Reading/Writing

2026 STAAR TEST 4th GRADE ASSESSMENT – RELEASED TEST

Use for a student benchmark assessment in late January/early February 2027 for assessment of student readiness.

(Recommendation Note: **Students must not write directly on the assessment. To emulate a digital testing environment, all work must be completed on scratch paper. Students will then transfer their final answers to the provided Answer Key.)**

Answer Document – Fourth Grade R/W Benchmark - NAME:_____

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

6.) _____

7.) Write your response on scratch paper. Your final version – neatly rewritten on the lines below.

_____

_____

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8.) _____

9.) _____

10.) _____

11.) _____

12.) _____ , _____

13.) _____

14.) _____

15.) _____

16.) _____

17.) _____

18.) _____

19.) _____

20.) _____

21.) _____

22.) _____

23.) _____

24.) _____

25.) Write your essay on scratch paper. Your final version of that essay – rewrite on the lines below.

26.) _____

27.) _____

28.) _____

29.) _____

30.) _____

31.) _____

32.) _____

33.) Combine your sentences on scratch paper and write your final version below.

_____

_____

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_____

_____

34.) _____

35.) _____

36.) _____

37.) _____

38.) _____

39.) _____

40.) _____

41.) _____

SOLUTION **Answer Document Fourth Grade R/W Benchmark** **SOLUTION**

1.) A

2.) C

3.) D

4.) D

5.) B

6.) B

7.) Write your response on scratch paper. Your final version – neatly rewritten on the lines below.

Focus on correct spelling. Complete Sentences. Sentences that begin with a capital letter and end with punctuation. Paragraphs should be indented. Any words from the passage MUST be spelled correctly.

Focus students on sequential sentences and logical structure to their writing. Their writing must address the prompt directly, and it should not wander off in a non-sequential weave. What is their point? Write to that point.

8.) B

9.) C

10.) A

11.) C

12.) A , D

13.) B

14.) D

15.) A

16.) B

17.) D

18.) A

19.) B

20.) C

21.) A

22.) D

23.) B

24.) B

25.) **Write your essay on scratch paper. Your final version of that essay – rewrite on the lines below.**

Focus on correct spelling. Complete Sentences. Sentences that begin with a capital letter and end with punctuation. Paragraphs should be indented. Any words from the passage MUST be spelled correctly.

Focus students on sequential sentences and logical structure to their writing. Their writing must address the prompt directly, and it should not wander off in a non-sequential weave. What is their point? Write to that point.

The 800-Word Non-Negotiable Program is a free download, and it will take care of the spelling issues. It can be downloaded from the website: www.thenew3Rsconsulting.com.

26.) D

27.) A

28.) C

29.) A

30.) B

31.) A

32.) D

33.) Combine your sentences on scratch paper and write your final version below.

Same message as above on the essays. However, if the sentences are combined, students need to use a transition (and, or, so, but, etc.) and an appropriate comma.

34.) C

35.) A

36.) D

37.) B

38.) his

39.) D

40.) A

41.) B

Recommendations and Guidelines for Use of Benchmark Assessment

Designed specifically for public school educators, this benchmark evaluates student reading comprehension alongside core writing mechanics, including extended writing samples and spelling/grammar editing, all rigorously aligned with the **Spring 2027 STAAR standards**. By simulating the digital testing environment, this tool provides critical data to gauge student readiness. The key attributes and instructional benefits of this benchmark are outlined below.

1.) Controlled Classroom Administration: Conducting the assessment in a proctored, live classroom setting allows educators to actively monitor student progress in real time. Because students cannot mark the test book, they are forced to write their responses on scratch paper. This perfectly replicates the administrative fidelity and tracking requirements of a digital, screen-based exam. It also provides exposure to the rigor of the STAAR assessment which is key!

2.) Targeted Pedagogical Intervention: By reviewing the collected student work, educators can pinpoint precise gaps in conceptual understanding versus computational execution. This actionable data allows teachers to dynamically adjust their daily classroom pedagogy and deploy targeted remediation to rectify specific learning gaps before high-stakes testing.

3.) Proactive Stamina and Behavioral Tracking: Because this benchmark mirrors the strict constraints of the actual exam, educators can evaluate student testing stamina and identify behavioral distractions early. This timeline provides ample opportunity to implement strategic adjustments and test accommodations well ahead of the official spring STAAR administration.

