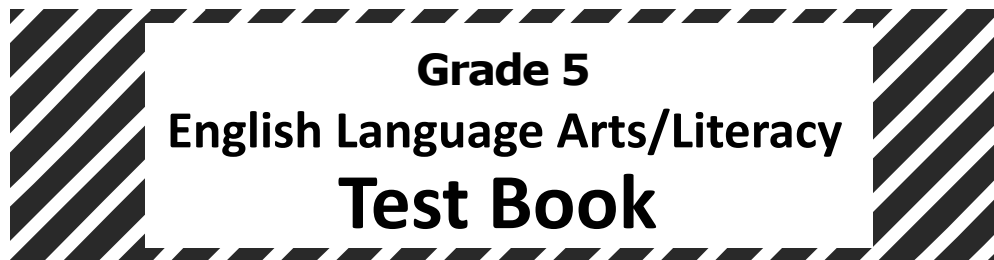


Student Name \_\_\_\_\_



Maryland Comprehensive  
Assessment Program



*Practice Test*

TEST BOOKLET SECURITY BARCODE

# Section 1

**Directions:**

Today, you will take Section 1 of the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

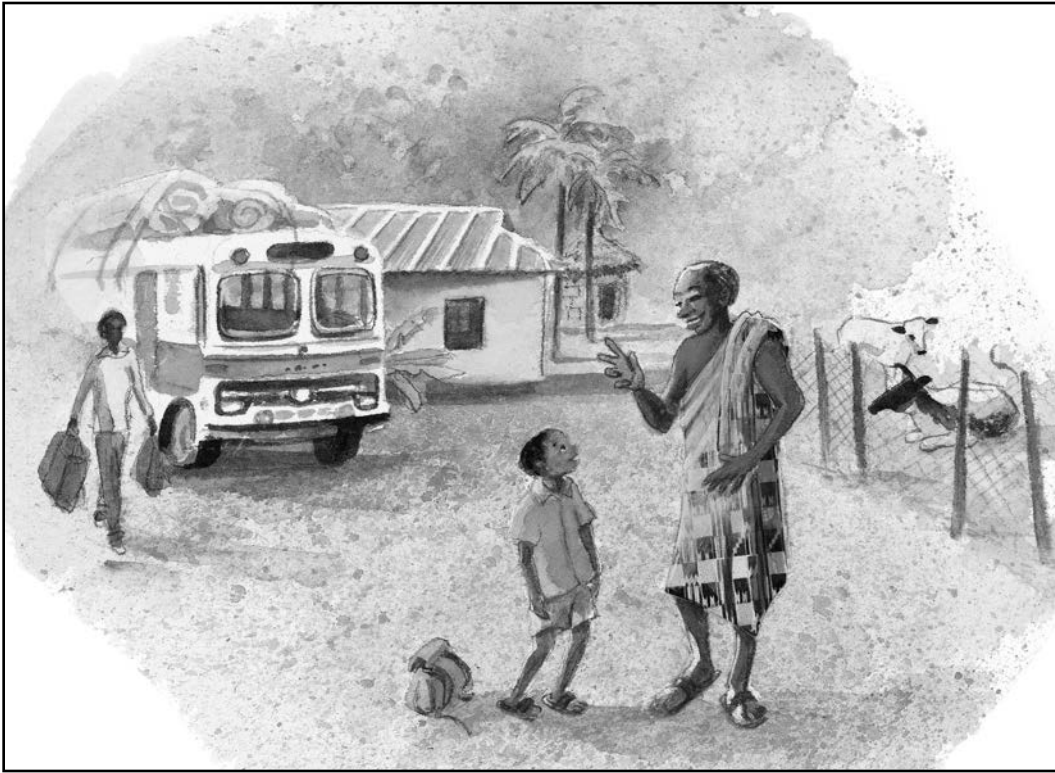
If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Read the passage. Then answer the questions.

## Two Places to Call Home

*by Jody Kapp*

- 1 Goodbye, bedroom, cozy and small. Goodbye, picture books and stuffed animals. Today I'm going home, to the place my family comes from.
- 2 Mama and I are going to Ghana. Ghana is a small country on the west coast of Africa. It is where my mother was born. This will be my first time meeting my grandmother and grandfather and my first time flying on an airplane!
- 3 Up, up we go, sailing high over the Atlantic Ocean. Outside my small window the bright blue water slowly disappears under a carpet of fluffy white clouds. The airline attendants push carts of pretzels and drinks up and down the tiny aisles. They give us bags of sweet-smelling lotion, eye masks to help us sleep on the long flight, and headphones. When I plug the headphones into the special arm of my seat, I hear music playing—a symphony above the clouds.
- 4 Slowly we land in the night. My mother and I step out and breathe in our country. As the warm, moist air greets us, Mama sighs, "Ah, what sweetness!"
- 5 We climb aboard a rickety old bus and travel to my grandparents' home. The dust from the road swirls up through the open windows and dances around our heads. Grandfather is waiting for us outside the cattle fence. He calls out to me, "Tall boy, you've grown faster than the trees in my yard."



Adapted from "Two Places to Call Home" by Jody Kapp,  
illustrated by Christy Hale, Ladybug, March 2014

- 6 He reaches down and wipes the dust from my sandals. He's wearing an outfit that looks like a dress. It's called a kente cloth. This is a special kind of clothing the people of Ghana wear whenever there's something to celebrate. But it's much more interesting than a suit jacket or a fancy dress. It's a book you wear! Every shape and color on the cloth is chosen to tell a story to those who see it.
- 7 For my visit, Grandfather has made a special story cloth to wear. He's chosen a pattern of gold squares and black zigzags. In kente, the color gold stands for strength, and black means family. When gold and black are woven together in a dress, they tell all who see it how important the strength of a family is. Grandfather winks at me as I run my hand over the bright cloth. He thinks I'm important, too.
- 8 Grandmother hears our voices. She rushes out of her round mud hut and greets me with a big bear hug. She's spent all morning preparing a welcome meal for us called tee zed, which means "hot food." First she ground rice, corn, and peanuts into flour. Then she rolled the flour into little balls and cooked them in boiling water until they thickened like oatmeal that has been left sitting in a pan. She shows me how to dip the balls into a stew of yams, onions, and goat meat. I've never eaten goat meat before. At first I'm afraid to try it, but I'm glad I do. It has a nice sweet flavor.

