

# Rhode Island RICAS 2019 Grade 5 English Language Arts

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# Grade 5 English Language Arts Test

The spring 2019 grade 5 English Language Arts test was a next-generation assessment that was administered in two primary formats: a computer-based version and a paper-based version. The vast majority of students took the computer-based test. The paper-based test was offered as an accommodation for students with disabilities who are unable to use a computer, as well as for English learners who are new to the country and are unfamiliar with technology.

Most of the operational items on the grade 5 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

**This document displays released items from the paper-based test.** Released items from the computer-based test are available on the RICAS Resource Center website at [ricas.pearsonsupport.com/released-items](https://ricas.pearsonsupport.com/released-items).

The Scoring Guides can be found at [www.doe.mass.edu/mcas/student/](http://www.doe.mass.edu/mcas/student/). They provide the released constructed-response questions, a unique scoring guide for each question, and samples of student work at each score point.

## Test Sessions and Content Overview

The grade 5 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and essay questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

## Standards and Reporting Categories

The grade 5 ELA test was based on Pre-K–5 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework* is strongly aligned with Rhode Island’s English Language Arts/literacy standards: the Common Core State Standards (CCSS). The RICAS ELA assessment tables articulate this alignment and are available on the RIDE website at [www.ride.ri.gov/ricas](http://www.ride.ri.gov/ricas). The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

ELA test results are reported under three RICAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this chapter provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

## Reference Materials

During both ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English learner students only. No other reference materials were allowed during any ELA test session.

# Grade 5 English Language Arts

This session contains 17 questions.

## Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the passage about an unusual event. Then answer the questions that follow.

### from *The Wild Robot*

by Peter Brown



#### **THE OCEAN**

- 1 Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared and raged through the night. And in the middle of the chaos, a cargo ship was sinking  
down  
down  
down  
to the ocean floor.
- 2 The ship left hundreds of crates floating on the surface. But as the hurricane thrashed and swirled and knocked them around, the crates also began sinking into the depths. One after another, they were swallowed up by the waves, until only five crates remained.

- 3 By morning the hurricane was gone. There were no clouds, no ships, no land in sight. There was only calm water and clear skies and those five crates lazily bobbing along an ocean current. Days passed. And then a smudge of green appeared on the horizon. As the crates drifted closer, the soft green shapes slowly sharpened into the hard edges of a wild, rocky island.
- 4 The first crate rode to shore on a tumbling, rumbling wave and then crashed against the rocks with such force that the whole thing burst apart.
- 5 Now, reader, what I haven't mentioned is that tightly packed inside each crate was a brand-new robot. The cargo ship had been transporting hundreds of them before it was swept up in the storm. Now only five robots were left. Actually, only four were left, because when that first crate crashed against the rocks, the robot inside shattered to pieces.
- 6 The same thing happened to the next crate. It crashed against the rocks, and robot parts flew everywhere. Then it happened to the next crate. And the next. Robot limbs and torsos were flung onto ledges. A robot head splashed into a tide pool. A robot foot skittered into the waves.
- 7 And then came the last crate. It followed the same path as the others, but instead of crashing against the rocks, it sloshed against the remains of the first four crates. Soon, more waves were heaving it up out of the water. It soared through the air, spinning and glistening until it slammed down onto a tall shelf of rock. The crate was cracked and crumpled, but the robot inside was safe.

### **THE OTTERS**

- 8 The island's northern shore had become something of a robot gravesite. Scattered across the rocks were the broken bodies of four dead robots. They sparkled in the early-morning light. And their sparkles caught the attention of some very curious creatures.