4.) Targeted Digital Literacy and Tech Competency: Transitioning to a paper-based simulation allows teachers to identify gaps in basic computer proficiency that are required for the digital exam such as mouse navigation and keyboard fluency. Uncovering these non-academic technical hurdles early ensures educators can systematically address and refine these student skill competency levels well ahead of the official spring STAAR administration. These essential tech readiness areas include:

- **a.)** Instead of using a typical multiple-choice format, students select their answer by using the mouse to click directly on sentences within the question.
- **b.)** To succeed on digital assessments, students must master touch-typing and maintain strict attention to mechanics. Because these writing sections are scored by automated AI systems rather than human evaluators, objective accuracy is critical; students must demonstrate high writing competence with flawless capitalization, punctuation, and proper noun usage. Additionally, all common English words—including specific terms pulled directly from the reading passages—must be spelled perfectly. To support this preparation, teachers can access two free downloadable resources via the website link in the answer key: an "*800-word Non-Negotiable Word Program*" and a comprehensive guide to touch-typing mastery, for all students. In the end analysis, frequent practice of these essays and targeted writing corrections is essential for student success.

4th grade - STAAR READING 2026

Directions: Do not write or make any marks on this test packet. Treat this exam like a computer screen and show all your work on the scratch paper provided. Transfer all final responses to the Student Answer Sheet.

Read the selection and choose the best answer to each question.

Squash Soup

Characters: Maria, **Jolene** and **Richard** are farmers.

[*The setting is an old farm village. Maria, Jolene, and Richard sit together in Richard's kitchen discussing their recent harvest.*]

SCENE 1

MARIA: Friends, this may be the best harvest we've had in years. What say we celebrate with a feast tonight?

JOLENE: I certainly agree. We must relish our good fortune. With our yields, we can make a soup that will be the talk of the town. It will be a night to remember!

MARIA: I'll say! It is decided—we will cook a fine soup together this evening and share it with the town. My carrots and onions will make the soup hearty.

JOLENE: I'll bring my spices to enrich the flavor and aroma. [*Turning to Richard.*] And your squashes will be the centerpiece. If our soup is to reflect our successes, only the best will do.

RICHARD: Ha! I have worked hard to grow the finest squash around. You may have relied on luck for crops such as spices and vegetables, but my squash is worth more. I will not so easily give that up just to watch my efforts disappear into such a simple soup as this.

JOLENE: Forgive me, but I don't believe your squash alone can measure up to a soup with our foods combined.

RICHARD: Then you must not know the quality of my squash. I will join you later, but you enjoy your soup. I'll be quite happy with my own meal.

MARIA: Suit yourself. [*She shares a look with Jolene.*] I can ask my neighbor for her pumpkins to complete the soup. She will surely oblige our request.

[*Maria and Jolene exit together.*]

RICHARD: [*Laughing to himself.*] My squash speaks for itself. I will be eating better than everyone tonight!

SCENE 2

11 [*A group of townspeople are seated at a long table in the village square. Maria and Jolene are tending to a large pot of soup cooking over a fire. Richard arrives holding a plate of cooked squash.*]

12 **JOLENE:** [*Tasting the soup.*] So good!

13 **MARIA:** I agree!

14 **RICHARD:** [*Breathing in the soup's scent.*] It does smell quite delicious. Say, may I have a taste?

15 **MARIA:** My friend, I'm afraid there may not be enough for you. [*She looks down at the squash in Richard's hands.*] My neighbor had the misfortune of a small pumpkin harvest and could not help us fill out the soup. Maybe if you had added your share, there would be enough. We will serve our guests first and then see what is left for you.

16 **RICHARD:** I'm sorry to hear about our neighbor's pumpkins. [*Gesturing at the other villagers around the table.*] But what did *they* contribute?

17 **MARIA:** [*Chuckling.*] How do you think we are able to serve the soup to all these people? Everyone lent a hand—one family gathered the tables and chairs, others provided the drinks and silverware.

18 **JOLENE:** Beyond that, our gracious neighbors have agreed to sing songs for us after the meal. They even brought instruments.

19 **RICHARD:** [*Frowning.*] I'm content with what I have. Enjoy your soup, but be ashamed of your refusal to share it with me! [*He sits down at the table and begins eating his squash gloomily.*]

20 **MARIA:** [*Glancing at Richard.*] You know, there's still time to make this soup more . . . *special*. Richard, you still have a lot of squash on your plate. Would you consider adding some to the pot?

21 **RICHARD:** [*Hesitating.*] It won't do to keep this squash from others whose crops weren't as lucky as mine. I'll tire of it soon anyway!