- 9 The next day Grandmother buckles me into her little white van and we head for Accra. Here there's a big market where she'll sell the plump red tomatoes she's grown in her garden. It's a busy place. My ears are filled with the sound of plantains frying on an open grill and the happy shouts of boys and girls playing soccer.
- 10 It's fun watching the women with their big hats and baskets weave through the maze of bicycles like brightly colored toy tops. They smile at me and say, "Maakye," which means "hello." Grandmother takes my hand in hers and swings it back and forth as we walk along. She tells me, "Beautiful boy, we'll remember these moments for many years."
- 11 The week has passed too quickly, and the time has come to say goodbye. At the airport Grandmother gives me an extra long hug for the extra long trip. Grandfather kneels down and hands me a small package. It's my very own kente cloth scarf to wear at home! He's woven little hearts onto a black background to tell me and everyone who sees it the story of my family's love. I'll think of Ghana often. It's good to have two places to call home.
- 12 Goodbye, warm yellow huts and shiny tin roofs. Goodbye, bold red skirts and gentle dirt beneath my feet. Today I'm going home, to the place I come from.

"Two Places to Call Home" by Jody Kapp, Copyright 2014 by *Ladybug*.  
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- 1 What is the meaning of the phrase **breathe in our country** as it is used in paragraph 4?
- A to smell the air near the airplane
  - B to take a break after the long trip
  - C to experience their surroundings
  - D to clear the dust from their faces

2 **Part A**

Which word **best** describes how the narrator's mother feels about being back in Ghana?

- A uneasy
- B delighted
- C hopeful
- D disappointed

**Part B**

Which sentence from the passage **best** supports the answer in Part A?

- A "Mama and I are going to Ghana." (paragraph 2)
- B "It is where my mother was born." (paragraph 2)
- C "Slowly we land in the night." (paragraph 4)
- D "As the warm, moist air greets us, Mama sighs, 'Ah, what sweetness!'" (paragraph 4)

- 3 Which phrase from paragraph 6 explains why the author describes his grandfather's kente cloth as a **book you wear**?
- A "This is a special kind of clothing. . . ."
  - B ". . . there's something to celebrate."
  - C ". . . it's much more interesting. . . ."
  - D ". . . to tell a story . . ."
- 4 Which **two** paragraphs **best** show the differences between the narrator's home and the houses in Ghana?
- A paragraph 1
  - B paragraph 5
  - C paragraph 7
  - D paragraph 10
  - E paragraph 12
- 5 Which quotation from the passage **best** supports the idea that the narrator feels lucky to have family in Ghana?
- A "They smile at me and say, 'Maakye,' which means 'hello.'" (paragraph 10)
  - B "Grandmother takes my hand in hers and swings it back and forth as we walk along." (paragraph 10)
  - C "The week has passed too quickly, and the time has come to say goodbye." (paragraph 11)
  - D "It's good to have two places to call home." (paragraph 11)

- 6 Read the sentence from paragraph 10 of the passage.

It's fun watching the women with their big hats and baskets weave through the maze of bicycles like brightly colored toy tops.

Why does the narrator compare the women to toy tops?

- A to show how they move around the market
- B to show how they sell their goods
- C to show how they watch the soccer game
- D to show how they grow vegetables in the garden

7 **Part A**

At the end of the trip, the narrator describes his grandparents' house as "warm" and "yellow." However, at the beginning of the trip, the narrator describes the house as

- A cozy and small.
- B round and muddy.
- C rickety and old.
- D messy and dark.

**Part B**

Why did the narrator's description of the house **most likely** change?

- A He began to think of the house as his home.
- B He finally saw the colors around him.
- C He was reminded of his bedroom.
- D He was told the meaning of *tee zed*.



**8 Part A**

Select the sentence that **best** describes a theme of the passage.

- A** Traveling brings exciting experiences.
- B** Relatives care for one another even when living far apart.
- C** Acceptance of other people's cultures is important.
- D** A gift can improve a person's mood during sad times.

**Part B**

Which quotation from the passage **best** supports the theme in Part A?

- A** "When I plug the headphones into the special arm of my seat, I hear music playing—a symphony above the clouds." (paragraph 3)
- B** "The dust from the road swirls up through the open windows and dances around our heads." (paragraph 5)
- C** "He's woven little hearts onto a black background to tell me and everyone who sees it the story of my family's love." (paragraph 11)
- D** "Goodbye, bold red skirts and gentle dirt beneath my feet." (paragraph 12)

Read the passage “Elephant Talk.” Then answer the questions.

## Elephant Talk

*by Jack Myers*

- 1 Elephants are highly social animals. In Africa they live together in groups of related females with their calves, often led by the grandmother of the family. When the males reach their teens they become independent. Adult males live in separate bachelor herds, or alone, or visiting with many families.
- 2 Scientists naturally expected that animals living so closely together would have a lot of communication. They had listened to sounds of an elephant herd. But until recently no one had heard what could be called elephant talk.
- 3 Katy Payne is a scientist in the Bioacoustics Program of the Laboratory of Ornithology at Cornell University. The laboratory is famous for its study of birds. The program was started to study bird songs but has gone on to many other animal sounds. That’s the bioacoustics part.
- 4 Katy had been studying the songs and other sounds of whales. She was curious also about other big social animals and was excited when she got a chance to spend a week with elephants of the zoo in Portland, Oregon.
- 5 She spent every day of that week watching and listening to elephants. “Elephants may not have been the only interesting animals in the zoo, but I had eyes, or ears, only for them,” she wrote later.
- 6 She also learned from the keepers, who told her about some of the things elephants had done. She began to think of those elephants as individuals, each with its own personality.
- 7 Katy had gotten hooked on elephants. On her way home from that first experience, she realized how little she had learned about elephant talk.
- 8 Could it be that the elephants were talking in sounds that her ears couldn’t hear? Some whales are known to do that. And she remembered several times in the elephant house when she had felt a throbbing in the air—something she felt but couldn’t hear.

