

# Missouri MAP Grade 5 English Language Arts Practice

Exam Materials  
Pages 2 - 29

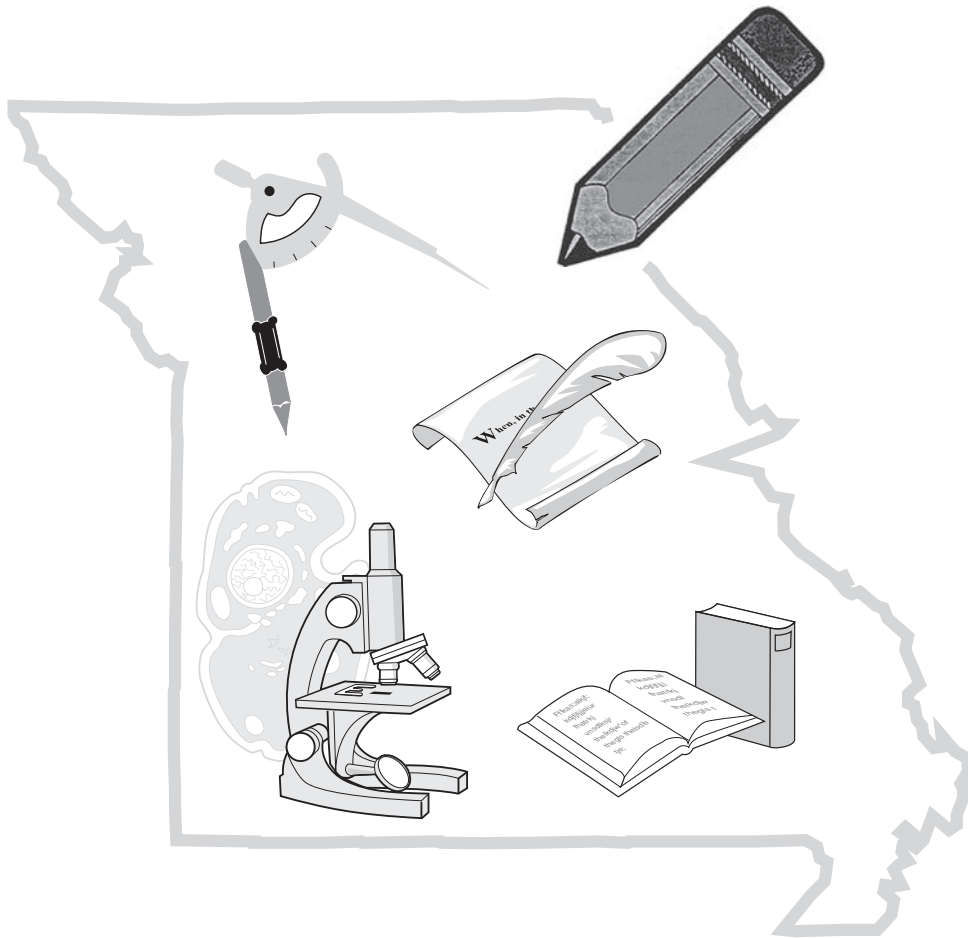
Answer Key Materials  
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Name: \_\_\_\_\_

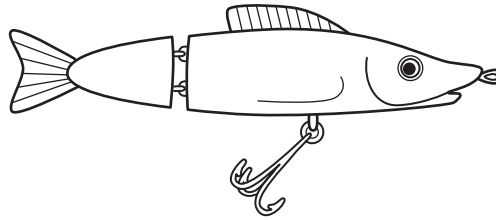
District/School: \_\_\_\_\_

## Missouri Assessment Program

# Released Practice Form Grade 5 English Language Arts



## The Lure



Tyler would rather be fishing. The river would be dancing on a breezy day like this, the sun sparkling on its surface. Instead, he was helping his best friend, Ellie, and her mom remove boxes from an old house Ellie’s mom was trying to sell.

“I saved this for you,” said Ellie, handing Tyler a book. “It’s my way of thanking you.”

The next day, Tyler had time to examine the book. It had a cover made of brown leather that wrapped around the pages and was tied closed with a rawhide cord. Curious, Tyler figured out how to open it. The pages were smudged and yellowed, but he could read the words.

**My name is Jimmy Sandberg. It’s June 7, 1870, and today I’m 11 years old. Pa gave me this journal to collect my thoughts.**

Tyler admired a realistic drawing of a boy and a man standing by a river.

**Pa is leaving again. Pa’s a steamboat pilot, and the *Liberty* is glorious to behold. Still, it’s hard to say goodbye. New Orleans is a fair distance. I expect he won’t be back for three weeks.**

A drawing showed an elegant steamboat and a man in uniform standing beside the boat’s wheel.

The next few pages were filled with drawings of fish. Flipping through, Tyler noticed more pictures than words—fish, snails, shells, and frogs.

**My line was in the water, but I got nary a nibble. Next time, I’ll try the stream behind the Gibbons’ farm.**

There were many hand-drawn maps: wiggly lines that must be water, location names, and an X where the fishing was good.

**Pa’s home and we’re fishing. He let me try his lucky lure; I caught a big old trout with it.**

Tyler read every entry, learning about Jimmy’s life.