22 [*Richard adds several pieces into the pot and the soup's color turns into a beautiful orange.*]

23 **JOLENE:** Well! This could be our finest soup after all. [*She ladles a serving into a bowl and hands it to Richard.*] What do you think?

24 **RICHARD:** [*Tasting the soup and grinning.*] I think it needs more squash! [*He dumps the rest of his squash into the pot and Jolene stirs. Everyone receives a bowl of soup and begins eating happily.*]

4th grade - STAAR READING 2026

1

What is the meaning of the word oblige in line 8?

Ⓐ agree to do as a favor

Ⓑ help make better

Ⓒ have a conversation with

Ⓓ feel forced to accept

2

Line 20 is important to the plot because it is when —

Ⓐ Maria explains what everyone else has given to the feast

Ⓑ Maria gains the courage to speak to Richard

Ⓒ Maria offers Richard a chance to correct his actions

Ⓓ Maria realizes that the soup would be better with squash

3

Why is the farm village setting important to the plot?

Ⓐ The families of the farmers help complete important daily tasks.

Ⓑ The weather gives the farmers a chance to have their feast outside.

Ⓒ The farmers have daily experience with cooking fresh vegetables.

Ⓓ The good harvest causes the farmers to celebrate with their neighbors.

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4

Which line shows that the farmers are interested in sharing what they have?

1 **MARIA:** Friends, this may be the best harvest we've had in years. What say we celebrate with a feast tonight.

2 **JOLENE:** I certainly agree. We must relish our good fortune. With our yields, we can make a soup that will be the talk of the town. It will be a night to remember.

(A) Friends, this may be the best harvest we've had in years.

(B) I certainly agree.

(C) We must relish our good fortune.

(D) With our yields, we can make a soup that will be the talk of the town.

5

Based on the events that take place at the end of the play, what will Richard most likely do next?

(A) Tell everyone about how hard he has worked

(B) Stay at the feast to continue celebrating

(C) Plant a different kind of crop at this farm

(D) Change his mind about adding in his squash

6

Which statement expresses an idea about society found in the play?

Ⓐ Preparing good food results from people's passing down their traditions.

Ⓑ Contributing to success makes people feel part of a community.

Ⓒ The goals that people have can be different even in the same place.

Ⓓ The kinds of foods people grow on their farms are regularly changing.

7

Read the question carefully. Then, write your response on your Answer Document.

What can the reader infer about Richard from lines 5 through 10? Support your answer with evidence from the play.

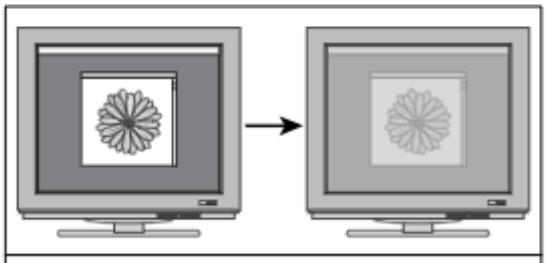
Read the next two selections. Then choose the best answer to each question.

Passage 1:
Save the Screens

What Is a Screensaver?

1 An image of a flying toaster zooms across the computer monitor. Then another. Then a whole flock of them! In the 1980s and 1990s, this was a normal thing to happen. The toasters were part of a "screensaver," a program that used moving images to keep computer monitors from being damaged.

2 Monitors used to work using a device called a Cathode Ray Tube (CRT). CRTs worked by shooting three hot electron beams onto the glass screen of the monitor. The glass screen was lined with phosphor, a bright substance that created light. The electron beams would illuminate the phosphor. This would result in the image being displayed on the screen. The problem with CRT was that it affected the image quality. If one image stayed on the screen for too long, it would burn into the glass monitor. This was called "burn-in." It ruined the screen.



An image is burned into a computer monitor.

3 To solve this problem, screensavers were created. If the computer went unused for too long, a screensaver animation popped up. You could personalize these to fit your style. The screensaver's movement kept one image from getting burned into the screen.

Usage Today

4 Computer monitors have become more advanced over the years. We no longer need screensavers, but people still love them and they can be beneficial.

5 For some, a screensaver is like a comforting blanket. It is something they are familiar with and enjoy using. It might make them happy to see a fun image bouncing around the screen after they have been away from the computer.

6 Screensavers can be used for security reasons. If your device is left idle for too long, it locks down with a screensaver. The computer requires a password to get back in. This will protect it from people who are trying to gain access to important information while you are away from the device.

7 Businesses have also created screensavers with their logos for employees to use. This is a good strategy to appeal to customers. It is a way of advertising when people come into the office.