**Infrasound**

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Columbus, Ohio

**Katy Payne records the sounds of elephants.**

- 9 In a few months Katy and two friends were back at the elephant house with special microphones and tape recorders. While the recorders were running, the researchers watched and kept records of what was going on.
- 10 When she got home Katy told other scientists of the program about her idea. They encouraged her and found equipment she could use to record infrasound—sound below the frequency that human ears can hear.
- 11 In the laboratory they played back the tapes, but at ten times the recording speed. That increased the frequency of the recorded sounds so people could hear them. Now there was a lot to hear—Katy says it sounded something like a bunch of cows in a barn. She had learned how to listen to elephant talk.
- 12 Now that Katy had learned about infrasound, she wondered how wild African elephants actually talked to one another. That question took her to East Africa and the Amboseli Park of Kenya.



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**A newborn calf with its mother. When the calf was born, the herd became excited and made many calls.**

- 13 There she teamed up with two other scientists, who knew each of the several hundred elephants of the park. By watching elephants while recording their sounds, the team was able to figure out several different calls.
- 14 When two related elephant families met, there was a lot of excitement, with trumpeting, screaming, and special rumbles of greeting. There's a let's-go call used by an elephant that seemed to want the family to get moving. There were contact calls used by an elephant that had wandered off and wanted to locate her family. In response there were answering calls from the family.
- 15 Katy could hear the calls of nearby elephants because they include some higher-frequency sounds. These calls don't travel as far as infrasound does.
- 16 She also recorded many distant, low-frequency calls. She guessed that the elephants relied upon these infrasonic calls for long-range communication.
- 17 To find out whether the guess was right, the team reversed procedure. They used loudspeakers mounted on a truck to play back elephant recordings while they watched a group of elephants from a tower at a watering hole.

- 18 When an elephant heard a distant call, it had a special “listening” response. It stood still, spread its ears, and moved its head from side to side as if locating the direction of the call. By moving the loudspeakers to different locations, the researchers found that elephants stopped to listen to calls played back from more than a mile away.

### **The Cool Evenings**

- 19 They also found that elephants do most of their calling in late afternoon or early evening. At that time the ground is cooling. The air above forms a cool layer close to the ground. That layering of air creates a kind of “sound channel” that can carry sounds for great distances. Then calls probably can be heard by elephants even as far as five miles away.
- 20 The curiosity and hard work of Katy Payne has led to the beginnings of an understanding of how elephants talk to one another. Now she is really hooked on elephants.

"Elephant Talk" by Jack Myers. Copyright 2015 by *Highlights for Children*. Reproduced with permission of *Highlights for Children* via Copyright Clearance Center.

- 9** The phrase **hooked on elephants** is used in paragraphs 7 and 20 to show that Katy
- A** has developed a passion for studying elephants.
  - B** has moved onto studying other social animals.
  - C** is interested in studying all social animals.
  - D** will study other animals similar to elephants.
- 10** Why does the author include paragraphs 1 and 2 in the passage?
- A** to explain that elephants have more ways to communicate with each other than humans
  - B** to connect known information about the social behaviors of elephants with the new discovery of elephant talk
  - C** to prove that some elephants prefer living alone to living in a herd
  - D** to describe how the social behaviors of female elephants are different from those of male elephants

**11 Part A**

Based on the passage, which statement **best** explains why Katy Payne will continue to study elephants?

- A** She is working with other scientists who study elephants.
- B** She travels to Oregon and Kenya to do research.
- C** She researches in the laboratory and the wild.
- D** She is in the early stages of learning about elephants.

**Part B**

Which **two** quotations **best** support the answer in Part A?

- A** ““Elephants may not have been the only interesting animals in the zoo, but I had eyes, or ears, only for them. . . .” (paragraph 5)
- B** “On her way home from that first experience, she realized how little she had learned about elephant talk.” (paragraph 7)
- C** “There she teamed up with two other scientists, who knew each of the several hundred elephants of the park.” (paragraph 13)
- D** “To find out whether the guess was right, the team reversed procedure.” (paragraph 17)
- E** “The curiosity and hard work of Katy Payne has led to the beginnings of an understanding of how elephants talk to one another.” (paragraph 20)

**12** Based on the passage, which factors are related to when elephants do most of their calling?

- A** the distance between elephant herds and other animals
- B** the volume and direction of sounds
- C** the number of elephants and their newborn calves
- D** the temperatures of the ground and air

**13** What do the first picture and the information in the passage **best** help the reader understand?

- A** the amount of time Katy spent recording elephant sounds
- B** when Katy became interested in elephant sounds
- C** how Katy records elephant sounds
- D** the reason Katy chose to study elephant sounds

**14 Part A**

Based on the passage, what is one way elephants are similar to humans?

- A** Male elephants live apart from the herd.
- B** When related elephants meet, they use many different calls.
- C** Elephants do most of their calling at certain times of the day.
- D** Elephants have their own characteristics.

**Part B**

Which quotation from the passage **best** supports the answer in Part A?

