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NM-MSSA

English Language Arts/Literacy

Grade 5 • Practice Test



PLACE STUDENT
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English Language Arts/Literacy Session 1

DIRECTIONS

Today you will take a test in reading. For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.

These passages are based on Greek myths. A myth is a traditional story that explains how something came to be or can be used to teach a lesson.

Passage 1

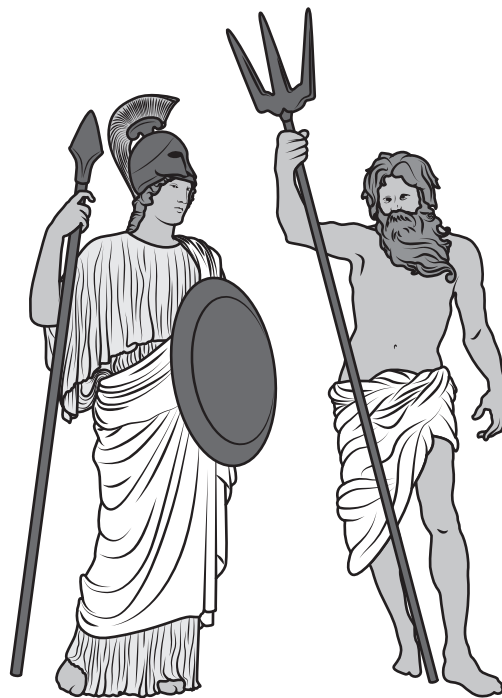
How Athens Got Its Name

- 1 Athens, the capital of Greece, has a long and rich history. It is the home of the Acropolis, and the ruins of many monuments and temples still stand after more than 15 centuries. Among the most remarkable is the Parthenon, which is the largest temple dedicated to Athena, the goddess of wisdom. It was here that great celebrations took place each year to pay tribute to Athena on her birthday. Also, it was for Athena that Athens was named.
- 2 But why was Athens named for Athena? Thousands of years ago, the ancient Greeks believed their towns and cities were protected by gods and goddesses. The people of the town gave gifts to the gods who they believed protected them. Usually the townsfolk only worshipped one patron god or goddess. Worshipping two, it turns out, could lead to trouble!
- 3 The village that would later become Athens was located along the coast of Greece. According to legend, Poseidon, god of the seas, thought he should protect the village. He had other coastal towns that he looked after as well. However, Athena felt otherwise. She also claimed this new town. Greek gods and goddesses were not good at sharing, so Athena challenged her uncle Poseidon to a contest to decide who would guard this coastal town.
- 4 The contest was this: both Poseidon and Athena would give the citizens of the town a gift. The god who gave the gift that was the more useful to the citizens of the town would be the winner. The contest was to take place at the Acropolis. The townspeople would decide who won.
- 5 Poseidon thought and thought about what to give. Then he had an idea. He struck his three-pronged (forked) spear, or trident, against a mountain in the town. Suddenly a beautiful spring appeared with water that seemed to sparkle like diamonds. Water was extremely important to the people since they had to travel a long distance to get

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it and they could not live without it. They cheered and ran to drink from the spring. However, they discovered something terrible after tasting the water. It was not drinking water, but salt water. They could not drink it and, therefore, it was useless.

- 6 Then Athena took action. "Look at my gift," she told everyone. She planted the branch of an olive tree in the ground and struck it with her spear. Quite suddenly an olive tree appeared. The townspeople were excited and ran to the tree to pick the large olives. Everyone was thrilled. They realized that, in addition to the olives, which they could press for their oil, the tree would also provide wood for fires and for building new homes. They cheered Athena's gift.
- 7 Recognizing his loss, Poseidon proclaimed Athena the victor. He was not happy, but he had to realize that Athena's gift was indeed more useful to the people. And that is why Athens is named for Athena.



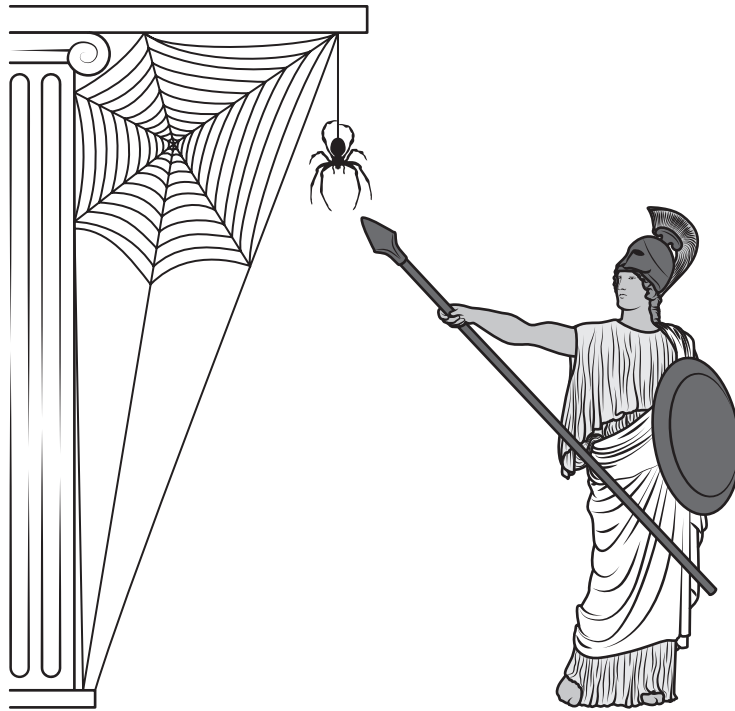
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Passage 2**Arachne and Athena**

