

New Jersey NJSLA Grade 5 English Language Arts Practice

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Student Name _____

P

Grade 5
English Language Arts/Literacy
Test Booklet

Practice Test

TEST BOOKLET SECURITY BARCODE

Unit 1

Directions:

Today, you will take Unit 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.

One of the questions will ask you to write a response. Write your response in the space provided in your answer document. Be sure to keep your response within the provided space. Only responses written within the provided space 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 unit ONLY. Do not go past the stop sign.

VF555596

Today you will analyze a passage from the novel *Ida B* and a passage from the novel *Moon Over Manifest*. As you read these texts, you will gather information and answer questions about the influence of the narrator’s point of view so you can write an essay.

Read the passage from the novel titled *Ida B*. Then answer questions 1 through 3.

from *Ida B*

by Katherine Hannigan

- 1 Saturday morning, I was sitting on the front porch, waiting for nothing, with nothing I wanted to do. Rufus sat beside me for a while, hoping I’d be up to something more than misery. But he got tired of waiting and went off on his own, leaving a small sea of spit where he’d been sitting.
- 2 Just as I was about to take myself back to bed and try starting the day over again in the afternoon, I saw the big white car come down the road and turn left at the T. And right away, I knew what I had to do.
- 3 No plans. No least-possible-pain-and-humiliation scheming. Just plain and straight do the deed.
- 4 As soon as the white car disappeared down the DeLunas’ drive, I picked myself up and headed out through the fields, then around the base of the mountain.
- 5 I walked through the orchard, eyes fixed forward, not slow and not rushed, either. Like I was on my way to the final showdown. Yes, there was a bunch of them and only one of me. Yes, they might ambush me, and I might not come back in one piece. But I’d take whatever those people needed to dish out, because I was going to do the right thing.
- 6 I stopped just before I stepped onto the land that now belonged to the DeLunas, and took a deep breath as I walked over that invisible boundary line.
- 7 And there was Claire straight ahead, looking at me, waiting for me. Her mom and little brother were crouched down at the side of the house, planting little bushes.
- 8 *Clump . . . clump . . . clump . . .* was the only sound my feet were making this time as I walked toward Claire, arms out from my sides and palms up, letting

her know that I wasn't coming for a fight, even if she had some trouble and torture she needed to visit on me.

- 9 Claire's mother spotted me and stood, dusted off her hands, and watched as I walked up to Claire. Then all of the world was still except for the two of us.
- 10 "Claire," I said, making myself look her in the eye, "I'm sorry I scared you in the woods. I'm sorry I was mean to you. I was following you in school so I could apologize. I . . . I . . ." And there I was, babbling again. Should I tell her about Mama and the trees and school and everything? Where would I start if I was going to explain it all?
- 11 Then Ms. W. came into my head and I knew it didn't really matter.
- 12 "I'm just sorry," I said.
- 13 Sometimes, on spring days, there will be the brightest, warmest sun and the darkest, rainiest clouds sharing the sky. All day long you wonder, "Will it rain? Will it shine?" And that's what I was thinking then, while I was looking at Claire's face. Everything was there, but nothing was happening one way or the other. I couldn't hang around any longer to see what would win out, though, because I had something else to do.
- 14 I turned to Claire's little brother, who had his arm around his mama's leg, and I could see that he was scared of me. He thought I was a monster, just like I'd wanted him to.
- 15 "I'm sorry I scared you," I said. "I won't ever do it again. I promise."
- 16 And he just stared at me, too. If I didn't know better, I would have thought that this family's mouths were under repair.
- 17 It was too hard waiting there for those people to decide if they wanted to tell me something, and I wasn't quite sure I could stand to hear the words they might want to say anyway. So I turned back to the orchard and started home.
- 18 I braced myself for a DeLuna ambush from behind and decided that when Mama and Daddy found me, just holding on to a tiny sliver of life, my last words would be, "Turn the land into a park, teach Rufus some mouth-related manners, and make sure Lulu gets her treats. Please."
- 19 But I got to the property line without harm or hollering, and by the time I crossed it, I did feel better. Like my heart was heavier and lighter at the same time.

* * *

- 20 Apologizing is like spring-cleaning. First of all, you don't want to do it. But there's something inside you, or somebody outside you who's standing there with her hands on her hips saying, "It's time to make things right around here," and there's no getting out of it.
- 21 Once you get started, though, you find out that you can't just clean out one room and be done with it; you have to do the whole house or you're tracking dirt from one place to the other. Well, it starts to seem like too, too much, and you want to quit more than Christmas. But there's that somebody or something telling you again, "Keep going. You're almost done. No quitting allowed."

Passage from *Ida B* by Katherine Hannigan, text copyright © 2004 by Katherine Hannigan. Used by permission of HarperCollins Publishers.

1. Part A

Read the sentence from paragraph 1.

Rufus sat beside me for a while, hoping I'd be up to something more than misery.

What does the word **misery** mean as it is used in the sentence?

- A.** confusion
- B.** exhaustion
- C.** nervousness
- D.** unhappiness

Part B

Which detail from the story provides the **best** clue for the meaning of the word **misery**?

- A.** “. . . waiting for nothing, with nothing I wanted to do.”
- B.** “. . . tired of waiting and went off on his own . . .”
- C.** “And right away, I knew what I had to do.”
- D.** “No plans.”

2. Part A

How does the narrator's apology to the neighbors contribute to the theme of the story?

- A.** It shows that feelings of guilt will pass.
- B.** It shows that it is best to admit to mistakes.
- C.** It shows that it is difficult to understand how other people are feeling.
- D.** It shows that it requires bravery to approach others who are angry.

Part B

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

- A.** "Yes, they might ambush me"
- B.** ". . . because I was going to do the right thing."
- C.** ". . . I got to the property line without harm"
- D.** "Like my heart was heavier and lighter . . ."

VH178674_3:1,3

3. Part A

In the passage from *Ida B*, how are the narrator and Claire similar?

- A.** They both dislike quitting something before it is finished.
- B.** Neither of them is good at apologizing when they are wrong.
- C.** They are both unsure about what the other person will do.
- D.** Neither of them is comfortable with being neighbors.

Part B

Choose **one** detail for the narrator and **one** detail for Claire that support the comparison in Part A.

- A.** "Yes, they might ambush me, and I might not come back in one piece."
(paragraph 5)
- B.** "I stopped just before I stepped onto the land that now belonged to the DeLunas" (paragraph 6)
- C.** "And there was Claire straight ahead, looking at me, waiting for me."
(paragraph 7)
- D.** "'I'm sorry I scared you in the woods. I'm sorry I was mean to you.'"
(paragraph 10)
- E.** "Should I tell her about Mama and the trees and school and everything?"
(paragraph 10)
- F.** ". . . you have to do the whole house or you're tracking dirt from one place to the other." (paragraph 21)

VF864704

Read the passage from the novel titled *Moon Over Manifest*. Then answer questions 4 through 6.

