

Tennessee Comprehensive
Assessment Program

TCAP

English Language Arts
Grade 3
Practice Test
Subpart 1 & Subpart 2

Student Name

Teacher Name



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Test Administrator Instructions:

This practice test has Subpart 1 and Subpart 2. It is recommended that you print one copy of this practice test and pull the answer key before copying and distributing the practice test to your students. The answer key is found at the end of the practice test.

This practice test is representative of the operational test but is shorter than the actual operational test. To see the details about the operational test, please see the blueprints located on the Tennessee Department of Education website.

Directions

For Subpart 1 of this Practice Test, you will read a passage or set of passages and then write a response to a writing task. You will have 75 minutes to complete Subpart 1 of this Practice Test. This task gives you a chance to show how well you can organize and express your ideas in written text.

After reading the passage(s) and writing task, take a few minutes to think about what you have read and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

If you finish before the time allowed, review your work.

Read the passage and write a response to the writing task.

from “My Mom Hates to Cook”

by Ann Harth

1 Mom’s passion, after me and her Harley [motorcycle], is climbing. I would say “rock climbing,” but we don’t have any large rocks or mountains nearby. Mom has to improvise.¹

2 Occasionally I’ll come home to find her scaling² the side of the house. “Hi, honey!” she’ll yell, waving madly. My mom’s voice really carries, especially when I’m with a large group of kids.

3 I used to feel embarrassed that my mom was so different. She’d even try to blend in for my sake. She stopped singing Beatles songs and pretending to play the bass while she waited for me after school. She practiced her cartwheels in our backyard instead of on the football field. Those were little things, but I knew that she was trying.

4 Now I’ve come to appreciate Mom for who she is—and not just because she’s a hero.

5 It all started with a cooking project. Every student in Mrs. Maitland’s home-economics class was supposed to create an original dish, then present it at school the following Tuesday morning. I begged Mom to help me. She gave in, but not until I promised to help her wax The Beast [her motorcycle].

6 We spent hours in the kitchen.

7 We tried jelly-filled hot dogs and noodleless lasagna, baked ham with chocolate sauce, and hardboiled eggs rolled in coconut. We eventually agreed on chocolate cake with bright-green peppermint frosting. I was satisfied. It beat hot dogs, anyway.

8 The big day came. Our parents were supposed to bring our culinary delights to the classroom at eleven o’clock. As Mom dropped me off that morning, I tied strings around her fingers and made her repeat, “I will not forget the cake. I will not forget the cake.” I watched her muttering it as she chugged away.

9 After math, we all filed up to the third floor. I looked around for Mom. She wasn’t there.

¹ **improvise:** to make, provide, or arrange from whatever materials are on hand

² **scaling:** climbing up

- 10 Sammy Pingle’s father had brought some sort of chicken dish. Pamela Bean and her aunt had a pitcher of liquid with lemons floating in it. Janet Greely and her mom proudly stood near an enormous fruit salad topped with little marshmallows. Where are you, Mom? I wondered.
- 11 The minutes ticked by. More grown-ups appeared, brandishing more tasty dishes. Finally I heard the distant roar of The Beast. I raced to the window. I slumped. Mom was empty-handed!
- 12 I met her at the door.
- 13 “You forgot it, didn’t you?”
- 14 Mom’s eyes opened wide.
- 15 “I’m sor—” She couldn’t finish her apology; a clanging alarm cut her off.
- 16 Mrs. Maitland yelled, “Fire! This is not a drill! Everyone out of the building!”
- 17 We all headed for the stairs.
- 18 We found out later that Misty Branden’s older brother had been heating oil for popcorn. He’d started talking to Timothy Smythe’s older sister and had forgotten about the hot oil. When Misty came to put caramel on her popped corn, there were flames leaping from the pan.
- 19 Everyone piled into the parking lot. Smoke started to curl out of one of the third-floor windows. Mom held my hand tightly. I forgot about my cake.
- 20 As Mrs. Maitland was taking attendance, we heard a scream. We looked up and saw Shannon Patterson peering out the window of the room next to the fire.
- 21 “Help!” she cried out. “I’m trapped!”
- 22 Mom disappeared. She grabbed her climbing gear from The Beast and strode toward the building. She scaled the huge pine tree next to the school. At the top, she started to throw her weight back and forth. The tree swung toward the window, and she hopped onto the ledge and into the building.
- 23 Mom’s ropes flew as she created a harness. She secured one end, then lowered a shaky Shannon safely to the ground.
- 24 “Release the harness!” she yelled.

