

SPECTRUM[®] Test Practice

Comprehensive Practice Test

Minnesota Edition

Grade 1

The state of Minnesota has adopted the Common Core State Standards in English Language Arts only. For more information about Minnesota mathematics standards, use the links provided below.

In addition to the Common Core English Language Arts standards, Minnesota has adopted state-specific standards that make up no more than 15% of the total. Some items on this practice test are based on these state-specific standards. These questions are identified by a black circle around the item number, as shown below.

1. = Minnesota Standards Question

In first grade, Minnesota's standards encourage students:

- To spell initial and final consonant blends in words.
- To read high-frequency words.
- To respond to stories, poems, rhymes, and songs with expression.

For more information:

Common Core State Standards Initiative:

<http://www.corestandards.org/>

Minnesota Department of Education K–12 Academic Standards:

<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>

MINNESOTA EDITION
Grade 1 Comprehensive Practice Test
COMMON CORE ENGLISH LANGUAGE ARTS

● **Part 1: Reading Literature**

Directions: Read the story. Mark the best answers to the questions that follow.

A Place for Toad

One bright day, Toad hopped out of his noisy, marshy pond. "I am tired of living in this pond with so many other toads," he said. "I need more room. Maybe I will find a new and exciting place to live." So, Toad hopped away.

Soon, he met a rabbit. "You can live with me," said the rabbit. "There is a lot of room under the roots of this old tree."

"No, thank you," said Toad. "A dry tree is not the right place for me."

Next, Toad met a bee. "Sorry, you cannot live with me," the bee buzzed. "You would get stuck in my honey."

Then, Toad met a big dog. He had never seen such a tall, scary creature. The dog let out a sharp bark. Toad raced away as fast as his short legs would carry him.

Toad hopped and hopped. Before long, he had hopped all the way back to his comfortable, marshy pond. The other toads were happy to see him. They moved over to make room for him. Toad settled in and thought, "This is the home for me."

1. **Toad would not like the bee's home because it is**

- (A) too dry.
- (B) too sticky.
- (C) too noisy.

2. **Toad wanted a new home because his was**

- (F) too crowded.
- (G) too scary.
- (H) too dry.

3. **What is the best lesson for Toad?**

- (A) There's no place like home.
- (B) A dog is a toad's best friend.
- (C) Rabbits and toads both can hop.

4. **Which animal was scary?**

- (F) bee
- (G) dog
- (H) rabbit



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 1: Reading Literature (cont.)

Directions: Use the story you read on page 1 to choose the best answers to the questions.

5. Which animal invited Toad to move under a tree?

- (A) dog
- (B) bee
- (C) rabbit

6. What was the scariest sound Toad heard?

- (F) buzzing
- (G) barking
- (H) talking

7. The reason for this story is to tell about

- (A) how toads hop.
- (B) how bees make honey.
- (C) the most comfortable home for Toad.

8. Who is telling the story?

- (F) a narrator
- (G) Toad
- (H) the bee

9. Which animal lives underground?

- (A) dog
- (B) rabbit
- (C) bee

10. In this story, which word would be capitalized in the middle of a sentence?

- (F) The
- (G) Pond
- (H) Toad

11. A marshy pond is

- (A) dark.
- (B) cold.
- (C) wet.

12. A sharp bark is

- (F) calm.
- (G) playful.
- (H) harsh.



COMMON CORE ENGLISH LANGUAGE ARTS**● Part 2: Reading Informational Text**

Directions: Read the text. Mark the best answers to the questions.

Nighttime Helpers**What are bats?**

Bats are the only flying **mammals** on Earth. There are more than 900 kinds of bats. Some bats are only 1.3 inches (3.3 centimeters) long. Some are more than 16 inches (40 centimeters) long. Bats have very good hearing. Their strong claws help them hang upside down in their **roosts**.

How do bats help us?

Bats help people in many ways. One way is by keeping the number of insects low. Most bats eat insects at night. They eat mosquitoes, mayflies, and moths. Bats also help farmers. As they fly, they **pollinate** plants and spread their **seeds**.

Glossary

mammals (*noun*): warm-blooded animals with backbones, hair or fur, and milk for feeding their young

pollinate (*verb*): to spread tiny pollen grains that fertilize a plant and help it grow

roosts (*noun*): resting places where birds or other animals perch

seeds (*noun*): parts of plants from which new plants can grow



1. How many kinds of bats are there?

- (A) less than 100
- (B) about 500
- (C) more than 900

2. Bats have a very good sense of

- (F) sight.
- (G) taste.
- (H) hearing.