from *Moon Over Manifest*

by Clare Vanderpool

Santa Fe Railway

Southeast Kansas

May 27, 1936

- 1 The movement of the train rocked me like a lullaby. I closed my eyes to the dusty countryside and imagined the sign I knew only from stories. The one just outside of town with big blue letters: MANIFEST: A TOWN WITH A RICH PAST AND A BRIGHT FUTURE.
- 2 I thought about my daddy, Gideon Tucker. He does his best talking in stories, but in recent weeks, those had become few and far between. So on the occasion when he'd say to me, "Abilene, did I ever tell you 'bout the time. . .?" I'd get all quiet and listen real hard. Mostly he'd tell stories about Manifest, the town where he'd lived once upon a time.
- 3 His words drew pictures of brightly painted storefronts and bustling townsfolk. Hearing Gideon tell about it was like sucking on butterscotch. Smooth and sweet. And when he'd go back to not saying much, I'd try recalling what it tasted like. Maybe that was how I found comfort then, even with him being so far away. By remembering the flavor of his words. But mostly, I could taste the sadness in his voice when he told me I couldn't stay with him for the summer while he worked a railroad job back in Iowa. Something had changed in him. It started the day I got a cut on my knee. It got bad and I got real sick with infection. The doctors said I was lucky to come out of it. But it was like Gideon had gotten a wound in him too. Only he didn't come out of it. And it was painful enough to make him send me away.
- 4 I reached into my satchel for the flour sack that held my few special things. A blue dress, two shiny dimes I'd earned collecting pop bottles, a letter from Gideon telling folks that I would be received by Pastor Howard at the Manifest depot, and my most special something, kept in a box lined with an old 1917 *Manifest Herald* newspaper: my daddy's compass.
- 5 In a gold case, it wore like a pocket watch, but inside was a compass showing every direction. Only problem was, a working compass always points north. This one, the arrow dangled and jiggled every which way. It wasn't even that

old. It had the compass maker's name and the date it was made on the inside. *St. Dizier, October 8, 1918*. Gideon had always planned to get it fixed, but when I was leaving, he said he didn't need it anyway, what with train tracks to guide him. Still, I liked imagining that the chain of that broken compass was long enough to stretch all the way back into his pocket, with him at one end and me at the other.

- 6 Smoothing out the yellowed newspaper for the thousandth time, I scanned the page, hoping to find some bit of news about or insight into my daddy. But there was only the same old "Hogs and Cattle" report on one side and a "Hattie Mae's News Auxiliary: Charter Edition" on the other, plus a couple of advertisements for Liberty Bonds and Billy Bump's Hair Tonic. I didn't know anything about Hattie Mae Harper, except what she wrote in her article, but I figured her newspaper column had protected Gideon's compass for some time, and for that I felt a sense of gratitude. I carefully placed the newspaper back in the box and stored the box in the satchel, but held on to the compass. I guess I needed to hold on to something.
- 7 The conductor came into the car, "Manifest, next stop."
- 8 The seven-forty-five evening train was going to be right on time. Conductors only gave a few minutes' notice, so I had to hurry. I shoved the compass into a side pocket of the satchel, then made my way to the back of the last car. Being a paying customer this time, with a full-fledged ticket, I didn't *have* to jump off, and I knew that the preacher would be waiting for me. But as anyone worth his salt knows, it's best to get a look at a place before it gets a look at you. I'd worn my overalls just for the occasion. Besides, it wouldn't be dark for another hour, so I'd have time to find my way around.
- 9 At the last car, I waited, listening the way I'd been taught—wait till the clack of the train wheels slows to the rhythm of your heartbeat. The trouble is my heart speeds up when I'm looking at the ground rushing by. Finally, I saw a grassy spot and jumped. The ground came quick and hard, but I landed and rolled as the train lumbered on without a thank-you or goodbye.
- 10 As I stood and brushed myself off, there was the sign not five feet in front of me. It was so weathered there was hardly a chip of blue paint to be found. And it looked to have been shot up so bad most of the words were gone. All that was left read MANIFEST: A TOWN WITH A PAST.

Excerpt from MOON OVER MANIFEST by Clare Vanderpool, copyright © 2010 by Clare Vanderpool. Used by permission of Delacorte Press, an imprint of Random House Children's Books, a division of Random House LLC. All rights reserved.

4. Part A

What does the phrase **few and far between** mean as it is used in paragraph 2?

- A.** less often
- B.** less happy
- C.** more distant
- D.** harder to hear

Part B

Which detail from the story of the passage helps the reader understand the meaning of the phrase **few and far between**?

- A.** “. . . does his best talking in stories . . .”
- B.** “So on the occasion . . .”
- C.** “. . . did I ever tell you . . .”
- D.** “. . . where he’d lived once upon a time.”

VH044042_3:1,5

5. Part A

Which pair of sentences provides the **best** summary of the story from *Moon Over Manifest*?

- A.** A girl wonders about a town she will see for the first time. She decides to jump off the train to see it sooner.
- B.** A girl lives with her father but must go on a train alone. Her father is upset because she had gotten very sick.
- C.** A girl rides a train alone to go live in her father's hometown. She misses her father but is curious about her new home.
- D.** A girl enjoys a train ride to a new home. She looks through the things she has brought with her and thinks about the past.

Part B

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

- A.** "Maybe that was how I found comfort then, even with him being so far away."
- B.** "It started the day I got a cut on my knee."
- C.** "I reached into my satchel for the flour sack that held my few special things."
- D.** "In a gold case, it wore like a pocket watch, but inside was a compass showing every direction."
- E.** "But as anyone worth his salt knows, it's best to get a look at a place before it gets a look at you."
- F.** "Finally, I saw a grassy spot and jumped."

6. Part A

In the story from *Moon Over Manifest*, how do paragraphs 2 and 3 contribute to the overall structure of the story?

- A.** They compare the personalities of two characters.
- B.** They describe the setting where the story takes place.
- C.** They present a solution to the main conflict in the story.
- D.** They establish the problem of the story.

Part B

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

- A.** “. . . I could taste the sadness in his voice when he told me I couldn’t stay with him”
- B.** “. . . while he worked a railroad job back in Iowa.”
- C.** “The doctors said I was lucky to come out of it.”
- D.** “. . . a letter from Gideon telling folks that I would be received by Pastor Howard at the Manifest depot”

Refer to the passage from the novel titled *Ida B* and the passage from the novel titled *Moon Over Manifest*. Then answer question 7.

VH044120

7. The passages from *Ida B* and *Moon Over Manifest* both include events that did not happen exactly how the narrators expected them to happen. Write an essay describing how each narrator's point of view influences how these events are described. Be sure to use details from **both** stories.

C10029

Read the passage from *The Youngest Girl in the Fifth*. Then answer questions 8 through 11.

from *The Youngest Girl in the Fifth*

by Angela Brazil

- 1 So far from looking withering as Gwen entered the room, the Principal wore an unusually encouraging and benign¹ expression. She was a handsome, large, imposing woman, with a stern cast of features, and was held in great awe by the whole school. As a rule, Seniors and Juniors quailed alike under the glance of her keen dark eyes.
- 2 "Come here, Gwen," she said blandly, as her pupil stood hesitating near the door. "I want to have a little talk with you. I've been looking over your reports for the last few weeks, and I find that you've done well—so well, that I consider the standard of the Upper Fourth is too easy for you. I think you ought to be able to manage the work of the Fifth Form, and I'm going to move you there."
- 3 Gwen stared at Miss Roscoe, too surprised to answer. Such a proposal as a change of Form was absolutely the last thing she could have expected. In the middle of a term it was surely an unprecedented happening. For the moment she scarcely knew whether to be alarmed or flattered at the honour thus thrust upon her.
- 4 "You may find the mathematics a little difficult," continued Miss Roscoe; "but Miss Woodville shall coach you until you've caught up the rest of the class. She can also go over the arrears of Latin translation with you. With that help you shouldn't be so far behind. I've spoken to both Miss Slade and Miss Douglas about it, and they fully agree with me. Do you think yourself you'll be able to manage the work?"
- 5 "I don't know, I'm sure," stammered Gwen. "I expect I'm behind in maths.—but—"
- 6 "But you must try your best. I shall trust you to make a great effort. I should be very sorry to have to put you down again. Come with me now, and I'll take you to your new Form."