8 CRT computers may have become a thing of the past as modern-day computers have improved. However, do not be caught by surprise from time to time if you see flying toasters bouncing around a screen.

Passage 2:
Write It Down

1 Kristin Wong remembers being in college. Her entire life fit into her paper planner. Everything she needed for class and her personal life lived in that planner. Now, her phone has become the hub for her schedule and to-do lists. Although she finds apps to be helpful, she says, "There was something satisfying about checking in with this planner every day." Keeping a physical planner or calendar has many benefits.

2 A 2015 study shows that people are 33 percent more likely to reach their goals when they have written them down. Writing things down helps us to remember better.

3 Physical calendars don't require technology skills. You don't have to purchase apps. You don't have to teach yourself how to work the calendar on your device. You simply open the planner and write with your own hand.

4 Paper planners can be customized to your style. You can choose a colorful printed design. You can decorate the pages with bright bursts of colored ink. Maybe you want to use some happy, smiling stickers. With paper planners, you have a calendar that is unique to you.

5 While these calendars are a great option, they are not perfect. Apps are used by millions of people. People often use digital calendars on their phones or computers. This way, it's easy to set reminders for events. After all, that's the whole reason many people start keeping a planner. However, in a world filled with chimes and alerts, it's easy to overlook one more digital notification.

6 People live busy and hectic lives. If you are hoping to be more organized and less forgetful, give paper planners a chance.

8 What is the most likely reason the author describes a screensaver as "like a comforting blanket" in paragraph 5 of the article "Save the Screens"?

Ⓐ To show that screensavers are hard to design

Ⓑ To show that screensavers are meaningful to people

Ⓒ To explain what screensavers look like

Ⓓ To explain who continues to use screensavers

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9 Read the dictionary entry for the word beams.

beams \ˈbēms\ *noun*
1. heavy pieces of metal used in buildings
2. widths of ships at their widest parts
3. glowing streaks or lines
4. radio signals sent to guide pilots

Which definition best matches the meaning of beams in paragraph 2 of the article "Save the Screens"?

Ⓐ Definition 1

Ⓑ Definition 2

Ⓒ Definition 3

Ⓓ Definition 4

10 Which idea from the article "Save the Screens" is supported by the diagram below paragraph 2?

Ⓐ CRTs damaged computer screens.

Ⓑ CRTs made computer screens look brighter.

Ⓒ CRTs made computer screens get warm.

Ⓓ CRTs affected the size of computer screens.

11

What is the most likely reason the author includes the anecdote in paragraph 1 of the selection "Write It Down"?

Ⓐ To describe how a paper planner can be helpful for schoolwork

Ⓑ To explain how often people should check their paper planners

Ⓒ To highlight an example of someone who enjoyed using a paper planner

Ⓓ To suggest that more companies should start making paper planners

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12

This question has two parts. First, answer Part A. Then answer Part B.

Part A
Who is most likely the intended audience of the selection "Write It Down"?

Ⓐ People who want to remember the tasks they have to do.

Ⓑ People who want to start a large art project.

Ⓒ People who like writing stories.

Ⓓ People who want to attend new classes.

Ⓓ People who want to attend new classes

Part B
Which sentence from the selection supports the answer in Part A?

Ⓐ *Physical calendars don't require technology skills.* (paragraph 3)

Ⓑ *You can choose a colorful printed design.* (paragraph 4)

Ⓒ *While these calendars are a great option, they are not perfect.* (paragraph 5)

Ⓓ *If you are hoping to be more organized and less forgetful, give paper planners a chance.* (paragraph 6)

13

Read these sentences from paragraph 4 of the selection "Write It Down."

> *You can decorate the pages with bright bursts of colored ink. Maybe you want to use some happy, smiling stickers.*

What is the best paraphrase of these sentences?

Ⓐ You can use bright, sparkly ink that is many different colors to decorate the pages in your own style.

Ⓑ You can cover the paper with colorful splashes of gleaming ink, or you might choose joyful, grinning stickers.

Ⓒ You can use happy, smiling stickers to decorate the different gleaming, colorful pages in the planner.

Ⓓ You can fill the paper with stickers that have colorful, cheerful faces on them or write on the paper with pens.

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14

Which fact does the author use in the selection "Write it Down" to support the claim that using a page planner can make life easier?

Ⓐ People spend a lot of time decorating their favorite objects.

Ⓑ People can use apps to set reminders.

Ⓒ People like writing things down more than typing them.

Ⓓ People who write things down are more likely to remember them.