- 1 A very long time ago, there was a young woman who loved to weave. Her name was Arachne. She practiced her art every day and often into the evenings. She used the materials that she could find in nature, creating colorful and remarkable cloths that people would wonder at and desire. The more that people complimented her, the prouder she became, until she thought she was the best weaver in the world.
- 2 Arachne became so proud, in fact, that one day when her neighbor asked if she had learned to weave from the goddess Athena, Arachne replied, "No, she is not my teacher. My work is special."
- 3 And with that she showed off her latest project. It was made of a material as light as air and as strong as a team of oxen. "Athena could not make this," she bragged. It was indeed a gorgeous cloth, one that a person would wish to own.
- 4 Soon people were whispering to Athena about Arachne's work. Athena thought it was amusing at first. She laughed to herself about how a mortal could think she was better than a goddess. One day Athena was in the market and overheard Arachne telling people that she was a far more talented weaver than Athena. The more Athena heard, the angrier she became. "How vain she is. I will take her down a peg or two," she said to herself.
- 5 Athena introduced herself to Arachne. "I hear you are a fine weaver, better even than I am," she said, hiding her anger. "Why don't we have a contest to see who is better? If you win, I shall never weave again. But if you lose, you may never touch a loom again."
- 6 They set to work. Arachne used the finest silks and amazing colored threads. She toiled very hard to create a cloth that would dazzle everyone who saw it.
- 7 However, Arachne was not a goddess. This was clear. Athena called on the universe to help her create a cloth that reflected the world of the gods. Zeus himself was at its center, and her uncle, Poseidon, the lord of the sea, presided over the vast oceans. It was a delight to behold this web that she created and held up for all to admire. Her authority as a weaver was obvious to all.





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- 8 After seeing Athena's cloth, Arachne broke into tears. "Your cloth is so beautiful. It puts mine to shame," she cried to Athena. "Now I will never be able to weave again," she sobbed. Athena could see the sorrow in this young woman who would never be able to touch a loom again. It was what Arachne lived for.
- 9 Athena thought long and hard about the matter. She wanted to do something for Arachne. She could not change the result of the contest, but she could change Arachne.
- 10 She touched her spear to Arachne's head and changed her into a small black spider. "Now you can weave as many webs as you want," Athena told her. Arachne scurried off before Athena could change her mind.

"Arachne and Athena" © 2017 by Cognia, Inc.

1. Which detail from Passage 1 **best** supports the idea that worshipping two gods could “lead to trouble”?
- A “It was for Athena that Athens was named.”
 - B “Poseidon, god of the seas, thought he should protect the village.”
 - C “Greek gods and goddesses were not good at sharing.”
 - D “Both Poseidon and Athena would give the citizens of the town a gift.”
2. Why is paragraph 2 of Passage 1 important to the structure of the passage?
- A It contrasts two main characters.
 - B It provides the turning point of the story.
 - C It describes the main setting of the story.
 - D It sets up the idea that there will be a problem.

This question has two parts. Be sure to answer both parts of the question.

3. In Passage 1, what is the **most** important difference between Athena's and Poseidon's gifts?
- A The people liked Athena's gift right away but did not understand Poseidon's gift.
 - B Athena wanted to help the people, while Poseidon wanted to impress the gods.
 - C Athena's gift had many uses, while Poseidon's did not.
 - D The people needed olive trees but not water.

Which detail **best** supports the answer above?

- A "Poseidon thought and thought about what to give."
- B "Water was extremely important to the people."
- C "They cheered and ran to drink from the spring."
- D "The tree would also provide wood for fires."

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4. In Passage 2, which detail **best** explains why Arachne believed she was as talented a weaver as Athena?
- A "A very long time ago, there was a young woman who loved to weave."
 - B "The more that people complimented her, the prouder she became."
 - C "And with that she showed off her latest project."
 - D "Soon people were whispering to Athena about Arachne's work."



5. In Passage 2, what is a **main** difference between Arachne and Athena?
- A Arachne works hard, while Athena is lazy.
 - B Arachne is selfish, but Athena is generous.
 - C Arachne has talent, but Athena has the help of the gods.
 - D Arachne has been weaving for years, while Athena has just learned.
6. Based on both passages, which word **best** describes Athena?
- A confident
 - B gentle
 - C honest
 - D loyal
7. What is Athena's motivation for starting the contests in **both** passages?
- A She wants to prove something.
 - B She hopes to embarrass someone.
 - C She wants to show her kindness.
 - D She thinks she deserves something.

Read the passage. Then answer the questions that follow.

A Capitol Road Trip

- 1 As we exit the Metro station, the Capitol building comes into view, looming high on its hill, seemingly endless stairs leading up to its entrance. I can't believe how big it is. Until now, I've only ever read about it in books at school. And now here it is, majestic and bigger than I'd ever imagined.
- 2 It's true, when my parents first told me we were going to Washington, D.C., over spring break, my reaction was less than enthusiastic. I mean, staring at old buildings and walking through crowded museums is not exactly my idea of a good time, you know? Plus I knew that my best friend Raquel was staying home, sleeping, watching TV shows, relaxing as one should during a break. I call her to ask what she is doing. "Absolutely nothing!" she replies. I'm jealous.
- 3 On the four-hour drive here, my parents talked nonstop about Washington, D.C., and how much fun we were going to have and how much we were going to learn. Learning during my spring break—just what I wanted to do! I dug deeper into my book and kept my headphones on. Then my mom said something that got my attention. Apparently my grandparents had met while working at the Capitol as senators' aides. My grandmother was one of the first female aides. That was definitely cool. I never got to meet my grandparents, and I know so little about them.
- 4 "After they got married," my mother explained, "they made a vow to visit all 50 state capitals. They hit six of them on their honeymoon alone."
- 5 "Why?" I asked.
- 6 "They thought it was important," my dad said. "They were really into American history, and they thought you had to see it to understand it."
- 7 Once we are inside the Capitol, the tour guide shows us around the building, pointing out little details along the way: the words "Ladies' Gallery" printed above the door of the House of Representatives Chamber, the snake door handles for the House Chamber, the massive statue of King Kamehameha I in Statuary Hall. The tour guide explains the jobs of the pages and Congressional staff members in the chamber. There is an air of electricity throughout the building: all that history, all those famous people who have walked these halls, people from my history books.
- 8 I wonder what it would be like to work here. I picture myself rushing through the halls carrying important pieces of legislation to be signed. My mom nudges me out of my daydream.
- 9 "Donita," she hisses, "pay attention!" I didn't realize I was going to be tested on this.