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 2: Reading Informational Text (cont.)

Directions: Use the text you read on page 3 to choose the best answers to the questions.

3. This text is about

- (A) insects.
- (B) mammals.
- (C) bats.

4. How long are the largest bats?

- (F) 16 inches
- (G) 16 feet
- (H) 16 centimeters

5. How do bats help people?

- (A) They have good hearing.
- (B) They eat mosquitoes and other insects.
- (C) They drink milk.

6. How are bats different from other mammals?

- (F) They have fur.
- (G) They have strong claws.
- (H) They fly.

7. A mammal is a type of

- (A) tree.
- (B) animal.
- (C) seed.

8. A roost is a

- (F) place where animals rest.
- (G) place where animals swim.
- (H) place where animals fly.

9. Why are some words in bold type?

- (A) Their meanings are given in the glossary.
- (B) They are types of bats.
- (C) They are titles.

10. Which sentence tells what the second paragraph is about?

- (F) Bats also help farmers.
- (G) Most bats eat insects at night.
- (H) Bats help people in many ways.



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 2: Reading Informational Text (cont.)

Directions: Use the text you read on page 3 to choose the best answers to the questions.

11. What is a way that bats help us?

- (A) They fly.
- (B) They pollinate plants.
- (C) They have fur.

12. What types of insects do bats eat?

- (F) mosquitoes
- (G) ants
- (H) bees

13. Which word begins most of the sentences in the text?

- (A) Some
- (B) They
- (C) Bats

14. Which punctuation mark ends most of the sentences?

- (F) .
- (G) ?
- (H) ,

15. What helps bats hang upside down?

- (A) their strong claws
- (B) their good hearing
- (C) their small size

16. To pollinate means to

- (F) help plants grow.
- (G) help bats fly.
- (H) help bats eat.

17. What can you tell about seeds from the picture that is not in the text?

- (A) Seeds are part of flowering plants.
- (B) Seeds have different shapes.
- (C) New plants grow from seeds.

18. What is the first paragraph about?

- (F) how bats help us
- (G) how bats look and act
- (H) what bats eat



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 3: Writing

Directions: On a separate sheet of paper, write a response to each prompt. Include all the parts in the checklists.

1. Write an Opinion

Write about your favorite book. Tell why you like the book. Tell why someone else should like it, too.

Checklist:

Read what you wrote. Did you remember to do the following?

	Yes	No
Introduce the topic.	<input type="checkbox"/>	<input type="checkbox"/>
State what you think.	<input type="checkbox"/>	<input type="checkbox"/>
Give a reason for what you think.	<input type="checkbox"/>	<input type="checkbox"/>
Write a good ending.	<input type="checkbox"/>	<input type="checkbox"/>

2. Write to Inform

Write about an animal you know. Tell how it looks and acts.

Checklist:

Read what you wrote. Did you remember to do the following?

	Yes	No
Introduce the topic.	<input type="checkbox"/>	<input type="checkbox"/>
Give facts about your topic.	<input type="checkbox"/>	<input type="checkbox"/>
Write an ending that makes sense.	<input type="checkbox"/>	<input type="checkbox"/>

3. Write a Narrative

Write about a time you spent with an important person in your life. Tell what happened in order.

Checklist:

Read what you wrote. Did you remember to do the following?

	Yes	No
Include important events in order.	<input type="checkbox"/>	<input type="checkbox"/>
Use details to help the reader understand what happened.	<input type="checkbox"/>	<input type="checkbox"/>
Use words like next or then to explain the order of events.	<input type="checkbox"/>	<input type="checkbox"/>
Write an ending that makes sense.	<input type="checkbox"/>	<input type="checkbox"/>



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 4: Language

Directions: Choose the word that best fits in the blank.

1. My dog's name is _____ .

- (A) Peanut
- (B) a dog
- (C) dog's

2. My dog _____ a lot.

- (F) bark
- (G) barks
- (H) barking

3. That dog is _____ .

- (A) me
- (B) mine
- (C) their

4. Yesterday, my cat _____ a tree.

- (F) climb
- (G) will climb
- (H) climbed

5. My dog is _____ .

- (A) smartly
- (B) smarting
- (C) smart

6. My cat is lazy, _____ my dog is lazier.

- (F) so
- (G) but
- (H) because

7. My cat can climb any of _____ trees.

- (A) an
- (B) that
- (C) those

8. We ran _____ the house.

- (F) during
- (G) toward
- (H) after



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 4: Language (cont.)