15

The author's purpose in the article "Save the Screens" is **DIFFERENT** from the author's purpose in the selection "Write it Down" because only the author of the article –

Ⓐ explains why a type of technology was necessary in the past

Ⓑ explains why a type of technology was more expensive in the past

Ⓒ describes a scientist who invented a type of technology

Ⓓ describes a type of technology that people use to learn new things

16

Which idea about technology is in **BOTH** the article "Save the Screens" and the selection "Write It Down"?

Ⓐ People's efforts lead to the creation of new technology.

Ⓑ New technology can have benefits for people's lives.

Ⓒ Technology allows people to connect with others around the world.

Ⓓ Technology makes it easier for people to complete hard tasks.

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17 How are screensavers in the article “Save the Screens” is **DIFFERENT** from the planners in the selection “Write it Down”?

Ⓐ Screensavers are still used by people today.

Ⓑ Paper planners can get people excited.

Ⓒ Paper planners have many uses.

Ⓓ Screensavers can help keep information safe.

18 What idea is in **BOTH** the article “Save the Screens” and the selection “Write It Down”?

Ⓐ People can get joy from simple things.

Ⓑ Computers are used differently than they were in the past.

Ⓒ Apps can be challenging for people to use.

Ⓓ People get comfort from sharing their thoughts.

Read the selection and choose the best answer to each question.

from The Ice Dove

by Diane de Anda

1 Catalina lived with her grandfather in a white wood frame house with blue shutters. The house stood on the very top of a hill. From her window, she could see the fields that surrounded the house and the high buildings in the town down the road. Many years earlier, some of the fields were dotted with the livestock her grandfather raised and others were planted in neat rows. Now her grandfather just boarded horses for some of the townspeople. He kept only chickens for himself, and in the warm seasons, he planted and tended to a small vegetable garden.

2 Two old dogs and a gray tabby lived in the barn. But Catalina's special pets lived on the window sill in her room. There sat her collection of forest animals her grandfather had carved for her from wood: cherry-colored squirrels, birch-gray deer, bears with stripes of wood grain down their rounded backs.

3 One very cold winter day, Catalina and *Abuelo*[1] climbed into his blue pickup truck and drove into the nearby town to buy some alfalfa bales for the horses. Snow stretched across the fields as far as they could see. As they traveled down the icy road, their breath came out in small clouds that stuck to the truck's windows.

4 When they got to town, *Abuelo* parked the truck in the space marked "loading zone." Catalina jumped out and carefully made her way on the icy sidewalk to Enrique's General Store. She entered the store and hurried to her favorite display in the big front window. There, on strings hanging from the ceiling, were a dozen, perfectly carved, crystal animals. When she touched them, the sunlight bounced rainbow colors about the room. Below were the larger animals, spread across a table like a glittering crystal zoo. In the middle of the covies of birds sat a new piece Catalina had never seen before. It was a dove with graceful curves. Gently, she lifted it up and cupped it in her hands.

5 Her grandfather watched Catalina cradle the dove in her hands. He watched her eyes as she lifted the piece into the sunlight that filtered through the window. He felt sadness grow within him. He knew he could never buy the dove for her. Catalina knew it too and would never ask.

6 He paid for the bales that had already been loaded into the pickup truck. Then he walked up and put his hand on Catalina's shoulder.

7 "Come, Catalina, it's time to go," he said as he moved toward the door.

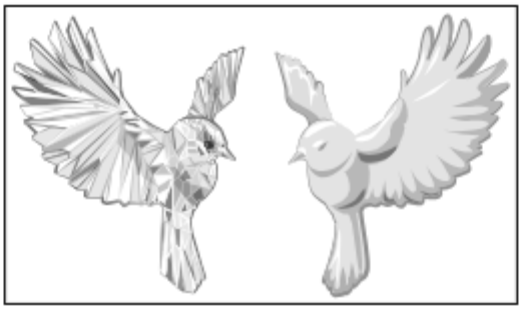
8 Catalina put the dove down carefully on the table. She put her hands in her pockets and backed out the front door, watching the dove as she left.

9 *Abuelo* drove home slowly on the icy road. When they drove up in front of the farmhouse, they noticed that icicles had formed on the porch, hanging down from the roof in shiny silver slivers.

10 "See," remarked *Abuelo* as they walked up the stairs, "the icicles look like the crystals in the store, nature's crystals." *Abuelo* smiled as Catalina craned her neck and turned in a slow circle to view the icicles from every side.