¹benign—harmless

7 Gwen followed the Principal with her head in a buzzing whirl. It seemed like a dream to be suddenly translated from the Lower School to the Upper. She wished she could have had a little time to get accustomed to the idea: she would have liked a day's preparation at least, so as to think the change over and discuss it at home. Miss Roscoe, however, always did things in a hurry; she never had a moment to waste, and at present she whisked her pupil along the corridor and into the Fifth Form room with almost breathless energy.

From *The Youngest Girl in the Fifth* by Angela Brazil—Public Domain

C1506_1:2

8. Part A

Read the sentence from paragraph 7 of the passage.

Gwen followed the Principal with her head in a buzzing whirl.

What is the meaning of the phrase **in a buzzing whirl** as it is used in the sentence?

- A.** many thoughts happening at once
- B.** a lot of confusing information
- C.** many challenging activities
- D.** a lot of daydreaming

Part B

Which detail in paragraph 7 helps the reader understand the meaning of **in a buzzing whirl**?

- A.** “. . . seemed like a dream to be suddenly translated . . .”
- B.** “. . . had a little time to get accustomed to the idea . . .”
- C.** “. . . have liked a day’s preparation . . .”
- D.** “. . . change over and discuss it at home.”

C1508_1:5,6

9. Part A

Which statement **best** describes the main difference between Gwen and Miss Roscoe in the passage from *The Youngest Girl in the Fifth*?

- A.** Gwen takes time to think while Miss Roscoe acts quickly.
- B.** Gwen seems to be timid while Miss Roscoe appears to be daring.
- C.** Gwen likes to dream while Miss Roscoe deals with facts.
- D.** Gwen wants things to remain the same while Miss Roscoe seeks change.

Part B

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

- A.** “. . . quailed alike under the glance of her keen dark eyes.” (paragraph 1)
- B.** “. . . stood hesitating near the door.” (paragraph 2)
- C.** “. . . you ought to be able to manage the work” (paragraph 2)
- D.** ““With that help you shouldn’t be so far behind.”” (paragraph 4)
- E.** “. . . wished she could have had a little time to get accustomed” (paragraph 7)
- F.** “. . . she never had a moment to waste” (paragraph 7)

10. Part A

How does the narrator's point of view influence how the events are described?

- A.** By focusing on Gwen's reactions to the events, the narrator creates sympathy for her situation.
- B.** By including only Miss Roscoe's dialogue during the events, the narrator highlights her power.
- C.** By including the students' reactions to Miss Roscoe during the events, the narrator provides information about other characters.
- D.** By focusing events on Gwen's feelings about wanting more time to make her decision, the narrator shows she has trouble making decisions.

Part B

Which detail from the passage supports the answer in Part A?

- A.** ". . . quailed alike under the glance of her keen dark eyes." (paragraph 1)
- B.** ". . . stared at Miss Roscoe, too surprised to answer." (paragraph 3)
- C.** "' . . . should be very sorry to have to put you down again.'" (paragraph 6)
- D.** "It seemed like a dream" (paragraph 7)

X0507_3:4,6

11. Part A

How do paragraphs 2 and 3 help provide the overall structure of the passage?

- A.** They describe the Principal's relationship with the students.
- B.** They explain how the students feel about the Principal.
- C.** They show how quickly the Principal acts on her decision.
- D.** They reveal the Principal's plan to assist struggling students.

Part B

Which **two** details from paragraphs 6–7 of the passage **best** support the answer to Part A?

- A.** “. . . you must try your best.”
- B.** “I shall trust you to make a great effort.”
- C.** “I should be very sorry to have to put you”
- D.** “Come with me now, and I'll take you”
- E.** “. . . time to get accustomed to the idea”
- F.** “. . . always did things in a hurry”



Unit 2

Directions:

Today, you will take Unit 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 will ask you to write a response. Write your response in the space provided in your answer document. Be sure to keep your response within the provided space. Only responses written within the provided space 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 unit ONLY. Do not go past the stop sign.

VF864178

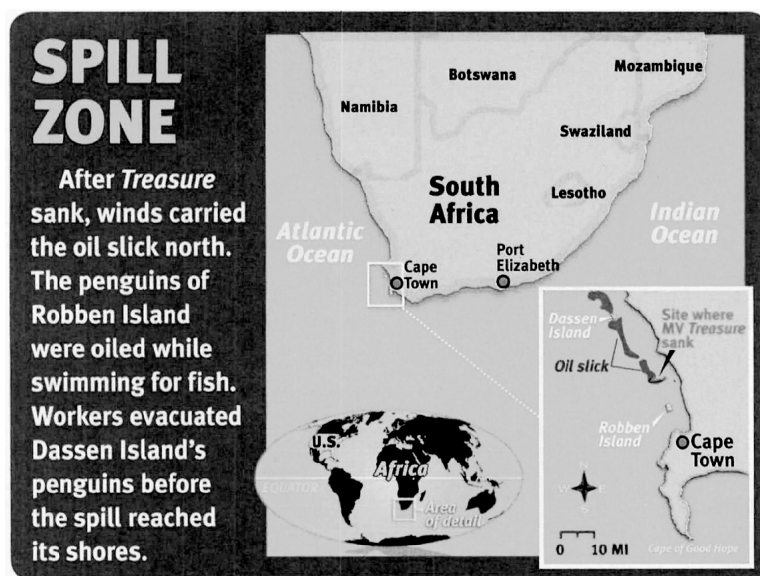
Today you will research how penguins are rescued after a large oil spill. You will read three articles. As you review these sources, you will gather information and answer questions about the rescue of penguins so you can write an essay.

Read the passage from the article by Lauren Tarshis titled "The Amazing Penguin Rescue." Then answer question 12.

from "The Amazing Penguin Rescue"

by Lauren Tarshis

- 1 Imagine you are an African penguin living on an island in the middle of the South Atlantic Ocean. You live with tens of thousands of other penguins on a rocky beach. It's a typical day there in June—cold and windy. The beach echoes with penguin noises, barks and honks and brays. Some of your fellow penguins fight for territory. Others cuddle with their mates and dote on their chicks.



From Storyworks, April/May 2011 issue.
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- 2 You're hungry, so you head down to the water's edge. You waddle on tiny feet, and your wings are too stubby for flying. But in the water, you can swim faster and dive deeper than any bird on Earth. As you plunge into the sea, your wings become powerful underwater propellers. You shoot through the water at 12 miles an hour, a black-and-white blur, snatching sardines from the surface,

swallowing them whole, then catching more. Your thick feathers protect you from the freezing water.

3 You stay in the sea for hours until your belly is full. Then you turn to head back to shore.

4 That's when something goes wrong.

5 As you come to the surface for air, the water feels unfamiliar. It is thick, and it burns your eyes. You try to swim away, but suddenly your wings are too heavy to lift and you can barely propel yourself. Your body wobbles and rolls. You feel bitterly cold. You shiver and gasp for breath.

6 What you don't know is that just hours ago, a cargo ship called *Treasure* hit a reef and split apart. As it sank, 1,300 tons of toxic crude oil gushed into the sea. Oil surrounds your breeding ground—the largest African penguin breeding ground in the world.

7 You are not the only penguin that has become soaked with the poisonous oil. Thousands of others have been trapped in the massive oil slick.

8 The impact of oil on a penguin (or any bird) is immediate and devastating. You are shivering because the oil has caused your layers of feathers to separate. Freezing water now lashes at your sensitive skin. Your eyes hurt because the oil has burned them. Your wings are heavy because they are coated with oil.

9 But your instinct for survival is strong. Somehow you struggle back to shore, fighting the waves and the current. The trip, usually effortless, is an agonizing ordeal. You manage to stagger onto the beach and back to your nest. You lick and peck at your feathers, desperate to clean them. Finally you give up. There is nothing to do but stand there, terrified, dazed, and silent.