Directions: Choose the word that best fits in the blank or choose the best answer to the question.

9. What could make your dog bark?

- (A) My dog barks to tell us when someone is here.
- (B) I like to play with my dog outside.
- (C) My dog hardly ever barks during the day.

10. Which words have the blends **th** and **bl**?

- (F) slide, crab
- (G) pride, sing
- (H) with, blink

11. My sister's name is _____ .

- (A) Alice
- (B) alice
- (C) Sister's

12. Choose a punctuation mark to end the sentence.

When will the game end _____

- (F) .
- (G) !
- (H) ?

13. Choose a punctuation mark to end the sentence.

I can't believe our team won the game _____

- (A) .
- (B) !
- (C) ?

14. Jamal got a new backpack. It is _____ backpack.

- (F) Jamal's
- (G) Jamals
- (H) jamals'

15. Which noun should begin with a capital letter?

- (A) boat
- (B) september
- (C) school

16. Tomorrow, our class will _____ a special visitor.

- (F) has
- (G) had
- (H) have



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 4: Language (cont.)

Directions: Choose the best answer for each question.

17. Which words have the blends **st** and **dr**?

- (A) think, flower
- (B) draw, stop
- (C) bring, trick

18. Choose the sentence with correct punctuation.

- (F) I have a dog, a cat, and a bird.
- (G) I have a dog a cat and a bird.
- (H) I have a dog a cat, and a bird.

19. Choose the sentence with correct spelling.

- (A) My best friend would like to come.
- (B) My best freind wood lik to come.
- (C) My best frend would like to com.

20. Which sentence has no spelling mistakes?

- (F) Could we swim after lunch?
- (G) Cud we swim after lunch?
- (H) Could we swim aftur lunch?

21. Which sentence has no spelling mistakes?

- (A) The paints were puut over there.
- (B) The paints were put over there.
- (C) The paints wir put over there.

22. Choose the phrase that has a similar meaning as the underlined word.

I dislike winter.

- (F) don't like
- (G) really like
- (H) used to like



COMMON CORE ENGLISH LANGUAGE ARTS

● Part 4: Language (cont.)

Directions: For numbers 23–26, choose the word that best fits in the blank.

23. I am _____ for my pencil.

- (A) look
- (B) looked
- (C) looking

24. I got a short _____ at my birthday present before it was wrapped.

- (F) glare
- (G) stare
- (H) peek

25. My surprise was spoiled _____ I saw my present before the party.

- (A) so
- (B) because
- (C) but

26. After doing nothing all day, I felt _____.

- (F) dull
- (G) tired
- (H) bored

Directions: For numbers 27–30, choose the group that all the words fit into.

27. cats, dogs, birds, reptiles

- (A) plants
- (B) fish
- (C) animals

28. bats, birds, insects

- (F) animals that fly
- (G) animals that have feathers
- (H) animals that swim

29. cup, mug, bottle

- (A) containers for bread
- (B) containers for drinks
- (C) containers for fruit

30. jacket, hat, gloves

- (F) clothes to wear to bed
- (G) dress-up clothes
- (H) clothes to wear outside



MATHEMATICS**● Part 1: Operations and Algebraic Thinking****Directions:** Choose the best answer for each question.

1. Marcus has 5 pens. He gets 3 more pens. How many pens does Marcus have in all?

(A) 5
(B) 8
(C) 2

2. Jeannie has 3 apples, 2 oranges, and 4 pears in a bowl. How many pieces of fruit does she have in all?

(F) 9
(G) 7
(H) 8

3. Which is a related subtraction fact for $11 - 5 = 6$?

(A) $16 - 11 = 5$
(B) $11 - 6 = 5$
(C) $6 - 5 = 1$

4. Which has the same missing number?

$$9 + \square = 15$$

(F) $\square - 15 = 9$
(G) $15 + 9 = \square$
(H) $15 - 9 = \square$

5. Which equation shows counting on 2 more from 10?

(A) $10 - 2 = 8$
(B) $10 + 2 = 12$
(C) $10 + 10 = 20$

6.
$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

(F) 10
(G) 12
(H) 14

7.
$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

(A) 7
(B) 3
(C) 9

8. Which equation is true?

(F) $8 + 9 = 10 + 6$
(G) $10 - 3 = 3 + 5$
(H) $2 + 7 = 16 - 7$



MATHEMATICS**● Part 1: Operations and Algebraic Thinking (cont.)****Directions:** Choose the best answer for each question.**9. What is the missing number?**