- 9 A gang of sea otters was romping through the shallows when one of them noticed the sparkling objects. The otters all froze. They raised their noses to the wind. But they smelled only the sea. So they cautiously crept over the rocks to take a closer look.
- 10 The gang slowly approached a robot torso. The biggest otter stuck out his paw, swatted the heavy thing, and quickly jumped back. But nothing happened. So they wriggled over to a robot hand. Another brave otter stuck out her paw and flipped the hand over. It made a lovely clinking sound on the rocks, and the otters squeaked with delight.
- 11 They spread out and played with robot arms and legs and feet. More hands were flipped. One of the otters discovered a robot head in a tide pool, and they all dove in and took turns rolling it along the bottom.
- 12 And then they spotted something else. Overlooking the gravesite was the one surviving crate. Its sides were scraped and dented, and a wide gash ran across its top. The otters scampered up the rocks and climbed onto the big box. Ten furry faces poked through the gash, eager to see what was inside. What they saw was another brand-new robot. But this robot was different from the others. It was still in one piece. And it was surrounded by spongy packing foam.
- 13 The otters reached through the gash and tore at the foam. It was so soft and squishy! They squeaked as they snatched at the fluffy stuff. Shreds of it floated away on the sea breeze. And in all the excitement, one of their paws accidentally slapped an important little button on the back of the robot's head.
- 14 *Click.*
- 15 It took a while for the otters to realize that something was happening inside the crate. But a moment later, they heard it. A low whirring sound. Everyone stopped and stared. And then the robot opened her eyes.

*The Wild Robot* by Peter Brown. Text and illustrations copyright © 2016 by Peter Brown. Reprinted by permission of Little, Brown and Company, an imprint of Hachette Book Group, Inc.

## English Language Arts

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- 1** Read the sentence from paragraph 3 in the box.

There were no clouds, no ships, no land in sight.

In the sentence, what does the repetition of the word “no” emphasize?

- Ⓐ how peaceful the sea is
- Ⓑ how long the storm lasted
- Ⓒ the remoteness of the setting
- Ⓓ the determination of the characters

- 2** Read the sentence from paragraph 3 in the box.

And then a smudge of green appeared on the horizon.

Which event does the sentence suggest will happen next in the passage?

- Ⓐ The robot will open its eyes.
- Ⓑ The crates will land on shore.
- Ⓒ The otters will look at the crates.
- Ⓓ The ship will sink into the ocean.

- 3 In paragraph 4, what is the effect of the author's use of the words "tumbling," "rumbling," and "crashed"?
- Ⓐ It helps the reader imagine the power of the waves.
  - Ⓑ It helps the reader determine the depth of the waves.
  - Ⓒ It helps the reader understand the size of the rocks on the island.
  - Ⓓ It helps the reader picture the sharpness of the rocks on the island.
- 4 In paragraph 5, what is the **most likely** reason the author addresses the reader directly?
- Ⓐ to call attention to important information
  - Ⓑ to explain the strangeness of each robot
  - Ⓒ to provide details about previous key events
  - Ⓓ to highlight the number of items that were lost



- 5 How does the author **mainly** create a lighthearted mood in the section titled **THE OTTERS**?
- Ⓐ by explaining what the otters look like
  - Ⓑ by showing how the scenery affects the otters
  - Ⓒ by revealing what the otters learn about the robot parts
  - Ⓓ by describing how the otters interact with the robot parts
- 6 What is the **main** effect of the single word in paragraph 14?
- Ⓐ It creates a feeling of joy.
  - Ⓑ It creates a feeling of worry.
  - Ⓒ It creates a feeling of comfort.
  - Ⓓ It creates a feeling of suspense.
- 7 Based on the passage, what is the **first** sign to the otters that the robot has been turned on?
- Ⓐ "But this robot was different from the others." (paragraph 12)
  - Ⓑ "And it was surrounded by spongy packing foam." (paragraph 12)
  - Ⓒ "But a moment later, they heard it. A low whirring sound." (paragraph 15)
  - Ⓓ "Everyone stopped and stared. And then the robot opened her eyes." (paragraph 15)

- 8 Determine whether **each** quotation from the passage appeals mainly to the sense of touch, the sense of sound, or to both senses.