Strange Creatures

10 Then the beach is invaded by enormous creatures.

11 They are humans, but you don't know that. You have never seen a human before. These men and women know what you don't: that this oil spill is a catastrophe for you and your species. Some of them have devoted their lives to helping birds like you, birds caught in oil spills and other human-made disasters. They have helped with bird rescues around the world. All they care about is saving your life.

12 But how could you know this?

13 As the humans swarm the beach, you are overcome with panic. A man catches you. You lash out viciously with your powerful jaws and razor-sharp beak. You bite his arm, ripping his skin through the fabric of his thick coat. He doesn't let

go. You strike again, biting his leg, inflicting a wound that will leave a scar for the rest of his life. But he cares more about you than himself. All across the beach, dozens of people are capturing penguins, enduring excruciating bites and wing slaps as they load you and the other penguins into crates. It is painful, exhausting work. The sight of all of these scared and injured penguins is heartbreaking to the humans. Some—grown men and women—fight tears.

- 14 But they don't give up. Tens of thousands of penguins are in danger. And they intend to save every single one.
- 15 Ten miles from the island, outside the city of Cape Town, a team of workers and volunteers has transformed a warehouse into a penguin rescue center. They have worked with astonishing speed. The warehouse holds hundreds of round enclosures, each large enough for 100 penguins. There are additional areas where penguins will be washed. One room is filled with ten tons of frozen fish, the amount needed daily to feed the penguins. Acquiring this enormous quantity of fish every day will be one of the workers' great challenges.
- 16 Actually, everything is a challenge. Simply getting one penguin to eat is a monumental task. In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling. These penguins won't accept the dead fish offered by human hands; workers have to force-feed them. They must restrain a penguin, pry its beak open, and shove the fish down its throat. Feeding one penguin can take an hour. Feeding all of the penguins takes an army of workers 15 hours.
- 17 And then there is the smell that fills the warehouse—a combination of penguin droppings, dead sardines, and human sweat. It is a stench so powerful that many people throw up when they first arrive.
- 18 But not even the smell keeps people away.
- 19 As news of the rescue effort spreads, hundreds, and then thousands, of volunteers flock to the warehouse, eager to help. They are a diverse group, including rich women from fancy neighborhoods and poor teenagers from Cape Town's streets. Some have experience helping wildlife; some have never even owned a pet. All of them have one thing in common: a mission to save as many penguins as possible.

"The Amazing Penguin Rescue" by Lauren Tarshis and map graphic from Storyworks April/May 2011 Issue. Copyright © 2011 by Scholastic, Inc. Used by permission of Scholastic, Inc.

12. Part A

What are **two** main ideas of the article by Lauren Tarshis?

- A.** Oil spills can spread quickly.
- B.** Penguins are good swimmers.
- C.** Oil spills are a great threat to penguins.
- D.** Penguins take good care of their young.
- E.** Penguins are interesting animals to watch.
- F.** People work hard to help the penguins get better.

Part B

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

- A.** "Others cuddle with their mates and dote on their chicks."
- B.** "As you plunge into the sea, your wings become powerful underwater propellers."
- C.** "You are not the only penguin that has become soaked with the poisonous oil."
- D.** "The impact of oil on a penguin (or any bird) is immediate and devastating."
- E.** "In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling."
- F.** "All of them have one thing in common: a mission to save as many penguins as possible."

VF864356

Read the article by Dyan deNapoli titled "The Amazing Penguin Rescue."
Then answer questions 13 through 15.

The Amazing Penguin Rescue

by Dyan deNapoli
as told to Natalie Smith



© AP Photo/IFAW, John Hrusa. Used by permission.

- 1 The summer of 2000, I had just finished my rounds tending to the New England Aquarium's 60 penguins when I got an urgent call from South Africa. The manager of SANCCOB, a seabird rescue center in Cape Town, was on the line. The region's penguins were in trouble. The cargo ship *MV Treasure* had sunk off the coast of Cape Town, creating an oil spill. Thirteen hundred tons of fuel oil were flowing near Robben Island, right in the middle of the African

penguins' primary habitat. In a matter of days, thick, toxic liquid had covered about 20,000 penguins. Without swift help, the seabirds would have no chance for survival.



© AP Photo/Obed Zilwa. Used by permission.

- 2 SANCCOB had launched a massive rescue operation for the oiled penguins. Volunteers were showing up by the thousands, but they had no experience. The center needed penguin keepers to train the volunteers. Would I help?
- 3 Two days later, I boarded a plane to South Africa. I was about to take part in what would become the largest animal rescue operation ever attempted.

A Startling Silence

- 4 Just outside Cape Town, a large warehouse had been turned into a rescue center for the oiled penguins. The rescuers had set up makeshift pools, which held about 100 oiled birds each. Hundreds of pools covered the floor.
- 5 When I first walked into the building, I couldn't believe my ears. Normally, African penguins are vocal birds. I expected to walk in to a chorus of honking and squawking. Instead, the center sounded like a library. Only the hushed voices of people could be heard. The penguins were dead silent.
- 6 I felt overwhelmed. My heart ached for the distressed birds. Cleaning them all seemed like an impossible task. But we had to carry on like doctors in an emergency room. There was no time for doubt.

Bird Bath

- 7 Cleaning oil off a penguin isn't easy. It takes two people—one to hold the penguin, another to do the washing. The bird is sprayed with a degreaser and scrubbed with warm, soapy water. Delicate areas around the face must be brushed with a toothbrush. Then the bird gets rinsed under a hose. The whole process takes about an hour. Even with more than 12,500 volunteers, it took a month to bathe all 20,000 birds at the center.



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The Spreading Spill

- 8 While workers bathed penguins at the rescue center, another crisis was developing. Oil from the spill had started moving north toward Dassen Island. Tens of thousands of penguins were in the oil's path. But we already had our hands full with 20,000 recovering birds. Supplies were running low. If any more birds were oiled, we wouldn't have enough resources to save them.
- 9 One researcher came up with an idea: What if the Dassen penguins were temporarily moved out of harm's way? The method had never been tried before. Experts decided to give it a chance. Workers rounded up a large number of the penguins on Dassen Island and released them near Port Elizabeth, 500 miles away. The hope was that by the time the seabirds swam home, the oil would be gone. The plan worked! Another 20,000 penguins were saved.

Amazing Rescue

- 10 The entire penguin rescue operation took about three months. In the end, more than 90 percent of the oiled penguins were successfully returned to the

wild. In a previous large-scale penguin rescue, only half of the oiled birds survived. We could hardly believe that our efforts worked!

- 11 But for me, the most inspiring part was the work of the volunteers. Rescuing penguins isn't glamorous. The stench of the rescue center—a mix of penguin droppings and dead fish—made people feel sick. The scratches and bites of terrified birds covered volunteers' arms. As the Penguin Lady, I'm used to facing such hazards to care for the animals I love. What I didn't realize was how many other people care for penguins too.

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13. Part A

Read the sentence from paragraph 5 of the article by Dyan deNapoli.

Normally, African penguins are vocal birds.

What does the word **vocal** mean as it is used in the sentence?

- A.** shy
- B.** fearful
- C.** noisy
- D.** challenging

Part B

Which sentence from the article **best** helps the reader understand the meaning of **vocal** in Part A?

- A.** "I expected to walk in to a chorus of honking and squawking."
- B.** "Only the hushed voices of people could be heard."
- C.** "I felt overwhelmed."
- D.** "My heart ached for the distressed birds."

VH077874_3:1,5

14. Part A

Select the **best** summary of the article by Dyan deNapoli.