$$14 - \square = 8$$

- (A) 6
- (B) 4
- (C) 8

10. What is the missing number?

$$\square + 3 = 12$$

- (F) 8
- (G) 10
- (H) 9

11. $8 + 8 = \square$

- (A) 14
- (B) 16
- (C) 18

12. $8 - 6 = \square$

- (F) 4
- (G) 3
- (H) 2

13. Which equation is true?

- (A) $9 + 1 = 12 - 2$
- (B) $4 + 3 = 7 - 1$
- (C) $8 + 3 = 4 + 6$

14. Which has the same missing number?

$$10 - \square = 4$$

- (F) $4 + 10 = \square$
- (G) $4 + \square = 10$
- (H) $\square - 10 = 4$

15. Which is a related addition fact for this equation?

$$2 + 3 = 5$$

- (A) $2 + 5 = 7$
- (B) $3 + 2 = 5$
- (C) $3 + 5 = 8$

16. Julie has 5 pennies, 3 dimes, and 7 nickels. How many coins does she have in all?

- (F) 10
- (G) 12
- (H) 15



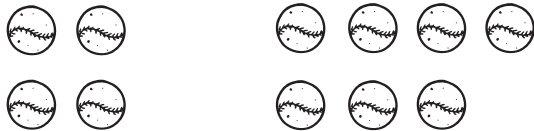
MATHEMATICS

● Part 1: Operations and Algebraic Thinking (cont.)

Directions: Choose the best answer for each question.

17. Juan has 10 flowers blooming in his front yard. Lisa has 3 fewer flowers blooming in her front yard. How many flowers are blooming in Lisa's front yard?

- (A) 7
- (B) 3
- (C) 13

18. 

$4 + 7 = \square$

- (F) 11
- (G) 9
- (H) 3

19. Jared has 6 rubber bands. Amy gives him 3 more rubber bands. How many rubber bands does Jared have now?

- (A) 6
- (B) 9
- (C) 3

20. $1 + 14 = \square$

- (F) 14
- (G) 8
- (H) 15

21. Which equation is true?

- (A) $4 + 9 = 13$
- (B) $9 + 8 = 15$
- (C) $10 - 6 = 5$

22. What is the missing number?

$\square + 8 = 13$

- (F) 3
- (G) 5
- (H) 6

23. Which has the same missing number?

$12 - 5 = \square$

- (A) $5 + 12 = \square$
- (B) $5 + \square = 12$
- (C) $\square - 12 = 5$

24. Mr. Torrez bought 3 onions, 5 peppers, and 5 potatoes. How many vegetables did he buy?

- (F) 5
- (G) 13
- (H) 18



MATHEMATICS

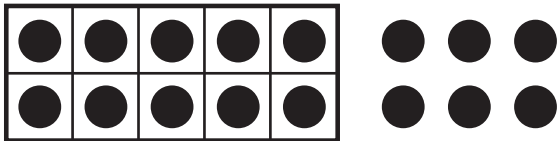
● Part 2: Number and Operations in Base Ten

Directions: Choose the best answer for each question.

1. How do you write the number **thirty-nine** using numerals?

- (A) 139
- (B) 39
- (C) 13

2. How many tens and ones are shown in the image below?



- (F) 2 tens
- (G) 2 tens and 6 ones
- (H) 1 ten and 6 ones

3. Which number is equal to 1 ten and 5 ones?

- (A) 15
- (B) 6
- (C) 10

4. Which number is equal to 8 tens?

- (F) 18
- (G) 80
- (H) 8

5. Which words make the statement true?

$$73 \quad \underline{\hspace{1cm}} \quad 37$$

- (A) is less than
- (B) is greater than
- (C) is equal to

6. $12 + 7 = \square$

- (F) 5
- (G) 19
- (H) 15

7. What number is 10 more than 64?

- (A) 74
- (B) 54
- (C) 65

$$\begin{array}{r} 8. \quad 70 \\ \quad - 30 \\ \hline \end{array}$$

- (F) 30
- (G) 40
- (H) 70

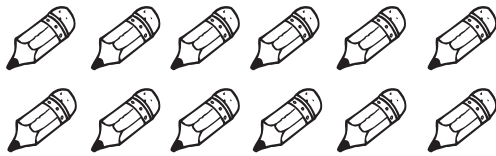


MATHEMATICS

● Part 2: Number and Operations in Base Ten (cont.)

