

Assessment Blueprint

Standard Code	Complete Standard Text	Item Count
5.6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	2
5.3C	identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo;	1
5.6E	make connections to personal experiences, ideas in other texts, and society;	2
5.6F	make inferences and use evidence to support understanding;	1
5.6G	evaluate details read to determine key ideas;	1
5.6H	synthesize information to create new understanding; and	1
5.7C	use text evidence to support an appropriate response;	1
5.9D.i	recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence;	1
5.9D.iii	recognize characteristics and structures of informational text, including: (iii) organizational patterns such as logical order and order of importance;	1
5.10B	analyze how the use of text structure contributes to the author's purpose;	1
5.11B.i	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	2
5.11B.ii	develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details;	1
5.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	1
	Total Number of Questions	16

Student Name: _____ Date: _____

The article "Nature's Engineer" is for questions 1–5 and 10–11.

Nature's Engineer

This article describes beavers in Gates of the Arctic National Park and Preserve in Alaska.

Dams

(1) Very few animals have the beaver's ability to reshape the world in which they live. A beaver's survival depends on having water deep enough so it doesn't freeze to the bottom in winter. They also need water to get around, to find food, and to stay safe from predators.

(2) This is why beavers build dams across shallow creeks and rivers. These dams are made of branches stuck down into the stream bed and then built up with a thick mortar of mud, gravel and interwoven branches. The dam is constantly maintained to keep the water at the same level for beaver comfort and security.

(3) Beaver dams are sometimes maintained and expanded over many generations. They can be up to 1,000 feet long and 15-20 feet high. As the pond grows, it floods more surrounding land and extends the beaver's feeding area. This is important because over the years, beavers use up food along the pond's edges so they must travel farther to find trees and shrubs. Beavers also dig canals a few feet wide and up to several hundred yards long, to reach food and float it to the pond.

Lodges

(4) The other feat of engineering is the beaver lodge, which is constructed by first building a platform of sticks, mud, and rocks, then piling on more sticks and mud until it forms a large dome. Finally the animals gnaw into the dome to hollow out the inside like an igloo with the floor above water level. Typically, the lodge is about 15 feet in diameter and about 6 feet high.

(5) Beavers will use their lodge all year round. Because they are so well constructed, a lodge can last for many years, even well after the builders have abandoned it.

(6) There are usually two underwater tunnels into the lodge, sloping up into a feeding room and a separate living or nesting room. There is always an airway up through the top of the lodge. In the winter, steam from the beavers' warm bodies and breath may be seen rising out from the airway.

(7) Beavers living in deeper rivers and lakes often have no lodge but live in dens dug into the bank.

(8) When freezing weather comes, the plaster mud on the outside of the lodge gets hard like concrete so it is almost impenetrable for predators, even bears. If a beaver is confronted by a predator such as a river otter which has entered the tunnel, it can put up a good fight, especially when protecting its young.

(9) In the fall, to prepare for winter, beavers stash large piles of fresh branches in the water close to their lodge. These are clearly visible as a cluster of sticks protruding above the water or frozen into the ice.

(10) The expression, "busy as a beaver," is based on real life. Koyukon people, who have studied these animals for generations, say that beavers get skinny in the fall from working so hard to prepare for the cold months ahead. But unlike many other animals, beavers live well in the winter and actually put on fat. It's interesting to imagine beavers in the perpetual darkness beneath snow-covered ice and within the lodge, swimming out at intervals to get branches and bringing them inside to eat.

Adapted from "Nature's Engineer," National Park Service, December 17, 2020. Public domain.

1. A reader thinks, "The tunnels into the lodge are underwater, so the beavers must rest underwater, too." Which rereading plan would help the reader find and connect the details needed to check this idea?