- A** "Adult males live in separate bachelor herds, or alone, or visiting with many families." (paragraph 1)
- B** "She began to think of those elephants as individuals, each with its own personality." (paragraph 6)
- C** "In response there were answering calls from the family." (paragraph 14)
- D** "Katy could hear the calls of nearby elephants because they include some higher-frequency sounds." (paragraph 15)



- 15** Which **two** statements **best** describe how Katy Payne’s research at the zoo led to her discovery in Kenya?
- A** She spent lots of time studying the elephants in the zoo in Portland.
  - B** She was interested in the communication of other animals.
  - C** She felt sound that humans could not hear.
  - D** She learned about infrasound with the help of other researchers.
  - E** She teamed up with other scientists in Kenya.

**16 Part A**

What are **two** main ideas from “Elephant Talk”?

- A** Elephants talk to one another for many reasons.
- B** Elephants in the wild talk just as those that live in zoos.
- C** Scientists used different methods to understand elephant talk.
- D** Elephants only talk at certain times of the day.
- E** Scientists studied birds and elephant talk in the wild.

**Part B**

Which **two** quotations **best** support the answer to Part A?

- A** “Elephants are highly social animals. In Africa they live together in groups of related females with their calves, often led by the grandmother of the family.” (paragraph 1)
- B** “She also learned from the keepers, who told her about some of the things elephants had done.” (paragraph 6)
- C** “Could it be that the elephants were talking in sounds that her ears couldn’t hear?” (paragraph 8)
- D** “By watching elephants while recording their sounds, the team was able to figure out several different calls.” (paragraph 13)
- E** “There’s a let’s-go call used by an elephant that seemed to want the family to get moving.” (paragraph 14)



## Section 2

**Directions:**

Today, you will take Section 2 of the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

**Today you will read a passage from *Dear Mrs. Ryan, You're Ruining My Life* as well as a passage from *Courage for Beginners*. You will answer questions and then write a response.**

Read the passage from *Dear Mrs. Ryan, You're Ruining My Life*. Then answer the questions.

from *Dear Mrs. Ryan, You're Ruining My Life*

by Jennifer B. Jones

- 1 We easily made it to our seats before the bell rang.
- 2 Mom slipped quietly into our room during morning announcements.
- 3 "Harvey, would you like to introduce your mother to us?" Mrs. Perkins asked after we said the pledge.
- 4 Not really, I wanted to say. We'd been working on character education all year, so it was only natural that an honest response popped into my head. But I've learned there are times when honesty is not the best policy. If adults want kids to be honest, they need to be careful what they ask.
- 5 "I think everybody knows my mom," I said politely.
- 6 "I haven't had the pleasure of meeting her," Mrs. Perkins said. Mrs. Perkins was new in town and finishing the school year for my regular fifth-grade teacher, who had moved away when her husband was transferred.
- 7 "Sorry," I mumbled and stood up by my desk. "Mom, this is Mrs. Perkins. Mrs. Perkins, everybody, this is my mom, Leslie Ryan, the author of *The Skunk Who Came for Dinner* and all that other stuff."
- 8 "Well, Harvey," Mom said, grinning, "you don't have to sound so pleased."
- 9 Everybody laughed. I smiled and bobbed my head around, pretending to be amused.
- 10 "Harvey is right. All of you have probably heard me speak at least once. Instead of speaking to you today, I thought we'd try something a little different."
- 11 Different? I thought. Uh-oh. What's she going to throw at me now?
- 12 "Today," she was saying, "I'd like you to talk to me. Tell me what it is you like about the books you read."

- 13 Nobody said anything for almost a full minute. I guess they were surprised Mom wasn't there to entertain them. She wanted them to do some thinking. Mrs. Perkins started to look embarrassed as the time stretched on, but not Mom.
- 14 "What book are you all reading as a class right now?" she finally asked.
- 15 "*Skinnybones!*" everyone shouted all together.
- 16 "Wow!" Mom took a step backward as if they'd surprised her. "It sounds as if you like it. Why?"
- 17 And answers flew from all directions. "It's funny. It's about baseball. It's *short*." Mom laughed at that last one.
- 18 "When did you first know you were going to like *Skinnybones*?"
- 19 Some people said, "On the first page." Others said, "Right at the beginning." Without meaning to I blurted out, "Right from the very first sentence." I looked around quickly, but no one was paying attention to me.
- 20 "Yes," Mom nodded. "That's why the beginning is the most important part of a book."
- 21 Then she asked more questions about the books the kids were reading on their own. And except for Bethany not wanting to shut up about a book she was reading about the royal family, things went well. I looked at the clock and realized Mom would have to leave in a few minutes so we could go to our morning special. I was home safe.
- 22 Then I heard Mrs. Perkins say, "Perhaps Mrs. Ryan would answer a few questions before she leaves."
- 23 Mom nodded, and several hands shot in the air.
- 24 The first couple questions were, "How long does it take you to write a book?" and "How much money do you get?"
- 25 Stuff everybody wants to know, right? And her answer to both was, "It varies."
- 26 Please go home now, Mom.
- 27 But Mom called on Bethany. "Where do you get your ideas?" Bethany asked.
- 28 "My best ideas come from real life, from things that happen to me, or to people close to me."

- 29 I couldn't believe she said it. But she did it every time. See, the main characters in all Mom's books are always boys my age. It only takes a bear with very little brains to figure out which people close to her give her the best ideas. I could feel the kids turning to look at me.
- 30 Bethany was grinning as if she'd just sold a best-seller herself. "Do you ever put things that Harvey has done in your books?"
- 31 There it was, the question I'd been dreading. Everybody already knew the answer, but they had to ask anyway. I felt my face getting warm, and I hoped I wouldn't barf and make everything worse.
- 32 Seal tried to rescue me. "Come on, guys. Harvey's life isn't that interesting."
- 33 Everyone laughed. I looked at Seal. Our eyes connected, and I gave her a grateful nod.
- 34 But Bethany wasn't through yet. She was waving her whole arm around and didn't wait to be called on before blabbing out, "But Mrs. Ryan, didn't Harvey catch an intruder in your house by throwing a load of wet laundry down the stairs on top of him, just like in your book *That Wraps It Up?*"
- 35 I groaned. I wanted to slide right under my desk, right out of the room and right off the face of the earth.
- 36 Mom laughed. "No, thank goodness," she said. "But that story is a perfect example of how truth can be turned into fiction."