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- 10 Outside, the air is hot and muggy, but I'm ready to keep going. Next up: the National Mall.



A view of the National Mall, photo courtesy of the US Navy

- 11 Turns out, there are no shops on the National Mall. It's a long stretch of green grass that runs from the Capitol to the Lincoln Memorial, lined with different buildings that make up the Smithsonian museum collection. In the middle stands the Washington Monument, a towering obelisk that almost disappears into the clouds.
- 12 As we stroll down the gravel paths of the Mall, my mother takes a fragile photo album out of her purse. I was wondering why she had packed that ratty old thing. The cover is torn and it looks like it might disintegrate at any moment.
- 13 "Look, Donita," she says, pointing to a photo of my grandparents, dressed up and posing proudly in front of what looks like a big, red castle. "This was taken somewhere around here."
- 14 I scan the buildings. "There it is!" I say, more excited than I mean to be, spotting the burnt red sandstone and rounded pillars of the Smithsonian Castle.
- 15 We make our way to the Washington Monument, where workers hang from scaffolding high above our heads repairing the outside of the tower. Just watching them makes my knees shake.
- 16 We keep going, past the World War II Memorial, past the Reflecting Pool, all the way to the Lincoln Memorial. Every monument feels like something from the movies. They are at once so familiar, yet so stunning. At each monument, we flip through the photo album to find the spot where my grandparents stood, and use our own camera to recreate their poses. It's strange and magical to be viewing these monuments from the very same spots my grandparents did, ages ago.

- 17 We run up the steps of the Lincoln Memorial, not an easy feat given that my legs burn from all of our walking. From the top of the steps, my mother, father, and I gaze across the water at the distance we've just covered. Abe Lincoln sits behind us. We debate what his expression means. Is he serious or thoughtful? I joke that he's bored of sitting there for so long.
- 18 "I understand why you brought me here," I say to my parents, surveying the busy scene of tourists.
- 19 My mother takes my hand and smiles.

"A Capitol Road Trip" © 2017 Cognia, Inc.

8. Read this sentence from paragraph 1.

And now here it is, majestic and bigger than I'd ever imagined.

What does the word majestic mean as it is used in the paragraph?

- A difficult
 - B frightening
 - C grand
 - D imagined
9. How is paragraph 14 important to the structure of the passage?
- A It describes a change in the setting of the story.
 - B It shows a change in the character's attitude.
 - C It describes a turning point in the plot.
 - D It introduces a new idea.

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This question has two parts. Be sure to answer both parts of the question.

- 10.** How does the point of view **most** affect the reader's understanding of the story?
- A** It shows how Donita feels about having to spend spring break in Washington, D.C.
 - B** It explains why Donita keeps a photo album of her grandparents' photos.
 - C** It shows how Donita's mother and father feel about being at the Capitol.
 - D** It explains why Donita's grandparents enjoyed working in the Capitol.

Which detail from the passage **best** supports the answer above?

- A** "My parents talked nonstop about Washington, D.C., and how much fun we were going to have."
- B** "Learning during my spring break—just what I wanted to do!"
- C** "'They thought it was important,' my dad said."
- D** "I was wondering why she had packed that ratty old thing."

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- 11.** Which detail **best** shows that Donita values her trip?
- A** "Just watching them makes my knees shake."
 - B** "It's strange and magical to be viewing these monuments from the very same spots my grandparents did, ages ago."
 - C** "We run up the steps of the Lincoln Memorial, not an easy feat given that my legs burn from all of our walking."
 - D** "We debate what his expression means."

12. How are the two **main** settings in the passage different?
- A One is with Donita's grandparents and the other is with Donita's parents.
 - B One is in Donita's house and the other is Washington, D.C.
 - C One is in the Metro station and the other is at a monument.
 - D One is inside a building and the other is outside.
13. Which choice **best** states the message of the passage?
- A Things do not always turn out as expected.
 - B It is fun to find out what people's jobs are.
 - C Family is the most important thing in life.
 - D Vacations should be used for learning.

You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.

Passage 1

Apes Are Interesting

Apes Have More Skills

- 1 Sometimes people think monkeys and apes are the same animal. Even though they are both primates, they have totally different characteristics. The most obvious is that monkeys have tails and apes do not. There are also many differences that are not visible though. For example, one part of the ape brain, called the cortex, is more similar to a human's. Scientists think this is why apes have good reasoning skills. Their advanced brains explain why they can use objects such as sticks as tools or weapons. Jane Goodall, who has studied chimpanzees (a type of ape) for more than 50 years, first witnessed chimpanzees using sticks to "fish" for termites and using rocks to break open nuts. This discovery was a surprise to the scientific community, who didn't know animals could use tools.
- 2 Their advanced brains are also what allow apes to learn certain forms of communication. Although they cannot speak with words, some apes have been taught to use sign language. Perhaps the most famous of these apes is Koko, a gorilla who learned more than 1,000 signs of an altered form of the American Sign Language.