"A hurricane roared and raged through the night." (paragraph 1)

- Ⓐ sense of touch
- Ⓑ sense of sound
- Ⓒ both senses

"It was so soft and squishy!" (paragraph 13)

- Ⓐ sense of touch
- Ⓑ sense of sound
- Ⓒ both senses

"They squeaked as they snatched at the fluffy stuff." (paragraph 13)

- Ⓐ sense of touch
- Ⓑ sense of sound
- Ⓒ both senses

## English Language Arts

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**For this question, you will write a narrative based on the passage. Write your narrative in the space provided on the next page. Your writing should:**

- **Use characters, settings, events, and other details from the passage.**
- **Use correct grammar, spelling, and punctuation.**

- 9** Based on *The Wild Robot*, write a narrative that describes what will most likely happen next in the story. Use what you know about the characters, setting, and events in the passage to write your narrative.

**Write your answer on the next page.**

*You have a total of one page on which to write your response.*

9

**Read the passage and the poem about two young people who have plans for the future. Then answer the questions.**

Catalina Solis is a young girl living in Chile. Her father works as a mechanic in an observatory, a place where astronomers use telescopes to study the stars. Read this passage about Catalina's brave act in the observatory.

### Lace Round the Sky

*by Cecilia Aragon*



- 1 As Papá's snores boomed off the clapboard walls, Catalina slid from her mattress and groped her way to the front door. The latch clicked softly. The girl waited a moment to see if any of her family would wake, but nobody stirred.
- 2 Catalina stood on the doorstep of their Cerro Tololo observatory staff housing, drinking in deep lungfuls of the clear night air under the blazing Southern Hemisphere starshine. The Milky Way sprawled across the sky, a swath of pure white lace shadowed by dark blotches.
- 3 Night was her favorite time. During the day the Chilean mountaintop swarmed with tourists, shouting and calling to each other as breezes spun dust into the thin mountain air. While the visitors were there, Papá could not allow her to help polish the brass fittings of the old refractor telescope nor pour smoking liquid nitrogen into the Dewar vessel that

kept the Schmidt telescope camera cool. During the day she was no one special, just a kid underfoot among the many who made the pilgrimage to the mountaintop to visit the miraculous devices that let scientists learn about the stars.

- 4 But at night, when everything was quiet, Catalina was one of the few who were allowed beyond the roped-off corridors and the “No Admittance” signs. The night staff all knew her, knew she would keep her hands away from the delicate instruments and could always be counted on to fetch a cup of coffee or grab a toolbox.
- 5 She loved helping to service the grand telescopes, the eyes that peered out into the universe—even if it was annoying how she was always told not to disturb the astronomers who directed the telescopes through the night, searching the sky in elaborate patterns. Catalina wanted more than anything to confess her secret dream to these great and revered scientists, whose love of astronomy had brought them from all over the world to an isolated mountaintop.
- 6 Instead, Señor Alfonso, the accountant, told her that if she bothered the scientists she would be banned from the telescopes. Señora Carmen, the head administrator, frowned and scolded her. “Little girls have no place interfering with important work.”
- 7 Even her father, when she said, “Papá, I want to be an astronomer someday,” laughed and tugged at one of her long black braids. “Maybe if you work hard, you’ll be hired to clean the offices when you’re big enough, like your mother.”
- 8 But Catalina was curious. The sky did not merely consist of white dots of stars against a black background, like her schoolbooks said. The sky she saw every night was knotted with patterns, from fuzzy balls of fluff to filaments braided and twirling overhead. What were the bright threads that looped in twisting arcs around dark eyelets? And what secret commands did the astronomers type on their computers to persuade the telescopes to rotate and capture the distant, hidden galaxies?
- 9 One day last summer, she had been curled up on a dingy green vinyl sofa in the small library. Magazine pages flapped on battered wooden side tables as fans swung back and forth. Flipping through the pages of a botany journal, she had stopped at the picture of an intricate white flower.