*Dear Mrs. Ryan, You're Ruining My Life* by Jennifer B. Jones. Copyright 2004 by Walker & Company. Reproduced with permission of CLA, the Copyright Licensing Agency, LTD via the Copyright Clearance Center.

**1 Part A**

How do paragraphs 3 through 11 **mainly** contribute to the overall structure of the passage from *Dear Mrs. Ryan*?

- A** They provide details about the setting.
- B** They introduce the main problem.
- C** They describe the major characters.
- D** They express the theme.

**Part B**

Which **two** details from the passage **best** support the answer to Part A?

- A** “Not really, I wanted to say.” (paragraph 4)
- B** “But I’ve learned there are times when honesty is not the best policy.” (paragraph 4)
- C** “‘I think everybody knows my mom,’ I said politely.” (paragraph 5)
- D** “Mrs. Perkins was new in town and finishing the school year for my regular fifth-grade teacher, who had moved away when her husband was transferred.” (paragraph 6)
- E** “‘Harvey is right. All of you have probably heard me speak at least once.’” (paragraph 10)
- F** “Uh-oh. What’s she going to throw at me now?” (paragraph 11)

- 2** In paragraph 36 of *Dear Mrs. Ryan*, what does Mrs. Ryan mean when she says the story about the intruder **is a perfect example of how truth can be turned into fiction**?

- A** Harvey has not been honest with his classmates about an incident at home.
- B** Harvey’s classmates should try to write stories about their own similar experiences.
- C** Her story is based on a real event, but she has changed some of the details of the event.
- D** A story may be true when told the first time, but it becomes less true over time.

**3 Part A**

Which statement about Mrs. Ryan is **best** supported in the passage from *Dear Mrs. Ryan*?

- A** She is nervous when speaking in front of a large group.
- B** She has spoken to Harvey's classes before about her work as a writer.
- C** She is hurt that the students like *Skinnybones* more than a book that she wrote.
- D** She is more interested in the other students' ideas than in Harvey's.

**Part B**

Which **two** sentences from the passage **best** support the answer to Part A?

- A** "'All of you have probably heard me speak at least once.'" (paragraph 10)
- B** "'Wow!' Mom took a step backward as if they'd surprised her." (paragraph 16)
- C** "'When did you first know you were going to like *Skinnybones*?'"  
(paragraph 18)
- D** "I looked around quickly, but no one was paying attention to me."  
(paragraph 19)
- E** "Then she asked more questions about the books the kids were reading on their own." (paragraph 21)
- F** "But she did it every time." (paragraph 29)

Read the passage from *Courage for Beginners*. Then answer the questions.

from *Courage for Beginners*

by Karen Harrington

- 1 I don't know much, but I do know people stop to look at unusual things. People slow down to look at car accidents. People pull out their cameras to snap pictures of orange sunsets. People lie on the grass in the dark if a news reporter says you might spot a meteor shower after midnight.
- 2 Maybe I look unusual right now. I probably do, but then, how could I stop to look at myself? That would be a trick.
- 3 I could be a painting in a museum. *Girl Who Sits by a Window*.
- 4 Museumgoers in colorful summer sandals would walk by my picture frame and say, *Here is an odd red-haired girl sitting by her window. What is she waiting for? What is she looking at? What are we looking at?*
- 5 In school I learned that if you are really quiet, people will think you are smart. This is another trick. I'm not smart. I just can't stop thinking.
- 6 I sit here motionless and still. Thinking. There is nothing else to do.
- 7 Most people aren't stuck inside their boring houses all the livelong day.
- 8 I am. That alone makes me unusual.
- 9 Dad is at work and Mama is in her room with the door closed and I have no idea about Laura. Mama just painted her walls Seafoam Green in preparation for another mural, and I wouldn't want to be in there if I was her, because of the fresh paint smell. But Laura is probably sidled up next to Mama on her bed, discussing whether the new mural should be a tree or teddy bears at a picnic or teddy bears at a picnic under a tree. As for me, I told Mama to quit changing the mural scene on my wall. I'm just fine with her version of the *Mona Lisa*, which we call the *Faux-na Lisa*. So far, she's left it there. She is starting on a forest in the hallway. For once in my life, I'm thankful none of my friends come over. Actually, that my one friend doesn't come over. There is only one. But I would die a thousand deaths of embarrassment if he saw all Mama's paintings. A portrait of SpongeBob is displayed over the hallway toilet. How do you explain that? Maybe it's just another unusual thing about my life.
- 10 The thing to do is move away from the window and stop looking at the street. It's getting hot, and I can already tell this August afternoon is going to be a heat-down, beat-down. It's my turn to water the backyard vegetables. They are



probably screaming for me now. *Help! Help us!* If vegetables could scream, that is. But I have to wait for Woman Who Goes Somewhere to walk by our house. I need to take her picture and solve the mystery of where she is going before I get in trouble again.

- 11 Around the Fourth of July, I'd gotten the grounding of my life for taking pictures of Woman Who Goes Somewhere. Every flip-flop day of the summer, this woman has walked past my house, slow and steady and always in some weird outfit. Long baggy pants. Neon-yellow shirts. A parka! Let me tell you this: No one in Texas needs a parka. Nothing about this woman says she's a professional walker. And I know what they look like. There are two power walkers on our block who wear black-and-green warm-ups and put their hair up in tight ponytails. That is what they are supposed to do. Not Woman Who Goes Somewhere. Her hair is usually wild and disorganized. She doesn't carry a purse. She doesn't have anyone with her. She strolls to the beat of her own music. Where is she going? I have my theories. There are a lot of things going on in the big, wide world. Dangerous things. Adventurous things. Unusual things.