**This book’s almost full, so Pa got me another one. Also, he was so proud of me doing such a good job helping Ma while he was gone. He said, “Jimmy, you’ve shown yourself to be a responsible boy. I want you to have my lucky fishing lure. It’s yours now.” I can scarce believe it—those fish don’t stand a chance.**

Tyler studied Jimmy's drawing of the lure. It was shaped like a fish with bulging eyes and a long nose. Its oval body had grooved fins and was attached to a sharp hook for snaring a fish.

**We're moving away for the winter, and I found the perfect spot to hide my lure until I return. Pa loves the cottonwoods bending over the river. These two are growing together—like Pa and me. A massive old river rock will protect the lure.**

Tyler closed the book but kept thinking about Jimmy and his fishing holes—they seemed so real, almost like he'd seen them before. Had Jimmy Sandberg lived here in his town? Tyler reread the journal with growing excitement and then sent Ellie a message to meet him at the library.

Ellie read Jimmy's journal, looked up at Tyler with astonished eyes, and then led him into the library's reference section.

Searching together through old records, they found him: James Sandberg was the son of Werner Sandberg, a steamboat pilot from town. They compared modern maps of town to Jimmy's drawn ones—either the river had changed or the names had.

Tyler gave up on finding Jimmy's fishing holes, but what about his lure? He understood there was only a slim chance that the twisted trees still existed and that the lure was still there, but he had to try. He and Ellie rode their bikes along the river for days, inspecting every tree.

The next day, they helped Ellie's mom again and then took their fishing rods to a shady spot behind the property.

The sun flashed on Ellie's spinner lure as her line arced out and landed with a plunk. Tyler stretched out and yawned—then stared, gaping at the wide-spreading tree above them and the rock Ellie was resting against.

This must be the spot!

They ran back to the house to grab a small shovel. Once they started digging, it wasn't long until Tyler's shovel struck metal. With Ellie's assistance, they unearthed a tin can wrapped in a waterproof cloth. Inside, wrapped in a square of blue velvet, was a copper fishing lure.

Tyler and Ellie went back to the library. They wanted to see if they could locate a relative of Jimmy's. Their efforts were successful. Matthew Sandberg lived in the next town down the highway. Ellie's mom agreed to take them to meet him.

Matthew was very welcoming. He was curious about what the children knew about Jimmy Sandberg. With pride, Tyler presented the antiques to Jimmy's descendant, who carefully picked up the journal.

"I've read all of Jimmy's journals except this one. His entries always transport me to a different era," said Matthew.

"May I read his other journals?" asked Tyler.

Matthew nodded and picked up the lure. "Jimmy was a passionate fisherman; I think he'd like you to have this."

1. Read the sentence from the passage.

Tyler read every entry, learning about Jimmy's life.

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

- A. book
- B. drawing
- C. record
- D. trip

2. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which word **best** describes Tyler?

- A. artistic
- B. brave
- C. determined
- D. imaginative

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. Tyler admired a realistic drawing of a boy and a man standing by a river.
- B. Tyler closed the book but kept thinking about Jimmy and his fishing holes—they seemed so real, almost like he'd seen them before.
- C. He understood there was only a slim chance that the twisted trees still existed and that the lure was still there, but he had to try.
- D. With pride, Tyler presented the antiques to Jimmy's descendant, who carefully picked up the journal.

3. Read the sentences from the passage.

Tyler would rather be fishing. The river would be dancing on a breezy day like this, the sun sparkling on its surface.

What does the underlined part of the sentence suggest?

- A. The sun would make the water warm.
  - B. The sun would make the fish sparkle.
  - C. The wind would make the people sway back and forth.
  - D. The wind would make the water move in many directions.
4. Which sentences from the passage show how surprised Tyler was to find where the lure was hidden? Circle **two** sentences.

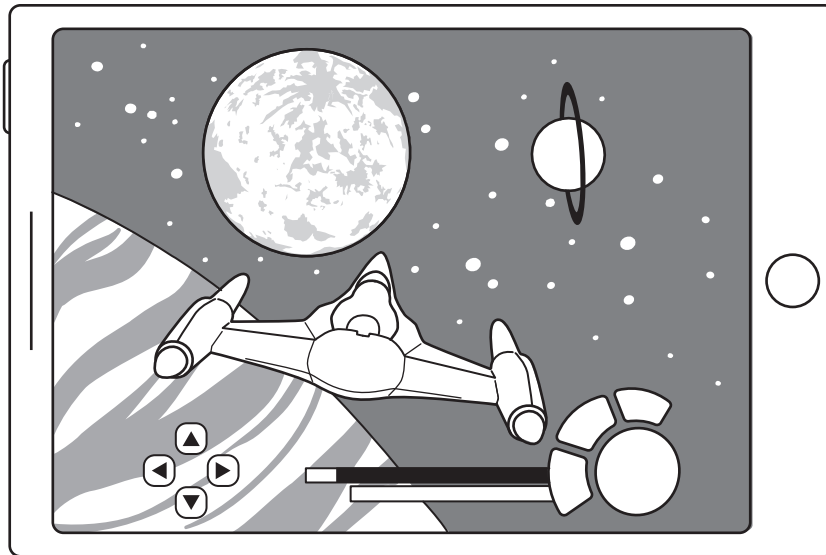
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## Space Race Advertisement

*Race against time or other players and explore the galaxy in the best video game of the year!*



In *Space Race*, you will equip your spaceship with supplies to use on your journey and discover new planets while racing around the galaxy. As you visit new planets, you can interact with alien species, collect plant samples to study, and obtain additional supplies for your journey. Race to each checkpoint in the game to earn points and upgrade your ship. With thousands of planets to explore, *Space Race* is always exciting!

