

Language—Sample Content

Level 13



Which word best completes the sentence?

Dustin was late for school, so he ran out the door _____.

- ☒ quickly
- ☐ excitedly
- ☐ happily
- ☐ proudly

This item assesses:

L.9.3 – Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text: usage

Thinking Skill – Analyze Information—Identify Attributes and Components: determine characteristics or parts of something

3.L.5 – Demonstrate understanding of word relationships and nuances in word meanings.

A student is writing a report about how earthworms can help plants.
Which sentence best supports this idea?

- ☐ Earthworms often live in wet soil.
- ☐ Earthworms come in many different sizes.
- ☐ One source of food for earthworms is dead plant leaves.
- ☒ Plant roots may reach more water using earthworm tunnels.

This item assesses:

L.8.4 – Demonstrate an understanding of the use of information sources and topic sentences, concluding sentences, connective and transitional words and phrases, supporting statements, sequences of ideas, and relevance of information: supporting sentences

Thinking Skill – Evaluate Outcomes—Verify: judge accuracy, adequacy, and value of outcomes

3.W.2b – Develop the topic with facts, definitions, and details.

Read the paragraph. Which sentence should be revised to reduce wordiness?

¹Carmen studied all week and felt ready to take her science test. ²She knew the sizes of all the planets in the solar system. ³She even learned how far apart each planet was from every other planet in the solar system. ⁴Carmen was sure she would do well on the test.

- ☐ Sentence 1
- ☐ Sentence 2
- ☒ Sentence 3
- ☐ Sentence 4

This item assesses:

L.7.9 – Demonstrate an understanding of complete, concise, and effective sentences in existing text—including recognition of subjects, predicates, run-ons, fragments, parallel structure, correct placement of modifiers, and correctly combined sentence elements: verbosity/redundancy

Thinking Skill – Analyze Information—Determine Accuracy and Adequacy: examine to discover possible errors, biases, omissions, ambiguities, or unwarranted claims

3.W.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Which two sentences are not complete?

- ☐ Peanut butter and jelly sandwiches are the best.
- ☐ Last summer, Lori learned how to play the drums.
- ☒ Getting wet because I forgot my umbrella this morning.
- ☐ A family from New Jersey moved into the neighborhood.
- ☒ Without a doubt, the most fun I've ever had at school.

This item assesses:

L.7.4 – Demonstrate an understanding of complete, concise, and effective sentences in existing text—including recognition of subjects, predicates, run-ons, fragments, parallel structure, correct placement of modifiers, and correctly combined sentence elements: complete/fragment/run-on

Thinking Skill – Analyze Information—Determine Accuracy and Adequacy: examine to discover possible errors, biases, omissions, ambiguities, or unwarranted claims

3.L.1i – Produce simple, compound, and complex sentences.