfect, past perfect, and future perfect. (L1b)

- **Present perfect:** Indicates an action that started in the past and continues in the present. This tense is usually formed using the helping verb *has* or *have* and is paired with the past participle of a verb. For example, *I have lived in Georgia since 2011.* (L1b)
- **Past perfect:** Indicates an action that was completed in the past before something else happened. This tense is usually formed using the helping verb *had* and is paired with the past participle of a verb. For example, *I had finished my math homework by lunchtime.* (L1b)
- **Future perfect:** Indicates an action that will be completed at some point in the future. This tense is usually formed with the helping verb *will* plus *have* plus the past participle of a verb. For example, *By next summer, I will have learned to swim.* (L1b)

Verb tense: Variation in a verb to convey various times, sequences, states, and conditions. Verb tenses include past, present, future, progressive, and perfect. (L1c, L1d)

- **Present tense:** Describes things that are happening right now. An example is *Today I walk to school.* (L1c, L1d)
- **Past tense:** Describes things that have already happened. Past tense verbs are usually constructed by adding *-ed* to the end of a verb. An example is *Yesterday I walked to school.* (L1c, L1d)
- **Future tense:** Describes things that have not happened yet. Future tense verbs are usually constructed using the word “will” + a verb in the present tense. An example is, *I will walk to school tomorrow.* (L1c, L1d)
- **Progressive tense:** Describes an ongoing action that is still in progress at some point in time. Progressive tense verbs are usually constructed using a form of “to be” + a verb ending in *-ing*. An example is *I am walking to school right now.* (L1c, L1d)

Correlative conjunction: A type of conjunction in which pairs of words work together to join words, phrases, clauses, or sentences. Examples of correlative conjunctions are *either/or*, *neither/nor*, *not only/but also*, and *both/and*. An example of a sentence that includes a pair of correlative conjunctions is *Her new bicycle is not only fast but also very shiny.* (L1e)

Punctuation: Writing marks that help to separate and clarify ideas. Examples of punctuation are periods, colons, commas, exclamation marks, and question marks. A comma can be used to separate an introductory element from the rest of the sentence. Commas can also set off the words *yes* and *no*, set off a tag question from the rest of the sentence, and indicate direct address. (L2, L2b, L2c, L3)

Style: The personality of the writing and how you say things. (L3a)

Context: Words and phrases that surround another word and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, the word *leaves* is a **multiple-meaning word** because it could mean several things. When a full sentence is included, such as *The leaves of the tree were swaying in the wind* or *She needs to remember to grab her backpack before she leaves for school*, the meaning is clear. (L4, L4a)

Context clues: The words, facts, or ideas in a text that explain a difficult or unusual word. For example, *dehydrated* is a difficult word. However, you can use clues included in the context of a piece of writing to figure out the meaning of *dehydrated*. *After running in gym class, I was dehydrated. I felt much better after drinking two glasses of water.* Using the context clues in the sentences, it is clear the meaning of *dehydrated* is *in need of water*. (L4a)

Root word: The base word. Knowing the meaning of the root word can help a reader determine the meaning of other forms of the word. For example, if you know that the root word *school* is a place that provides knowledge, you may be able to guess that a *scholar* is someone who is seeking knowledge. (L4b)

Affix: Letters added to a root word that change its meaning. For example, when the prefix *dis-* is added to the word *interest*, the word *disinterest* means the opposite of the root word *interest*. (L4b)

Dictionary: A reference book that provides the **precise**, or exact, meanings of words and phrases. (L4c)

Glossary: An alphabetical list of words and phrases and their meanings. A glossary is often found at the end of a text. (L4c)

Figurative language: To understand figurative language, you cannot simply define the words in the phrase. You will need to distinguish between literal and figurative meanings of words and phrases. (Literal refers to the “actual meaning of a word or phrase.”) For example, if someone tells you to “open the door,” you can open a real door. If someone tells you to “open the door to your heart,” you are not expected to find a door in your chest. Instead, you are to open up your feelings and emotions. (L5)