Directions: Choose the best answer for each question.

9. What is the sum of 93 pencils plus the pencils below?



- (A) 114
- (B) 81
- (C) 105

10. Which has 4 ones and 5 tens?

- (F) 54
- (G) 45
- (H) 9

11. Which symbol makes the statement true?

41 _____ 48

- (A) =
- (B) >
- (C) <

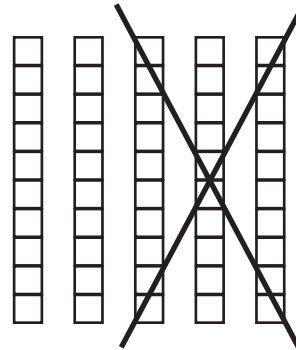
12. $23 + 50 = \square$

- (F) 53
- (G) 70
- (H) 73

13. Which is 10 less than 87?

- (A) 97
- (B) 86
- (C) 77

14. Which number shows the difference?



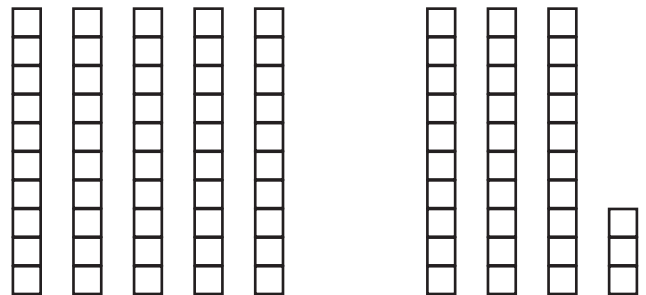
- (F) 20
- (G) 30
- (H) 50

15. Which symbol makes the statement true?

79 _____ 81

- (A) <
- (B) =
- (C) >

16. Which number shows the sum?



- (F) 73
- (G) 63
- (H) 83



MATHEMATICS

● Part 2: Number and Operations in Base Ten (cont.)

Directions: Choose the best answer for each question.

17. Which word is the number 14?

- (A) four
- (B) fourteen
- (C) forty

18. Which is the same as 63?

- (F) 6 tens and 3 ones
- (G) 3 tens and 6 ones
- (H) 63 tens and 0 ones

19. Which number is 10 more than 31?

- (A) 41
- (B) 40
- (C) 21

20. What symbol makes the statement true?

$$56 \quad \underline{\hspace{1cm}} \quad 53$$

- (F) =
- (G) <
- (H) >

21. Which number is equal to 4 tens and 9 ones?

- (A) 94
- (B) 49
- (C) 13

22.
$$\begin{array}{r} 43 \\ + 20 \\ \hline \end{array}$$

- (F) 63
- (G) 23
- (H) 43

23. $65 - 10 = \square$

- (A) 75
- (B) 55
- (C) 50

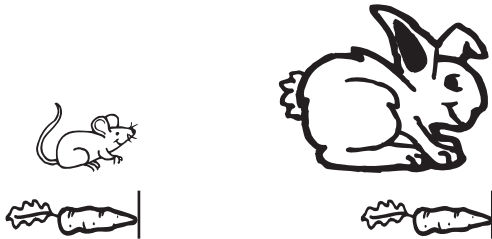
24. Which shows the number **seventy-two**?

- (F) 702
- (G) 72
- (H) 27



MATHEMATICS**● Part 3: Measurement and Data****Directions:** Choose the best answer for each question.

1. Which statement is true?



- (A) The is longer.
- (B) The is longer.
- (C) The and the are the same length.