11 *Abuelo* tugged on his gloves then reached up and snapped off an icicle. Catalina blinked, startled by the sharp pop it made. *Abuelo* took out his whittling knife and began to scrape the icicle. Puzzled, Catalina edged in closer to her grandfather and watched the curved figure of a dove appear through the crystal ice.

12 Soon *Abuelo* scraped the last chips of ice off the dove's pointed beak. Gently, *Abuelo* placed the ice dove in Catalina's hands. Catalina cradled the dove. Ignoring the prickly cold that stung her palms, she lifted the dove up to watch the sunlight spill through it. Catalina hugged her grandfather. *Abuelo* smiled, ruffled Catalina's hair, then went into the house.



[1]*Abuelo* means "grandfather" in Spanish.

From THE ICE DOVE AND OTHER STORIES by Diane de Anda, Arte Publico Press. © 1997.

19

Which point of view does the author use in the story?

Ⓐ First person, as told by Catalina

Ⓑ Third person, as told by an outside observer

Ⓒ Third person, as told by *Abuelo*

Ⓓ First person, as told by the shopkeeper

20

What is most likely the author's purpose for presenting the story chronologically?

Ⓐ To show why Catalina has helped *Abuelo* in the past

Ⓑ To explain how *Abuelo* carves animals for Catalina

Ⓒ To show how Catalina's emotions change through events

Ⓓ To explain why Catalina enjoys visiting stores in town

21

What is the most likely reason the author includes paragraphs 11 and 12?

Ⓐ To explain how *Abuelo* makes Catalina's wish come true

Ⓑ To show how *Abuelo*'s new hobby first begins

Ⓒ To show how Catalina finds animals for her window sill

Ⓓ To explain how *Abuelo* and Catalina turn a bad day into a good day

22

What does paragraph 5 show about the relationship between Catalina and *Abuelo*?

Ⓐ They are grateful to have each other.

Ⓑ They like going to town together.

Ⓒ They respect each other's talents.

Ⓓ The understand each other's feelings.

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23

Read the following paragraph.

Catalina goes to the store with her grandfather, *Abuelo*, and sees a crystal dove. She wants to take the dove home, but she cannot. Back at home, *Abuelo* notices icicles hanging from the roof. *Abuelo* goes back into the house.

Which idea should be included in this paragraph to create a summary of the story?

Ⓐ Catalina lives in a farmhouse with *Abuelo*.

Ⓑ *Abuelo* takes an icicle and carves a dove from the ice for Catalina.

Ⓒ The store has many crystal animals hanging from the ceiling.

Ⓓ Only chickens and horses live on the farm now.

24

What is a synonym of the word collection in paragraph 2?

Ⓐ Area

Ⓑ Group

Ⓒ Market

Ⓓ Nature

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25



ESSAY: Write your essay in the empty box below.

Read the story from *The Ice Dove*. Based on the information in the story, write a response to the following:

Explain how the animals carved from wood in paragraph 2 contribute to the story.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response on your Answer Document.

Write your response on your Answer Document.

4th grade - STAAR READING 2026

Read the selection and choose the best answer to each question.

Hawkin wrote the paper about giant rocks that appear to be naturally balanced on top of other rocks. Read Hawkin's paper and look for revisions he needs to make. Then answer the questions that follow.



Balanced Rock in Arches National Park, Utah

Rocks that Fool the Eye

(1) Arches National Park in Utah is a beautiful area known for its huge, bright-red rocks. (2) Some of the best-known rocks are shaped like curving arches. (3) Many people enjoy reading about this park.

(4) One famous rock formation in the park is called Balanced Rock. (5) This one gets a lot of attention from park visitors. (6) At 128 feet tall, it stands high in the air. (7) However, the park has many tall rock formations. (8) So what makes this one so special?

(9) The answer is that Balanced Rock appears to be one enormous rock carefully balanced on top of another large rock. (10) The top rock looks a bit like a potato. (11) But this "potato" is standing on its end and weighs close to 3,600 tons.

(12) While Balance Rock is a strange sight, it is not the only balanced rock in the world. (13) These unusual rock formations can be found in some other western states too. (14) Some of these states also have national parks. (15) Other countries, like India, Australia, and Finland, also have famous balanced rocks.

(16) Many people look at these rocks and ask, "How did the big rock get on top of the smaller one? (17) How do the two rocks stay balanced?" (18) These questions scientists have some answers to. (19) They say that many balanced rock formations only appear to be two different rocks. (20) The truth is that they are both part of the same rock.

(21) Rock seems to be a hard and lasting material, but natural forces can eat away at it over long periods of time. (22) Ice, wind, and water can greatly change how a rock looks. (23) This wearing away process is called erosion.