- **Simile:** A comparison using *like* or *as*; for example, “She is as pretty as a picture.” (L5a)
- **Metaphor:** A direct comparison that states one thing is another. It isn’t meant to be literal, but descriptive. For example, if someone describes recess by saying “It was a zoo,” he or she is using a metaphor. Recess was chaotic, with many different people running around; it was not literally a zoo. (L5a)
- **Adage:** A saying that is repeated and is generally accepted as truth over time. An example is “A penny saved is a penny earned.” (L5b)
- **Proverb:** A short saying that gives a piece of advice, such as “Don’t rock the boat.” (L5b)
- **Idioms:** Quirky sayings and expressions specific to a language. For example, “Solving that puzzle was *a piece of cake*” means that the puzzle was easy, not that it was something to be eaten. If a saying seems unfamiliar or is not understood, it may be an idiom that needs to be researched. (L5b)

Synonyms: Words that have the same meaning. *Small* and *little* are synonyms. (L5c)

Antonyms: Words that have opposite meanings. *Small* and *large* are antonyms. (L5c)

Homographs: Words that are spelled the same but have different meanings. A *bow* to put in a girl’s hair and a *bow* that is used to shoot an arrow are homographs. In the case of homographs, **context** becomes especially important. (L5c)

Important Tips

-  To study for this part of the EOG, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need it the most.
-  When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears, and continue reading for two sentences afterward. If that doesn’t give you enough clues, look elsewhere in the passage. By reading the context in which the word appears, you may be able to make an educated guess.

SAMPLE ITEMS

Sample Items 26–34

Item 26

Selected-Response

Which sentence uses commas correctly?

- A. “There goes your little sister Nathaniel,” I said.
- B. “Yes it was me, I did phone you, last night.”
- C. “Jason, you called last night, didn’t you?”
- D. “No she is home sick today,” Nathaniel replied.

Item 27

Selected-Response

Which sentence **BEST** combines all the ideas into one clear statement?

Richard went to a museum. It was his first museum visit. He was amazed by the variety of items. He was also amazed by the quality of items.

- A. Having never visited a museum before, Richard was amazed by the variety and quality of the items.
- B. The quality and variety of items at the museum amazed Richard during his first trip to a museum.
- C. Because he was impressed by the quality of items and their variety, Richard visited a museum.
- D. Both the quality and variety of items impressed Richard at the museum for his first visit.

Item 28

Selected-Response

Which revision of sentence 3 makes the verb tense consistent with the rest of the paragraph?

¹Animals need to visit their doctors regularly. ²Veterinarians administer shots regularly to keep pets healthy. ³They also check pets’ teeth, just like dentists, to make sure they had no dangerous plaque. ⁴Veterinarians can even provide grooming services to keep your pet’s nails at a comfortable length.

- A. They also would check pets’ teeth, just like dentists, to make sure they had no dangerous plaque.
- B. They also checked pets’ teeth, just like dentists, to make sure they have no dangerous plaque.
- C. They also check pets’ teeth, just like dentists, to make sure they have no dangerous plaque.
- D. They also are checking pets’ teeth, just like dentists, to make sure they had no dangerous plaque.

Item 29

Selected-Response

Which sentence uses the underlined word as a preposition?

- A. Derrick always forgets to bring his winter gloves.
- B. Jasmine called to ask whether I wanted to come over later.
- C. While visiting your cousin, complete your homework.
- D. Iris decided to walk home with her friends after school.

Item 30

Selected-Response

What is the correct way to write the title of an article from a magazine?

- A. "Five Ways to Improve Your Health"
- B. Five Ways to Improve Your Health
- C. *Five Ways to Improve Your Health*
- D. Five Ways to Improve Your Health

Item 31

Selected-Response

Read the sentence.

Riding a skateboard hiking a hilly trail and swimming in a pool or lake are all activities that will help a person to become physically fit.

How should the sentence be rewritten to use commas correctly?

- A. Riding a skateboard hiking a hilly trail, and swimming in a pool or lake, are all activities that will help a person to become physically fit.
- B. Riding a skateboard, hiking a hilly trail and, swimming in a pool or lake are all activities that will help a person to become physically fit.
- C. Riding a skateboard, hiking a hilly trail, and swimming in a pool or lake are all activities that will help a person to become physically fit.
- D. Riding a skateboard hiking a hilly trail, and swimming in a pool, or lake are all activities that will help a person to become physically fit.