Apes Are Social Animals

- 3 Apes have just one baby at a time. Once their babies are born, apes are caring parents. Their babies stay with them for a long time compared to other mammals. In fact, baby orangutans stay with their mother until they are about six or seven years old.
- 4 Some apes live in families. Big families of gorillas are known as harems. Harems have different arrangements of adults and babies. While orangutans tend to prefer being alone more than other apes do, chimpanzees live in groups that include between 15 and 120 individuals.
- 5 Apes express their thoughts and feelings by hooting, screaming, grunting, and panting. They also like to show each other affection, and sometimes they hug each other. Apes have very expressive faces that they use to communicate with each other. They can look surprised, amused, and friendly. Young apes that live together play a lot. They love to wrestle, chase, tickle, and hug each other. Scientists have even seen them laughing together. Play is an important part of ape learning because it helps babies figure out which behaviors are appropriate. Goodall observed that chimpanzees "are very quick to have a sudden fight . . . but they're equally as good at reconciliation."

- 6 Apes also groom as a way of being social and forming bonds with one another. Although they do not shower or brush their teeth the way humans do, some kinds of apes spend a lot of time going through each other's hair picking out bugs!

Apes Have an Endangered Future

- 7 Some ape species are in danger of disappearing because of things such as habitat loss, illegal hunting, and forest fires. They can also get diseases like humans do. It's critical to conserve rain forests and other ape habitats if we are to protect this valuable and fascinating animal.

"Apes Are Interesting" © 2017 by Cognia, Inc.

Passage 2**The Women Who Worked with Apes**

- 1 People once thought chimpanzees ate only plants, gorillas were violent, and orangutans were impossible to study. Three women showed otherwise. Jane Goodall, Dian Fossey, and Biruté Galdikas completely changed the entire research of apes. By actually living among their subjects, these scientists were able to discover things about the species that had never been seen before, revealing a once-secret world of primates.

More than Just Research

- 2 For more than 50 years, Jane Goodall has lived in Tanzania, a country in Africa, making revolutionary observations that changed what humans know about chimpanzees. Goodall was the first person to see chimps using sticks and grass to catch insects to eat. This was a groundbreaking discovery, since until that point scientists did not think that animals, including primates, could use tools. Goodall became very attached to the animals, giving them names such as Fifi and Passion, and getting to know each of their personalities. She saw the animals as more than just research subjects, and in turn, the animals rewarded her with their trust. Her important work continues today.

Joining Their Ranks

- 3 Dian Fossey took the same approach to her work with gorillas. She thought the best way to learn about these apes was to watch them where they lived, so she traveled to places such as Congo and Rwanda. Fossey studied gorillas so closely, she learned to act like one. This led a group of gorillas to accept her as one of their own. Once they did, Fossey learned remarkable things about how much gorillas and humans are alike. For example, young gorillas play, tickle, and wrestle with each other, just like human children. In addition, gorillas talk to each other, express sadness, and even laugh. Fossey showed the world that gorillas are often kind, tender, and gentle, not vicious as was once thought.

Building Trust

- 4 Biruté Galdikas had to go deep into the rain forests of Indonesia to study orangutans. Orangutans are notoriously hard to find. They are good at hiding and like to keep to themselves. Once Galdikas found some orangutans to study, it took her another 12 years to get them to trust her, but once they did, she made valuable observations about orangutan life. She learned that they eat more than 400 types of food, including flowers, bark, and termites, and that babies learn from their mothers how to find good foods. Like other species, orangutans are threatened by the loss of their habitat. Galdikas carries on the important work of preserving the rain forests that the orangutans call home, since their survival depends on it.
- 5 These three scientists lived among their subjects so they could teach the world more about apes. For this, they will always be regarded as pioneers in their field.

"The Women Who Worked with Apes" © 2017 by Cognia, Inc.

- 14.** In Passage 1, the author includes the detail about the gorilla Koko to support what point?
- A** Scientists think they have seen apes laugh.
 - B** Scientists did not know apes could use tools.
 - C** Apes use their expressive faces to communicate.
 - D** Apes have more advanced brains than some other animals.

This question has two parts. Be sure to answer both parts of the question.

- 15.** Based on Passage 1, what is **most likely** true about the relationships among apes?
- A** Apes speak to each other with sign language.
 - B** Apes prefer to live in large family structures.
 - C** Apes form strong ties to each other.
 - D** Apes only trust other apes.

Which detail from the passage **best** supports the answer above?

- A** "Perhaps the most famous of these apes is Koko."
- B** "Their babies stay with them for a long time."
- C** "Big families of gorillas are known as harems."
- D** "Apes express their thoughts and feelings by hooting."



16. Read this sentence from paragraph 2 of Passage 2.

This was a groundbreaking discovery, since until that point scientists did not think that animals, including primates, could use tools.

As used in the paragraph, the word groundbreaking means the discovery was

- A original and exciting.
 - B strange and confusing.
 - C creative and difficult.
 - D sudden and surprising.
17. What information from Passage 2 **best** shows that Galdikas had a difficult job? Select **two** answers.
- A Orangutans like to keep to themselves.
 - B Orangutans are in danger of losing their homes.
 - C She made valuable observations about orangutans.
 - D Her studies found that orangutans enjoy many foods.
 - E She spent many years trying to get the orangutans to trust her.
18. Which conclusion is **best** supported by information in Passage 2?
- A Gorillas used to be aggressive in the wild.
 - B Mother apes are the main caretakers of baby apes.
 - C Apes are very private animals that hide in the jungle.
 - D The scientists became emotionally attached to their subjects.