### Features

- Two race modes: timed and player vs. player
- Online or offline play
- Thousands of different planets to explore
- Ability to choose and customize your ship
- Variety of plant and animal life waiting to be discovered

In addition, *Space Race* contains five mini games for even more fun and points:

- The Workshop: Use supplies you have gathered to craft upgrades to your ship.
- Match It: Match pictures of the planets.
- Singing Creatures: Create your own songs, using sounds from the creatures you discover.
- Mixed-Up Messages: Decode scrambled messages for clues to help you reach the next checkpoint.
- Maze Escape: Find your way out of the maze and get valuable supplies and points.

Critics and players alike love Space Race!

“Space Race is a must-play game for this year.”—*Games Review Online*

“8/10: great graphics and a lot of fun!”—*Video Game Shop*

“It is the game everyone is talking about.”—*Technology Today*

“We give Space Race 4 out of 5 stars.”—*Rayelle Edwards, Game Blogger*

Do not wait; get your copy of Space Race today!

## Space Race Review

by Camilo Salas

Rating: 4 out of 10

As someone who had heard many good things about Space Race, I was excited to get the game and start playing. But after just a couple of days with it, I can say it is one of the most disappointing games I have ever played.

- 2 The idea is simple: race your spaceship against the clock or other players to reach various checkpoints in order to collect points. Points can be used to upgrade and customize your ship—you can make it faster or get better parts to outrace rival players. On the way to each checkpoint, players stop by different planets to get supplies and check out the local landscape, plants, and animals. Sounds good so far, right?

There are a few problems with this game. One issue is that the “racing” part of the game is not very realistic. If it were an actual race, would you stop off at different planets to explore? No, of course not. But you are expected to do that in this game. As long as you make it to the next checkpoint before your opponent or before time runs out, you earn the points. It is really not much of a race at all and requires very little strategy or skill.

Another problem is the planets. Supposedly, there are “thousands” of planets to explore. However, once you have seen a few, you have seen them all. There are really just a few different landscapes, plants, and animals that are combined in different ways. So after you have explored a few dozen planets, it is just not that exciting anymore because there is nothing more to discover.

- 5 You can also collect “specimens” of different plants. But it is not clear what you are supposed to do with them. I have a growing collection in my laboratory, but now what do I do? The instructions are not much help in this area either.
- 6 Some of the mini games are actually more fun than the main game. The Singing Creatures game, for example, lets you create songs that the little animal-like creatures “sing.” You can even save the songs and make your own music videos that you can share with friends. It is silly but is also creative and really fun.
- 7 I will say that the graphics are very well done. The planets are quite imaginative and beautiful, and it is fun to fly around the galaxy for a little while until it gets boring. Those are the only strengths of the game. If you still want to try it out, I would suggest renting Space Race for a day or two. Definitely do not spend your hard-earned money on buying it.



5. Which types of evidence are offered in “Space Race Advertisement” to support the claim that it is a great game? Choose **two** answers.
- A. testimonials from players and video game magazines
  - B. statistics on the number of people who have bought the game
  - C. audio and video of one of the mini-game songs created by a player
  - D. bulleted lists of specific features and mini games available to players
  - E. description of the technology used to create special effects in the game
6. Which paragraph in “Space Race Review” describes how players can invent something new?
- A. paragraph 2
  - B. paragraph 5
  - C. paragraph 6
  - D. paragraph 7
7. In “Space Race Review,” the critic offers both positive and negative aspects about a video game. Complete the table by writing each detail in the Answer Bank under the correct heading.

Positive Aspects about Space Race	Negative Aspects about Space Race

**Answer Bank**

- quality of graphics
- racing feature
- mini-games feature
- collection of plant specimens

8. How are “Space Race Advertisement” and “Space Race Review” alike?
- A. Both explain the basic features of the game.
  - B. Both suggest renting the game before buying it.
  - C. Both agree that racing around planets is very exciting.
  - D. Both include descriptions of all the mini games available.

## The Bell of Atri

A folktale from Italy

Long ago in the village of Atri, King John thought about what would benefit the people. After pondering many ideas, he called a smith of fine metals and asked him to make a bell.

“The bell must be large,” said the king, “and beautiful, and have a lovely sound loud enough to be heard throughout the countryside.”

“Certainly,” answered the smith. “I will begin immediately, but should it have an inscription?”

The king handed a note to the smith. “Engrave this on the bell,” he said.

When the bell was finished, the king had it hung in the town square. All the people of Atri admired the beautiful bell and strong rope that reached nearly to the ground. However, they were puzzled by the single word on it.

“Justice,” mused one man, “what does that mean?” Others shook their heads because they didn’t understand either.

“Here comes the king,” shouted a young girl. “Perhaps he will tell us.”