A. Reread paragraph 4 and mark the measurements of the lodge, comparing its width with its height.

B. Reread paragraphs 4 and 6 and mark the floor's location, connecting it with the way the tunnels slope.

C. Reread paragraph 6 and mark the names of the rooms, comparing what beavers use each room for.

D. Reread paragraphs 6 and 7 and mark the types of homes, comparing a lodge with a riverbank den.

Standard:	5.61 monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
Correct answer:	B. Reread paragraphs 4 and 6 and mark the floor's location, connecting it with the way the tunnels slope.
Rationales:	A. Comparing width and height may seem useful because the reader is trying to picture the lodge. Those measurements in paragraph 4 describe its size, but they do not establish the rooms' position relative to the water; the floor's location and the upward slope of the tunnels provide that evidence. C. The feeding and nesting room names may draw attention because the reader is asking where beavers rest. Comparing the rooms' uses does not determine their height above the water; paragraph 4 locates the floor above water, and paragraph 6 explains that the tunnels slope upward. D. Comparing lodges and bank dens may seem helpful because paragraphs 6 and 7 both describe beaver homes. The question concerns where beavers rest inside a lodge, however, so the reader needs to connect its above-water floor in paragraph 4 with its upward-sloping tunnels in paragraph 6.
Scoring:	1 point for selecting only B. 0 points for an incorrect response, a missing response, or multiple unresolved marks.

2. Which sentence in paragraph 10 best supports the inference that beavers’ fall preparations allow them to get winter meals without traveling across land?

Underline ONE labeled sentence in the paragraph.

Nature’s Engineer, paragraph 10

[A] The expression, “busy as a beaver,” is based on real life. [B] Koyukon people, who have studied these animals for generations, say that beavers get skinny in the fall from working so hard to prepare for the cold months ahead. [C] But unlike many other animals, beavers live well in the winter and actually put on fat. [D] It’s interesting to imagine beavers in the perpetual darkness beneath snow-covered ice and within the lodge, swimming out at intervals to get branches and bringing them inside to eat.

Standard:	5.6F make inferences and use evidence to support understanding;
Correct answer:	D. It’s interesting to imagine beavers in the perpetual darkness beneath snow-covered ice and within the lodge, swimming out at intervals to get branches and bringing them inside to eat.
Rationales:	A. The saying about being busy may suggest the work beavers do to prepare food for winter. Sentence A does not describe where food is stored or how beavers reach it, so it cannot support the inference about avoiding travel across land. B. The reference to working hard in fall matches the inference’s focus on preparations. Sentence B explains the effort of preparing, but it gives no evidence about the route beavers take to obtain winter meals. C. Gaining fat suggests that beavers have enough winter food and may seem to confirm successful preparation. Sentence C does not explain whether they reach that food by land or water, which is the specific inference the question asks students to support.
Scoring:	Award 1 point for exactly one unambiguous final selection identifying D, the fourth sentence. There is no response dependency. Award 0 points for an incorrect selection, no selection, or more than one unresolved selection, including a response that selects D and another sentence. Accept any unambiguous underline identifying sentence D, including an underline of its directly attached label. A response must resolve to D alone.

3. Which statement expresses a key idea supported by the details in paragraph 3?

A. Beavers need larger dams because flooded land leaves fewer trees and shrubs to eat.

B. Beavers can stop enlarging their ponds once they dig canals to transport their food.

C. Beavers need dams of a certain size before they can build canals for food.

D. Beavers can keep finding food by increasing the area they can reach by water.

Standard:	5.6G evaluate details read to determine key ideas;
Correct answer:	D. Beavers can keep finding food by increasing the area they can reach by water.
Rationales:	A. Paragraph 3 mentions both flooding and a dwindling food supply, which could lead a reader to connect them as cause and effect. It actually says flooding extends the feeding area; food near the pond's edges runs low because beavers use it up. B. Because canals let beavers reach and transport food, a reader may treat them as a replacement for enlarging ponds. Paragraph 3 introduces canals with 'also' as another way to reach food and never states that digging them ends pond expansion. C. The dam measurements appear before the discussion of canals, which may suggest a required building sequence. Those measurements describe how large dams can become; paragraph 3 gives no minimum dam size for digging a canal.
Scoring:	1 point for selecting D only. 0 points for an incorrect response, a missing response, or multiple unresolved marks.

