



RELEASED ITEMS

**ENGLISH LANGUAGE
ARTS
GRADE 5**

Fall 2007

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Reference List:

"All About Alligators": *from ALL ABOUT ALLIGATORS* by Jim Amosky.
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PART 1

1A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test. Use only a No. 2 pencil.

Silently read the prompt on the next page.

Use the checklist for Part 1A to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1A of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

WRITING FROM KNOWLEDGE AND EXPERIENCE

1 WRITE ABOUT THE THEME: ACCEPTANCE

Acceptance is approval of someone or something. It is allowing someone new into a group to which you belong. It is tolerance and openness.

Do **ONLY ONE** of the following:

write about a time when someone was “the new kid,”
trying to be accepted into a group

OR

explain how you or someone else helped a new person
become part of a group

OR

tell why it is important to accept others who are different

OR

write about the theme in your own way.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1A of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 1A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1A of your **Answer Document**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

1B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 1B silently.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 1B of your **Answer Document**. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLES

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

STUDENT WRITING SAMPLE #1

Item not released.

Questions 2 – 8 not released. Descriptors provided for stem and foils.

- 2 W.PS.04.01
Revise word choice
- A Synonym; question requests EXCEPTION
 - B Synonym; question requests EXCEPTION
 - C Synonym; question requests EXCEPTION
 - D Correct answer

- 3 W.PS.04.01
Identify sentence expressing opinion
- A Fact
 - B Fact
 - C Correct answer
 - D Fact

- 4 W.GR.04.01
Use apostrophe to form contraction
- A Apostrophe missing
 - B Incorrect placement of apostrophe
 - C Incorrect placement of apostrophe
 - D Correct answer

- 5 W.PS.04.01
Revise word choice
- A Changes meaning
 - B Correct answer
 - C Changes meaning
 - D Changes meaning
- 6 W.GR.04.01
Edit punctuation; commas separating modifying phrase from independent clause
- A Correct answer
 - B Comma missing; incorrect pronoun
 - C Incorrect placement of comma; incorrect pronoun
 - D Correct placement of comma; incorrect ending punctuation
- 7 W.GR.04.01
Revise to form compound sentence
- A Revision replaced periods with commas; awkward
 - B Revision changes meaning
 - C Correct answer
 - D Revision uses conjunction "and" repeatedly; awkward

- 8 W.PR.04.01
Identify writer's purpose
- A Incorrect purpose
 - B Correct answer
 - C Incorrect purpose
 - D Incorrect purpose

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

STUDENT WRITING SAMPLE #2

Many kites today are used for entertainment, but in the past it was used for many important things.

Many people in history used kites to invent things. In the 1700s, a man named Benjamin Franklin became famous for using a kite to make electricity.

After that, lots of people used electricity to make inventions like electric motors, light bulbs, and the first video player.

In the 1700s, box kites were used to measure how fast wind was going. What the temperature was. What was in the air.

Then, in 1907 a man named Alexander Graham Bell thought that kites could be used to fly. So, he built kites big enough to lift people in the air.

But in Japan, Mr. Katsutaka Murooka would send kites with video cameras to take pictures high in the sky. The pictures are displayed in a very small museum.

Today people use kites to have fun. These activities are kite sailing, kite bugging, and kite jumping. These fun activities need lots of important training and safety rules.

In our history, kites have been used to make some important inventions they are also used for fun. So some of the most funnest things can be used for the best discovors.

Questions 9–11

9 Read the sentence below.

Many kites today are used for entertainment, but in the past it was used for many important things.

What is the conjunction that connects the two sentences?

- A in
- B many
- C entertainment
- D but

10 What was the writer's purpose?

- A to persuade readers to fly kites
- B to show readers how to make a kite
- C to inform readers about the history of kites
- D to entertain readers with a story about kites

11 Read the sentence below.

These fun activities need lots of important training and safety rules.

Which word could replace need in this sentence?

- A require
- B want
- C play
- D show

PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

12 What advice would you give the writer to improve this writing sample? Why?

Use examples and details from Student Writing Sample #2 on page 9 to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 1B: CHECKLIST FOR THE PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1B of your **Answer Document**.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

NOTES/PLANNING

PART 2

2A: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2A of your **Answer Document**. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection. Choose the *best* answer for each question. You may look back at the selection as often as needed.