2. What time does the clock show?

- (F) 8:00
- (G) 6:00
- (H) 7:00

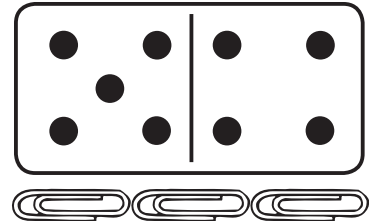


3. How many blocks long is the pencil?



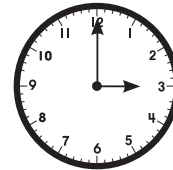
- (A) 6 blocks
- (B) 7 blocks
- (C) 8 blocks

4. How many long is the domino?



- (F) 3
- (G) 2
- (H) 4

5. Which shows the same time as this clock?



- (A)
- (B)
- (C)

6. Which is a way to show the time **five thirty**?

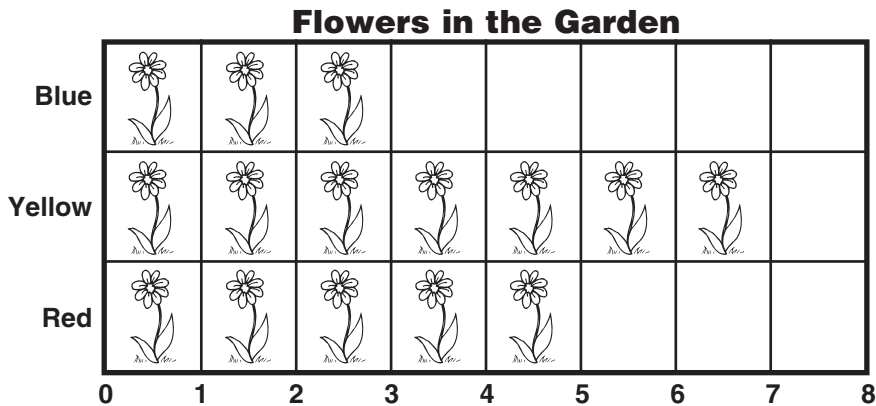
- (F) 5:00
- (G) 5:30
- (H) 4:30



MATHEMATICS

● Part 3: Measurement and Data (cont.)

Directions: Use the graph to answer numbers 7–10.



7. How many flowers are in the garden?

- (A) 12
- (B) 10
- (C) 15

8. How many more yellow flowers are there than blue flowers?

- (F) 3
- (G) 4
- (H) 2

9. How many red flowers are in the garden?

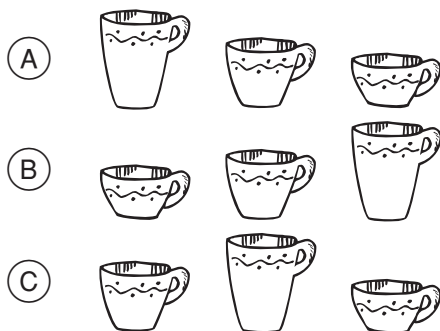
- (A) 5
- (B) 3
- (C) 4

10. How many fewer red flowers are there than yellow flowers?

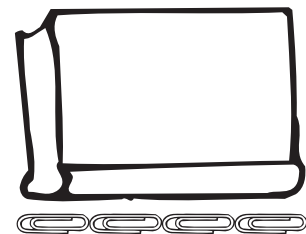
- (F) 4
- (G) 2
- (H) 3

Directions: For numbers 11–12, choose the best answer for the question.

11. Which shows the cups in order from tallest to shortest?



12. How many  long is the book?



- (F) 3
- (G) 5
- (H) 4

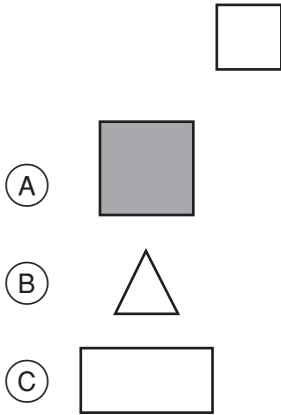


MATHEMATICS

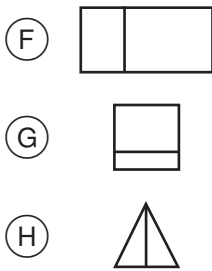
● Part 4: Geometry

Directions: Choose the best answer for each question.

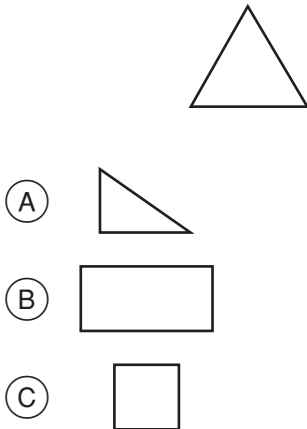
1. Which has the same shape?