*Courage for Beginners* by Karen Harrington. Copyright 2014 by Little, Brown Books for Young Readers. Reproduced with permission of Hachette Book Group, Inc. via the Copyright Clearance Center.

**4 Part A**

Based on paragraphs 10 and 11 of *Courage for Beginners*, how does the narrator **most likely** feel about Woman Who Goes Somewhere?

- A** worried
- B** pleased
- C** annoyed
- D** curious

**Part B**

Which quotation from the passage **best** supports the answer in Part A?

- A** “But I have to wait for Woman Who Goes Somewhere to walk by our house.” (paragraph 10)
- B** “I need to take her picture and solve the mystery of where she is going before I get in trouble again.” (paragraph 10)
- C** “Around the Fourth of July, I’d gotten the grounding of my life for taking pictures of Woman Who Goes Somewhere.” (paragraph 11)
- D** “Her hair is usually wild and disorganized. She doesn’t carry a purse.” (paragraph 11)

- 5** In paragraph 11 of the passage from *Courage for Beginners*, the narrator says **Nothing about this woman says she’s a professional walker**. This means that the woman

- A** listens to music while she walks.
- B** does not like to walk with other people.
- C** moves too slowly when she walks.
- D** is not serious and focused when she walks.

Refer to the passages from *Dear Mrs. Ryan* and from *Courage for Beginners*. Then answer the questions.

- 6 What is one **difference** between Harvey in *Dear Mrs. Ryan* and the narrator in *Courage for Beginners*?
- A Harvey is concerned about what his classmates will think of him, while the narrator's main concern is how to spend her time alone.
  - B Harvey is concerned about whether Mrs. Perkins likes his mother, while the narrator's main concern is when she can make more friends.
  - C Harvey is concerned about when his mother will visit his class again, while the narrator's main concern is why her mother gives her sister more attention.
  - D Harvey is concerned about Mrs. Perkin's opinion of him, while the narrator's main concern is how to get along better with her sister.

- 7 Both Harvey in the passage from *Dear Mrs. Ryan* and the narrator in the passage from *Courage for Beginners* are embarrassed by their parents. Write a response that explains how the narrators react differently to when their parents embarrass them. Be sure to use details from **both** passages to support your ideas.



## Section 3

**Directions:**

Today, you will take Section 3 of the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

**Today you will read the passages “High-Flying Simone Biles” and “Dancers on Wheels.” Then you will answer questions about the passages and write a response in which you analyze both texts.**

Read the passage “High-Flying Simone Biles.” Then answer the questions.

## High-Flying Simone Biles

*by Marty Kaminsky*



Sport In Pictures / Alamy Stock Photo

- 1 The crowd stirs as 16-year-old gymnast Simone Biles mounts the balance beam at the 2013 World Artistic Gymnastics Championships in Belgium.
- 2 The beam is 4 feet high, 16 feet 5 inches long, and only 4 inches wide. Walking across its surface would be a challenge for most people, but Simone must do far more than that to earn a gold medal. During her 90-second performance, Simone must leap high in the air, spin completely around on one foot, and execute handsprings and flips without falling off the beam or landing awkwardly.

- 3 To start her routine, the 4-foot-8-inch athlete pirouettes<sup>1</sup> on one foot two and a half times, then pulls off a flawless split leap. The audience gasps with each move, but Simone is calm as she dances on the beam. She completes her routine with a full twisting double back<sup>2</sup>. After flying high through the air, Simone lands on her feet, and the crowd roars.
- 4 The judges are impressed, too, rewarding Simone with her first All-Around title.

### **Making Her Mark**

- 5 Since then, Simone has taken the gymnastics world by storm. She is the first female to win three straight All-Around World Championships, earning a total of 14 medals, 10 of them gold. Now, at age 19, she is the most decorated American female gymnast in World Championship history.
- 6 At the 2016 Olympics in Rio de Janeiro, Brazil, Simone added five medals to her total: golds in team, individual all-around, vault, and floor exercise, and bronze on beam.

### **Talent at a Young Age**

- 7 Life was not always easy for Simone. Her birth mother was unable to care for her children. Simone's grandparents, Ron and Nellie Biles, adopted Simone and her younger sister, Adria. Their new dad and mom moved the girls from Ohio to their home in Texas.
- 8 Simone loved to climb their five-foot-high mailbox and somersault to the ground. On a field trip with her daycare class, six-year-old Simone was introduced to her sport at Bannon's Gymnastix. In no time flat, she started copying the gymnasts, drawing the attention of the instructors.
- 9 "I loved the idea of flipping around, and the center saw something in me, so they sent home a letter to my parents encouraging me to join," Simone explains. "Right from the start, I was fearless and willing to try anything and everything."
- 10 Simone advanced quickly. At age seven, she began performing competitively. In 2011, she placed first on vault and balance beam at the American Classic. Her debut as an international gymnast was in March 2013 at a World Cup event.

### **Bubbly and Genuine**

- 11 Simone is known for her power and upbeat personality. She often plays to the crowd, flashing a big smile as she performs in the floor exercise.

<sup>1</sup>**pirouettes:** whirling the body in a quick motion

<sup>2</sup>**double back:** tumbling backwards in a somersault twice in a row

- 12 In order to master the variety of skills needed to excel at the four events in her sport, Simone trains five to six hours a day, year-round.
- 13 Simone's coach, Aimee Boorman, appreciates her hard work and personality. "Simone is bubbly. She loves to laugh, is genuine and real. When she wins and is given flowers on the medal podium, she searches out the shyest child in the crowd and gives her the flowers."
- 14 How does Simone handle the pressures of life as an athlete? "It is important to embrace the moment," she says. "Remember to have as much fun as you can, but keep in mind, win or lose, you still have your whole life ahead. You can achieve anything that you put your mind to."