- 25 I found myself at the bottom of the rope, remembering all the knotting and unknotting lessons I'd had. As soon as Shannon was free, Mom pulled the rope up quickly. She rappelled down the side of the building while everyone cheered.

Excerpt from "My Mom Hates to Cook," by Ann Harth. Reprinted from *Highlights for Children*, October 2003, Vol. 58, No. 10, © 2003 by Highlights for Children, Inc.

Writing Task

The cooking project presentation could not be finished on Tuesday because of the fire. Write a narrative that tells what happens later in the week when students have class again. Be sure to use both the voice of the narrator and dialogue in your story. Follow the conventions of standard written English.

Manage your time carefully so that you can

- Plan your response
- Write your response

Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage(s), planning, and writing your response.

Write your response to the Writing Task in the space provided.



**This is the end of Subpart 1 of the Grade 3 ELA Practice Test.
Proceed to Subpart 2.**

Directions

This Practice Test contains several types of questions. The following samples show the types of test questions used. For all items, mark your answer(s) on the answer document provided.

Sample 1: Multiple-choice (one correct response)

1. What does the word *cruel* mean as it is used in paragraph 6?
- A. happy
 - B. slow
 - C. unkind
 - D. easy

Sample 2: Multiple-select (multiple correct responses)

2. **Read this sentence from paragraph 14.**

“Having a dog as a pet is a huge task.”

Select **two** sentences that support this statement.

- A. Dogs show love and affection by licking faces.
- B. Dogs require being fed on a regular schedule.
- C. Dogs often help improve the health of their owners.
- D. Dogs make good companions for many people.
- E. Dogs need supplies and healthcare that can be costly.

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Sample 3: Two-part multiple-choice (with evidence responses)

Read the passage and answer the questions that follow.

from *Heidi*

by Johanna Spyri

Heidi, climbing on a chair, took down the dusty book from a shelf. After she had carefully wiped it off, she sat down on a stool.

“What shall I read, grandmother?”

“Whatever you want to,” was the reply. Turning the pages, Heidi found a song about the sun, and decided to read that aloud. More and more eagerly she read, while the grandmother, with folded arms, sat in her chair . . . When Heidi had repeated the end of the song a number of times, the old woman exclaimed: “Oh, Heidi, everything seems bright to me again and my heart is light. Thank you, child, you have done me so much good.”

Heidi looked enraptured¹ at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.

Excerpt from *Heidi* by Johanna Spyri. In the public domain.

¹ **enraptured:** very pleased

3. The following item has two parts. Answer Part A and then answer Part B.

Part A

How does the grandmother feel when Heidi finishes reading?

- A. bored
- B. tired
- C. happy
- D. patient

Part B

Which quotation from the passage best supports the correct answer to Part A?

- A. "Heidi, climbing on a chair, took down the dusty book from a shelf."
- B. "Turning the pages, Heidi found a song about the sun, and decided to read that aloud."
- C. "More and more eagerly she read, while the grandmother, with folded arms, sat in her chair."
- D. "Heidi looked enraptured at the grandmother's face, which had changed from an old, sorrowful expression to a joyous one."

Sample 4: Editing Task

Some test items require you to determine if an underlined word or phrase in a passage is used correctly.

There are words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement on the answer document provided.

4. The creator of Mickey Mouse was born December 5, 1901, in Chicago. His name was Walter Disney. He began drawing pictures when he were a young boy. His first drawings were of his neighbor's horse, Rupert.

Replace were with

- A. were
- B. was
- C. am
- D. is

Read the passages and mark your answers on the answer document provided.

Passage 1
from "Canning Day"

by Pegi Deitz Shea

1 Angelo watched Zia put a peeled tomato into a jar. "Now *you* try."

2 Angelo peeled and cored a tomato the size of a softball. But when he tried to squeeze it into the jar, it squirted all over Zia's hair.

3 "I'm sor—," he started to say. He ducked. Zia was shooting seeds back at him. Some landed on his cheek.

4 "Italian freckles, I call 'em," Zia declared.