- 10 "It's called wild carrot, or Queen Anne's Lace." One of the foreign astronomers, pallid and tall in an expensive suit, stood behind her. His Spanish was heavily accented. She stared up at him, panicked. "Pretty, isn't it? I've always liked that flower, because I think it looks like a galaxy. Nature repeats itself."
- 11 She looked down at the page. It did look familiar. "A flocculent spiral galaxy," she whispered.
- 12 Blond eyebrows climbed his reddened forehead. "Indeed. And what is your name, young lady?" he asked, his light blue eyes focusing on her with disconcerting intensity.
- 13 "I'm Catalina Solis."
- 14 "Eduardo Solis's daughter? The mechanic?"
- 15 "Yes." She slanted a look at him. "I want to be an astronomer when I grow up."
- 16 He laughed genially, no longer meeting her eyes, and patted her on the shoulder. "Yes, of course, my dear. Work hard in school, and it could happen."
- 17 No one believed she would be a scientist one day. But why? She knew she could be a good scientist. She knew it!

- 18 She danced along the dirt road, bare feet soundless against the gravel, a practiced eye scanning the half-dozen domes at the mountaintop's summit. Then she stopped suddenly. The one-meter telescope's dome slit was open, but its angle was unusual. Cautiously, she wandered nearer. The telescope was pointed down, almost at the ground, lower than she had ever seen it.



- 19 She bit her lip, shifting from foot to foot. The red light over the entrance door indicated that it was forbidden to enter and disturb the scientists at work.
- 20 She looked back along the darkened road. No adults were around. Quickly making up her mind, she ran to the dining hall. Dim yellow light framed blackout curtains behind narrow, wired-glass windows. The cooks must still be cleaning up after dinner.
- 21 Bursting through the door, she cried, "Señora Silvia, I need your help. I think there's a problem with one of the telescopes."
- 22 Inside, dishes clattered loudly against the cast-iron sinks. The head cook put one soapy hand on her apron and glared. "Girl, what does someone like you know about telescopes?"



- 23 Catalina explained, but Silvia only shook her head. "Nonsense. I'm sure they're just doing something different tonight. It's not our place to interrupt. Now shoo!" She flapped her apron at the girl.
- 24 Back out under the starlight, Catalina stared at the offending dome. A strand of unease twisted in her gut. Something was wrong, she was sure of it. But what could she do?
- 25 She sucked in her breath as the thought came to her. She could check for herself. It was dark outside. Opening the door wouldn't allow too much light into the dome, and she knew how to move in the dark without banging into any of the equipment.
- 26 But if she was wrong, the scientists running the telescope would be angry. Staff children did not belong in the off-limits areas.
- 27 Gritting her teeth, she gave one last glance around the mountaintop, hoping she could make her plea to a sympathetic adult. But there was no one. So, taking a deep breath, she turned the handle and slipped inside.
- 28 It was dark within the dome, and her eyes took a moment to adjust. The telescope mount was emitting a faint grinding noise. That wasn't normal. She took a cautious step forward and saw an irregular shape hunched on the floor.
- 29 She inhaled sharply. It was a man. Coming closer, she saw that one leg was bent under him at an awkward angle.
- 30 "Señor?" she whispered. "Are you all right?"
- 31 The man groaned. He canted his head, skin pale in the low light, eyes glittering beneath half-closed lids. She recognized him: the scientist she had met in the library. "Fell," he gasped in his accented Spanish, gesturing at the platform above. "I think . . . broke leg. Need to . . . uh . . ." His voice trailed off.
- 32 Catalina balanced on the balls of her feet. "I'll run and get the night operator," she promised, already backing toward the door.
- 33 "No!" His voice was sharp. "First, need to . . . fix the telescope." He muttered to himself for a moment in English. "In two minutes, the . . . scope will move past its limit and . . . be damaged. I'll tell you how . . ."
- 34 Catalina's eyes lifted to the clock drive lit by a blinking yellow light. She had often helped her father reset this device. Quickly, she walked to

the controller and flipped the two switches her father used to stop the telescope.

35 The man behind her was still gasping out directions.

36 "Shh, it's all right," she soothed, coming to his side. "I fixed it. No more problems, OK?"

37 "You what . . . ?" he muttered, confused. "Already?" Then his head lolled to one side. Catalina stared at his unconscious figure a moment and then jumped to her feet.