(24) Erosion has shaped our planet by carving valleys and canyons. (25) It has also produced balanced rocks. (26) Many balanced rocks form when the bottom part of the tall rock gets worn away, but the top does not.

(27) Balanced rocks can form in another way too. (28) Sometimes a giant ice sheet moves, carrying rocks with it. (29) When the ice sheet melts, these rocks are left.

(31) Because the rock formations are constantly changing, experts think that Balanced Rock in Utah will eventually fall. (32) But for now, park visitors can still see this amazing structure carved by the forces of nature.

26

Which sentence can **BEST** replace sentence 3 to improve the introduction to this paper?

(A) The temperature can soar.

(B) It became a national park in 1971.

(C) The nearest city is Moab, Utah.

(D) Others look like tall towers.

27

Which sentence can **BEST** follow and support sentence 11?

Ⓐ That means it weighs as much as 27 blue whales.

Ⓑ It's funny that some say it looks like a potato.

Ⓒ A ton is a common unit of measurement.

Ⓓ Most of the rocks in this park are quite large.

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28

Hawkin has included a sentence that does not belong in the fourth paragraph (sentences 12-15). Which sentence should be removed from the paragraph?

(A) Sentence 12

(B) Sentence 13

(C) Sentence 14

(D) Sentence 15

29

What revision, if any, is needed in sentence 18?

Ⓐ Scientists have some answers to these questions.

Ⓑ Some answers are what scientists have to these questions.

Ⓒ These questions and scientists have some answers.

Ⓓ No change is needed.

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Read the selection and choose the best answer to each question.

Mikayla wrote this paper about finding a baby deer in her yard. Read Mikayla's paper and look for revisions she needs to make. Then answer the questions that follow.



A Fawn in My Backyard

(1) Last Saturday morning I found a big surprise in my backyard. (2) A baby deer was curled up, and the baby deer was sleeping under a bush. (3) The fawn was light brown, with white spots and a white tail.

(4) I didn't know what to do. (5) Why was this tiny, helpless deer in my yard? (6) Where was its mother? (7) Thinking the fawn was in trouble, I ran into the house to find my dad. (8) He works at a bank near the grocery store.

(9) "We have to help," I pleaded to Dad. (10) "The fawn probably needs food. (11) We should go buy bottles and feed it some milk."

(12) "Hold on a minute, Mikayla," Dad said.

(13) I was so anxious about the fawn that I hopped from one foot to the other while Dad pulled up the agency's website on the computer in our family room. (14) Finally, he said, "Hey, Mikayla, read this."

(15) I leaned over his shoulder and read, "Attention! (16) In May and June, the Wildlife Services Department is often notified that people have found fawns in backyards, fields, or wooded areas. (17) In most cases, these fawns have NOT been abandoned. (18) Their mothers have left to find food, but they will return."

(19) We read the rest of the web page and learned that it is normal for a mother deer to leave a young fawn alone for most of the day. (20) The mother needs to eat a lot. (21) The fawn is too small and weak to keep up with her. (22) You would think that another animal might bother a fawn just lying there in the grass, but newborn fawns have no scent. (23) Animals that hunt do not often notice them.

(24) The web page also said the mother will usually return every day to give her fawn milk. (25) On some days she might move the baby to a different spot. (26) Eventually, when the baby deer is a few weeks old, It will be strong enough to follow its mother wherever she goes.

(27) I was disappointed to read that we should stay away from the fawn and avoid touching it. (28) I kept going into the yard to look at it but made sure to keep my distance. (29) I didn't want to scare the mother deer when she came back to check on her baby.

(30) I went to bed that night, and the fawn was still there, but the next morning it was gone. (31) I miss our little fawn. (32) But maybe when it's older, I'll see it in the woods.

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30

How should sentence 2 be revised so that it does not repeat information?

Ⓐ A baby deer was curled up and sleeping and under a bush.

Ⓑ A baby deer was curled up and sleeping under a bush.

Ⓒ A baby deer was curled up under a bush and sleeping under a bush.

Ⓓ A baby deer was curled up under a bush and sleeping curled up.

31

Mikayla needs a better closing sentence for the second paragraph (sentences 4 – 8).
Which sentence can **BEST** replace sentence 8?

Ⓐ He came outside with me to take a look.

Ⓑ The breakfast dishes were still on the table.

Ⓒ Our yard is small but has a nice view.

Ⓓ We can both run pretty fast when we want to.

32

Which sentence can **BEST** follow and support sentence 12?