5 Angelo laughed. "Zia, you look like bread sopped with sauce."

6 "I *do* love my tomatoes." Zia sighed. "You can make winter smell like summer just by prying open a jar. *Fffft!* It even *sounds* great."

7 "Is that why you go to all this trouble?"

8 "You call this trouble?" Zia stretched her arms out and twirled around. "I call it joy."

9 "But you can just buy cans of tomatoes at the store, like Mom does."

10 "Dust bunnies in ketchup is what *they* taste like!" Zia said.

11 They filled, cleaned, and capped the jars. Zia handed Angelo tongs that looked like a dinosaur's jaw. She showed him how to place the jar on a rack inside a pot that covered the whole stove.

12 "How long does this cook?" Angelo asked.

13 "About an hour. Then we put more jars in."

14 "It'll take all day!"

15 "Isn't that wonderful?" Zia kissed Angelo's cheek. "Time to get more tomatoes."

16 Outside, Angelo plucked a plump tomato and chomped down on it. Juice gushed out. He leaned forward, letting the liquid run off his chin onto the ground. "Well, that one was ready," he said, after eating the whole thing.

17 Angelo examined a stem of a tomato plant. He wondered how something so fragile could be so strong.

18 Then he looked over at his great-aunt, and he knew.

19 The next morning when Angelo and his parents pulled up in two vehicles, Zia Angelina was ready to go. She pointed to a jar of tomatoes on the sparkling-clean counter.

20 "For me?" Angelo asked.

21 Zia pinched his cheek. "Save it for a snowy day." She turned to Dad. "Would you please put that canning pot on the curb for the charity pickup?"

22 "But, Zia," Angelo said, "aren't you bringing it?"

23 Zia shook her head. "Got no room to grow tomatoes at the apartments. Everything's set up there so you don't have to lift a finger."

24 Angelo thought Zia didn't look so strong all of a sudden. He wondered if they'd ever can tomatoes again.

25 Outside, Dad helped Zia into the pickup truck. He started the engine.

26 Angelo walked to the curb and nudged the canning pot with his toe. "Think there's room?" he asked Mom.

27 "Zia said she didn't want it," Mom reminded him.

28 "No, I mean at *our* house," Angelo said.

Excerpt from "Canning Day" by Pegi Deitz Shea. Reprinted from *Highlights for Children*, August 2008, Vol. 63, No. 8, © 2008 by Highlights for Children, Inc.

Passage 2
from "Marc's Fairway"

by Pegi Deitz Shea

Marc's friend Peggy Jo has just given him a golf lesson.

29 "Now, take this bucket of balls over to the range. Don't tell a soul I gave it to you free, doll, or I'll be out of business in a spit."

30 "Whoa, thanks." Marc shuffled his feet. "Uh . . . Peggy Jo? Think you can come up with a different nickname for me?"

31 Peggy Jo looked up, her freckles now lost in her reddened cheeks. "I—I could try."

32 All week long, Marc chipped¹ buckets of free balls and putted on the grass practice green—not the miniature-golf carpet. While Billy and Michael kept driving long balls with their wood clubs, Marc aimed for tiny targets—a mound, a rock—because "accuracy gets the green." Another of Peggy Jo's sayings.

33 On Saturday morning, Marc showed up with Peggy Jo's seven-iron and putter to register for the pitch-and-putt tournament.

34 Michael nudged Billy and said, "Hey, look! Marc's got Peggy Jo's clubs. Girls' clubs!"

35 Billy guffawed.² "Hitting off ladies' tees today, doll?"

36 A million pins stabbed at Marc from the inside. First it was "doll," now it was girls' clubs. "I can't play with these!" he thought. "Is Peggy Jo trying to make me look stupid?"

37 The first 10-and-under foursome included Billy, Michael, and Marc. "I have to play with these jokers?" moaned Marc. He glanced back at Peggy Jo, who gave him a thumbs-up sign. "Remember Babe!" she called.

38 Tired of Peggy Jo's tricks and names, Marc yelled, "Who?"

39 Peggy Jo's eyes widened in surprise. "Babe Didrikson, that's who! Mildred Didrikson Zaharias. The best women's golfer of all time! I used those very clubs to win my only hole against her in the U.S. Open."

