Read the story “The Big Race.” Choose the word or words that correctly complete Numbers 1 through 4.

**The Big Race**

“Yes!” said Glenn as he bolted out of bed and laced up his tennis shoes.

“Today’s the race!”

Glenn **(1)** into the kitchen. He knew he would need a good breakfast if he wanted to beat Anna in the race.

Anna was not only the fastest girl in school, she was the fastest student in the school. Glenn **(2)** to take that title from her today.

After breakfast, Glenn grabbed his backpack. Then he and his brother, Sammy, walked to the bus stop.

“Good luck today,” said Sammy. “I know you **(3)** your best.”

“Thanks, Sammy,” said Glenn. “I **(4)** forward to it, no matter who wins!”
1. Which answer should go in blank (1)?
   A  hurry
   B  hurried
   C  will hurry

2. Which answer should go in blank (2)?
   F  hope
   G  hoped
   H  is hoping

3. Which answer should go in blank (3)?
   A  try
   B  tried
   C  will try

4. Which answer should go in blank (4)?
   F  am looking
   G  is looking
   H  looked
Now you will complete a writing exercise. It is important to do your best.

The prompt below tells what you will write about. It also suggests ideas for planning. You may use the planning page on page 146 to help you plan and organize your writing.

After you plan, begin writing on page 144. You have 45 minutes to plan and write. I will let you know when there are 10 minutes left.

Everyone has a special talent, or something they do well.

Before you begin to write, think about your special talent. Think about a time when you used your talent to make someone feel happy.

Now write a story about a time when you used your special talent to make someone else happy.
Name ________________________________

You may use this page to plan. Remember this page will NOT be scored.

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Page 146   FCAT Benchmark Test
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(LA.4.4.1.1)
Name ________________

You may use this page to plan. Remember this page will NOT be scored.

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## Writing Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>6 points</strong></td>
<td>The writing is organized logically and includes transitional devices. It maintains its focus and seems complete. The supporting ideas are fully developed and include many details and examples. There are varied sentence types and the word choice is especially vivid and precise. There are few, if any, spelling and grammatical errors.</td>
</tr>
<tr>
<td><strong>5 points</strong></td>
<td>The writing is organized and includes some transitional devices. It maintains its focus and seems complete. The supporting ideas are developed and include details and examples. There are varied sentence types and the word choice is generally vivid and precise. There are a few spelling and grammatical errors.</td>
</tr>
<tr>
<td><strong>4 points</strong></td>
<td>The writing is organized, but there are some lapses. The writing mostly maintains its focus and seems complete. Some ideas are developed and include details and examples. Other ideas may lack support. There are some varied sentence types and the word choice is satisfactory. There are some grammatical errors.</td>
</tr>
<tr>
<td><strong>3 points</strong></td>
<td>The writing has limited organization. The writing generally maintains its focus, but some unrelated information is included, so the writing may not seem complete. Some ideas are not developed with details and examples. Mostly simple sentences are used, and word choice is satisfactory, but limited. There are some spelling and grammatical errors.</td>
</tr>
<tr>
<td><strong>2 points</strong></td>
<td>The writing has minimal organization and lacks focus. Many ideas are not developed, so the writing does not seem complete. Mostly simple sentences are used, and word choice is limited. There are multiple spelling and grammatical errors.</td>
</tr>
<tr>
<td><strong>1 points</strong></td>
<td>The writing has inadequate organization and may only somewhat address the topic. The ideas are not developed and information unrelated to the topic is included, so the paper is confusing. Mostly simple sentences are used, and word choice is immature. There are frequent spelling and grammatical errors, and these errors limit the reader's understanding.</td>
</tr>
<tr>
<td><strong>Unscorable</strong></td>
<td>A paper is unscorable if the writing does not relate to the prompt, if it is illegible, if it is incomprehensible, or if no response is given.</td>
</tr>
</tbody>
</table>