Item 32

Selected-Response

Which verb phrase correctly completes the sentence?

Before you agree to meet after school, you _____ your sister whether she can wait for you.

- A.** will have needed to ask
- B.** will need to ask
- C.** had needed to ask
- D.** had asked

Item 33

Drop-Down Technology-Enhanced

Choose the options from each drop-down menu that show the correct use of commas.

There are a few types of animals that work well for a class pet. Some classrooms have pets that live in aquariums like . Pets such as require a cage. No matter what kind of pet your classroom may have, it is important to learn to care properly for this pet.

- ➔ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

There are a few types of animals that work well for a class pet. Some classrooms have pets that live in aquariums like . Pets such as require a cage. No matter what kind of pet your classroom may have, it is important to learn to care properly for this pet.

- fish, frogs, geckos, and snakes
- fish, frogs, geckos, and snakes

- hamsters, rabbits, and hedgehogs
- hamsters rabbits, and hedgehogs,

Item 34

Drag-and-Drop Technology-Enhanced

Read the paragraph. Complete the chart to show how each of the underlined words in the paragraph is used.

"Ugh!" exclaimed the mail delivery person. She was placing mail in a mailbox when the sky suddenly opened up and poured down rain. Normally she didn't mind getting a little wet, but this rain was causing all of the mail in her bag to get soaked.

Word	What part of speech is the word?	What does the word do?
"Ugh!"		
in		
but		

<u>What part of speech is the word?</u>	<u>What does the word do?</u>
conjunction	shows where an object is located
interjection	connects clauses or sentences
preposition	demonstrates sudden emotion
adverb	describes how, when, or where



Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the boxes in the chart.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
26	ELAGSE5L2c	2	C	The correct answer is choice (C) “Jason, you called last night, didn’t you?” Choice (A) is incorrect because it needs a comma before “Nathaniel.” Choices (B) and (D) are incorrect because “yes” and “no” require commas after them.
27	ELAGSE5L3a	3	A	The correct answer is choice (A) Having never visited a museum before, Richard was amazed by the variety and quality of the items. Choice (B) is incorrect because it repeats “museum.” Choice (C) is incorrect because it shows an inaccurate cause and effect relationship. Choice (D) is incorrect because the prepositional phrases create an awkward, unclear construction.
28	ELAGSE5L1d	2	C	The correct answer is choice (C) They also check pets’ teeth, just like dentists, to make sure they have no dangerous plaque. Sentence 3 is written in the present tense, and “have” is present tense. Choice (A) is incorrect because “would check” is future tense. Choice (B) is incorrect because “checked” is past tense. Choice (D) is incorrect because “had” is past tense.
29	ELAGSE5L1a	2	D	The correct answer is choice (D) Iris decided to walk home <u>with</u> her friends after school. “With her friends” is a prepositional phrase. Choice (A) uses an infinitive. Choice (B) has an adverb underlined, and choice (C) has a subordinating conjunction underlined.
30	ELAGSE5L2d	1	A	The correct answer is choice (A) “Five Ways to Improve Your Health.” This is the correct way to write the title of an article. Choices (B), (C), and (D) are incorrect because underlining, italicizing, and leaving text plain are not valid ways to designate an article title.
31	ELAGSE5L2a	2	C	The correct answer is choice (C) Riding a skateboard, hiking a hilly trail, and swimming in a pool or lake are all activities that will help a person to become physically fit. Choice (A) is incorrect because it leaves out the comma after “skateboard” and no comma is needed after “lake.” Choice (B) is incorrect because a comma is needed after “trail” and no comma is needed after “and.” Choice (D) is incorrect because it leaves out a comma after “skateboard” and there is no need for a comma after “pool.”
32	ELAGSE5L1c	2	B	The correct answer is choice (B) will need to ask. This is the verb phrase that makes sense in the sentence. Choices (A), (C), and (D) are incorrect because these verb phrases are not grammatically correct in the sentence.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
33	ELAGSE5L2a	2	N/A	See scoring rubric and exemplar response on page 84.
34	ELAGSE5L1a	2	N/A	See scoring rubric and exemplar response on page 85.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 33

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

There are a few types of animals that work well for a class pet. Some classrooms have pets that live in aquariums like . Pets such as require a cage. No matter what kind of pet your classroom may have, it is important to learn to care properly for this pet.