"High-Flying Simone Biles" by Marty Kaminsky. Copyright 2016 by Highlights for Children, Inc. Reproduced with permission of Highlights for Children, Inc. via Copyright Clearance Center.



- 1 What is the meaning of the phrase **saw something in me** as it is used in paragraph 9 of the passage “High-Flying Simone Biles”?
- A noticed a promising ability
  - B admired a challenging action
  - C recognized an improvement
  - D observed an interest

2 **Part A**

What are **two** points that the author emphasizes in the passage “High-Flying Simone Biles”?

- A Simone has traveled around the world as a professional athlete.
- B Simone shows her dedication to gymnastics through her hard work.
- C Simone has a natural talent that she has mastered professionally.
- D Simone focuses on introducing gymnastic moves during her routines.
- E Simone appreciates the support she receives from her fans.

**Part B**

Which **two** quotations from the passage **best** support the answer to Part A?

- A “To start her routine, the 4-foot-8-inch athlete pirouettes on one foot two and a half times. . . .” (paragraph 3)
- B “Life was not always easy for Simone.” (paragraph 7)
- C “At age seven, she began performing competitively.” (paragraph 10)
- D “She often plays to the crowd, flashing a big smile as she performs in the floor exercise.” (paragraph 11)
- E “. . . Simone trains five to six hours a day, year-round.” (paragraph 12)

**3 Part A**

In paragraph 5 of the passage “High-Flying Simone Biles,” the phrase **taken the gymnastics world by storm** shows that Simone Biles has

- A** been recognized as an outstanding gymnast.
- B** introduced new ideas to other gymnasts.
- C** made gymnastics competitions more exciting.
- D** proven that gymnastics involves many skills.

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- A** Simone has shown she knows common floor exercise movements.
- B** Simone uses a full twisting double back to end her routine on the beam.
- C** Simone makes the audience gasp with each move she makes.
- D** Simone has earned many championship medals at a young age.

Read the passage “Dancers on Wheels.” Then answer the questions.

## Dancers on Wheels

by Janeen R. Adil

- 1 Annie had her first dance lesson when she was 9 years old and in third grade. The students watched her come in, and even the grownups looked at her. She heard people whisper, “That girl can’t dance. She can’t even walk.”
- 2 Annie knew they were wrong, and so did her teacher. They knew that dancing, just like painting or playing music, comes from the heart. Annie didn’t need to move her feet—she could dance by moving her strong arms and body. Her wheelchair would become part of the dance.
- 3 Every week, Annie went to her dance lesson with Miss Karen. First Annie warmed up her muscles by stretching up and down and side to side. Then her teacher put on some music. When the music was fast, Annie loved to twirl, spinning her wheelchair in circles. When the music was slow, Annie moved her arms like a graceful swan.
- 4 Annie practiced for months to get ready for a dance show. She picked out her own music and costume. When the big night finally came, Annie was nervous but excited, too. When it was her turn, she gave Miss Karen a happy smile and thought proudly, “I am a dancer!” Then Annie wheeled out onto the stage and began to dance.
- 5 Kitty Lunn is someone who understands Annie’s experience. She was 8 when she decided to be a dancer. By the time she was 15, Kitty was dancing with the New Orleans Civic Ballet. She studied with famous teachers and danced in widely-known ballets such as *Swan Lake* and *The Nutcracker*. When she was older, Kitty moved to New York City, where she worked as an actress and a dancer. She was getting ready to perform in her first Broadway show when her life changed forever.
- 6 While hurrying to rehearsal, Kitty slipped on some ice. She fell down a flight of stairs and broke her back. The accident left her a paraplegic. This means she can move her arms and body but not her legs. It also means that Kitty now uses a wheelchair to get around.
- 7 At first, Kitty thought her life as a dancer was over. Then she learned something important. “The dancer inside me,” she says, “didn’t know or care that I was using a wheelchair. She just wanted to keep dancing.” So Kitty found a way to continue doing what she loved.

- 8 In 1994, Kitty Lunn started Infinity Dance Theater. Its members are dancers with and without disabilities. They use movements from ballet, modern dance, and jazz. Like some of the other dancers, Kitty uses a special lightweight wheelchair.



Photo by Eric Stephen Jacobs; Kitty Lunn and Michelle Gallacher in "The Dancer Within" by Kitty Lunn

- 9 When the 1996 Olympics were held in Atlanta, Georgia, Kitty was there. She performed a dance called "Inside My Body There Is a Dancer." This title is a good description of what Kitty believes.
- 10 The Infinity dancers perform all over the world. They also help dance teachers learn to work with students who have disabilities.
- 11 There are many other dance companies that include both wheelchair and standing dancers. Each of them would agree with Kitty's advice when she says, "Listen to the dancer in your heart." There's always a way to dance!



Paul B. Goode; Alison Cook-Beatty and Kitty Lunn in Cook-Beatty's  
Touched by Fire

A dancer joins Kitty Lunn onstage in a dance called "Touched by Fire."

"Dancers on Wheels" by Janeen R. Adil. Copyright 2004 by Cobblestone Publishing Company. Reproduced with permission of Cobblestone Publishing Company via Copyright Clearance Center.

- 4 In the passage “Dancers on Wheels,” how does the author use the stories of two different dancers to support a key idea in the passage?
- A by giving examples of dancers at different times in their lives
  - B by highlighting dancers who might have given up but chose to carry on
  - C by emphasizing that a personal style of dance may change over time
  - D by suggesting that early dance talent must be perfected over time

5 **Part A**

What are **two** main ideas of the passage “Dancers on Wheels”?

- A People can overcome challenges to do what they enjoy doing.
- B Competing takes determination and many years of practice.
- C Many dancers can perform to different styles of music.
- D Dance is a form of expression that cannot be limited by disability.
- E It is impolite to show a lack of understanding toward someone.