Questions 13 – 20 not released. Descriptors provided for stem and foils.

13 R.NT.04.03

Analyze character's action using cause/effect relationship

- A Incorrect cause
- B Incorrect cause
- C Correct answer
- D Incorrect cause

14 R.WS.04.07

Use context to determine word meaning

- A Incorrect meaning
- B Incorrect meaning
- C Incorrect meaning
- D Correct answer

15 R.NT.04.03

Analyze character's feelings using cause/effect relationship

- A Correct answer
- B Incorrect cause
- C Incorrect cause
- D Incorrect cause

- 16 R.NT.04.04
Explain meaning of figurative language
- A Incorrect meaning
 - B Incorrect meaning
 - C Correct answer
 - D Incorrect meaning
- 17 R.CM.04.02
Identify important event
- A Incorrect information
 - B Incorrect information
 - C Incorrect information
 - D Correct answer
- 18 R.NT.04.03
Identify problem
- A Incorrect problem
 - B Incorrect problem
 - C Incorrect problem
 - D Correct answer

19 R.NT.04.03
Predict character's feelings

- A Incorrect feeling
- B Correct answer
- C Incorrect feeling
- D Incorrect feeling

20 R.NT.04.03
Identify lesson

- A Correct answer
- B Incorrect information
- C Detail
- D Detail

DIRECTIONS: Read the selection. Choose the *best* answer for each question. You may look back at the selection as often as needed.

Questions 21 – 28 not released. Descriptors provided for stem and foils.

21 R.WS.04.07

Use context to determine word meaning

- A Incorrect meaning
- B Correct answer
- C Antonym
- D Incorrect meaning

22 R.NT.04.02

Identify genre; poetry

- A Incorrect genre
- B Incorrect genre
- C Incorrect genre
- D Correct answer

23 R.CM.04.02

Identify important detail related to cause/effect

- A Incorrect information
- B Incorrect information
- C Correct answer
- D Incorrect information

- 24 R.NT.04.03
Analyze character's feelings using first person point of view
- A Correct answer
 - B Opposite feeling
 - C Opposite feeling
 - D Incorrect feeling
- 25 R.NT.04.02
Identify author's purpose
- A Incorrect purpose
 - B Incorrect purpose
 - C Incorrect purpose
 - D Correct answer
- 26 R.NT.04.03
Use dialogue to analyze character's feeling
- A Incorrect feeling
 - B Incorrect feeling
 - C Correct answer
 - D Incorrect feeling

27 R.NT.04.03
Analyze character's feeling

- A Incorrect feeling
- B Correct answer
- C Incorrect feeling
- D Incorrect feeling

28 R.NT.04.03
Predict character's actions

- A Correct answer
- B Incorrect prediction
- C Incorrect prediction
- D Incorrect prediction

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 29 through 33 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

Questions 29 – 33 not released. Descriptors provided for stem and foils.

29 R.CM.04.03
Compare how themes are alike across texts

- A Correct answer
- B Incorrect theme
- C Incorrect theme
- D Incorrect theme

30 R.CM.04.03
Compare lesson across texts

- A Incorrect information
- B Correct answer
- C Incorrect information
- D Incorrect lesson

- 31 R.CM.04.03
Compare how problems are alike across texts
- A Problem in one selection; not both
 - B Incorrect information
 - C Problem in one selection; not both
 - D Correct answer
- 32 R.CM.04.03
Compare how ideas are alike across texts
- A Idea in one selection; not both
 - B Idea in one selection; not both
 - C Idea in one selection; not both
 - D Correct answer
- 33 R.CM.04.03
Compare how characters are alike across texts
- A Incorrect information
 - B Correct answer
 - C Incorrect information
 - D True for character in one selection, not both

**2B: RESPONSE TO THE
PAIRED READING SELECTIONS**

Item 34 was not scored for Fall 2007

PART 3

INDEPENDENT READING SELECTION

DIRECTIONS:

You will read a selection and answer the questions that follow. You may look back at the selection as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 3 of your **Answer Document**. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

DIRECTIONS: Read the selection "All About Alligators." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"All About Alligators"
Questions 35–42

- 35 This selection is nonfiction because it
- A shows pictures of alligators.
 - B provides facts about alligators.
 - C tells a story about alligators.
 - D is written from an alligator's point of view.
- 36 In this selection, *semi-aquatic* means to
- A be in water about half of the time.
 - B breathe under the water.
 - C be under the water at all times.
 - D swim fast in the water.
- 37 How do male alligators attract female alligators?
- A by forming holes that hold water
 - B by sliding down mud banks
 - C by producing a deep bellowing sound
 - D by climbing over things

38 Alligators submerge their bodies while stalking prey to

- A keep cool.
- B move faster.
- C attract the prey.
- D surprise the prey.