As the king drew closer, the crowd fell silent. “Citizens of Atri,” began the king, “this is your bell, but it has a single purpose—notice the word—Justice. Anyone who is wronged by another should ring the bell. Then judges will come, hear the complaint, listen to witnesses, and decide what needs to be done to set the matter right.”

“Will anyone be allowed to ring the bell?” asked one woman.

“Anyone who has been wronged,” answered the king.

“Even children?” asked a boy who longed to pull the bell-rope.

The king swallowed a smile. “Even children,” he said, “but only if they have been wronged. Let’s hear it now, so all may know what justice sounds like.” He beckoned to the boy and handed him the rope. The bell sang a clear note, powerful as thunder, that echoed back from the hillside. The crowd cheered.

During the course of time, the bell was heard when the people of Atri had disagreements. However, as they saw how fairly the judges ruled, they became kinder to each other, so the Bell of Justice was heard less and less.

On her way to the market one day, a woman noticed the bell-rope was weather-worn. “It is getting shorter every day. Soon,” she said with a smile, “only very tall people will be able to receive justice.”

“That is no joking matter,” said a man. “It must be replaced immediately.”

Alas, nowhere in the entire town was there a rope long enough to reach from the bell to the ground. The merchant who sold such goods said, “A replacement will have to be ordered from the town across the mountain.”

A farmer spoke up: “Until a suitable rope arrives, I could fashion one from hay.” The townspeople agreed, so the farmer braided fresh strands into a thick rope and tied it to the bell.

Now it seems that living halfway up the hill from Atri was a man who at one time owned a great deal of land, cattle, and horses. Everyone knew he had become more interested in acquiring gold and less interested in maintaining his property. He had sold his cattle and most of his horses and let his barns go into disrepair. Rather than use his gold to buy hay and oats, he even turned out his old horse to fend for itself.

One day as the horse wandered the countryside looking for grass to eat, it came to Atri. The odor of fresh hay led the horse right into the town square, where it went directly to the bell-rope and began nibbling. As it chewed, the bell rang, but the horse kept on eating.

At the sound of the bell, a crowd gathered, and the judges came running. “Who rang the bell?” one asked.

“The horse did,” said a girl. “It’s the horse that belongs to the man who lives halfway up the hill.”

“Is that so?” said a judge. “Look at the poor beast; it’s hungry. Summon its owner immediately.”

Several citizens hurried up the hill and, finding the man counting his gold, brought him before the judges.

“See here,” said one judge, “your horse served you well for many years, and now you have turned it out while you count your gold—gold that could provide oats and hay and a fine barn for shelter.” The man hung his head in shame as he heard the judge’s words. “You are hereby ordered to take care of this fine animal in the manner it deserves.”

“And,” said another judge, “you shall pay for a new rope for the bell.”

“After all,” said the third judge, “even an animal deserves justice.”

The townspeople cheered, and a small boy offered the horse an apple.

9. According to the passage, why would citizens ring the bell? Choose **two** answers.

- A. because they were treated badly
- B. because they wanted someone to listen
- C. because they were having a disagreement
- D. because they needed to ask the king a question
- E. because they wanted the king to come to the town square

10. Read the sentences from the passage.

“Certainly,” answered the smith. “I will begin immediately, but should it have an inscription?”

Which sentences **best** help the reader understand the meaning of the word inscription? Circle **two** sentences.

The king handed a note to the smith. “Engrave this on the bell,” he said.

When the bell was finished, the king had it hung in the town square. All the people of Atri admired the beautiful bell and strong rope that reached nearly to the ground. However, they were puzzled by the single word on it.

11. Read the analogy.

Metal is to \_\_\_\_\_ 1 \_\_\_\_\_ as \_\_\_\_\_ 2 \_\_\_\_\_ is to judge.

Choose the correct words to complete the analogy. Choose **one** answer for each blank.

**Blank 1**

- A. cook
- B. farmer
- C. king
- D. smith

**Blank 2**

- A. bell
- B. complaint
- C. gold
- D. town

12. King John and the man who lives halfway up the hill are very different. For each character, choose the word that **best** describes the character. Then, choose the passage detail that **best** supports the word. Write your answers for each character in the chart.

Character	Word that Describes the Character	Supporting Passage Detail
King John		
Man who lives halfway up the hill		

**Answer Bank**

**Words**

caring

embarrassed

proud

selfish

**Passage Details**

interested in getting more gold

wants a large and beautiful bell

does not take care of his barns

wants people to treat each other with respect

## **Madam C. J. Walker**

It is the year 1918. An automobile has arrived at a mansion near New York City. Stepping out of the automobile is an elegant African American woman. The woman is Madam C. J. Walker, and the mansion belongs to her. She is one of the wealthiest, most famous women in America.

How did Walker make her fortune? Hair! That's right—hair.

### **Early Life**

Walker's original name was Sarah Breedlove. She was born in Louisiana in 1867. Her family struggled to survive. Eventually, Sarah moved to St. Louis, Missouri, where her brothers lived. She worked hard to support herself and her young daughter, Lelia.

Sarah was determined to give Lelia an education. To earn money, Sarah washed laundry. And when Lelia was 17, Sarah was able to send her off to college.