38 Her braids thumped her back rhythmically as she ran all the way to the night operator's office. She burst into the low brown structure without knocking, for the man could be grumpy sometimes.

39 "Señor Rojas, there's an emergency," she called out as the big man swiveled his beat-up wooden chair to face her. "The astronomer using the one-meter had an accident. He fell and broke his leg. You need to get help!"

\* \* \*

40 Later that night, Catalina crouched behind one of the junction boxes as the astronomer was carried out on a stretcher.

41 "Wait!" he called as he was about to be loaded into the ambulance. "Wait! Catalina!"

42 Catalina straightened and crept into the ring of lights. He remembered her name?

43 The man's leg had been splinted, and his eyes were bright with pain. "How did you know?" he asked.

44 "Know what?" she whispered, puzzled.

45 "That something was wrong." He lifted a hand to gesture vaguely in the direction of the one-meter.

46 She scuffed the dirt with her toe. "Um, I saw the barrel pointing down, and I knew . . . it wasn't normal."

47 His eyes sharpened. "That was observant of you. Then you knew how to shut down the equatorial mount."

48 Shyly, she nodded.

- 49 His gaze remained on her as they lifted the stretcher and began to slide it into the ambulance. "A good scientist," he continued, "is always observant." Then the door slammed behind him.

\* \* \*

- 50 "Mail Call!" yelled Arturo, Señor Rojas's son. He tossed a padded envelope plastered with foreign stamps onto Catalina's doorstep. She was helping Mamá make mote con huesillos, one of her favorite desserts. Scooping up the envelope, she tore open the flap.
- 51 Out fell a pressed and dried white flower in wax paper. Queen Anne's lace, she remembered, tracing the edges with her fingertip. Like a spiral galaxy.
- 52 "Dear Catalina," the letter began, "I wanted to thank you for not only saving (possibly) my life, or at least my dignity, but also something far more valuable: the one-meter telescope mount. In return, I thought I might offer a budding scientist some advice."
- 53 She continued reading, heart pummeling her ribs. He listed several addresses he said were of the best schools in Chile for young scientists. "The scholarship applications aren't easy, but if you attempt them, I'd be happy to give you my feedback."
- 54 She clutched the letter to her chest, an absurd joy exploding like a supernova. It was going to happen. She would become an astronomer. She knew it now.
- 55 That night, when she ran out under the stars, she called, "I'll discover all your secrets someday!" She spun the delicate, galactic flower in her hand. Patterns in the sky, patterns on the earth; humans laced them together. Circling above her, the intricate sky no longer seemed quite so remote.

"Lace Round the Sky" by Cecilia Aragon, illustrated by Heidi Younger, from *Cricket Magazine* (September 2014). Text and illustrations copyright © 2014 by Carus Publishing Company d/b/a Cricket Media, Inc. Reprinted by permission of Cricket Media, Inc.

Read the poem about one student's response to a teacher's question.

### One Day I'll Be

by James McDonald

Today at school my teacher said,  
I wonder what you'll be?  
When time has passed and you've grown up,  
And the world is yours to see.

5 Right then and there I stood straight up,  
And looked her in the face,  
And said with pride and confidence,  
I plan to live in space.

Like pirates of so long ago,  
10 My ship will take me far,  
Around the moon and back again,  
And to a distant star.

So when you talk about the world,  
And say it's yours to see,  
15 I believe I'll have the greatest view,  
Upon the cosmic sea.

"One Day I'll Be" by James McDonald, from *Rainy Day Poems*. Copyright © 2011 by House of Lore. Reprinted by permission of the author.

### 10 Part A

In the passage, how are Catalina and the astronomer similar?

- Ⓐ They both like working alone.
- Ⓑ They both enjoy reading magazines.
- Ⓒ They both are fascinated by the stars.
- Ⓓ They both think nighttime is the best time.