¹ **chipped:** shot golf balls a short distance. The balls pop into the air, then hit the ground and roll forward.

² **guffawed:** laughed loudly

- 40 "You . . . played . . . in . . . the . . . U.S. Open?" Marc mouthed. His eyebrows arched into wings. His jaw eased into a smile. Peggy Jo had been that good?
- 41 He pictured her, the gray gone from her red hair. She was standing on the fairway, ready to chip onto the green. Then . . . putt for dough.
- 42 "First to tee off, Marc Devlin," the official called.
- 43 Marc looked at the two clubs in his hands. U.S. Open clubs. More importantly, Peggy Jo's clubs.
- 44 He gently leaned the putter against the fence. He took his iron to the tee and took some practice swings. He planted his feet, waggled the club once behind the ball, waggled twice. Then stroked.
- 45 Marc watched the ball fly clean and true, straight down the fairway.

Excerpt from "Marc's Fairway" by Pegi Deitz Shea. Reprinted from *Highlights for Children*, April 1999, Vol. 54, No. 4, © 1999 by Highlights for Children, Inc.

1. What does Angelo's question at the end of "Canning Day" show about him?
- A. He likes his great-aunt more than he likes his father and mother.
 - B. He likes to eat tomatoes off the vine in the garden.
 - C. He cares about his great-aunt and what she taught him.
 - D. He wants to be a cook or chef when he grows up.
2. What does chomped mean as it is used in paragraph 16 of "Canning Day"?
- A. picked and peeled
 - B. bit and chewed
 - C. held and looked
 - D. dripped and soaked

3. Place the events listed in the order that they happen in "Marc's Fairway." Fill in the bubble under the number on your answer document to show the order of events.

	1	2	3	4
Michael and Billy make fun of Marc's golf clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marc uses an iron to make a great shot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marc practices chipping balls and putting on the green.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peggy Jo shares a surprising story about her golf clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the meaning of targets in paragraph 32 of "Marc's Fairway"?

- A. goals
- B. names
- C. balls
- D. contests

Part B

Select the word that **best** helps the reader understand the meaning of targets.

- A. "wood"
- B. "aimed"
- C. "tiny"
- D. "sayings"

5. The following item has two parts. Answer Part A and then answer Part B.

Part A

Which word **best** describes Zia Angelina in paragraphs 1 through 6 of "Canning Day"?

- A. shy
- B. careless
- C. playful
- D. angry

Part B

Which **two** actions from the story **best** show the correct answer to Part A?

- A. She puts a peeled tomato into a jar.
- B. She shoots tomato seeds back at Angelo.
- C. She calls tomato seeds "Italian freckles."
- D. She tells Angelo how much she loves her tomatoes.
- E. She says that winter smells like summer when a can of tomatoes is opened.

6. Fill in the bubble in the correct box on your answer document to show how “Canning Day” and “Marc’s Fairway” are alike and different.

	Only “Canning Day”	Only “Marc’s Fairway”	Both Stories
about helping a family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
about getting to know a grown-up better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
about practicing to try to win	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What lesson do **both** passages have in common?
- A. Moving to a new home can be difficult for an older person.
 - B. People who make fun of other people should stop doing it.
 - C. Young people can learn important skills from older people.
 - D. It is impossible to trust someone who tells a lot of lies.

Read the passage and mark your answers on the answer document provided.

"The Snowman's Gift"

by Marcia Wuest

1 When a snowman melts, it leaves us a gift that lasts all year. To find out what this gift is, let's take a closer look at what happens to the snowman.

2 It has to be warm outside for a snowman to melt. As the sun shines, it makes heat. We can't see heat, but we know it's there because we feel the warmth on our hands and faces.

3 The snowman gets smaller and smaller as it melts, until we can't see it at all. Where did it go?

4 As the snowman melts, it turns into water. If you look carefully at snow, you'll see that it's actually small pieces of ice (called crystals) that are stuck together. When they get warm, the crystals change from ice into water.

5 But where does the water from the snowman go? The ground acts like a sponge and soaks up the water. As the water seeps into the ground, it finds lots of things that are thirsty. The water might find grass roots, flower bulbs, or tree roots.