4. How are the building actions organized in the first two sentences of paragraph 4?

A. The actions build on one another: make a platform, form a dome, and hollow out that dome.

B. The actions are grouped by material: finish using sticks, finish using mud, and finish using rocks.

C. The actions decrease in importance: make the main platform, add the dome, and hollow out the dome.

D. The actions offer separate building methods: make a platform, pile up a dome, or hollow out a dome.

Standard:	5.9D.iii recognize characteristics and structures of informational text, including: (iii) organizational patterns such as logical order and order of importance;
Correct answer:	A. The actions build on one another: make a platform, form a dome, and hollow out that dome.
Rationales:	B. The list of sticks, mud, and rocks may look like an outline organized by building material. The first sentence uses these materials together and then uses sticks and mud again, so the actions are not grouped by finishing one material at a time. C. Making the platform first may suggest that it is the most important step. The words 'first,' 'then,' and 'Finally' establish a construction sequence; they do not rank the steps or say that forming and hollowing the dome matter less. D. Building a platform, piling up a dome, and gnawing are distinct actions that could be mistaken for alternative methods. They are connected steps: the animals hollow out the dome that the earlier actions formed, so the steps cannot be treated as separate ways to build the lodge.
Scoring:	Award 1 point for selecting only A. Award 0 points for an incorrect response, a missing response, or multiple unresolved marks.

- 5.** Which experience connects to the idea in paragraph 5 about a lodge after its builders leave?
- A.** Students display a model throughout the school year, then take it apart when they leave the classroom for the summer.
- B.** Students leave a model behind when they change classrooms, but its loosely joined pieces fall apart soon after they go.
- C.** Students fasten a model's pieces securely, and it stays together for years after they have moved on to another school.
- D.** Students keep a model together for years by returning to their old classroom each week to replace pieces that fall off.

Standard:	5.6E make connections to personal experiences, ideas in other texts, and society;
Correct answer:	C. Students fasten a model's pieces securely, and it stays together for years after they have moved on to another school.
Rationales:	A. Displaying the model throughout a school year connects to the lodge's year-round use. Taking it apart when the students leave contradicts the idea being tested: paragraph 5 says the lodge can remain for years after its builders abandon it. B. Leaving the model behind parallels the beavers abandoning their lodge. The model's loose pieces soon fall apart, however, while paragraph 5 credits the lodge's strong construction for allowing it to last for years. D. Keeping the model together for years matches the lodge's long life. Weekly repairs by returning students do not match the reason given in paragraph 5: the lodge's construction allows it to last even after its builders have abandoned it.
Scoring:	Award 1 point for selecting C only. Award 0 points for an incorrect response, no response, or multiple unresolved marks.

The article "Reintroducing Beavers to Bandelier" is for questions 6–12.

Reintroducing Beavers to Bandelier

This 2023 article reports on work in Frijoles Canyon at Bandelier National Monument in New Mexico.

(1) The Las Conchas Fire of 2011 caused severe damage to the Jemez Mountains of north-central New Mexico. It burned a total of 156,000 acres (243 square miles), across land 6,500 to 10,000 feet above sea level. In large parts of the burned area, the fire's heat killed nearly all the trees. This damaged the way plants regrew and water moved through the landscape.

(2) In Frijoles Canyon at Bandelier National Monument, the loss of trees, sudden flooding, and buildup of soil changed life in the creek and along its banks. Mature trees along Frijoles Creek were uprooted and carried downstream by thick, muddy floodwaters. Large tangled piles of logs formed throughout the canyon, and soil filled the creekbed. Restoring the ecosystem became crucial.

