

Practice Test – Grade 8 Reading Answer Key

Item Number	Item Type	TEKS	Maximum Number of Points	Correct Answer(s)
1	Multiple Choice	6.D	1	D
2	Multiple Choice	8.Diii	1	A
3	Multiple Choice	5.G	1	B
4	Multiple Choice	9.A	1	B
5	Multiple Choice	5.H	1	B
6	Multiple Choice	8.Di	1	C
7	Multiple Choice	8.Dii	1	A
8	Multiple Choice	9.B	1	D
9	Multiple Choice	9.F	1	C
10	Multiple Choice	5.F	1	D
11	Short Constructed Response	8.A	2	See Appendix 1.1
12	Multiple Choice	2.B	1	D
13	Multiple Choice	7.C	1	A
14	Multiple Choice	5.C	1	D
15	Multiple Choice	9.E	1	A
16	Multiple Choice	6.C	1	B
17	Multiple Choice	7.B	1	B
18	Match Table Grid	7.A	2	B, A, B, A, B
19	Multiple Choice	6.C	1	A
20	Multiple Choice	2.C	1	C
21	Multiple Choice	7.A	1	B
22	Multiple Choice	9.D	1	A
23	Multiple Choice	6.D	1	D
24	Multiple Choice	9.A	1	A
25	Multiple Choice	5.E	1	C
26	Multiple Choice	5.E	1	A
27	Multiple Choice	5.E	1	D
28	Extended Constructed Response	6.B	10	See Appendix 1.2
29	Multiple Choice	10.Bi	1	D
30	Multiple Choice	10.C	1	B
31	Multiple Choice	10.Bi	1	A
32	Short Constructed Response	10.C	1	See Appendix 1.3
33	Multiple Choice	10.Bii	1	C
34	Multiple Choice	10.Bii	1	C
35	Multiple Choice	10.C	1	A

36	Inline Choice	10.C	1	D
37	Multiple Choice	10.Bi	1	C
38	Multiple Choice	10.Dv	1	A
39	Multiple Choice	10.Dvi	1	C
40	Multiple Choice	10.D	1	D
41	Multiple Choice	10.Dii	1	B
42	Multiple Choice	10.Di	1	A
43	Multiple Choice	10.Diii	1	D
44	Multiple Choice	10.Dvi	1	A
45	Multiple Choice	10.Dvii	1	D

Practice Test – Grade 8 Reading

Appendix

1.1

Read the question carefully. Then enter your answer in the box provided.

What characteristics of the story help the reader identify it as realistic fiction? Support your answer with evidence from the story.

- A complete response will thoroughly explain the characteristics of the story that help identify it as realistic fiction.
 - Descriptions of the characters are similar to students in real life; set in a school with relatable activity, and in the present day.
- A complete response will include at least one piece of supporting evidence from the text.
- A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:
 - *“Atticus and I, as well as most of our friends, auditioned last week for parts in the high school production of the musical Oliver!”* (paragraph 5)
 - *“Atticus and I always seem to be in direct competition. Whether it was who got to be line leader in our third-grade class or who earned a solo in a school production...”* (paragraph 12)
- Evidence is accurately used to support the response.
- The response and the evidence to support it is based on the text.

1.2

Read the story "Avery's Gift" and the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids." Based on the information in both selections, write a response to the following:

Explain how Avery's father in the story "Avery's Gift" is similar to Ellison's father in the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids."

Write a well-organized essay that uses specific evidence from the selections to support your answer.

Remember to —

- clearly state your controlling idea
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

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

Write your response in the box provided.

Rationale: This prompt will allow students to explain how the father in the story "Avery's Gift" is similar to the father in the article "Chicken of the Sea Is So Wacky—Of Course It Was Created by Kids." Using the story and the article, students could focus their ideas on the fact that both fathers share similarities in areas that are helpful for their children. In one paragraph, students could explain that the fathers are both skilled in an area their children wanted to participate in. The student could provide details about how Avery's father is a professional composer, while Ellison's father is "very good at writing books," and the student could describe how these skills are helpful to their children's goals. In another paragraph, students could describe how both are encouraging to their children and participate in the creation of their art. The student could show how Avery's father says she is creating the "perfect gift" for her music teacher and could further explain how he transcribed the music that his daughter created while she played the notes over and over. Next, the student could show how Ellison's father says "it was great" working with his son and can add details about how Ellison's father helps him with his story and contacts an artist to illustrate the story. In conclusion, students could describe ways that the fathers in the story and in the article are similar as they help and encourage their children in artistic ways.

Both fathers are skilled in an area their children wanted to participate in.

- Avery's father is a professional composer.
- Ellison's father is "very good at writing books."

Both fathers are encouraging.

- Avery's father says she is creating the "perfect gift."
- Ellison's father says "It was great" working with his son.

Both fathers participate with their kids in the creation of their art.

- Avery's father transcribed the music that his daughter created while she played the notes over and over.
- Ellison's father helped him with his story and also contacted an artist to illustrate the story.

1.3

Akim wants to combine the ideas in sentences 30 and 31. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

The response is a complete sentence that combines the ideas in a clear and effective way.