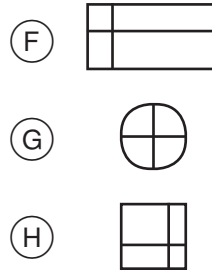
2. Which picture is split in equal halves?



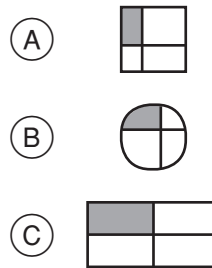
3. Which has the same number of sides?



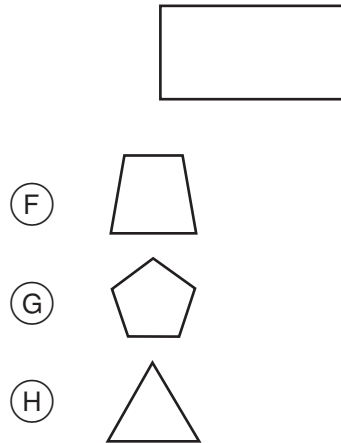
4. Which picture is split in equal fourths?



5. Which shape is a quarter shaded?



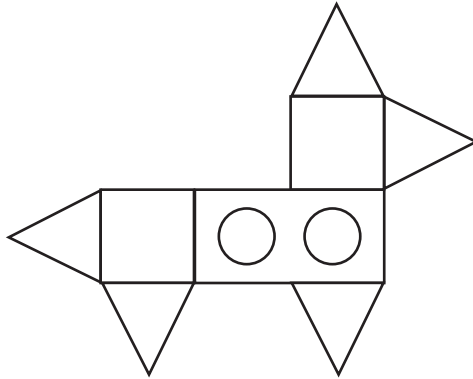
6. Which has the same number of sides?



MATHEMATICS

● Part 4: Geometry (cont.)

Directions: Use the picture to help you choose answers for numbers 7–10.



7. How many \triangle are in the picture?

- (A) 3
- (B) 4
- (C) 5

9. How many \circ are in the picture?

- (A) 1
- (B) 2
- (C) 3

8. How many \square are in the picture?

- (F) 3
- (G) 2
- (H) 1

10. How many \square are in the picture?

- (F) 1
- (G) 2
- (H) 3

Directions: For numbers 11–12, choose the best answer for the question.

11. Which shape is divided into quarters?

- (A)
- (B)
- (C)

12. Which shape is half shaded?

- (F)
- (G)
- (H)



ANSWER KEY

English Language Arts

Part 1: Reading Literature

• Page 1

1. B
2. F
3. A
4. G

• Page 2

5. C
6. G
7. C
8. F
9. B
10. H
11. C
12. H

Part 2: Reading Informational Text

• Page 3

1. C
2. H

• Page 4

3. C
4. F
5. B
6. H
7. B
8. F
9. A
10. H

• Page 5

11. B
12. F
13. C
14. F
15. A
16. F
17. B
18. G

Part 4: Language

• Page 7

1. A
2. G
3. B
4. H
5. C
6. G
7. C
8. G

• Page 8

9. A
10. H
11. A
12. H
13. B
14. F
15. B
16. H

• Page 9

17. B
18. F
19. A
20. F
21. B
22. F

• Page 10

23. C
24. H
25. B
26. H
27. C
28. F
29. B
30. H

Mathematics

Part 1: Operations and Algebraic

Thinking

• Page 11

1. B
2. F
3. B
4. H
5. B
6. G
7. A
8. H

• Page 12

9. A
10. H
11. B
12. H
13. A
14. G
15. B
16. H

• Page 13

17. A
18. F
19. B
20. H
21. A
22. G
23. B
24. G

Part 2: Number and Operations in Base Ten

• Page 14

1. B
2. H
3. A
4. G
5. B
6. G
7. A

8. G

• Page 15

9. C
10. F
11. C
12. H
13. C
14. F
15. A
16. H

• Page 16

17. B
18. F
19. A
20. H
21. B
22. F
23. B
24. G

Part 3: Measurement and Data

• Page 17

1. A
2. H
3. B
4. F
5. B
6. G

• Page 18

7. C
8. G
9. A
10. G
11. A
12. H

Part 4: Geometry

• Page 19

1. A
2. H
3. A
4. G
5. C
6. F

• Page 20

7. C
8. H
9. B
10. G
11. A
12. H