6 So that's the snowman's year-round gift—water!

7 Without water, we wouldn't have colorful flowers to look at in the spring. Without water, we wouldn't have soft, green grass to run barefoot on in the summer. Without water, we wouldn't have strong, tall trees to climb in the fall. Water helps all of these things grow. The snowman's gift lasts all year.

"The Snowman's Gift," by Marcia Wuest. Published in *Ladybug*, January 2015, Vol. 25, No. 4, © 2015 by Marcia Wuest/Carus Publishing Company/Cricket Media.

8. Read these two sentences from paragraph 4.

“If you look carefully at snow, you’ll see that it’s actually small pieces of ice (called crystals) that are stuck together. When they get warm, the crystals change from ice into water.”

How do the two sentences from the passage go together?

- A.** They compare ice and water.
 - B.** They explain how snow becomes water.
 - C.** They explain how ice crystals form and then get stuck together.
 - D.** They explain how snow turns to crystals.
- 9.** Which **two** sentences from the passage explain how the snowman’s gift is a “year-long gift”?
- A.** “To find out what this gift is, let’s take a closer look at what happens to the snowman.”
 - B.** “The snowman gets smaller and smaller as it melts, until we can’t see it at all.”
 - C.** “But where does the water from the snowman go?”
 - D.** “As the water seeps into the ground, it finds lots of things that are thirsty.”
 - E.** “Water helps all of these things grow.”

- 10.** What is the relationship between the sun and the ice in “The Snowman’s Gift”?
- A.** The sun turns the water into ice.
 - B.** The sun melts the ice to make water.
 - C.** The sun and the ice make a snowman get smaller.
 - D.** The sun makes the ice feel colder on our hands and face.

- 11.** The following item has two parts. Answer Part A and then answer Part B.

Part A

At the end of the passage, the author says that the snowman’s gift lasts all year. Why does the snowman’s gift last all year?

- A.** The snowman’s gift helps plants.
- B.** The snowman’s gift keeps children happy.
- C.** The snowman’s gift keeps the ground dry.
- D.** The snowman’s gift helps children play.

Part B

Select the sentence from the passage that supports the answer to Part A.

- A.** “If you look carefully at snow, you’ll see that it’s actually small pieces of ice (called crystals) that are stuck together.”
- B.** “When they get warm, the crystals change from ice into water.”
- C.** “Water helps all of these things grow.”
- D.** “The snowman’s gift lasts all year.”

12. Use **two** of the sentences to complete the order of steps in the process of the snowman giving its gift. On your answer document, mark the letter of **one** sentence for each blank.

1. The sun shines to make heat.

2. _____

3. _____

4. The water from the snowman is soaked up by the ground.

5. The water finds thirsty roots and bulbs in the ground.

A. The snowman's gift lasts all year.

B. We cannot see heat but we know it is there.

C. Snow is made of pieces of ice stuck together.

D. As the snowman melts, it changes from ice to water.

E. The warmth from the sun makes the snow melt.

- 13.** The following item has two parts. Answer Part A and then answer Part B.

Part A

What happens to the snowman when the snowman gets warm?

- A.** The snowman becomes ice.
- B.** The snowman starts to disappear.
- C.** The snowman turns into crystals.
- D.** The snowman starts to grow.

Part B

Which sentence from the passage supports the answer to Part A?

- A.** "We can't see heat, but we know it's there because we feel the warmth on our hands and faces."
- B.** "The snowman gets smaller and smaller as it melts, until we can't see it at all."
- C.** "Where did it go?"
- D.** "If you look carefully at snow, you'll see that it's actually small pieces of ice (called crystals) that are stuck together."

- 14.** The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence would the author **most likely** agree with?

- A.** Water from snowmen makes flowers more colorful.
- B.** The snowman’s gift is bad for plants.
- C.** Heat from the sun changes snow into ice crystals.
- D.** A snowman is useful after it melts.

Part B

Which sentence from the passage supports the answer to Part A?

- A.** “As the sun shines, it makes heat.”
- B.** “The snowman gets smaller and smaller as it melts, until we can’t see it at all.”
- C.** “When they get warm, the crystals change from ice into water.”
- D.** “As the water seeps into the ground, it finds lots of things that are thirsty.”

There are **five** words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement on the answer document provided.