- A.** A large oil spill in the water near Cape Town endangered the lives of a nearby penguin population. Despite their efforts, rescuers quickly realized that the penguins needed more care than they could provide.
- B.** A large oil spill in the water near Cape Town threatened the penguins who lived on a nearby island. Experts spent months caring for the injured birds, but many were unable to be released back into the wild.
- C.** A large oil spill in the water near Cape Town placed a nearby penguin population in danger. Thousands of rescuers worked together to help the penguins and eventually returned them to their home.
- D.** A large oil spill in the water near Cape Town threatened the lives of penguins living nearby. Experts trained many people who volunteered to help the penguins.

Part B

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

- A.** "The region's penguins were in trouble."
- B.** "The center needed penguin keepers to train the volunteers."
- C.** "But we already had our hands full with 20,000 recovering birds."
- D.** "If any more birds were oiled, we wouldn't have enough resources to save them."
- E.** "In the end, more than 90 percent of the oiled penguins were successfully returned to the wild."
- F.** "In a previous large-scale penguin rescue, only half of the oiled birds survived."

15. Part A

How does the author, Dyan deNapoli, support the idea that cleaning the penguins was a difficult task?

- A.** by providing a comparison of two ways to clean penguins
- B.** by providing a description of the steps for cleaning penguins
- C.** by providing a quotation from someone who cleaned penguins
- D.** by providing an explanation of why oil must be cleaned from penguins

Part B

Which paragraph in the article by Dyan deNapoli **best** supports the answer to Part A?

- A.** paragraph 1
- B.** paragraph 6
- C.** paragraph 7
- D.** paragraph 9

Refer to the article by Lauren Tarshis titled “The Amazing Penguin Rescue” and the article by Dyan deNapoli titled “The Amazing Penguin Rescue.” Then answer questions 16 and 17.

VH178644_1:2,4

16. Part A

Which sentence **best** states a difference between how information is presented in the article by Lauren Tarshis and how information is presented in the article by Dyan deNapoli?

- A. The article by Tarshis puts the reader in the role of a penguin affected by an oil spill event, while the article by deNapoli tells how a person was affected by an oil spill event.
- B. The article by Tarshis focuses on statistics to provide more information about an oil spill event, while the article by deNapoli shares the emotional effects on rescuers after an oil spill event.
- C. The article by Tarshis tells about the cause of an oil spill event, while the article by deNapoli highlights the process used to clean the penguins affected by an oil spill event.
- D. The article by Tarshis offers details about the experience of the rescuers who assist after an oil spill event, while the article by deNapoli discusses the causes of an oil spill event.

Part B

Select **two** details from the articles that support the answer to Part A. Select one detail from the article by Lauren Tarshis and one detail from the article by Dyan deNapoli.

- A. “As it sank, 1,300 tons of toxic crude oil gushed into the sea.” (from the article by Tarshis)
- B. “You are not the only penguin that has become soaked with the poisonous oil.” (from the article by Tarshis)
- C. “And they intend to save every single one.” (from the article by Tarshis)
- D. “I was about to take part in what would become the largest animal rescue operation ever attempted.” (from the article by deNapoli)
- E. “The rescuers had set up makeshift pools, which held about 100 oiled birds each.” (from the article by deNapoli)
- F. “It takes two people—one to hold the penguin, another to do the washing.” (from the article by deNapoli)

17. Part A

Which phrase **best** describes both the workers in the article by Lauren Tarshis and the volunteers in the article by Dyan deNapoli?

- A.** ready to save as many birds as possible
- B.** concerned about slipping on the oil-slick rocks
- C.** hopeful that more rescuers will arrive to help
- D.** angry because of the carelessness of humans

Part B

Select **one** detail from the article by Lauren Tarshis and **one** detail from the article by Dyan deNapoli that **best** support the answer to Part A.

- A.** "These men and women know what you don't: that this oil spill is a catastrophe for you and your species." (article by Lauren Tarshis)
- B.** "The sight of all of these scared and injured penguins is heartbreaking to the humans." (article by Lauren Tarshis)
- C.** "As news of the rescue effort spreads, hundreds, and then thousands, of volunteers flock to the warehouse, eager to help." (article by Lauren Tarshis)
- D.** "Volunteers were showing up by the thousands, but they had no experience." (article by Dyan deNapoli)
- E.** "But we already had our hands full with 20,000 recovering birds." (article by Dyan deNapoli)
- F.** "As the Penguin Lady, I'm used to facing such hazards to care for the animals I love." (article by Dyan deNapoli)

VH145447

Read the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic.” Then answer question 18.

Update on Penguin Rescue Efforts from Oil Spill in South Atlantic

- 1 This is a follow-up to an earlier diary about the threat posed by oil spilled by a freighter that broke up off Nightingale Island, home to approximately half of the world’s endangered Northern Rockhopper penguin population.
- 2 Here is a brief recap of key events. On March 16, for reasons no one has been able to determine, a fully loaded freighter containing soybeans slammed into the rocks off Nightingale Island in the Tristan da Cunha archipelago (a World Heritage site) in the south Atlantic. The freighter broke in half and sank, dumping at least 1500 tons of fuel oil in the seas, which formed a heavy oil slick around the island, threatening marine life. The penguins attracted the most attention as they are critically endangered. Because of the remote location, it took wildlife rescue teams nearly a week to reach the island by boat and set up operations. Wildlife biologists estimate that half of the 20,000-penguin colony have had some exposure to the oil and over 300 oiled penguins have already died.
- 3 Thanks to outreach and updates by marine biologist David Guggenheim, the difficult wildlife rescue operation is starting to get broader attention by NGOs¹ and the media. CNN has finally covered the story.
- 4 This tragedy has been filled with unsung acts of heroism large and small. I want to sing their praises.
- 5 Shortly after the freighter ran aground, the cruise ship Prince Albert and fishing vessel Edinburgh responded to the distress signal and assisted in the difficult task of evacuating the 22 crew members of the MS Oliva (Valetta) before it broke apart and sank. A rescue team from the Prince Albert used small pontoon vessels to reach the stricken ship, navigating rough seas and rocks in the process. The crew members were brought to the Edinburgh, which was small enough to dock on the island.
- 6 The residents of the island and the wildlife rescue teams have been working around the clock to save the penguins and other marine animals affected by the oil. There are four major tasks required to save the penguin colony and other affected wildlife.

¹NGOs—nongovernmental organizations

- 7 (1) Locate and retrieve oiled animals. This means using small boats in heavy seas to find the animals in the water, on rocks, and in remote coves. While plucking the penguins from the water is relatively easy, getting to the animals on sea-splashed and oil-covered rocks is quite another matter.
- 8 At last report, over 3000 oiled penguins have been rescued, along with sea birds and seals.
- 9 (2) Treat the affected animals as quickly as possible to reduce ingestion of oil. This requires washing the feathers with detergent to remove oil and then coaxing them to drink fluids, vitamins and charcoal to absorb ingested oil. It is a labor of love that means working every waking hour for the residents and several dozen wildlife rescue specialists.
- 10 Once treated the less severely affected penguins are taken to the island's swimming pool, which has been emptied, partially filled with fresh water, and cleaned frequently.
- 11 The more severely affected penguins and other sea birds are being taken to warehouses and specially built sheds. These animals require more care and observation. They also must be kept warm with heaters or infrared bulbs to prevent pneumonia. The freighter crew has been spending their time building the pens and rehabilitation sheds.



Tina Glass Tristan da Cunha Photo
Portfolio www.tristandc.com

- 12 (3) Pen and house the rest of colony to prevent exposure to oil. With molting season ending, the penguins' instinct is to head for the seas to forage for food.

- 13 (4) Feed the entire colony of 20,000 penguins. A large fishing vessel has been working continuously since the crisis began to fish for the penguins. The seas have been particularly rough and island residents have emptied their freezers to feed the birds. By the way, fishing is the primary occupation among residents. When they donate the contents of their freezers, they are emptying their own larders² and wallets.