19. Based on both passages, which choice **best** explains how knowledge about apes has been gained?
- A from teaching apes to use sticks
 - B from taking part in ape grooming
 - C from the in-person work of experts
 - D from the study of the brains of apes
20. With which statement would the authors of **both** passages **most likely** agree?
- A It's important to protect apes from the threat of habitat loss.
 - B Apes should be taught skills such as sign language and fishing.
 - C Scientists go to great risks to learn about apes.
 - D Research of apes should be limited to zoos.

English Language Arts/Literacy Session 2

DIRECTIONS

Today you will take a test in writing and language. For this test, you will read passages and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

Read the passage. Then answer the questions that follow.

Joshua's Vegetables

1. As soon as he opened his eyes in the morning, Joshua sprinted to the window and peered down at the garden below. **2.** He could see that some of the tomatoes were starting to turn red. **3.** Joshua had been waiting all summer for the tomatoes to ripen!

4. Joshua and his dad were growing a pizza garden. **5.** They planned to make pizza with the vegetables and spices they planted: tomatoes, peppers, basil, and oregano. **6.** They even designed the garden in the shape of a pizza, dividing the circular bed into "slices" for each kind of plant. **7.** Joshua usually preferred cheese pizza, but Dad said Joshua would change his mind once he tasted vegetables and spices he could have grown himself.

8. "This will open the door to a new experience," Dad promised. **9.** "Nothing compares to fresh, home-grown ingredients."

10. Joshua wasn't sure if Dad was right, but he was eager to find out. **11.** They decided to plant the garden in the backyard where it would get plenty of direct sun. **12.** Before the ground had completely thawed from winter, Joshua planted seeds in small pots and set them in a south-facing window. **13.** "How could those little seeds produce full-size tomatoes?" he marveled. **14.** But before long, the vegetables started to grow.

15. The seedlings were ready to plant. **16.** Joshua tended the pizza garden all summer, making sure the plants got plenty of water on hot days. **17.** Finally, some of the tomatoes were ready to pick!

18. That night, Dad chopped the vegetables and spices, and Joshua helped roll out the soft pizza dough. **19.** When the pizza was done, Joshua took his first bite and knew that Dad was right. **20.** It was the most delicious pizza he had ever tasted.

"Joshua's Vegetables" © 2015 by Cognia, Inc.

This question has two parts. Be sure to answer both parts of the question.

- 21.** How does the writer introduce the events of the story?
- A** by showing Joshua's excitement about the garden
 - B** by explaining the best place to plant Joshua's garden
 - C** by telling about ways Joshua and his father are different
 - D** by describing the activities Joshua and his father like best

Which detail from the story **best** supports the answer above?

- A** "Joshua sprinted to the window and peered down at the garden"
 - B** "They planned to make pizza with the vegetables"
 - C** "Joshua wasn't sure if Dad was right"
 - D** "They decided to plant the garden in the backyard"
- 22.** The writer is trying to decide whether sentence 6 belongs in the story. Should the writer keep sentence 6?
- A** Yes, because it is an important part of what Joshua learns about growing healthy plants.
 - B** Yes, because it provides descriptive details to help the reader imagine Joshua's experience.
 - C** No, because it repeats information that the reader already knows.
 - D** No, because it has few details about the type of plants Joshua wants to grow.

23. Read this sentence.

7. Joshua usually preferred cheese pizza, but Dad said Joshua would change his mind once he tasted vegetables and spices he could have grown himself.

How should the underlined words in sentence 7 be changed?

- A** he had grown himself
- B** he had to have grown himself
- C** he might have been growing himself
- D** he would have been growing himself

24. What does Dad mean when he says “This will open the door to a new experience” in sentence 8?

- A** Joshua will open a pizza business.
- B** Spending time outdoors will be good for Joshua.
- C** Joshua may change his mind about eating vegetables.
- D** Learning to make vegetable pizza will be a challenge for Joshua.

25. Read this sentence.

14. But before long, the vegetables started to grow.

In sentence 14, the writer wants to describe what Joshua sees. Which change to the underlined words would **most** appeal to the reader's senses?

- A some small, growing leaves were visible
- B Joshua noticed that something looked different
- C Joshua beamed when he saw the seeds were growing
- D tiny, tender green sprouts began to poke out of the soil

26. Read this sentence.

15. The seedlings were ready to plant.

Which words should be added to the beginning of sentence 15 to **most** clearly signal the order of events in the story?

- A Before then,
- B At the same time,
- C Some minutes later,
- D After several weeks,

Read the passage. Then answer the questions that follow.

What a Dog Knows

1. Have you ever wondered just how much your dog understands? **2.** Sure, your dog knows a few tricks, but did you know dogs can do math? **3.** Studies have shown that dogs not only recognize the difference between large and small, and many and few, but they can also count.

4. In addition, dogs can figure out one treat plus one treat equals two treats. **5.** In an experiment, a dog watches as a researcher first puts one treat and then another behind a screen. **6.** Then, the researcher removes one treat when the dog is not watching. **7.** If the dog can add, it should expect to see two treats when the screen is lifted. **8.** When it sees only one treat, the dog is surprised. **9.** Researchers say the length of time the dog stares at the single treat indicates the dog knows one treat is missing.

10. People who study dog behavior think the ability to count may have been important to the dog's ancestors, which needed to keep track of their pups.

11. Dogs can count, but they also have the ability to learn words and signals. **12.** Some dogs know a lot of words and can learn more with training. **13.** One such dog is Rico the border collie. **14.** Rico recognizes the names of more than 250 toys and can go get them on command.

15. Dog trainers say intelligence differs by breed. **16.** However, all dogs are capable of learning. **17.** The more a dog is trained, the more it learned.

18. While you can't depend on your dog to help with your homework, research shows your pooch may understand a lot more than you think.



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This question has two parts. Be sure to answer both parts of the question.