Meanwhile, Sarah had a little problem: her hair was falling out. Back then, women usually didn't wash their hair very often. When they did, many used soap that contained chemicals such as lye. Lye was a common cleanser, but it was so harsh that it could burn flesh! A poor diet and lack of combing contributed to hair loss. Other complaints, like severe dandruff, itchy scalp, and thin, dry hair were very common.

Sarah wanted to feel and look better. She knew other women did too. She began working for another woman who was trying to solve the same problem. They knew that a healthy scalp would grow healthier hair. Their treatment used a special scalp tonic. The process required more frequent washing and combing.

### **Fame and Fortune**

In 1905, Sarah moved to Denver, Colorado, where she began making her own scalp tonic. To sell it, she knocked on doors. She met with people who could spread the word about her product. Sarah also trained women all over the country to sell her scalp tonic. By then, Sarah called herself Madam C. J. Walker. Each year, she and her sales agents increased their sales of Madam C. J. Walker's Wonderful Hair Grower.

Madam Walker's was not the first, or only, product invented to help women's scalp problems. However, she was very ambitious and had a great mind for business. She traveled all over the United States to show off her products. She advertised and gave lectures. She had hundreds of sales agents, along with a huge mail-order business. Most importantly, her products worked. Sarah herself had grown a lovely head of long, thick hair.

In 1910, she moved to Indianapolis, Indiana. She built a factory there to make her Wonderful Hair Grower and other hair products. Madam Walker was experiencing a great deal of success. Helping others was important to her, so she gave money to charities and food baskets to needy families. In 1916, she moved to New York City to be near her daughter, Lelia.

By then, Madam Walker was the wealthiest African American woman in the United States. She was powerful and famous. In 1918, she moved into her beautiful new mansion north of New York City. It had 34 rooms and a garden with fountains and statues. She filled the rooms with art, books, and

elegant furniture. The mansion became a gathering place for important guests. Madam Walker had come a long way from her humble beginnings and had experienced a great deal of success.

### Lasting Influence

Madam C. J. Walker did much more than fix people's hair problems. Along with teaching her agents how to sell hair products, she taught them to make smart decisions and to be independent. She also used her wealth and influence to support many causes. She made donations to African American schools and gave speeches on racial justice.

Madam Walker's success inspired not only African Americans but women too. She proved that with focus and determination, anything is possible.

### Madam C. J. Walker Time Line

1867	Sarah Breedlove is born in Louisiana, one of six children and the first to be born free.
1885	Sarah's daughter, Lelia, is born.
1887	Sarah moves to St. Louis, Missouri, to be near her siblings and find work.
1905	Sarah moves to Denver, Colorado, for new opportunities.
1906	Sarah marries Charles Joseph Walker, changes her name to Madam C. J. Walker, and begins selling Madam Walker hair products.
1910	She moves to Indianapolis, Indiana, and builds a factory for the Madam C. J. Walker Manufacturing Company.
1913	She is the featured speaker at a convention of African American businesspeople.
1918	She moves into her mansion in Irvington, New York, and names the mansion Villa Lewaro (using the first letters of her daughter's name, Lelia Walker Robinson).
1919	She pledges a large amount of money to the NAACP (National Association for the Advancement of Colored People).
1919	Madam C. J. Walker dies.
1993	Madam C. J. Walker is inducted into the National Women's Hall of Fame.
1998	The U.S. Postal Service issues a postage stamp of Madam C. J. Walker.



13. Which sentences **best** explain Sarah's reasons for making a new hair product? Circle **three** sentences.

Sarah wanted to feel and look better. She knew other women did too. She began working for another woman who was trying to solve the same problem. They knew that a healthy scalp would grow healthier hair. Their treatment used a special scalp tonic. The process required more frequent washing and combing.

14. Read the analogy.

Tonic is to \_\_\_\_\_ 1 \_\_\_\_\_ as \_\_\_\_\_ 2 \_\_\_\_\_ is to sundae.

Choose the words that **best** complete the analogy. Choose **one** answer for each blank.

**Blank 1**

- A. beauty
- B. medicine
- C. scalp

**Blank 2**

- A. bowl
- B. dessert
- C. topping

15. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which word describes the viewpoint the author **most** frequently expresses about Madam C. J. Walker?

- A. amused
- B. boastful
- C. respectful
- D. sympathetic

**Part B**

Which evidence from the passage **best** supports the answer to part A?

- A. How did Walker make her fortune? Hair! That's right—hair.
- B. A poor diet and lack of combing contributed to hair loss.
- C. It had 34 rooms and a garden with fountains and statues.
- D. She proved that with focus and determination, anything is possible.

16. The author states that Madam C. J. Walker “used her wealth and influence to support many causes.” Which evidence from the time line supports this statement? Choose **two** answers.

- A. 1887: Sarah moves to St. Louis, Missouri, to be near her siblings and find work.
- B. 1913: She is the featured speaker at a convention of African American businesspeople.
- C. 1919: She pledges a large amount of money to the NAACP.
- D. 1993: Madam C. J. Walker is inducted into the National Women’s Hall of Fame.
- E. 1998: The U.S. Postal Service issues a postage stamp of Madam C. J. Walker.