(3) Along with planting trees beside the creek, the National Park Service partnered with the New Mexico Department of Game and Fish (NMDGF) to bring beavers back to Frijoles Canyon.

(4) Beavers are ecosystem engineers. They raise the level of water stored in the ground, control stream flow, improve water quality, and increase the variety of living things. The dams they build hold back water to create ponds, and those ponds become habitat for birds, fish, and native plants. These benefits would prove valuable as Frijoles Canyon recovered from the fire.

(5) Since 2019, a total of 27 beavers have been reintroduced. These animals were trapped on private lands and transported by NMDGF to Bandelier National Monument. Park staff, interns, and volunteers then hiked the caged beavers to carefully chosen release locations within the canyon.

(6) Between bringing back beavers and replanting trees, conditions for life in the canyon's burned and flooded areas have improved. The beaver ponds have provided good places for bringing back Rio Grande chub, Rio Grande sucker, and Rio Grande cutthroat trout. The ponds have also created habitat for the endangered New Mexico meadow jumping mouse and native leopard frogs. Replanted Douglas fir and ponderosa pine trees have started to take hold and help keep soil from washing away. Park scientists and research partners continue to watch the recovery of this landscape after the fire.

Adapted from "Reintroducing Beavers to Bandelier," National Park Service, July 19, 2023. Public domain.

6. Which explanation correctly identifies what the prefix *trans-* contributes to the meaning of *transported* in paragraph 5?

A. It shows that carrying is the action being described.

B. It shows that the movement goes from one place to another.

C. It shows that the action took place in the past.

D. It shows that someone else performed the action on the animals.

Standard:	5.3C identify the meaning of and use words with affixes such as <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i> ;
Correct answer:	B. It shows that the movement goes from one place to another.
Rationales:	A. Carrying is part of what happens when the beavers are transported, so that meaning may be assigned to the prefix. The root <i>port</i> supplies the carrying meaning; <i>trans-</i> adds movement across or from one place to another. C. The sentence reports a move that happened in the past, which may draw attention to the word's time meaning. That meaning comes from the verb construction 'were transported,' not from <i>trans-</i> , which contributes movement from one place to another. D. The sentence shows that NMDGF moved the beavers, so a reader may connect the prefix with who performed the action. The construction 'were transported by NMDGF' conveys that relationship; <i>trans-</i> does not identify the performer.
Scoring:	Award 1 point for selecting B only. Award 0 points for an incorrect response, a missing response, or multiple unresolved marks.

7. After reading paragraphs 1 and 2, a student says, “The trees burned, so the log piles must be where the trees had grown.” Which question would help the student find the event missing from this explanation?

A. What happened to the trees before the log piles formed?

B. How large was the area where the fire damaged the trees?

C. How did the loss of trees affect plants growing back?

D. What material filled the creekbed after the trees were lost?

Standard:	5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
Correct answer:	A. What happened to the trees before the log piles formed?
Rationales:	B. The burned acreage in paragraph 1 may seem useful for explaining the large amount of damaged wood. It measures the fire’s extent but does not address the missing event: paragraph 2 says floodwaters uprooted the trees and carried them downstream before the log piles formed. C. Paragraph 1 links the loss of trees with changes in plant regrowth, so following that effect may seem to complete the explanation. The student’s claim concerns where the fallen trees ended up; paragraph 2 supplies the missing movement of trees downstream by floodwaters. D. Soil buildup appears alongside the log piles in paragraph 2, which may make the creekbed material seem relevant to their formation. Identifying that material does not explain the logs’ location; the missing event is the floodwater carrying trees downstream.
Scoring:	Award 1 point for selecting A only. Award 0 points for an incorrect response, a missing response, or multiple unresolved marks.