The correct response in the first drop-down menu is “fish, frogs, geckos, and snakes.” The correct response in the second drop-down menu is “hamsters, rabbits, and hedgehogs.” Each response is demonstrating the skill of using commas to separate items in a series. The first response requires a comma between “fish” and “frogs.” The second response requires a comma between “hamsters” and “rabbits” but not after “hedgehogs.”

Item 34

Scoring Rubric

Points	Description
2	The student correctly fills in all three rows.
1	The student correctly fills in two rows, the middle column, or the last column.
0	The student correctly fills in one row or does not correctly fill in any row.

Exemplar Response

The correct response is shown below.

Word	What part of speech is the word?	What does the word do?
"Ugh!"	interjection	demonstrates sudden emotion
in	preposition	shows where an object is located
but	conjunction	connects clauses or sentences

What part of speech is the word? What does the word do?

adverb **describes how, when, or where**

The correct response in the first row is “interjection” followed by “demonstrates sudden emotion” in the right column. In the first sentence of the stimulus paragraph, the mail delivery person is expressing sudden surprise, which is supported by the use of “exclaimed” and “suddenly” in the following sentence. The correct response in the second row is “preposition” followed by “shows where an object is located” in the right column. The preposition “in” shows the location of the mail (“a mailbox”) in the second sentence. The correct response in the third row is “conjunction” followed by “connects clauses or sentences” in the right column. In the third sentence, the conjunction “but” connects two independent clauses and establishes a contrasting relationship between the two clauses.

WRITING RUBRICS

Grade 5 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major trait, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, a scorer need only choose the criteria and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Opinion or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to three on one scale (conventions) and zero to four on the other (ideas). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the criteria and associated point value for each trait that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 5 English Language Arts (ELA) EOG assessment.

Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*

Four-Point Holistic Rubric

Genre: Narrative (continued)

Writing Trait	Points	Criteria
<p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	2	<p><i>The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue or description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	<p><i>The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences or events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer’s ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic • Groups related ideas together logically to give some organization to the writing • Effectively uses linking words and phrases to connect ideas within and across categories of information • Uses precise language and domain-specific vocabulary to explain the topic • Provides a strong concluding statement or section related to the information or explanation presented
	3	<p><i>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within and across categories of information, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Provides a concluding statement or section
	2	<p><i>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details • Attempts to group some related ideas together but organization is not clear • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that do not clearly explain the topic • Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions</p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows command of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Seven-Point, Two-Trait Rubric

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure that logically groups the ideas and reasons to support the writer's purpose • Effectively develops the reasons that are supported by facts and details • Uses words, phrases, and clauses effectively to link opinion and reasons • Provides a strong concluding statement or section related to the opinion presented
	3	<p><i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Introduces a topic and states an opinion • Provides some organizational structure to group ideas and reasons • Develops the topic and supports the opinion with facts and details • Uses some words, phrases, and clauses to link opinion and reasons • Provides a concluding statement or section related to the opinion presented
	2	<p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion • Attempts to provide an organizational structure to group reasons, but structure is inconsistent • Attempts to develop the topic and support the opinion with facts and details • Uses few words, phrases, or clauses to link opinion and reasons; connections are not always clear • Provides a weak concluding statement or section that may not be related to the opinion
	1	<p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not develop the topic or support the opinion • May not use words or phrases to link opinion and reasons • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions</p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows command of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)										
	3	4	5	6	7	8	9–10	11–12			
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.											
L.3.3a. Choose words and phrases for effect.											
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.											
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).											
L.4.3a. Choose words and phrases to convey ideas precisely.*											
L.4.3b. Choose punctuation for effect.											
L.5.1d. Recognize and correct inappropriate shifts in verb tense.											
L.5.2a. Use punctuation to separate items in a series.†											
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.											
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).											
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.											
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.											
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.†											
L.6.3b. Maintain consistency in style and tone.											
L.7.1c. Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.											
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.											
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.											
L.9-10.1a. Use parallel structure.											

* Subsumed by L. 7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

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