1. A student is writing a research paper on how steamboats are powered. Which source would give the student the **most** useful information?
- A. an excerpt from a journal written by a steamboat captain during a journey
  - B. an article in a history magazine called “How Does a Steamboat Work?”
  - C. a biography called *Making New Waves* about the inventor of the steamboat
  - D. a play about a family’s experience riding a steamboat down the Mississippi River
2. A student is sorting notes for a research report about the chickadee, a type of small bird. Read the notes in the table. Use the words in the Answer Bank to choose the **best** headings for the notes. Write **two** headings in the correct places in the table.

seeds, berries, and fruit are common foods	uses natural openings in trees
sometimes eats fat from dead animals	may build in human-made boxes
feeds on insects in winter	eggs sit in a soft cup lined with moss or animal hair

**Answer Bank**

Appearance

Chickadee

Communication

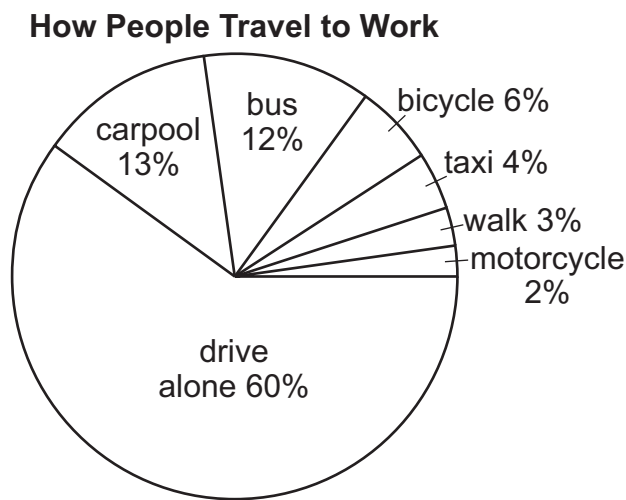
Diet

Nest

3. A student is writing a research report on plant life in wetlands. The student found a source. Circle **two** sentences with information that the student can use in the report.

A wetland is an area of land in which water is present at or near the surface all year long. Marshes, bogs, and swamps are different types of wetlands and may contain grasses, moss, and trees. Wetlands are important to our water system because they help prevent flooding. They are home to a variety of unusual plants, such as the pitcher plant, which is carnivorous, meaning it eats insects. Wetlands offer homes to some animals that are endangered, including a kind of woodpecker and the red wolf. Other animals that live in wetlands are turtles, frogs, and beavers.

4. A student is researching the use of public transportation in her state. She found the pie chart and took notes about it.



Based on the pie chart, which note is accurate?

- A. More people take a taxi to work than bicycle.
- B. Walking and biking to work are more popular than driving.
- C. Other forms of transportation are better than driving alone.
- D. About the same percentage of people carpool as take a bus to work.

5. A student is writing a report on the benefits of playing the game of chess. He found several sources. Which sources would have the **most** useful information for the report? Choose **two** answers.
- A. a movie about a famous international chess champion
  - B. a book titled *All the Right Moves: Playing Chess to Win*
  - C. an article in a game magazine titled “Why Chess Is Good for the Brain”
  - D. a website called chesscompetition.org where students can play chess online
  - E. an interview with a psychologist who explains how chess improves problem-solving skills
6. A student wrote this research question: Why was the Santa Fe Trail important? His teacher suggested that he make the question more specific. Which revision of the question **best** helps to focus the topic?
- A. Where is the Santa Fe Trail located in Missouri?
  - B. How did the Santa Fe Trail improve trade in Missouri?
  - C. Who were the first people to travel on the Santa Fe Trail?
  - D. What kinds of transportation were used on the Santa Fe Trail?
7. A student wants to persuade the principal to give fifth-grade students computers to improve student learning. She is using a chart to organize her notes for the letter.

Reasons why fifth-grade students should have computers to improve learning

Which **three** notes will **best** help her complete the letter?

- A. Using computers in class makes lessons more interesting.
- B. Computers are now cheaper than ever.
- C. There are great websites and apps that help students practice individual skills.
- D. Using computers in class can make students feel important.
- E. With computers, students are able to pose questions online and work with others on projects.
- F. Computers can be used to occupy time.

8. A student has an assignment for gym class that requires her to convince the principal to create a bike lane on the school grounds. Which type of writing would work **best** for the purpose of the assignment? Choose **two** answers.

A. friendly letter  
B. research report  
C. illustrated poster  
D. personal narrative  
E. persuasive speech

9. Read the paragraph.

**1**A popcorn kernel has a soft, moist center made of starch. **2**A hard shell protects it. **3**The kernel is turned inside out, and the soft center fills with air. **4**When the kernel is heated, the moisture in the kernel turns to steam, builds pressure, and “pops.” **5**Popcorn kernels expand to almost double their size when they are popped.

Two sentences in the paragraph need to switch order. Which sentences should be switched to improve the organizational structure of the paragraph?

A. sentences 1 and 2  
B. sentences 2 and 3  
C. sentences 3 and 4  
D. sentences 4 and 5

10. Read the sentences. Circle the underlined word that correctly completes each sentence.

Emil stood in the stage wings, waiting for his cue to enter. He had already adjusted the microphone ( that / where / who ) he was using. He knew to avoid looking directly into the spotlights, ( when / which / whose ) were very bright. All he had to do was gather the courage to walk on stage and start the show.