8. Which statement gives the central idea of the article and evidence that supports it?

- A.** Returning beavers to the canyon requires careful planning, as workers carry caged beavers to specially selected release sites.
- B.** Restoration work has mainly benefited fish in the canyon, as new beaver ponds provide places to return three native species.
- C.** Returning beavers has completed the canyon's recovery, as new beaver ponds provide homes for endangered mice and native frogs.
- D.** Replanting trees and returning beavers are helping the canyon recover, as beaver ponds now support several kinds of wildlife.

Standard:	5.9D.i recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence;
Correct answer:	D. Replanting trees and returning beavers are helping the canyon recover, as beaver ponds now support several kinds of wildlife.
Rationales:	A. The carefully chosen release sites and workers carrying cages in paragraph 5 support the idea that the work requires planning. This is one procedure within the larger article; it leaves out the restoration purpose and the recovery and habitat results described in paragraphs 3, 4, and 6. B. Naming three fish species in paragraph 6 may make fish seem like the main beneficiaries. Paragraphs 4 and 6 also describe benefits for birds, plants, mice, and frogs, so the fish examples do not support narrowing the central idea to mainly fish. C. New habitats for endangered mice and native frogs show that the work has succeeded in some ways, which may suggest that recovery is complete. Paragraph 6 describes conditions improving and trees only starting to take hold, followed by continued monitoring; it does not establish completed recovery.
Scoring:	Award 1 point for selecting D alone. Award 0 points for an incorrect selection, no selection, or multiple unresolved marks.

- 9.** Why does the author describe the damage in paragraph 2 before introducing beavers and their abilities in paragraphs 3 and 4?
- A.** It helps readers compare planting trees with returning beavers and decide which effort would provide greater benefits for the canyon.
 - B.** It helps readers compare the creek's earlier damage with the beavers' benefits and trace the order in which those benefits would appear.
 - C.** It helps readers connect the beavers' abilities to the canyon's needs and understand why beavers were chosen for the restoration work.
 - D.** It helps readers compare the creek's earlier damage with the beavers' benefits and rank the damage from most harmful to least harmful.

Standard:	5.10B analyze how the use of text structure contributes to the author's purpose;
Correct answer:	C. It helps readers connect the beavers' abilities to the canyon's needs and understand why beavers were chosen for the restoration work.
Rationales:	A. Planting trees and returning beavers appear together in paragraph 3, so a reader may expect a comparison of the two efforts. Paragraph 4 explains how beavers can help the damaged ecosystem; it does not compare the efforts' value or establish which would help more. B. Presenting damage before restoration may suggest a time sequence. Paragraph 4 lists beavers' useful abilities rather than stages in which benefits develop, so the organization does not establish the order in which those benefits would appear. D. The severe damage in paragraph 2 may invite a judgment about which problem matters most. Neither that paragraph nor the list of beaver abilities ranks the problems by severity, so the structure does not support ordering the damage from most to least harmful.
Scoring:	Award 1 point for selecting C alone. 0 points: Incorrect, missing or multiple unresolved marks.

10. A town is planning projects near a river. Which proposed choices connect the town’s plans to ideas supported by the articles?

Select **TWO** correct answers.

- ☐ **A.** Before building a riverside trail, survey the riverbanks for beaver homes even where no lodges are visible.
- ☐ **B.** For a local wildlife project, invite volunteers and student interns to help park staff complete outdoor work.
- ☐ **C.** To prepare a lakeside area for beavers, fill existing bank dens so the animals will build homes there.
- ☐ **D.** For a wildlife relocation, put volunteers in charge of selecting release sites because they have helped carry animals.
- ☐ **E.** When mapping beaver homes for a community nature walk, mark lodges as active homes and bank dens as abandoned homes.