27. How does the writer establish the idea that dogs are capable of learning?

- A** by posing a question about dogs to the reader
- B** by explaining which breeds can be trained successfully
- C** by describing research that shows dogs may be able to count
- D** by contrasting the behavior of the reader's dog with its ancestors

Which detail from the passage **best** supports the answer above?

- A** "Have you ever wondered just how much your dog understands?"
- B** "Researchers say the length of time the dog stares at the single treat indicates the dog knows one treat is missing."
- C** "the ability to count may have been important to the dog's ancestors, which needed to keep track of their pups."
- D** "all dogs are capable of learning."

28. How should the underlined words in sentence 4 be changed to **best** connect the writer's ideas?

- A** Especially
- B** For instance
- C** Furthermore
- D** On the other hand

29. How should the underlined portion of sentence 11 be changed to **best** connect the writer's ideas?
- A Not only can dogs count
 - B Because dogs can count
 - C Even though dogs can count
 - D Especially since dogs can count
30. Which change to sentence 12 would make the sentence **most** precise?
- A Some people have taught their dogs over 150 words.
 - B It is believed that dogs can learn the names of many toys with proper training.
 - C Dog owners argue that certain breeds of dogs are smarter than others, and some cannot be trained.
 - D Researchers say most dogs can learn more than 150 words, but some learn many more if they are trained properly.

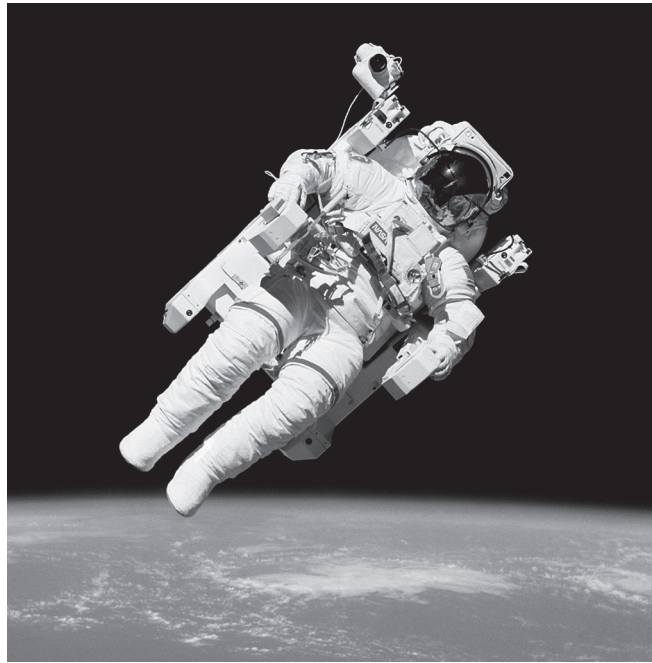
- 31.** How should the underlined word in sentence 15 be spelled?
- A** NO CHANGE
 - B** inteligense
 - C** intelligence
 - D** intellagence
- 32.** How should sentence 17 be changed?
- A** The more a dog was trained, the more it learns.
 - B** The more a dog is trained, the more it will learn.
 - C** The more a dog will be trained, the more it learned.
 - D** The more a dog would have been trained, the more it learns.

You are now going to read two short passages and respond to a writing task. First, read the following passage about different ways scientists learn about space.

Passage 1

Out of This World!

How We Learn about Outer Space



NASA

- 1 Have you ever considered what lies beyond our planet Earth?
- 2 If so, you are not alone.
- 3 People have wondered about the stars and planets since ancient times. Today, people have different ways of learning about space.

Studying the Stars

- 4 Our solar system is made up of the Sun, planets, moons, and smaller objects such as dwarf planets, asteroids, and comets. You may have heard about comets that pass by Earth. We can see their tails of gas and dust as they speed at over 100,000 miles an hour!
- 5 Our solar system is part of the Milky Way galaxy. Scientists have discovered thousands of planets orbiting other stars within our galaxy. And new planets are being discovered all the time! One way to learn more about our universe is to visit a planetarium.

- 6 A planetarium is a theater with a curved ceiling that shows pictures of the night sky. A trained guide describes the positions and movements of the planets and other objects in our universe.
- 7 The guide may describe how stars are born and how their energy lights up the universe. Eventually, stars burn out in a powerful explosion. You may learn about how ancient peoples found patterns in the stars. The amazing stories they created to explain the heavens have become ancient myths. Your guide can even show the rising and setting of the stars and the orbits of the planets on any date in the past or future!

Traveling in Space

- 8 Gravity is a force that causes every object to pull other objects toward it. Some people think that there is no gravity in space. A small amount of gravity can be found everywhere in space. Gravity is what holds the Moon in orbit around Earth. Gravity causes Earth to orbit the Sun. It keeps the Sun in place in the Milky Way galaxy.
- 9 In space, astronauts experience weightlessness. At a certain distance from Earth, the push and pull of gravity on a spacecraft and everything inside it is equal. People and objects that are not tied down appear to float. When astronauts orbit Earth, they are in endless free fall or weightlessness. They are actually falling around Earth!
- 10 Scientists study the effects of gravity to help make sure astronauts stay safe and healthy. Astronauts can be in low-gravity space for months at a time. This can weaken muscles and bones because they don't need to work as hard in low gravity. Scientists develop daily exercise programs for astronauts so that they stay strong.