11. Read the body paragraphs from a student's report about eclipses of the moon and sun. The student needs to add an introductory paragraph and a concluding paragraph to the report.

**Sentences for Introductory Paragraph**

**Body Paragraphs**

The first type of eclipse is a lunar eclipse. This occurs when the shadow of Earth covers the moon. Usually the shadow covers only a part of the moon, and the moon looks reddish in color instead of completely dark.

A solar eclipse happens when the moon passes between Earth and the sun, blocking the light of the sun. As the shadow of the moon travels across Earth's surface, the sun appears partially or completely dark.

**Sentences for Concluding Paragraph**

Read the sentences in the Answer Bank. Choose **two** sentences for the introductory paragraph and **two** sentences for the concluding paragraph. Write the letters of your answers in the correct boxes. Use each sentence **one** time.

**Answer Bank**

- A. Great care should be taken when watching a solar eclipse.
  - B. A lunar or solar eclipse occurs when the sun, moon, and Earth are in a straight line.
  - C. When the view of a planet, moon, or star is blocked by another object, it is called an eclipse.
  - D. To be safe, people should use glasses with special filters to watch a solar eclipse.
12. Read the sentence.

Bees may make delicious honey, but they can harm people by stinging them.

Why is the word "but" used in the sentence?

- A. to tell that bees are things
- B. to give the location of the bees
- C. to show that the bees are active
- D. to connect two ideas about bees

13. Read the paragraph.

\_\_\_\_\_ They should make sure they include any homework that is due that day. It is important that students make sure they have enough supplies, such as pencils, pens, and paper. They should also make sure their backpack holds anything special required for the day, such as gym shoes.

What is the **best** topic sentence for the paragraph?

- A. A good backpack can be expensive.
- B. Most backpacks have several zippered pockets.
- C. Students should organize their backpacks before leaving for school.
- D. A backpack is made of sturdy material and can hold books, papers, and other supplies.

14. Read the paragraph.

The beaches along the Atlantic coastline of Brazil are crowded with people on the weekends. Thousands of fans support soccer, the national sport, and the most popular athletes in Brazil are soccer stars. The Carnival of Rio de Janeiro is world famous for its beautiful floats, costumes, and dancing. Brazilian music features the rhythms of traditional and new styles of music. Monuments and sculptures decorate the cities and the countryside, telling the story of Brazil's past. Colorful architecture, including buildings of bright and detailed design, shows the artistry of the Brazilian people.

Which topic sentence would **best** begin the paragraph?

- A. People from Brazil like to celebrate outdoors.
- B. Brazil is one of the largest nations in the world.
- C. Brazil is a land of exciting sports, music, and art.
- D. People from Brazil are creative, skilled engineers.

15. Read the paragraph. Circle the correct underlined verb in each sentence.

Because helicopters ( move / moved ) forward, backward, and sideways, they are useful in many ways. One of their uses ( is / was ) to rescue people who are stranded. Helicopters also ( act / acted ) as flying ambulances. Before helicopters came into use, these types of rescue efforts ( are / were ) impossible to carry out so quickly and easily.



16. Read the paragraph. Circle the sentence that should be moved to a concluding paragraph.

Clarence Birdseye got his idea for freezing food from the Inuit people in Labrador, Canada. He observed how they put their catch of fish on ice to let it freeze. When thawed, the food still tasted amazingly fresh. Birdseye licensed this idea and developed a freezing process for fresh meats and vegetables. It is hard to imagine life without the convenience of frozen, packaged food. His “quick-freeze” process was a success, and Birdseye soon expanded his invention by putting the food in small containers of cellophane.

Listen to the presentation. Then answer the questions.

### Redbird Reef

1. Why do coastal towns want to create artificial reefs?
  - A. to get more people to travel on boats
  - B. to bring more plants and fish to the area
  - C. to find a use for recycled metal and wood
  - D. to stop ocean predators from finding food
  
2. What **two** things are done to the subway cars before they can be dropped into the ocean?
  - A. They are filled with water.
  - B. The red paint is scraped off.
  - C. The doors and windows are taken off.
  - D. They are drilled with holes for the fish.
  - E. The dangerous materials are cleared away.

3. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is the main point of the presentation?

- A. Ocean reefs provide food and protection for fish.
- B. Artificial reefs have advantages over natural reefs.
- C. Old subway cars can be recycled for new purposes.
- D. Subway cars transport people underground in big cities.

**Part B**

Which evidence from the presentation **best** supports the answer to part A?

- A. The people of Delaware visit the artificial reefs.
  - B. Ocean reefs have holes where fish can hide from predators.
  - C. New York City subways provide transportation day and night.
  - D. Delaware's artificial reefs are made from a donation from New York City.
4. What happened as a result of the success of the Redbird Reef?
- A. Fewer passengers ride on the subway system.
  - B. Artificial reefs have replaced natural reefs in many places.
  - C. Delaware has more tourists wanting to see the old subway cars.
  - D. More states have asked for old subway cars to make artificial reefs.

Listen to the presentation. Then answer the questions.

### The Story of My World Record

5. Why does the speaker know so much about world records?
  - A. Her brother helps her.
  - B. She has seen them on video.
  - C. She reads library books about them.
  - D. Her parents make her do extra assignments.
  