The afternoon sun was shining into the windows of the classroom. Even with the light turn off, it was bright inside. Each desk and table made a sharp shadow on the spotless floor. Every bit of dirt had been swept away. The damp mop had left the tiles like gray mirrors. There was not a paper or pencil to be found anywhere. No chairs were pulled out or tipped over. Each seat was pushed carefully underneath it's desk, like a car in a garage. The books stood straight on the shelves without one gap.

The posters and paintings had been packed away until the fall. The projects had been removed from the bulletin boards. The white boards were clear, and the markers had been neatly stacked. Even the recycle bin was empty. The pencil sharpener was still and quite, and the reading corner was empty. The classroom still held almost everything it always did. Only one thing was missing, and it was the most important part of the school. People are the heart of a school. A school filled with students and teachers is a magical place. Without them, a school is only a building.

Outside, the last bus drove away. The blinds in the classroom were lowered like eyelids on a sleepy face. The school settled in for a long nap since the end of summer.

15. Replace turn with

- A.** turn
- B.** turns
- C.** turned
- D.** turning

16. Replace it's with

- A.** it's
- B.** its'
- C.** its's
- D.** its

17. Replace shelvs with

- A.** shelves
- B.** shelfes
- C.** shelvs
- D.** shelves

18. Replace quite with

- A.** quite
- B.** quiet
- C.** quit
- D.** queit

19. Replace since with

- A.** after
- B.** until
- C.** as
- D.** since



This is the end of the test.

Name: _____

Subpart 2 Sample Questions

- 1. Ⓐ Ⓑ Ⓒ Ⓓ
- 2. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ (Select two)
- 3. **Part A:** Ⓐ Ⓑ Ⓒ Ⓓ
- Part B:** Ⓐ Ⓑ Ⓒ Ⓓ
- 4. Ⓐ Ⓑ Ⓒ Ⓓ

Subpart 2 Practice Test Questions

- 1. Ⓐ Ⓑ Ⓒ Ⓓ
- 2. Ⓐ Ⓑ Ⓒ Ⓓ
- 3.

	1	2	3	4
Michael and Billy make fun of Marc’s golf clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marc uses an iron to make a great shot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marc practices chipping balls and putting on the green.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peggy Jo shares a surprising story about her golf clubs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4. **Part A:** Ⓐ Ⓑ Ⓒ Ⓓ
- Part B:** Ⓐ Ⓑ Ⓒ Ⓓ
- 5. **Part A:** Ⓐ Ⓑ Ⓒ Ⓓ
- Part B:** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ (Select two)

6.	Only "Canning Day"	Only "Marc's Fairway"	Both Stories
about helping a family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
about getting to know a grown-up better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
about practicing to try to win	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. A B C D

8. A B C D

9. A B C D E (Select two)

10. A B C D

11. Part A: A B C D

Part B: A B C D

12. 2. A B C D E

3. A B C D E

13. Part A: A B C D

Part B: A B C D

14. Part A: A B C D

Part B: A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

Subpart 2 Sample Questions

1. A B C D
2. A B C D E (Select two)
3. **Part A:** A B C D
 Part B: A B C D
4. A B C D

Subpart 2 Practice Test Questions

1. A B C D
2. A B C D
- 3.

	1	2	3	4
Michael and Billy make fun of Marc's golf clubs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marc uses an iron to make a great shot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Marc practices chipping balls and putting on the green.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peggy Jo shares a surprising story about her golf clubs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

4. **Part A:** A B C D
 Part B: A B C D
5. **Part A:** A B C D
 Part B: A B C D E (Select two)

6.	Only "Canning Day"	Only "Marc's Fairway"	Both Stories
about helping a family member	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
about getting to know a grown-up better	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
about practicing to try to win	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

7. (A) (B) (D)

8. (A) (C) (D)

9. (A) (B) (C) (Select two)

10. (A) (C) (D)

11. **Part A:** (B) (C) (D)

Part B: (A) (B) (D)

12. 2. (A) (B) (C) (D)

 3. (A) (B) (C) (E)

13. **Part A:** (A) (C) (D)

Part B: (A) (C) (D)

14. **Part A:** (A) (B) (C)

Part B: (A) (B) (C)

15. (A) (B) (D)

16. (A) (B) (C)

17. (A) (B) (C)

18. (A) (C) (D)

19. (A) (C) (D)