Ⓐ "We need to check the schedule to see what time your game is today."

Ⓑ "I can see that the yard needs to be mowed sometime this weekend."

Ⓒ "It looks as though the weather is going to be sunny and cool today."

Ⓓ "Let's see what our local wildlife agency has to say about deer."

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33 Mikayla wants to combine the ideas in sentence 20 and 21. In the space provided on your Answer Document, write a new sentence that combines these ideas in a clear and effective way.

Read the selection and choose the best answer to each question.

Giovani is writing a paper about some Texas landmarks. Read the first two paragraphs of Giovani's paper and look for corrections he needs to make. Then answer the questions that follow.



Port Isabel Lighthouse

Lesser-Known Texas Landmarks

(1) Texas is home to many famous landmarks. (2) You've probably heard of the Alamo, the Texas state capitol, and the River Walk. (3) But did you know that our state is also home to lesser-known landmarks that are just as interesting?

(4) One example is a structure located at the southern tip of the Texas Gulf Coast, it is the Port Isabel Lighthouse. (5) Built in 1852, this brick tower was designed to provide light for ships that were sailing the coastal waterways. (6) Its light could be seen for almost 16 miles. (7) This lighthouse is no longer used for its original purpose. (8) But visitors still climbed the 75 steps that lead to its observation deck. (9) There they can enjoy beautiful views of the coastline.

34

What change needs to be made in sentence 2?

Ⓐ Change ***You've*** to **Youve**

Ⓑ Delete the comma after ***Alamo***

Ⓒ Change ***Texas state capitol*** to **Texas State Capitol**

Ⓓ Change ***River*** to **Rivver**

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35

What is the correct way to write sentence 4?

Ⓐ One example is a structure located at the southern tip of the Texas Gulf Coast. It is the Port Isabel Lighthouse.

Ⓑ One example is a structure located at the southern tip of the Texas Gulf Coast. Being the Port Isabel Lighthouse.

Ⓒ One example is a structure it is located at the southern tip of the Texas Gulf Coast. The Port Isabel Lighthouse.

Ⓓ One example is a structure located at the southern tip. Of the Texas Gulf Coast and is the Port Isabel Lighthouse.

36

What change, if any, needs to be made in sentence 5?

Ⓐ Change ***Built*** to **Builded**

Ⓑ Change ***in*** to **along**

Ⓒ Change ***was designed*** to **were designed**

Ⓓ No change is needed.

37

What change needs to be made in sentence 8?

Ⓐ Change ***visitors*** to **visiters**

Ⓑ Change ***climbed*** to **climb**

Ⓒ Change ***steps*** to **step's**

Ⓓ Change ***observation deck*** to **Observation Deck**

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Read the selection and choose the best answer to each question.

Jelani is writing a paper about the fun her family has when they are together. Read these paragraphs from the body of Jelani's paper and look for corrections she needs to make. Then answer the questions that follow.

A Great Family Time

(1) Whenever my cousins and I decide that it's marshmallow-roasting time, we beg Uncle Charlie to get the fire started. (2) As many times as we've done this, we should have their response memorized. (3) "Well, go find me some kindling sticks," he always says. (4) "Each one should be thinner than a pencil but no longer than you're forearm."

(5) Looking for kindling sticks has become a fun competition. (6) We sprint around the yard and search high and low to get the best collection of sticks.

(7) One night last summer, we were especially successful. (8) Within 60 seconds, we were all running back to the firepit with our arms full.

(9) Well, that was quick," Uncle Charlie said. (10) "I guess last nights storm set us up."

38

Jelani has made an error in sentence 2. Select the response that corrects this error.

As many times as we've done this, we should have [ ] response memorized.

- ✔
- your
- our
- his
- my

Write the correct word choice on your Answer Document.

39

What change needs to be made in sentence 4?

Ⓐ Delete the quotation marks at the beginning of the sentence

Ⓑ Change ***pencil*** to **pencils**

Ⓒ Change ***longer*** to **more long**

Ⓓ Change ***you're*** to **your**

40

What change needs to be made in sentence 9?

Ⓐ Insert quotation marks at the beginning of the sentence

Ⓑ Change ***was*** to **is**

Ⓒ Change ***quick*** to **quickly**

Ⓓ Change ***said*** to **saying**

41

What change needs to be made in sentence 10?

Ⓐ Change ***guess*** to **guessed**

Ⓑ Change ***nights*** to **night's**

Ⓒ Change ***set*** to **setting**

Ⓓ Change ***us*** to **ours**