### Part B

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

- Ⓐ "Catalina wanted more than anything to confess her secret dream to these great and revered scientists, whose love of astronomy had brought them from all over the world to an isolated mountaintop." (paragraph 5)
- Ⓑ ". . . she had been curled up on a dingy green vinyl sofa in the small library." (paragraph 9)
- Ⓒ ". . . the astronomer was carried out on a stretcher." (paragraph 40)
- Ⓓ "'Dear Catalina,' the letter began, 'I wanted to thank you for not only saving (possibly) my life, or at least my dignity, but also something far more valuable: the one-meter telescope mount.'" (paragraph 52)

- 11** Which sentence **best** states a theme of the passage?
- Ⓐ New opportunities take careful planning.
  - Ⓑ Inspiration can be found in unlikely places.
  - Ⓒ Success can be ensured by having many different goals.
  - Ⓓ Hope should not be limited by the expectations of others.
- 12** Read the sentences in the box. Determine the correct order of the **three** sentences that would **best** create a summary of “Lace Round the Sky.”

1. Catalina prevents a telescope from breaking and helps someone in need.
2. Catalina spends times looking at magazines in a small library at the observatory.
3. Catalina enjoys looking at the night sky and dreams of someday becoming an astronomer.
4. Catalina notices something is wrong with one of the telescopes and makes a decision to investigate.

- Ⓐ 3, 2, 4
- Ⓑ 2, 4, 1
- Ⓒ 4, 1, 2
- Ⓓ 3, 4, 1
- Ⓔ 1, 2, 3

- 13** What do lines 5–8 of the poem **mainly** show?
- Ⓐ the student's rude behavior
  - Ⓑ the student's bold attitude
  - Ⓒ the teacher's creativity
  - Ⓓ the teacher's surprise
- 14** Based on the poem, what is **most likely** suggested by the phrase "the cosmic sea" in line 16?
- Ⓐ an area among the clouds
  - Ⓑ a place among the stars
  - Ⓒ an unexplored lake
  - Ⓓ a faraway ocean

- 15 Based on paragraphs 52 and 53 of the passage and lines 1–4 of the poem, which sentence **best** shows a similarity between the astronomer and the teacher?
- Ⓐ They are both pleased with a young person’s talents.
  - Ⓑ They are both amused by a young person’s thoughts.
  - Ⓒ They are both supportive of a young person’s dreams.
  - Ⓓ They are both sympathetic to a young person’s challenges.
- 16 Which sentence **best** describes how Catalina is different from the student in the poem?
- Ⓐ Catalina prefers to stay near her home, while the student is eager to leave.
  - Ⓑ Catalina wants to repair telescopes, while the student wants to build rockets.
  - Ⓒ Catalina is happiest by herself, while the student would like to live with friends.
  - Ⓓ Catalina wants to observe the night sky, while the student wants to travel in space.



## English Language Arts

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**For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next page. Your writing should:**

- **Present and develop a central idea.**
- **Provide evidence and/or details from the passage(s).**
- **Use correct grammar, spelling, and punctuation.**

- 17** Based on the passage and the poem, write an essay that explains how Catalina’s and the student’s feelings about their futures are similar. Be sure to use information from the passage **and** the poem to develop your essay.