Standard:	5.6E make connections to personal experiences, ideas in other texts, and society;
Correct answer:	A. Before building a riverside trail, survey the riverbanks for beaver homes even where no lodges are visible.; B. For a local wildlife project, invite volunteers and student interns to help park staff complete outdoor work.
Rationales:	C. The lakeside setting connects to the deeper rivers and lakes in paragraph 7 of 'Nature's Engineer,' so changing that habitat may seem helpful. The paragraph identifies bank dens as homes where beavers already live; filling them would remove usable homes rather than prepare them for the animals. D. Volunteers' experience carrying beavers to release locations in paragraph 5 of 'Reintroducing Beavers to Bandelier' may make site selection seem like a related responsibility. The paragraph establishes that they helped transport animals to carefully chosen sites, but it does not establish that carrying animals qualifies them to select those sites. E. The repeated descriptions of lodges in 'Nature's Engineer' may make a lodge seem like the sign of an occupied home and a different structure seem abandoned. Paragraph 7 explicitly describes beavers living in bank dens, so home type cannot establish whether a home is occupied.
Scoring:	2 points: Select both A and B, with no other unresolved final marks. 1 point: Select exactly one keyed option, A or B, with no more than two final selections. This includes A alone, B alone, or either A or B paired with C, D, or E. 0 points: No correct selections, a blank response, or more than two unresolved final selections. The rule assigning 0 points for more than two final selections is local paper handling, not TEA digital scoring. Accept any unambiguous final mark in the square checkbox before an option. Score only unresolved final selections; do not count clearly erased or crossed-out marks. No other option set earns full credit.

11. What new understanding about the ponds in Frijoles Canyon is supported by information from both articles?

A. Dams that need no further care can help beavers preserve pond habitats for a variety of living things.

B. Continued care of their dams can help beavers preserve pond habitats for a variety of living things.

C. Continued care of their dams can help beavers preserve pond habitats that benefit the beavers alone.

D. Dams that need no further care can help beavers preserve pond habitats that benefit the beavers alone.

Standard:	5.6H synthesize information to create new understanding; and
Correct answer:	B. Continued care of their dams can help beavers preserve pond habitats for a variety of living things.
Rationales:	A. The long-lasting structures described in 'Nature's Engineer' may suggest that pond habitats persist without further work. Paragraph 2 specifically says the dam is constantly maintained to keep the water at the same level, so long-lasting habitat cannot be attributed to dams needing no care. C. 'Nature's Engineer' emphasizes how ponds provide beavers with food and safety, which may make their benefits seem limited to beavers. Paragraph 4 of 'Reintroducing Beavers to Bandelier' identifies birds, fish, and native plants as other users of the ponds, disproving the word 'alone.' D. A reader may combine the first article's emphasis on beaver survival with its descriptions of structures lasting for years and overlook the distinction between lasting and needing no care. Paragraph 2 says dams require constant maintenance, and paragraph 4 of the companion article identifies pond habitats for birds, fish, and native plants, contradicting both claims in this response.
Scoring:	Award 1 point for selecting B only. Award 0 points for an incorrect selection, a missing response, or multiple unresolved marks.

12. Based on paragraph 6, explain why park scientists and research partners continue to watch the canyon's recovery after the beavers have returned.

Use evidence from the article to support your answer.

Standard:	5.7C use text evidence to support an appropriate response;
Correct answer:	They keep watching because the canyon's recovery is still developing. The article says the replanted trees have started to take hold and help keep soil from washing away.
Rationales:	Base the explanation on the stage or progress of recovery in paragraph 6, especially its final two sentences. The article does not establish a prediction that restoration will fail or that a new disaster will occur. Merely saying that scientists continue watching, or quoting the final sentence alone without an explanatory connection to developing recovery, does not supply both required components. Apply the one-point route whenever relevant evidence is present even if the explanation is missing or inaccurate. Additional accurate evidence from paragraph 6 may support another defensible explanation; do not limit credit to the sample wording or the listed approaches.
Scoring:	2 points: Explains that scientists and research partners continue watching to follow recovery that is still underway or to follow a developing part of that recovery, and supports the explanation with relevant article evidence, such as the replanted trees having started to take hold and helping keep soil from washing away. 1 point: Provides an accurate explanation, such as that the canyon is still recovering, but supplies no relevant supporting evidence; OR provides relevant evidence, such as the replanted trees having started to take hold, without accurately explaining why monitoring continues. 0 points: Provides neither an accurate explanation of continued monitoring nor relevant text evidence. An unsupported claim that scientists know the beavers will leave, the trees will die, or another disaster will occur does not establish an accurate explanation. Accept other accurate, defensible, text-grounded explanations and relevant quoted or paraphrased support. One relevant piece of evidence is sufficient. Do not require a direct quotation, a particular sentence count, a fixed response length, a restatement formula, or separate sentences for the explanation and evidence. Award no separate conventions score. A response may combine its explanation and evidence in one sentence if both are present. Copying a source sentence without an appropriate explanation does not automatically earn full credit.

