

1. The correct answer is **D** (a paper that gives information about bicycles).

Item Type: Plan-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

New Benchmark: LA.4.3.1.3 The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Old Benchmark Clarification: The student recognizes how a writing plan affects the writing mode or purpose.

New Benchmark Clarification: The student uses the writing plan as a tool to present a topic, address main idea(s), and group related ideas to maintain the focus.

The correct answer is D. The subtopics of the writing plan focus on aspects of bicycles that, when developed, will provide information about bicycles.

Distractor Rationale

- A.** The subtopics of the writing plan do not provide descriptive details; therefore, Jonie is not planning to describe her bicycle.
- B.** The subtopics of the writing plan are not events or story elements; therefore, Jonie is not planning to write a story about bicycles.
- C.** The subtopics of the writing plan do not present steps in a process; therefore, Jonie is not planning to write a "how-to" paper.

Note: On April 11, 2008, the State Board of Education approved the Commissioner's recommendation to remove the multiple-choice items from the *FCAT Writing+ (plus)* assessment. Beginning with the 2008-09 school year, the statewide writing assessment will once again have only one session (prompt/essay) and will be called *FCAT Writing*. This Writing Sample Test Book is provided for historic reference only. Students will **not** receive FCAT Writing Sample Test Materials for the 2009 test administration.

2. The correct answer is **G** (Bicycle Safety).

Item Type: Plan-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

New Benchmark: LA.4.3.1.3 The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Old Benchmark Clarification: The student uses the writing plan as a tool for maintaining the focus.

New Benchmark Clarification: The student uses the writing plan as a tool to present a topic, address main idea(s), and group related ideas to maintain the focus.

The correct answer is G. "Bicycle helmet" should be placed under the subtopic "Bicycle Safety" because the detail "bicycle helmet" is related to "Bicycle Safety."

Distractor Rationale

- F. The detail "bicycle helmet" is not related to "Bicycle Care."
- H. The detail "bicycle helmet" is not related to "Where to Ride."
- I. The detail "bicycle helmet" is not related to "Types of Bicycles."

3. The correct answer is **D** (vegetable).

Item Type: Plan-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

New Benchmark: LA.4.3.1.3 The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Old Benchmark Clarification: The student uses the writing plan as a tool for maintaining the focus.

New Benchmark Clarification: The student uses the writing plan as a tool to present a topic, address main idea(s), and group related ideas to maintain the focus.

The correct answer is D. Neither an apple nor an orange can be categorized as a "vegetable."

Distractor Rationale

- A. An apple and an orange can be categorized by their colors.
- B. An apple and an orange can be categorized by the characteristics of their peels.
- C. An apple and an orange can be categorized by their shapes.

4. The correct answer is **H** (rough).

Item Type: Plan-Based

Reporting Category: Organization

Old Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

New Benchmark: LA.4.3.1.3 The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Old Benchmark Clarification: The student understands how a writing plan is used as an organizational tool.

New Benchmark Clarification: The student demonstrates knowledge of planning for logical sequence or arrangement.

The correct answer is H. "Rough" has been incorrectly placed as a detail that identifies the "shape" of an orange. "Rough" should be placed beside "peel" and under "Orange" as a detail that identifies the texture of an orange peel.

Distractor Rationale

- F.** "Fruit" is correctly placed as a detail that identifies the "type of food" as an apple and an orange.
- G.** "Orange" is correctly placed as a detail that identifies the "color" of an orange.
- I.** "Round" is correctly placed as a detail that identifies the general "shape" of an apple and an orange.

5. The correct answer is **A** (a paper that compares two fruits).

Item Type: Plan-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

New Benchmark: LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece.

Old Benchmark Clarification: The student recognizes how a writing plan affects the writing mode or purpose.

New Benchmark Clarification: The student recognizes how a writing plan affects the writing mode or purpose and audience.