**Write your answer on the next page.**

*You have a total of one page on which to write your response.*

17

**Grade 5 English Language Arts**  
**Spring 2019 Released Operational Items**

| <b>PBT Item No.</b> | <b>Page No.</b> | <b>Reporting Category</b> | <b>Standard</b>                   | <b>Item Type*</b> | <b>Item Description</b>   | <b>Correct Answer (SR)**</b> |
|---------------------|-----------------|---------------------------|-----------------------------------|-------------------|---|------------------------------|
| 1                   | 43              | <i>Reading</i>            | RL.5.4                            | SR                | Determine the effect of the repetition of a word using evidence from the passage.   | C                            |
| 2                   | 43              | <i>Reading</i>            | RL.5.1                            | SR                | Determine what event will happen next using evidence from the passage.  | B                            |
| 3                   | 44              | <i>Language</i>           | L.5.5                             | SR                | Determine the effect of figurative language in a passage.   | A                            |
| 4                   | 44              | <i>Reading</i>            | RL.5.6                            | SR                | Identify the purpose of an author's use of literary techniques in a passage.  | A                            |
| 5                   | 45              | <i>Reading</i>            | RL.5.1                            | SR                | Make an inference about how mood is established in a passage.   | D                            |
| 6                   | 45              | <i>Reading</i>            | RL.5.5                            | SR                | Determine the effect of the structure of a section in a passage.  | D                            |
| 7                   | 45              | <i>Reading</i>            | RL.5.1                            | SR                | Identify evidence from the passage to make an inference about characters.   | C                            |
| 8                   | 46              | <i>Reading</i>            | RL.5.4                            | SR                | Identify sensory details and phrases used in a passage.   | B;A;C                        |
| 9                   | 47              | <i>Language, Writing</i>  | L.5.1, L.5.2, L.5.3, W.5.3, W.5.4 | ES                | Write a narrative describing what happens next in a passage.  |                              |
| 10                  | 57              | <i>Reading</i>            | RL.5.3                            | SR                | Identify a similarity between characters in a passage and choose evidence that best supports the similarity.  | C;A                          |
| 11                  | 58              | <i>Reading</i>            | RL.5.2                            | SR                | Determine a theme of a passage.   | D                            |
| 12                  | 58              | <i>Reading</i>            | RL.5.2                            | SR                | Determine the most appropriate summary of a passage.  | D                            |
| 13                  | 59              | <i>Reading</i>            | RL.5.5                            | SR                | Identify what a section of a poem shows about a character.  | B                            |
| 14                  | 59              | <i>Language</i>           | L.5.5                             | SR                | Determine the meaning of figurative language in a poem.   | B                            |
| 15                  | 60              | <i>Reading</i>            | RL.5.3                            | SR                | Identify a similarity between a character from a passage and a character from a poem.   | C                            |
| 16                  | 60              | <i>Reading</i>            | RL.5.3                            | SR                | Identify a difference between a character from a passage and a character from a poem.   | D                            |
| 17                  | 61              | <i>Language, Writing</i>  | L.5.1, L.5.2, L.5.3, W.5.2, W.5.4 | ES                | Write an essay that explains how a character from a passage and a character from a poem have similar feelings; use important details from both texts as evidence. |                              |

\* ELA item types are: selected-response (SR) and essay (ES).

\*\* Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any essay items will be posted to the Department's website later this year.

**Grade 5 English Language Arts**  
**Spring 2019 Unreleased Operational Items**

| <b>PBT Item No.</b> | <b>Reporting Category</b> | <b>Standard</b>                   | <b>Item Type*</b> | <b>Item Description</b>  |
|---------------------|---------------------------|-----------------------------------|-------------------|--|
| 18                  | <i>Language</i>           | L.5.4                             | SR                | Determine the meaning of a word in context.  |
| 19                  | <i>Reading</i>            | RI.5.8                            | SR                | Determine the motivation of an individual in a passage and choose evidence from the passage that best supports the motivation.         |
| 20                  | <i>Language</i>           | L.5.2                             | SR                | Determine how punctuation is used in a sentence.   |
| 21                  | <i>Reading</i>            | RI.5.1                            | SR                | Identify a statement with which the authors of a passage would agree.  |
| 22                  | <i>Reading</i>            | RI.5.1                            | SR                | Identify how the authors develop an important idea in a passage.   |
| 23                  | <i>Reading</i>            | RI.5.5                            | SR                | Determine the purpose of a text feature used in a passage.   |
| 24                  | <i>Reading</i>            | RI.5.7                            | SR                | Determine how a text feature contributes to the understanding of an idea in a passage and choose evidence that best supports the idea. |
| 25                  | <i>Language, Writing</i>  | L.5.1, L.5.2, L.5.3, W.5.2, W.5.4 | ES                | Write an essay that explains an important idea presented in a passage; use important details from the passage as evidence.             |

\* ELA item types are: selected-response (SR) and essay (ES).