Read and answer Numbers 1 through 4.

1 Combine the sentences in the box to make one sentence.

Peter wanted to get a job.
Peter needed to learn English.
Peter learned English from Stefan.

A Peter needed to learn English to get a job, he learned English from Stefan.
B Peter needed to learn English to get a job, so he learned English from Stefan.
C Peter wanted to get a job, Peter needed to learn English, Peter learned English from Stefan.

2 Combine the sentences in the box to make one sentence.

Claire boarded the plane.
Claire's mother said “Hello” on the loudspeaker.

F Claire boarded the plane, but her mother said “Hello” on the loudspeaker.
G Claire boarded the plane, and her mother said “Hello” on the loudspeaker.
H Claire boarded the plane, Claire's mother said “Hello” on the loudspeaker.
Name

3 Combine the sentences in the box to make one sentence.

Jorge eats a sandwich.
It is delicious.
He eats it for lunch.

A Jorge eats a delicious sandwich for lunch.
B Jorge eats a sandwich and it is delicious for lunch.
C Jorge eats a delicious sandwich, he eats it for lunch.

4 Combine the sentences in the box to make one sentence.

Li and Mai are twins.
Li and Mai look nothing alike.

F Li and Mai are twins, but they look nothing alike.
G Li and Mai look nothing alike when they are twins.
H Li and Mai are twins, Li and Mai look nothing alike.
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 234 to help you plan and organize your writing.

After you plan, begin writing on page 232. You have 45 minutes to plan and write. I will let you know when there are 10 minutes left.

There are many outdoor settings that appeal to children.
Before you begin writing, think of outdoor setting that you really enjoy.
Now write an essay telling why this outdoor setting is a good place for children.
You may use this page to plan. Remember this page will NOT be scored.
Read and answer Numbers 1 through 4.

1. Combine the sentences in the box to make one sentence.

   Peter wanted to get a job.
   Peter needed to learn English.
   Peter learned English from Stefan.

   A. Peter needed to learn English to get a job, he learned English from Stefan.
   B. Peter needed to learn English to get a job, so he learned English from Stefan.
   C. Peter wanted to get a job, Peter needed to learn English, Peter learned English from Stefan.

   (LA.4.3.2.2)

2. Combine the sentences in the box to make one sentence.

   Claire boarded the plane.
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There are many outdoor settings that appeal to children.
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Now write an essay telling why this outdoor setting is a good place for children.

(LA.4.4.2.3)
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>
</tr>
</thead>
<tbody>
<tr>
<td>6</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>5</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>4</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>3</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>2</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>1</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>Unscorable</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>