The draft about monarch butterflies is for questions 13–16.

Observing Life Stages

This draft about monarch butterflies in Cuyahoga Valley is being revised.

(1) When female monarchs start arriving in the Cuyahoga Valley in late June, they typically lay one cream-colored egg per plant, no larger than a pinhead, on the underside of milkweed leaves. (2) A magnifier helps observers see details on the eggs.

(3) After three to six days, a tiny caterpillar, or larva, emerges and starts eating the milkweed, internalizing toxic chemicals from the plant. (4) To warn predators, the young monarch soon turns a distinctive pattern of bright yellow, white, and black. (5) The caterpillar feeds day and night and grows rapidly. (6) [Blank 1], it must shed its skin, or molt, every three days.

(7) The stages between larval molts are called instars. (8) A monarch goes through five larval instars. (9) With each shed, it adds more color bands along its body, becoming nearly two inches long in two weeks. (10) At this point, the caterpillar is striking and conspicuous.

(11) The caterpillar stops feeding and starts searching for a sturdy place on its host or a nearby plant. (12) There, the caterpillar weaves a silk button. (13) The caterpillar attaches itself to the silk button and hangs upside down like the letter J. (14) After about a day, it sheds its skin for the last time and forms the pupa, a magnificent greenish chrysalis with gold spots. (15) After nearly two weeks, the chrysalis becomes transparent; inside you can see the butterfly that will emerge in a day or two.

Adapted for revision practice from "Observing Life Stages" in Monarchs on the Move in Cuyahoga Valley, National Park Service. Public domain.

13. Which sentence should be added before sentence 1 to introduce the focus of the entire draft?

- A.** In Cuyahoga Valley, plants provide monarchs with food, places to lay eggs, and sturdy places to form a chrysalis.
- B.** Monarch caterpillars develop bright colors and many bands that make their bodies noticeable as they eat and grow.
- C.** Before becoming a chrysalis, a monarch caterpillar searches for a sturdy place, hangs upside down, and sheds its skin.
- D.** A monarch develops from a tiny egg into a butterfly by passing through several forms in a particular order.

Standard:	5.11B.i develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
Correct answer:	D. A monarch develops from a tiny egg into a butterfly by passing through several forms in a particular order.
Rationales:	A. Milkweed and other plants appear as food, egg-laying sites, and supports, so their repeated role may seem to be the draft's focus. The draft also traces molts, instars, the chrysalis, and butterfly emergence; a sentence centered on plant uses does not introduce that complete developmental sequence. B. The draft gives several details about the caterpillar's colors and bands, making that stage a noticeable part of the text. An introduction limited to caterpillars does not prepare readers for the egg stage at the beginning or the chrysalis and emerging butterfly at the end. C. The final paragraph describes searching, hanging, and shedding skin in detail, so preparing for the chrysalis may seem like the main focus. That sentence introduces only the final paragraph's preparation steps and leaves out the earlier egg and larval development and later butterfly emergence.
Scoring:	Exactly one final selection identifying D earns 1 point. An incorrect response, missing response, or more than one final selection earns 0. One clear final mark identifying D or its printed response earns credit; no other semantic response is accepted.