39 According to the map and the text, American alligators can be found

- A in all of the United States.
- B in fields and forests.
- C in warm, wet regions.
- D in all of the world's oceans.

40 How do alligators help their environment?

- A They live in dry places.
- B They keep waterways clear.
- C They slide down mud banks.
- D They lower the water temperature.

- 41 According to the selection, what does an alligator do when it is threatened?
- A hisses
 - B runs away
 - C shows its jaws
 - D eats its prey
- 42 Which expression describes an animal that controls its body temperature by moving about?
- A warm-blooded
 - B semi-aquatic
 - C cold-blooded
 - D meat-eating

**Scoring Key: Part 1A: Writing from Knowledge and Experience and
Part 1B: Student Writing Samples**

Item Number	Correct Answer	GLCE	Description
1	CR	W.PR.04.01	Consider audience and purpose for writing
2	D	W.PS.04.01	ID/exhibit style/voice to enhance written message
3	C	W.PS.04.01	ID/exhibit style/voice to enhance written message
4	D	W.GR.04.01	Write with or ID correct grammar and usage
5	B	W.PS.04.01	ID/exhibit style/voice to enhance written message
6	A	W.GR.04.01	Write with or ID correct grammar and usage
7	C	W.GR.04.01	Write with or ID correct grammar and usage
8	B	W.PR.04.01	Consider audience and purpose for writing
9	D	W.GR.04.01	Write with or ID correct grammar and usage
10	C	W.PR.04.01	Consider audience and purpose for writing
11	A	W.PS.04.01	ID/exhibit style/voice to enhance written message
12	CR	W.GN.04.03	Produce writing or ID info. characteristics

Scoring Key: Parts 2 A and 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
13	C	R.NT.04.03	Analyze characters' thoughts/roles/conflict
14	D	R.WS.04.07	Determine the meaning of words/phrases in context
15	A	R.NT.04.03	Analyze characters' thoughts/roles/conflict
16	C	R.NT.04.04	Explain how authors use literary devices
17	D	R.CM.04.02	Retell/summarize narrative/informational text
18	D	R.NT.04.03	Analyze characters' thoughts/roles/conflict
19	B	R.NT.04.03	Analyze characters' thoughts/roles/conflict
20	A	R.NT.04.03	Analyze characters' thoughts/roles/conflict
21	B	R.WS.04.07	Determine the meaning of words/phrases in context
22	D	R.NT.04.02	ID/describe a variety of narrative genre
23	C	R.CM.04.02	Retell/summarize narrative/informational text
24	A	R.NT.04.03	Analyze characters' thoughts/roles/conflict
25	D	R.NT.04.02	ID/describe a variety of narrative genre
26	C	R.NT.04.03	Analyze characters' thoughts/roles/conflict
27	B	R.NT.04.03	Analyze characters' thoughts/roles/conflict
28	A	R.NT.04.03	Analyze characters' thoughts/roles/conflict
29	A	R.CM.04.03	Compare/contrast relationships within/across texts
30	B	R.CM.04.03	Compare/contrast relationships within/across texts
31	D	R.CM.04.03	Compare/contrast relationships within/across texts
32	D	R.CM.04.03	Compare/contrast relationships within/across texts
33	B	R.CM.04.03	Compare/contrast relationships within/across texts
34	CR		Not Scored for Fall 2007

Scoring Key: Part 3: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
35	B	R.IT.04.01	ID/explain characteristics of informational genre
36	A	R.WS.04.07	Determine the meaning of words/phrases in context
37	C	R.CM.04.02	Retell/summarize narrative/informational text
38	D	R.CM.04.02	Retell/summarize narrative/informational text
39	C	R.IT.04.03	Explain how authors use text features
40	B	R.CM.04.04	Apply knowledge from science/social studies texts
41	A	R.CM.04.02	Retell/summarize narrative/informational text
42	C	R.WS.04.07	Determine the meaning of words/phrases in context