²larders—pantry

“Update on Penguin Rescue Efforts from Oil Spill in South Atlantic,” © Kos Media, LLC. “Kos” and “Daily Kos” are registered trademarks of Kos Media, LLC.

18. Part A

What is the meaning of **ingestion** as it is used in paragraph 9 of the article "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"?

- A.** removing from a protective covering
- B.** taking something into the body
- C.** working hard at a difficult task
- D.** sticking tightly to a surface

Part B

Which phrase from paragraph 9 helps the reader understand the meaning of **ingestion**?

- A.** "Treat the affected animals as quickly as possible"
- B.** ". . . washing the feathers with detergent . . ."
- C.** "It is a labor of love"
- D.** ". . . to drink fluids, vitamins and charcoal . . ."

Refer to the article by Dyan deNapoli titled “The Amazing Penguin Rescue” and the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic.” Then answer question 19.

VH223473_4:3,6

19. Part A

Which statement **best** describes a major difference between the structure of the articles “The Amazing Penguin Rescue” by Dyan deNapoli and “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”?

- A.** “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” compares and contrasts many ways people can help rescue penguins, while the article by deNapoli focuses on only one part of the rescue process.
- B.** “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” is mainly a chronological account of the oil spill itself, while the article by deNapoli focuses on the causes and effects of the oil spill.
- C.** “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” presents facts to support an argument in favor of helping penguins, while the article by deNapoli is focused mostly on opinion and emotions related to the oil spill.
- D.** “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” provides the main steps in the process of the rescue effort, while the article by deNapoli is a firsthand account of one person’s experience.

Part B

Choose **two** pieces of evidence, one from each article, that support the answer in Part A.

- A.** "The cargo ship MV *Treasure* had sunk off the coast of Cape Town, creating an oil spill." ("The Amazing Penguin Rescue" by Dyan deNapoli)
- B.** "The rescuers had set up makeshift pools, which held about 100 oiled birds each." ("The Amazing Penguin Rescue" by Dyan deNapoli)
- C.** "But for me, the most inspiring part was the work of the volunteers." ("The Amazing Penguin Rescue" by Dyan deNapoli)
- D.** "The penguins attracted the most attention as they are critically endangered." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")
- E.** "The crew members were brought to the Edinburgh, which was small enough to dock on the island." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")
- F.** "There are four major tasks required to save the penguin colony and other affected wildlife." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")

Refer to the article by Lauren Tarshis titled “The Amazing Penguin Rescue,” the article by Dyan deNapoli titled “The Amazing Penguin Rescue,” and the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic.” Then answer question 20.

VH223502

20. You have read three articles about penguin rescue efforts after an oil spill.

- from “The Amazing Penguin Rescue” by Lauren Tarshis
- “The Amazing Penguin Rescue” by Dyan deNapoli
- “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”

Write an essay explaining the similarities and differences in each article’s point of view about penguin rescue efforts after an oil spill. Support your essay with information from all **three** sources.



Unit 3

Directions:

Today, you will take Unit 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 will ask you to write a response. Write your response in the space provided in your answer document. Be sure to keep your response within the provided space. Only responses written within the provided space 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 unit ONLY. Do not go past the stop sign.

VF886479

Today you will read a passage from “The Growin’ of Paul Bunyan.” As you read, pay close attention to the characters’ thoughts. This will help you answer questions and prepare you to write a narrative story.

Read the passage from the story “The Growin’ of Paul Bunyan.” Then answer questions 21 through 25.

from “The Growin’ of Paul Bunyan”

by William J. Brooke

- 1 *Paul Bunyan finds Johnny Appleseed after Paul chops down all the trees Johnny has planted for six days.*
- 2 Starin’ out at the orange sun, Johnny asks, “Are they all gone?” Paul looks back over his shoulder an’ allows as how they are. Paul waits for Johnny to say somethin’ else, but he just keeps starin’, so Paul says, “It took you six days to plant ‘em an’ it took me only three days to chop ‘em down. Pretty good, huh?”
- 3 Johnny looks up an’ smiles sadly. “It’s always easier to chop somethin’ down than to make it grow.” Then he goes back to starin’.
- 4 Now that rankles Paul. When he beats somebody fair an’ square, he expects that someone to admit it like a man. “What’s so hard about growin’ a tree anyway?” he grumps. “You just stick it in the ground an’ the seed does all the work.”
- 5 Johnny reaches way down in the bottom o’ his bag an’ holds out a seed. “It’s the last one,” he says. “All the rest o’ my dreams is so much kindlin’ wood, so why don’t you take this an’ see if it’s so easy to make it grow.”
- 6 Paul hems an’ haws, but he sees as how he has to make good on his word. So he takes the little bitty seed an’ pushes it down in the ground with the tip o’ one fingernail. He pats the soil around it real nice, like he seen Johnny do. Then he sits down to wait as the sun sets.
- 7 “I’m not as fast as you at this,” Paul says, “but you’ve had more practice. An’ I’m sure my tree will be just as good as any o’ yours.”
- 8 “Not if it dies o’ thirst,” says Johnny’s voice out o’ the dark.
- 9 Paul hasn’t thought about that. So when the moon comes up, he heads back to a stream he passed about two hunnert miles back. But he don’t have nothin’ to

carry water in, so he scoops up a double handful an' runs as fast as he can with the water slippin' betwixt his fingers. When he gets back, he's got about two drops left.

- 10 "Guess I'll have to get more water," he says, a mite winded.
- 11 "Don't matter," says Johnny's voice, "if the rabbits get the seed."
- 12 An' there in the moonlight, Paul sees all the little cottontails hoppin' around an' scratchin' at the ground. Not wishin' to hurt any of 'em, he picks 'em up, one at a time, an' moves 'em away, but they keep hoppin' back. So, seein' as how he still needs water, he grabs 'em all up an' runs back to the stream, sets the rabbits down, grabs up the water, runs back, flicks two more drops on the spot, pushes away the new batch o' rabbits movin' in, an' tries to catch his breath.
- 13 "Just a little more water an' a few less rabbits an' it'll be fine," Paul says between gasps.
- 14 Out o' the dark comes Johnny's voice. "Don't matter, if the frost gets it."
- 15 Paul feels the cold ground an' he feels the moisture freezin' on his hands. So he gets down on his knees an' he folds his hands around that little spot o' dirt an', gentle as he can, breathes his warm breath onto that tiny little seed. Time passes and the rabbits gather round to enjoy the warmth an' scratch their soft little backs up against those big calloused hands. As the night wears on, Paul falls into a sleep, but his hands never stop cuppin' that little bit o' life.
- 16 Sometime long after moonset, the voice o' Johnny Appleseed comes driftin' soft out o' the dark an' says, "Nothin's enough if you don't care enough."
- 17 Paul wakes up with the sun. He sets up an' stretches an' for a minute he can't remember where he is. Then he looks down an' he gives a whoop. 'Cause he sees a little tiny bit o' green pokin' up through the grains o' dirt. "Hey, Johnny," he yells, "look at this!" But Johnny Appleseed is gone, slipped away in the night. Paul is upset for a minute, then he realizes he don't need to brag to anybody, that that little slip o' green is all the happiness he needs right now.

Excerpt from "The Growin' of Paul Bunyan" from A TELLING OF THE TALES by William J. Brooke, text copyright © 1990 by William J. Brooke. Used by permission of HarperCollins Publishers.

21. Part A

Which statement explains how Paul responds to Johnny's challenge of turning a seed into a tree?

- A.** Paul is sad that Johnny misses the trees and wants him to feel better.
- B.** Paul is annoyed and wants to prove to Johnny that growing a tree is easy to do.
- C.** Paul is proud that he has cut down the trees and is surprised that Johnny is unhappy.
- D.** Paul is angry and wants to demonstrate to Johnny that he does not care about growing trees.