The correct answer is A. The design of the writing plan emphasizes the similarities and differences between an apple and an orange; therefore, a paper based on the writing plan should compare the two fruits.

Distractor Rationale

- B.** The design of the writing plan does not emphasize a description of foods of different colors; therefore, a paper based on the writing plan will not describe foods of different colors.
- C.** The design of the writing plan does not emphasize events; therefore, a paper based on the writing plan will not relate a story.
- D.** The design of the writing plan does not emphasize shapes; therefore, a paper based on the writing plan will not explain the differences between two shapes.

6. The correct answer is I (taste).

Item Type: Plan-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

New Benchmark: LA.4.3.1.3 The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Old Benchmark Clarification: The student uses the writing plan as a tool for maintaining the focus.

New Benchmark Clarification: The student uses the writing plan as a tool to present a topic, address main idea(s), and group related ideas to maintain the focus.

The correct answer is I. "Taste" should be added as a subtopic because it maintains the focus of the writing plan, which is a comparison of the two fruits.

Distractor Rationale

- F.** The subtopic "baking" should not be added to the writing plan because it is inconsistent with the focus of the plan.
- G.** The subtopic "sound" should not be added to the writing plan because it is inconsistent with the focus of the plan.
- H.** The subtopic "spices" should not be added to the writing plan because it is inconsistent with the focus of the plan.

7. The correct answer is **C**. (Two strange fish have found a new home.)

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs.

Old Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

New Benchmark Clarification: The student demonstrates knowledge of expository writing elements that help to convey information, including an introduction that clearly states the topic, a body that objectively and logically explains, clarifies, or defines, and a conclusion that maintains the expository purpose.

The correct answer is C. The report is about the snakehead fish and the lionfish, two unusual fish that have recently moved into American waters.

Distractor Rationale

- A.** "Many fish live on the continent of Asia" is not an appropriate introduction for a report focused on particular fish in American waters.
- B.** "America is known for its beautiful lakes" is not an appropriate introduction for a report focused on particular fish in American waters.
- D.** "Ocean travel is difficult for some animals" is not an appropriate introduction for a report focused on particular fish in American waters.

8. The correct answer is **F**. (They have long, sharp teeth.)

Item Type: Sample-Based

Reporting Category: Support

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing.

New Benchmark Clarification: The student recognizes suitable and sufficient details that develop, support, and clarify the draft.

The correct answer is F. The description of the “long, sharp teeth” is a detail that effectively supports the second paragraph.

Distractor Rationale

- G.** The detail that snakehead fish “are sold as food in markets” does not effectively support the second paragraph.
- H.** The detail that “Some wildlife may have to leave the area” would be repetitive in the second paragraph.
- I.** The detail that “Some fish are longer than the snakehead fish” does not effectively support the second paragraph.

9. The correct answer is **D** (climb).

Item Type: Sample-Based

Reporting Category: Support

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student recognizes how word choice affects the quality of a response.

New Benchmark Clarification: The student recognizes how word choice and sentence variation affect the quality of a response.

The correct answer is D. "Climb" should replace "get" in sentence 10 because the word "climb" denotes a specific motion.

Distractor Rationale

- A. "Go" is vague, just as "get" is vague.
- B. "Pass" is vague, just as "get" is vague.
- C. "Move" is vague, just as "get" is vague.

10. The correct answer is **G** (sentence 16).

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).

Old Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

New Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

The correct answer is G. The fourth paragraph focuses on the lionfish; sentence 16 focuses on land animals, which is off topic.

Distractor Rationale

- F.** Sentence 14 helps to maintain the focus of the paragraph by describing how the lionfish protects itself.
- H.** Sentence 17 helps to maintain the focus of the paragraph by explaining why the number of lionfish off the coast of America is likely to increase.
- I.** Sentence 18 helps to maintain the focus of the paragraph by describing why increasing numbers of lionfish will be problematic for other fish.