14. Which transition best connects the ideas in sentences 5 and 6?

Circle the word or phrase that belongs in Blank 1.

(5) The caterpillar feeds day and night and grows rapidly. (6) _____ (Blank 1), it must shed its skin, or molt, every three days.

Blank 1: **A.** In contrast **B.** For example **C. As a result**

Standard:	5.11B.i develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
Correct answer:	C. As a result
Rationales:	A. Feeding and shedding skin are different actions, which may make a contrast transition seem appropriate. Sentence 6 does not oppose the rapid growth in sentence 5; the need to molt follows from that growth, so the relationship is cause and effect. B. The specific timing 'every three days' may make sentence 6 look like an example of the preceding idea. The sentence explains why rapid growth requires molting rather than giving an example of feeding or growth, so an example transition does not express the relationship.
Scoring:	Exactly one final selection of C, As a result, earns 1 point. An incorrect response, missing response, or more than one final selection earns 0 points. One clear final mark identifying the keyed printed response, C, As a result, is accepted; no other semantic response is accepted.

15. Which sentence should be added immediately after sentence 2 to develop its idea with a new, specific detail?

- A.** The eggs have an oval shape with parallel ridges on their surface.
- B.** The eggs have a cream color and are no larger than a pinhead.
- C.** The eggs are usually found one per plant on the undersides of milkweed leaves.
- D.** Arriving in late June, female monarchs typically lay just one egg on each plant.

Standard:	5.11B.ii develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
Correct answer:	A. The eggs have an oval shape with parallel ridges on their surface.
Rationales:	B. Color and size are details an observer could examine, making them relevant to the magnifier in sentence 2. Sentence 1 already states that the eggs are cream-colored and no larger than a pinhead, so this addition supplies no new detail. C. The number and location of eggs would help an observer find them and therefore connect to the topic. Sentence 1 already gives both facts, and repeating them does not add a new detail about the eggs' appearance that develops sentence 2. D. The arrival time and egg-laying pattern are specific facts associated with observing monarch eggs. Both appear in sentence 1, however, and neither adds a new detail to sentence 2's idea about what an observer can see with a magnifier.
Scoring:	Exactly one final selection identifying A earns 1 point. An incorrect response, missing response, or more than one final selection earns 0. One clear final mark identifying A, the keyed printed response; no other semantic response is accepted.

16. Which sentence combines sentences 12 and 13 clearly and keeps all their important ideas?

- A.** There, the caterpillar weaves a silk button shaped like the letter J, attaches itself to the button, and hangs upside down.
- B.** There, the caterpillar weaves a silk button and hangs upside down beside it, with its body shaped like the letter J.
- C.** There, the caterpillar weaves a silk button, attaches itself to it, and hangs upside down like the letter J.
- D.** There, the caterpillar attaches itself to the silk button, which supports it as it hangs upside down like the letter J.

Standard:	5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
Correct answer:	C. There, the caterpillar weaves a silk button, attaches itself to it, and hangs upside down like the letter J.
Rationales:	A. This combination includes weaving, attachment, hanging, and the letter J, so it may appear to preserve all the original details. It places 'shaped like the letter J' next to the silk button, but sentence 13 compares the hanging caterpillar, not the button, to that letter. B. This combination retains weaving and the caterpillar's J-shaped hanging position, which may make it seem complete. Saying it hangs 'beside' the button loses the attachment relationship explicitly stated in sentence 13. D. This shorter sentence preserves attachment and the J-shaped hanging position, which may seem to remove only repetition. It omits the important action in sentence 12 that the caterpillar itself weaves the silk button.
Scoring:	Exactly one final selection identifying C earns 1 point. An incorrect response, missing response, or more than one final selection earns 0. One clear final mark identifying the keyed printed response C; no other semantic response is accepted.