Part B

Which detail from the story supports the answer to Part A?

- A.** "What's so hard about growin' a tree anyway?"
- B.** "Paul hems an' haws, but he sees as how he has to make good on his word."
- C.** "Not wishin' to hurt any of 'em, he picks 'em up, one at a time"
- D.** "Paul is upset for a minute, then he realizes he don't need to brag to anybody"

22. Part A

At the beginning of the story, how is Johnny's view about his trees different from Paul's?

- A.** Johnny views his trees as food for the rabbits while Paul views them as useful in his work.
- B.** Johnny views his trees as the result of hard work while Paul views them as objects to win a contest.
- C.** Johnny views his trees as needing his protection while Paul views them as needing too much care.
- D.** Johnny views his trees as friends that he needs to take care of while Paul views them as something to brag about.

Part B

Choose **two** details, one for Johnny and one for Paul, that support the answer to Part A.

- A.** "'It took you six days to plant 'em an' it took me only three days to chop 'em down.'"
- B.** "'It's always easier to chop somethin' down than to make it grow.'"
- C.** "Johnny reaches way down in the bottom o' his bag an' holds out a seed."
- D.** "So he takes the little bitty seed an' pushes it down in the ground with the tip o' one fingernail."
- E.** "He pats the soil around it real nice, like he seen Johnny do."
- F.** "'Don't matter,' says Johnny's voice, 'if the rabbits get the seed.'"

23. Part A

How do paragraphs 9, 12, and 15 contribute to the overall structure of the story?

- A.** They include a series of events that challenge the characters.
- B.** They provide details that explain the importance of the setting to the characters.
- C.** They identify the source of the conflict between the characters.
- D.** They describe the process by which one of the characters learns a lesson.

Part B

Which paragraph **best** supports the answer to Part A?

- A.** paragraph 8
- B.** paragraph 11
- C.** paragraph 14
- D.** paragraph 16

24. Part A

How does the narrator's point of view **most** influence how the events are described in the passage from "The Growin' of Paul Bunyan"?

- A.** It reveals Paul's actions while he cares for the seed.
- B.** It shows Paul's past experience with planting.
- C.** It shows Paul's reasons for chopping down trees.
- D.** It reveals Paul's relationship with Johnny.

Part B

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

- A.** "It's always easier to chop somethin' down than to make it grow."
- B.** "What's so hard about growin' a tree anyway?"
- C.** "So he gets down on his knees an' he folds his hands around that little spot o' dirt an', gentle as he can, breathes his warm breath onto that tiny little seed."
- D.** "Paul is upset for a minute, then he realizes he don't need to brag to anybody, that that little slip o' green is all the happiness he needs right now."

VH054046

- 25.** You have read a passage from “The Growin’ of Paul Bunyan.” Think about how the story would be different if it were told from Johnny’s point of view. Write the story from the point of view of Johnny.

00082

Read the article “Phillis’s Big Test.” Then answer questions 26 through 31.

Phillis’s Big Test

by Catherine Clinton

- 1 ONE CRISP EARLY-AUTUMN morning in 1772, Phillis Wheatley was crossing the Boston cobblestones with a sheaf of papers held tightly under her arm. Her master, John Wheatley, had offered her a ride to her examination, but she preferred to walk.
- 2 She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?
- 3 She had spent recent evenings copying and recopying her poetry in her own neat handwriting. She knew every line, every syllable, by heart. She wrapped the pages tightly in a roll, pages of poems that had come from deep inside her—and could not be taken away, no matter the outcome of today.
- 4 Still, she had something to prove. Not just because she was young, not just because she was a girl, but because she was a slave and came from Africa.
- 5 She could remember little about crossing the Atlantic, and even less about her African homeland. She was just shedding her front teeth when John Wheatley bought her on the Boston docks as a servant for his wife, Susanna. They christened their new slave Phillis, the name of the slave ship on which she arrived.
- 6 Her first winter in Boston was so very cold and awful. She survived only by the kindness of her masters, especially the Wheatleys’ twins, Nathaniel and Mary, who eagerly shared their lessons with her. They taught her not just English but Latin and Greek.
- 7 It was those lessons that led her to where she was today. As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing. And soon she was reciting her poems to the Wheatleys’ friends.
- 8 She had stayed up late, night after night, preparing for the examination. The previous evening, her mistress, Susanna, had taken away the candle at midnight and said, “Tomorrow you will look them straight in the eye as you

answer all of their questions. Your talent will speak for itself. They will discover the poet we know you to be! And when your book is published, everyone will know!”

- 9 Books had opened up a whole new world to Phillis, as she was taught literature and geography, as she memorized the names of cities and countries, lists of kings and queens, and dates of discoveries.
- 10 Over time she had come to appreciate her own time and place, her very own role in the chain of events stretching from past to present. She did not know why she had been brought from Africa to Boston, or why she had ended up in the Wheatley home. But she knew that she must now make the most of her opportunities. She must make her voice heard.
- 11 She was not content to recite her verse in drawing rooms or read one of her poems from a newspaper. She wanted her own book, because books would not just last a lifetime; they would be there for her children and her children’s children.
- 12 She hurried by the bookseller’s shop that she visited weekly. Today, Phillis did not have time to step inside and smell the leather bindings. Maybe soon she would visit and find her own name on a volume.
- 13 But she must first pass this examination to make her dream come true. There would be only eighteen gentlemen. She had often entertained as large a crowd in the Wheatley parlor.
- 14 This group, though, would include the governor, the lieutenant governor, famous ministers, and published poets . . . all learned men. Many had studied across the river at Harvard and knew much more than she did.
- 15 Phillis felt a chill as she neared the building. She started to turn away, but then Susanna Wheatley’s words echoed in her head: Your talent will speak for itself.
- 16 Phillis slowly mounted the steps. She would face her examiners—not just for herself or for the Wheatleys, but for her family back in Africa, and for her new brothers and sisters in America, who deserved their own poet.
- 17 As she turned the handle on the large wooden door, the sunlight framed her entrance. She moved into the hall as all eyes turned toward her:
- 18 “Good day, gentlemen. I am the poet, Phillis Wheatley.”

19 *NO RECORD EXISTS* of her examination, but we now know that Phillis passed with flying colors. The men signed a document testifying to Wheatley's authorship, which appeared in the back of her volume of poems, published in 1773.

Excerpt from PHILLIS'S BIG TEST by Catherine Clinton. Text copyright © by Catherine Clinton. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

2111_A_3:1

26. Part A

In paragraph 19 of “Phillis’s Big Test,” what is the meaning of the phrase **testifying to**?

- A. offering
- B. exhibiting
- C. confirming
- D. representing

Part B

Which sentence from the article helps the reader understand the meaning of the phrase **testifying to** as it is used in paragraph 19?

- A. “She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?” (paragraph 2)
- B. “She had spent recent evenings copying and recopying her poetry in her own neat handwriting.” (paragraph 3)
- C. “She was not content to recite her verse in drawing rooms or read one of her poems from a newspaper.” (paragraph 11)
- D. “She wanted her own book, because books would not just last a lifetime; they would be there for her children and her children’s children.” (paragraph 11)

27. Part A

According to the article “Phillis’s Big Test,” which statement explains Phillis Wheatley’s relationship with her master and his family?

- A.** They treated her as a servant.
- B.** They supported her as a writer.
- C.** They provided her with transportation.
- D.** They named her after a ship.

Part B

Which sentence from the article provides support for the answer to Part A?