11. The correct answer is **D**. (It identifies the problem to establish the purpose for writing.)

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.4.1.1 The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.

Old Benchmark Clarification: The student demonstrates knowledge of the mode or purpose for writing.

New Benchmark Clarification: The student demonstrates knowledge of the effective use of writing elements and strategies that enhance narrative writing.

The correct answer is D. Sentence 2 establishes the purpose for writing.

Distractor Rationale

- A.** Sentence 2 establishes the purpose for writing; it does not clarify the plan for organizing the paper.
- B.** Sentence 2 establishes the purpose for writing; it does not include the writer's opinion.
- C.** Sentence 2 establishes the purpose for writing; it does not explain the importance of a playground to a school.

12. The correct answer is **G** (sentence 5).

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).

Old Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

New Benchmark Clarification: The student demonstrates knowledge of how to maintain focus.

The correct answer is G. The second paragraph focuses on the clean-up project, from its inception to its completion. Sentence 5 detracts from this focus.

Distractor Rationale

- F.** Sentence 4 maintains the focus of the paragraph by explaining how the clean-up project was adopted.
- H.** Sentence 6 maintains the focus of the paragraph by providing a detail about how the clean-up project was organized.
- I.** Sentence 7 maintains the focus of the paragraph by adding information about how the clean-up work was divided between classes.

13. The correct answer is **A** (Once the weeds were gone).

Item Type: Sample-Based

Reporting Category: Organization

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).

Old Benchmark Clarification: The student demonstrates knowledge of effective use of transitional devices.

New Benchmark Clarification: The student demonstrates knowledge of effective use of transitional devices to organize and connect ideas.

The correct answer is A. "Once the weeds were gone" establishes the time order relationship between sentences 12 and 13 (i.e., once the weeds were cleared from the walking path, the students began using it again).

Distractor Rationale

- B.** "Because we could wear gloves" does not show a relationship between the completion of work on the path and students using the path again.
- C.** "Before the weeds were scratchy" does not show a relationship between the completion of work on the path and students using the path again.
- D.** "When they knew they shouldn't" does not show a relationship between the completion of work on the path and students using the path again.

14. The correct answer is **F**. (Now others will know about our project.)

Item Type: Sample-Based

Reporting Category: Support

Old Benchmark: LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

New Benchmark: LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing.

New Benchmark Clarification: The student recognizes suitable and sufficient details that develop, support, and clarify the draft.

The correct answer is **F**. "Now others will know about our project" provides further support for sentence 20.

Distractor Rationale

- G.** "Now my friends and I race down the path" does not support sentence 20.
- H.** "Now the weeds have stickers that cling to your socks" does not support sentence 20.
- I.** "Now it is easier to pull weeds after the rain has made the path muddy" does not support sentence 20.

15. The correct answer is **C** (her).

Item Type: Cloze-Based

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: LA.4.3.4.4 The student will edit the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions.

Old Benchmark Clarification: The student demonstrates knowledge of standard English usage.

New Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is C. "Her" is the correct singular possessive pronoun to indicate that this is Maya's father.

Distractor Rationale

- A. "Their" is a plural possessive pronoun that would be incorrect in this context.
- B. "His" is a masculine singular possessive pronoun; therefore, "his" is not correct.

16. The correct answer is **G** (scurried).

Item Type: Cloze-Based

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: LA.4.3.4.4 The student will edit the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions.

Old Benchmark Clarification: The student demonstrates knowledge of standard English usage.

New Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is G. "Scurried" is the correct past tense of the verb.

Distractor Rationale

- F.** "Scurry" is the present tense of the verb, which is incorrect in this context.
- H.** "Scurrying" is the present participle, not the past tense, of the verb "scurry."

17. The correct answer is **B** (was).

Item Type: Cloze-Based

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: LA.4.3.4.4 The student will edit the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions.

Old Benchmark Clarification: The student demonstrates knowledge of standard English usage.

New Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is B. The actions in the sample are in the past tense, so the verb must be in the past tense. Also, the subject and verb must agree in number. The subject is "mouse," which is singular. "Was" is the singular past tense form of the verb.

Distractor Rationale

- A.** The verb "is" is in the singular present tense, which is not correct in this context.
- C.** The verb "were" is in the plural past tense, which is not correct in this context.

18. The correct answer is **G**. (On October 30, Suzy celebrated her third birthday at Reed Park with her parents, best friend, and Grandma Collins.)

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.).

Old Benchmark Clarification: The student demonstrates knowledge of correct capitalization.

New Benchmark Clarification: The student demonstrates knowledge of correct capitalization (e.g., proper nouns, holidays, geographic locations, months, days of the week, pronoun "I", initial word in the sentence).

The correct answer is G. "Reed Park" and "Grandma Collins" should be capitalized because they are proper nouns.

Distractor Rationale

- F.** The common noun "birthday" should not be capitalized.
- H.** "Park" should be capitalized because it is a proper noun, and "parents" and "best friend" should not be capitalized because they are common nouns.

19. The correct answer is **A**. (Everyone in the baseball stadium heard the umpire shout, "The batter is out!")

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives.

Old Benchmark Clarification: The student demonstrates knowledge of punctuation conventions.

New Benchmark Clarification: The student demonstrates knowledge of punctuation conventions.

The correct answer is A. The quotation marks are correctly placed before and after the quotation, "The batter is out!"

Distractor Rationale

- B.** A comma should be used to introduce the quotation.
- C.** In this sentence, only the umpire's words should be in quotation marks.

20. The correct answer is **G**. (Girls and boys play at the soccer field near the library.)

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: [No new benchmark indicated.]

Old Benchmark Clarification: The student demonstrates knowledge of sentence structure.

New Benchmark Clarification: [No new benchmark indicated.]

A new type of sentence structure item will be developed for use in 2009 and will be assessed by LA.4.3.3.1.

The correct answer is G. "Girls and boys play at the soccer field near the library" has the same sentence structure as the sentence in the box: a compound subject followed by a verb and two prepositional phrases.

Distractor Rationale

- F.** "We ate cake and ice cream at the party after school" does not have the same sentence structure as the sentence in the box. The structure of the sentence in this option is a subject followed by a verb, a compound object, and two prepositional phrases.
- H.** "Lee and Amy ran through puddles and played in the rain" does not have the same sentence structure as the sentence in the box. The structure of the sentence in this option is a compound subject followed by a compound predicate with prepositional phrases.

21. The correct answer is **A**. (Sam and his friends like to swim and play at the lake.)

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: [No new benchmark indicated.]

Old Benchmark Clarification: The student demonstrates knowledge of sentence structure.

New Benchmark Clarification: [No new benchmark indicated.]

A new type of sentence structure item will be developed for use in 2009 and will be assessed by LA.4.3.3.1.

The correct answer is A. This sentence correctly combines the ideas in the box to create a complete, meaningful sentence.

Distractor Rationale

- B.** This sentence does not correctly combine all the ideas in the box. The meaning of this sentence is different from that of the sentences in the box.
- C.** This sentence does not correctly combine all the ideas in the box. The meaning of this sentence is different from that of the sentences in the box.

22. The correct answer is **F** (spelling error).

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

New Benchmark: LA.4.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., *r*-controlled, diphthong, consonant digraphs, vowel digraphs, silent *e*, plural for words ending in *-y*, doubling final consonant, *i* before *e*, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary.

Old Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

New Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

The correct answer is F. "Exploreing" is not spelled correctly. When adding *-ing* to a word that ends with a silent *e*, the *e* should be dropped. The correct spelling is "exploring."

Distractor Rationale

G. No punctuation errors are present in the underlined section of the sentence.

H. No capitalization errors are present in the underlined section of the sentence.