Robots at Work

- 11 Scientists send robots to explore space when the conditions may be too dangerous for astronauts. Robots can be made to survive very hot or cold temperatures. They can also be built to do things that would be too risky or impossible for astronauts. Robots might do repairs outside the spacecraft or be sent to do repairs in distant locations.
- 12 Of course, scientists need robots to last long enough to send information back about their findings. But even if a robotic mission fails, the humans controlling the mission stay safe.
- 13 One of the latest robots is "PUFFER," a lightweight adventurer on two wheels. The idea for this robot came from origami designs. Just like paper can be folded into many shapes, PUFFER can flatten itself out and duck down to explore tight places.
- 14 BRUIE is a robot that can float in the water and roll its wheels along the underside of an icy surface. It also takes pictures and collects data. Scientists hope to someday use a robot like this to search for signs of life in distant regions of our solar system.
- 15 Whether studying the stars by visiting a planetarium, exploring the effects of gravity, or operating a robot, you are learning about outer space!

Now read the following information from a web page of the New Mexico Museum of Space History. Educators from the museum offer many different programs they bring to schools around the state.

Passage 2



New Mexico Museum of
SPACE HISTORY
Alamogordo New Mexico



New Mexico Rocketeer Academy

Rocketeer AcademySM

- 1 Do you want to be a rocket scientist? Or do you just want to know what they do? New Mexico Rocketeer AcademySM of the New Mexico Museum of Space History has something for the astronaut in each of us. Explore our solar system, what it is like to travel in space, and how robots help scientists study space. We have three amazing programs for you to choose from.



Education Programs

#1 Portable Planetarium

- 2 Take a trip and never leave your school! Explore the heavens with our portable digital planetarium and see the night sky as we see it today or at any time in the past or future. Our experienced educators will bring the wonders of the universe right to your school. Find out why we call it space. (Hint: There's a lot of it!)

#2 The Awful Truth about Zero Gravity

- 3 In zero gravity, water climbs the walls because there is no "downhill." Flames do not rise because there is no "up." Everything floats—but ping-pong balls sink. Why is that? In this popular activity, students "discover" gravity and how astronauts use weightlessness in a special laboratory.

#3 Ozobots

- 4 These busy little robots go everywhere—so long as you tell them where to turn or spin, and how fast to go. Ozobots have sensors that follow lines, colors, and codes you draw on a game mat. Learn programming skills as you plan the best hike for collecting rocks on Mars or design a machine-operated rocket factory.

CONTACT US:

For info,
call (575) 437-2840 ext. 41132,
email msh.info@state.nm.us,
or visit our website at
NMSpaceMuseum.org

Alamogordo, NM 88310



NEW MEXICO DEPARTMENT OF
CULTURAL AFFAIRS



Smithsonian
Affiliate

New Mexico Museum of Space History

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33. Now read the writing task and draft a response. As you write, think about what makes your writing the best it can be.

My Best Writing

Stays on topic and pays attention to all parts of the writing task
Includes details and examples to support ideas
Is clearly organized
Makes word choices that are well suited to the task
Uses simple, compound, and complex sentences with correct capitalization, punctuation, and spelling

Writing Task

Your school will be hosting a Rocketeer Academy program presented by educators from the New Mexico Museum of Space History. Your teacher is asking students to give their opinion about which program they would like to have come to your school: #1 Portable Planetarium, #2 The Awful Truth about Zero Gravity, or #3 Ozobots.

You have just read an article about the study of space and a web page of the New Mexico Museum of Space History that describes three Rocketeer Academy programs.

Write a letter to your teacher giving your opinion about which program you want to participate in and why. Use details from what you have read, along with your own interests and experiences, to write your opinion letter.

Today you will be writing an opinion text. When you write an opinion, you

- tell others your opinion about a topic.
- gather and present reasons for your opinion.
- use specific facts, examples, and details to support those reasons.

After you have read the passages, and before you begin writing, think about

- what ideas in the passages you read lead you to your opinion about which program you would choose.
- what you already know about the topic that supports your opinion.
- how you might respond to ideas that support a different opinion.

Now write your response in the space provided.



NM-MSSA ELA

PRACTICE TEST ANSWER KEY

Grade 5

Item Number	Key	Standards
Session 1 READING		
1	C	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	D	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
3	C; D	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4	B	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5	C	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
6	A	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
7	A	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
8	C	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
9	B	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
10	A; B	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
11	B	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Practice Test Answer Key • Grade 5 ELA

Item Number	Key	Standards
12	D	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
13	A	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
14	D	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
15	C; B	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
16	A	RI. 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
17	A, E	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
18	D	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
19	C	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
20	A	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Session 2 WRITING AND LANGUAGE		
21	A; A	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
22	B	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b) Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
23	A	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.