- A.** “ONE CRISP EARLY-AUTUMN morning in 1772, Phillis Wheatley was crossing the Boston cobblestones with a sheaf of papers held tightly under her arm.” (paragraph 1)
- B.** “She was just shedding her front teeth when John Wheatley bought her on the Boston docks as a servant for his wife, Susanna.” (paragraph 5)
- C.** “They christened their new slave Phillis, the name of the slave ship on which she arrived.” (paragraph 5)
- D.** “She started to turn away, but then Susanna Wheatley’s words echoed in her head: Your talent will speak for itself.” (paragraph 15)

X0504_4:3,6

28. Part A

Which statement best expresses the main ideas of the article?

- A.** Phillis memorized her poetry by copying it, and she was fully prepared to pass her exam.
- B.** Phillis was grateful to her new family, and she wrote poetry to describe her experiences with them.
- C.** Phillis enjoyed writing poetry, and she was encouraged to publish her work.
- D.** Phillis was motivated by literature to express herself, and she overcame challenges to become a poet.

Part B

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

- A.** "She knew every line, every syllable, by heart." (paragraph 3)
- B.** "She survived only by the kindness of her masters, especially the Wheatleys' twins" (paragraph 6)
- C.** "As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing." (paragraph 7)
- D.** "Over time she had come to appreciate her own time and place, her very own role in the chain of events" (paragraph 10)
- E.** "But she knew that she must now make the most of her opportunities." (paragraph 10)
- F.** "But she must first pass this examination to make her dream come true." (paragraph 13)

X0501_2:4

29. Part A

What is the difference between Phillis’s audience at the Wheatley’s home and the men at the exam?

- A.** The Wheatley audience reads her poetry before she recites it.
- B.** The men at the exam require her to prove herself.
- C.** The Wheatley audience includes highly educated people.
- D.** The men at the exam are greater in number.

Part B

Which paragraph from “Phillis’s Big Test” provides evidence to support the answer to Part A?

- A.** paragraph 11
- B.** paragraph 13
- C.** paragraph 14
- D.** paragraph 16

X0509_2:4,5

30. Part A

How does the author use evidence to support the point that Phillis was determined to succeed?

- A.** by showing that she stayed busy reading literature
- B.** by showing that she worked hard and had future plans
- C.** by showing that she was independent and had strong opinions
- D.** by showing that she received support and a good education

Part B

Which **two** details from the article support the answer in Part A?

- A.** “. . . had offered her a ride to her examination, but she preferred to walk.” (paragraph 1)
- B.** “. . . could not be taken away, no matter the outcome of today.” (paragraph 3)
- C.** “They taught her not just English but Latin and Greek.” (paragraph 6)
- D.** “She had stayed up late, night after night, preparing for the examination.” (paragraph 8)
- E.** “She wanted her own book, because books would not just last a lifetime” (paragraph 11)
- F.** “She hurried by the bookseller’s shop that she visited weekly.” (paragraph 12)

X0512_4:5,6

31. Part A

Based on information in “Phillis’s Big Test,” what is the **main** reason that Phillis works hard to pass the examination?

- A. to gain fame as a poet
- B. to show her skill at reciting poetry
- C. to make the Wheatley family proud
- D. to achieve what she thinks she is meant to do

Part B

Which **two** sentences provide evidence for the answer in Part A?

- A. “As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing.” (paragraph 7)
- B. ““Your talent will speak for itself.”” (paragraph 8)
- C. ““They will discover the poet we know you to be!”” (paragraph 8)
- D. “Over time she had come to appreciate her own time and place, her very own role in the chain of events stretching from past to present.” (paragraph 10)
- E. “But she knew that she must now make the most of her opportunities.” (paragraph 10)
- F. ““I am the poet, Phillis Wheatley.”” (paragraph 18)



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

Unit 1		
Items 1-7		
Task: Literary Analysis (LAT)		
Passage 1: from <i>Ida B</i> by Katherine Hannigan		
Item Number	Answer(s)	Standards Alignment
1 VH048203	Item Type: EBSR Part A: D Part B: A	RL1; RL4; L4
2 VH043725	Item Type: EBSR Part A: B Part B: B	RL1; RL2
3 VH178674	Item Type: EBSR Part A: C Part B: A and C	RL1; RL3
Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool		
4 VH043882	Item Type: EBSR Part A: A Part B: B	RL1; RL4; L5
5 VH044042	Item Type: EBSR Part A: C Part B: A and E	RL1; RL2
6 VH044076	Item Type: EBSR Part A: D Part B: A	RL1; RL5
Passage 1: from <i>Ida B</i> by Katherine Hannigan and Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool		
7 VH044120	Item Type: PCR Refer to Grade 5 Scoring Rubric	RL1; RL6; W2; W4-10
Items 8-11		
Passage Type: Literary S/M		
Passage: from <i>The Youngest Girl in the Fifth</i> by Angela Brazil		
8 C1506	Item Type: EBSR Part A: A Part B: B	RL1; RL4; L4
9 C1508	Item Type: EBSR Part A: A Part B: E, F	RL1; RL3
10 X0506	Item Type: EBSR Part A: A Part B: B	RL1; RL6

11 X0507	Item Type: EBSR Part A: C Part B: D, F	RL1; RL5
Unit 2		
Items 1-9		
Task: Research Simulation (RST)		
Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshish		
Item Number	Answer(s)	Standards Alignment
1 VH077812	Item Type: EBSR Part A: C and F Part B: D and F	RI1; RI2
Passage 2: “The Amazing Penguin Rescue” by Dylan deNapoli		
2 VH077866	Item Type: EBSR Part A: C Part B: A	RI1; RI4
3 VH077874	Item Type: EBSR Part A: C Part B: A and E	RI1; RI2
4 VH077869	Item Type: EBSR Part A: B Part B: C	RI1; RI8
Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshish and Passage 2: “The Amazing Penguin Rescue” by Dylan deNapoli		
5 VH178644	Item Type: EBSR Part A: A Part B: B and D	RI1; RI6
6 VH178966	Item Type: EBSR Part A: A Part B: C and D	RI1; RI3
Passage 3: “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”		
7 VH223430	Item Type: EBSR Part A: B Part B: D	RI1; L4; RI4
Passage 2: “The Amazing Penguin Rescue” by Dylan deNapoli and Passage 3: “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”		
8 VH223473	Item Type: EBSR Part A: D Part B: C and F	RI1; RI5

Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshish; Passage 2: “The Amazing Penguin Rescue” by Dylan deNapoli; Passage 3: “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”		
9 VH223502	Item Type: PCR Refer to Grade 5 Scoring Rubric	RI1; RI3; RI9; W2; W4-10
Unit 3		
Items 1-5		
Task: Narrative (NWT)		
Passage: from “The Growin’ of Paul Bunyan” by William J. Brooke		
Item Number	Answer(s)	Standards Alignment
1 VH178890	Item Type: EBSR Part A: B Part B: A	RL1; RL3
2 VH050620	Item Type: EBSR Part A: B Part B: A and B	RL1; RL3
3 VH050618	Item Type: EBSR Part A: D Part B: D	RL1; RL5
4 VH178899	Item Type: EBSR Part A: A Part B: C	RL1; RL6
5 VH054046	Item Type: PCR Refer to Grade 5 Scoring Rubric	W3-10
Items 6-11		
Passage Type: Informational M/L		
Passage: “Phillis’s Big Test” by Catherine Clinton		
6 2111_A	Item Type: EBSR Part A: C Part B: A	RI1; RI4; L4
7 2117_A	Item Type: EBSR Part A: B Part B: D	RI1; RI3
8 X0504	Item Type: EBSR Part A: D Part B: C, F	RI1; RI2
9 X0501	Item Type: EBSR Part A: B Part B: D	RI1; RI3
10 X0509	Item Type: EBSR Part A: B Part B: D, E	RI1; RI8
11 X0512	Item Type: EBSR Part A: D Part B: E, F	RI1; RI8