**Part B**

Which **two** quotations from the passage **best** support the answers to Part A?

- A “She heard people whisper, ‘That girl can’t dance. She can’t even walk.’” (paragraph 1)
- B “Annie practiced for months to get ready for a dance show. She picked out her own music and costume.” (paragraph 4)
- C “. . . Kitty thought her life as a dancer was over. Then she learned something important. ‘The dancer inside me,’ she says, ‘didn’t know or care that I was using a wheelchair.’” (paragraph 7)
- D “They use movements from ballet, modern dance, and jazz.” (paragraph 8)
- E “. . . ‘Listen to the dancer in your heart.’ There’s always a way to dance!” (paragraph 11)

- 6 In paragraph 3 of “Dancers on Wheels,” the phrase **moved her arms like a graceful swan** shows that Annie
- A shows a range of remarkable skills.
  - B is calm dancing in front of an audience.
  - C has clearly practiced beforehand.
  - D seems to flow naturally in her dancing.

Refer to the passages “High-Flying Simone Biles” and “Dancers on Wheels.” Then answer the questions.

## 7 Part A

Which statement **best** describes an important point found in **both** passages?

- A** There are ways people can turn a favorite activity into a profession.
- B** Greatness comes from pushing one’s own limits and encouraging others.
- C** People often must move to a new place to become noticed as performers.
- D** Patience is required when preparing someone to perform a set of skills.

## Part B

Which pair of statements about Simone from “High-Flying Simone Biles” and Kitty from “Dancers on Wheels” **best** supports the answer to Part A?

- A** Simone has a coach who sets high expectations for her.  
Kitty started a dance company for people with disabilities.
- B** Simone competes with other professional gymnasts around the world.  
Kitty found professional opportunities performing far from home.
- C** Simone recognized that she naturally enjoyed tumbling and gymnastics.  
Kitty realized that anybody can express themselves through dance.
- D** Simone smiles during performances and makes the crowd feel involved.  
Kitty feels joy whenever she is performing a dance routine.



**8 Part A**

Which claim applies to **both** passages?

- A** A setback in one’s career can make a person stronger.
- B** Performers can connect with a crowd by engaging individuals.
- C** Sometimes it takes another person to point out someone’s talent.
- D** Trying something new can lead to opportunities.

**Part B**

How do **both** passages **best** support the answer to Part A?

- A** Both emphasize the value of giving thanks to supporters.
- B** Both mention types of people who are part of an audience.
- C** Both describe people who have a passion for what they do.
- D** Both highlight the results of a difficult life change.

- 9 You have read “High-Flying Simone Biles” by Marty Kaminsky and “Dancers on Wheels” by Janeen R. Adil. Both authors provide information about people who use their skills in front of an audience. Write an opinion in which you identify which author does a better job at showing the commitment it takes to succeed. Be sure to use details from **both** passages in your response.



**Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 5**  
**Paper and Pencil**

<b>Section 1</b>		
<b>Items 1–16</b>		
<b>Task:</b> Literary Single		
<b>Passage 1:</b> “Two Places to Call Home”		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1.	C	RL.5.4
2.	<b>Part A:</b> B <b>Part B:</b> D	RL.5.1
3.	D	RL.5.4
4.	A, E	RL.5.3
5.	D	RL.5.1
6.	A	RL.5.4
7.	<b>Part A:</b> B <b>Part B:</b> A	RL.5.6
8.	<b>Part A:</b> B <b>Part B:</b> C	RL.5.2

**Section 1** *continued***Task:** Informational Single**Passage 2:** "Elephant Talk"

<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
9.	A	L.5.5
10.	B	RI.5.8
11.	<b>Part A:</b> D <b>Part B:</b> B, E	RI.5.1
12.	D	RI.5.3
13.	C	RI.5.7
14.	<b>Part A:</b> D <b>Part B:</b> B	RI.5.1
15.	C, D	RI.5.3
16.	<b>Part A:</b> A, C <b>Part B:</b> D, E	RI.5.2

<b>Section 2</b>		
<b>Items 1–7</b>		
<b>Task:</b> Literary Performance Task		
<b>Passage 1:</b> from <i>Dear Mrs. Ryan, You’re Ruining My Life</i>		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1.	<b>Part A:</b> B <b>Part B:</b> A, F	RL.5.5
2.	C	RL.5.4
3.	<b>Part A:</b> B <b>Part B:</b> A, F	RL.5.1
<b>Passage 2:</b> from <i>Courage for Beginners</i>		
4.	<b>Part A:</b> D <b>Part B:</b> B	RL.5.1
5.	D	RL.5.4
<b>Passages 1 and 2:</b> from <i>Dear Mrs. Ryan, You’re Ruining my Life</i> and from <i>Courage for Beginners</i>		
6.	A	RL.5.3
7.	Constructed Response Item: Refer to MCAP Informative/Explanatory Performance Task Rubric Grades 4–5	W.5.2

<b>Section 3</b>		
<b>Items 1–9</b>		
<b>Task:</b> Informational Performance Task		
<b>Passage 1:</b> “High-Flying Simone Biles”		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1.	A	L.5.5
2.	<b>Part A:</b> B, C <b>Part B:</b> C, E	RI.5.8
3.	<b>Part A:</b> A <b>Part B:</b> D	L.5.5
<b>Passage 2:</b> “Dancers on Wheels”		
4.	B	RI.5.8
5.	<b>Part A:</b> A, D <b>Part B:</b> C, E	RI.5.2
6.	D	L.5.5
<b>Passages 1 and 2:</b> “High-Flying Simone Biles” and “Dancers on Wheels”		
7.	<b>Part A:</b> B <b>Part B:</b> A	RI.5.9
8.	<b>Part A:</b> D <b>Part B:</b> C	RI.5.9
9.	Constructed Response Item: Refer to MCAP Opinion Performance Task Rubric Grades 4–5	W.5.1