Practice Test Answer Key • Grade 5 ELA

Item Number	Key	Standards
24	C	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figurative language, including similes and metaphors, in context.
25	D	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
26	D	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
27	C, B	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
28	B	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).
29	A	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).
30	D	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
31	C	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e) Spell grade-appropriate words correctly, consulting references as needed.
32	B	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d) Recognize and correct inappropriate shifts in verb tense.
33	NA	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Production of Writing: NM-MSSA Opinion Writing Rubric (Grades 3–5)				
	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Expresses an opinion that fully addresses the topic. Substantially supports the opinion with consistently pertinent facts and details from relevant sources. 	<ul style="list-style-type: none"> Expresses an opinion that generally addresses the topic. Generally supports the opinion with mostly pertinent facts and details from relevant sources. 	<ul style="list-style-type: none"> Expresses an opinion that partially addresses the topic. Partially supports the opinion with some pertinent facts and details from relevant sources. 	<ul style="list-style-type: none"> Expresses an opinion that only minimally addresses the topic or does not explicitly express an opinion. Minimally supports the opinion with few pertinent facts and details from relevant sources.
Organization/ Focus	<ul style="list-style-type: none"> Establishes and consistently maintains an organizational plan in which related ideas are consistently grouped logically to support the writer's purpose. Introduces the topic clearly and provides a concluding statement or section consistently related to the opinion presented. Consistently demonstrates effective use of words and phrases to link the opinion and reasons. 	<ul style="list-style-type: none"> Establishes and generally maintains an organizational plan in which related ideas are generally grouped logically to support the writer's purpose. Introduces the topic and provides a concluding statement or section generally related to the opinion presented. Generally demonstrates effective use of words and phrases to link the opinion and reasons. 	<ul style="list-style-type: none"> Attempts to establish and partially maintains an organizational plan in which related ideas are only sometimes grouped logically to support the writer's purpose. Introduces the topic and provides a concluding statement or section partially related to the opinion presented. Sometimes demonstrates effective use of words and phrases to link the opinion and reasons. 	<ul style="list-style-type: none"> May attempt to establish but does not maintain an organizational plan; related ideas are rarely grouped/not grouped logically to support the writer's purpose. May be missing an introduction and/or a concluding statement or section that is related to the opinion presented. Rarely demonstrates/does not demonstrate any effective use of words and phrases to link the opinion and reasons.
Language	<ul style="list-style-type: none"> Consistently uses precise language and varied vocabulary when supporting a point of view with reasons. 	<ul style="list-style-type: none"> Often uses precise language and varied vocabulary when supporting a point of view with reasons. 	<ul style="list-style-type: none"> Sometimes uses precise language and varied vocabulary when supporting a point of view with reasons. 	<ul style="list-style-type: none"> Rarely uses/does not use precise language or varied vocabulary when supporting a point of view with reasons.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)			
	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. May have errors that interfere with meaning or confuse the reader.

Production of Writing: NM-MSSA Informative Writing Rubric (Grades 3–5)				
	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Presents ideas that thoroughly address the task. Substantially develops the topic with consistently pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that generally address the task. Generally develops the topic with mostly pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that partially address the task. Partially develops the topic with some pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that minimally address the task. Minimally develops the topic with few pertinent facts, definitions, details, examples, and other information from relevant sources.
Organization/ Focus	<ul style="list-style-type: none"> Establishes and consistently maintains an organizational plan focused on a controlling or central idea. Introduces the topic clearly and provides a concluding statement or section consistently related to the information presented. Consistently uses linking words and phrases effectively to connect ideas within categories of information. 	<ul style="list-style-type: none"> Establishes and generally maintains an organizational plan focused on a controlling or central idea. Introduces the topic and provides a concluding statement or section generally related to the information presented. Generally uses linking words and phrases effectively to connect ideas within categories of information. 	<ul style="list-style-type: none"> Attempts to establish and partially maintains an organizational plan focused on a controlling or central idea. Introduces the topic and provides a concluding statement or section partially related to the information presented. Sometimes uses linking words and phrases effectively to connect ideas within categories of information. 	<ul style="list-style-type: none"> May attempt to establish but does not maintain an organizational plan focused on a controlling or central idea. May be missing an introduction and/or a concluding statement or section that is related to the information presented. Rarely uses/does not use linking words and phrases effectively to connect ideas within categories of information.
Language	<ul style="list-style-type: none"> Consistently uses precise language and varied vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> Often uses precise language and varied vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> Sometimes uses precise language and varied vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> Rarely uses/does not use precise language or varied vocabulary to inform about or explain the topic.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)			
	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. Has errors or patterns of errors that interfere with meaning or confuse the reader.

Production of Writing: NM-MSSA Narrative Writing Rubric (Grades 3–5)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that consistently address the task. Develops the narrative using consistently descriptive details. Uses consistently effective and varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that generally address the task. Develops the narrative using mostly descriptive details. Uses generally effective and somewhat varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that partially address the task. Develops the narrative using some descriptive details. Uses partially effective and/or limited narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations. 	<ul style="list-style-type: none"> Attempts to present a narrative that develops real or imagined experiences or events but minimally addresses the task. Attempts to develop the narrative but uses few descriptive details, if any. Attempts to use narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations, but these are not effective and/or varied.
Organization/ Focus	<ul style="list-style-type: none"> Effectively orients the reader by clearly establishing a situation and introducing a narrator and/or characters. Consistently organizes an event sequence that unfolds naturally. Provides a conclusion that clearly follows from the narrated experiences or events. Consistently demonstrates effective use of a wide variety of transitional words and phrases to manage the sequence of events.* 	<ul style="list-style-type: none"> Adequately orients the reader by generally establishing a situation and introducing a narrator and/or characters. Generally organizes an event sequence that unfolds naturally. Provides a conclusion that generally follows from the narrated experiences or events. Generally demonstrates effective use of a variety of transitional words and phrases to manage the sequence of events.* 	<ul style="list-style-type: none"> Attempts to orient the reader by partially establishing a situation and/or introducing a narrator and/or characters. Partially organizes an event sequence that unfolds naturally. Provides a conclusion that partially follows from the narrated experiences or events. Sometimes demonstrates varied and effective use of transitional words and phrases to manage the sequence of events.* 	<ul style="list-style-type: none"> May attempt to orient the reader by minimally establishing a situation and/or introducing a narrator and/or characters. Minimally organizes an event sequence that unfolds naturally. Provides a conclusion that minimally follows or does not follow from the narrated experiences or events. Rarely demonstrates/does not demonstrate use of varied or effective transitional words and phrases to manage the sequence of events.*
Language	<ul style="list-style-type: none"> Consistently uses concrete words and phrases and sensory details to convey experiences and events. 	<ul style="list-style-type: none"> Frequently uses concrete words and phrases and sensory details to convey experiences and events. 	<ul style="list-style-type: none"> Sometimes uses concrete words and phrases and sensory details to convey experiences and events. 	<ul style="list-style-type: none"> Rarely uses/does not use concrete words and phrases and sensory details to convey experiences and events.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. May have errors that interfere with meaning or confuse the reader.

*Specific expectations vary by grade.