6. The speaker made several different attempts to set a world record. Each attempt had a different type of result.

Complete the chart using the list of attempts in the Answer Bank. Write each attempt in the box next to its result.

Attempt	Result
	attempt failed—result neither good nor bad
	attempt failed—good result
	attempt failed—bad result

#### Answer Bank

throwing water balloons

stacking dominoes

blowing a bubblegum bubble

7. What made the speaker's last attempt to set a world record so difficult?
- A. She had to use chopsticks and be blindfolded.
  - B. She had to remember to start her video recorder.
  - C. She had to stack dominoes in less than thirty seconds.
  - D. She had to do extra math homework for ruining her book.
8. What is a lesson of the presentation?
- A. Keep trying even when you fail.
  - B. Breaking world records is easy to do.
  - C. Choose easy tasks if you want to succeed.
  - D. Striving for fame can be fun and rewarding.

### ITEM TYPES

**CR – Constructed Response**

**EBSR – Evidence-Based Selected Response**

**MC – Multiple Choice**

**MS – Multi-Select Response**

**SA – Short Answer**

**TE – Technology Enhanced**

**WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
1	1	MC	5.R.1.B.b	C	1	
1	2	EBSR	5.R.1.A.a	<b>Part A</b> C <b>Part B</b> C	2	<b>Part A</b> <ul style="list-style-type: none"> <li>1 point for correct answer</li> </ul> <b>Part B</b> <ul style="list-style-type: none"> <li>1 point for correct answer ONLY if Part A is also correct</li> </ul>
1	3	MC	5.R.1.B.d	D	1	
1	4	MS (Paper) TE (Online)	5.R.1.A.a	Sentence 2, Sentence 3	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
1	5	MS	5.R.3.B.f	A, D	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
1	6	MC	5.R.1.A.b	C	1	
1	7	MS (Paper) TE (Online)	5.R.1.A.a	<b>Column 1</b> quality of graphics, mini-games feature <b>Column 2</b> racing feature, collection of plant specimens	2	<ul style="list-style-type: none"> <li>2 points for all 4 correct</li> <li>1 point for 2–3 correct</li> <li>0 points for 0–1 correct</li> </ul>
1	8	MC	5.R.3.B.b	A	1	
1	9	MS	5.R.1.A.a	A, C	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
1	10	MS (Paper) TE (Online)	5.R.1.B.b	Sentence 2, Sentence 5	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
1	11	MS (Paper) TE (Online)	5.R.1.B.c	<b>Blank 1</b> D <b>Blank 2</b> B	1	
1	12	MS (Paper) TE (Online)	5.R.1.A.b	<b>King John</b> Word: caring Detail: wants people to treat each other with respect <b>Man who lives  halfway up the hill</b> Word: selfish Detail: interested in getting more gold	2	<ul style="list-style-type: none"> <li>2 points for all 4 correct</li> <li>1 point for 2–3 correct AND at least one row correct</li> <li>0 points for 2–3 correct with no correct rows</li> <li>0 points for 0–1 correct</li> </ul>

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1	13	MS (Paper) TE (Online)	5.R.1.A.a	Sentence 1, Sentence 2, Sentence 4	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
1	14	MS (Paper) TE (Online)	5.R.1.B.c	Blank 1 C Blank 2 C	1	
1	15	EBSR	5.R.3.B.d	Part A C Part B D	2	<b>Part A</b> <ul style="list-style-type: none"> <li>1 point for correct answer</li> </ul> <b>Part B</b> <ul style="list-style-type: none"> <li>1 point for correct answer ONLY if Part A is also correct</li> </ul>
1	16	MS	5.R.1.A.a	B, C	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
2	1	MC	5.W.3.A.d	B	1	
2	2	MS (Paper) TE (Online)	5.W.3.A.c	Column 1 Diet Column 2 Nest	1	
2	3	MS (Paper) TE (Online)	5.W.3.A.e	Sentence 2, Sentence 4	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
2	4	MC	5.W.3.A.f	D	1	
2	5	MS	5.W.3.A.d	C, E	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
2	6	MC	5.W.3.A.b	B	1	
2	7	MS (Paper) TE (Online)	5.W.1.A.d	A, C, E	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
2	8	MS	5.W.1.A.a	B, E	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
2	9	MC	5.W.1.C.a	C	1	
2	10	MS (Paper) TE (Online)	5.L.1.A.b	that, which	1	
2	11	MS (Paper) TE (Online)	5.W.1.B.c	Introductory B, C Concluding A, D	2	<ul style="list-style-type: none"> <li>2 points for all 4 correct</li> <li>1 point for 2–3 correct</li> <li>0 points for 0–1 correct</li> </ul>
2	12	MC	5.L.1.A.a	D	1	

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2	13	MC (Paper) TE (Online)	5.W.1.B.b	C	1	
2	14	MC	5.W.1.B.b	C	1	
2	15	MS (Paper) TE (Online)	5.L.1.A.d	move, is, act, were	2	<ul style="list-style-type: none"> <li>• 2 points for all 4 correct</li> <li>• 1 point for 2–3 correct</li> <li>• 0 points for 0–1 correct</li> </ul>
2	16	MC (Paper) TE (Online)	5.W.1.B.d	Sentence 5	1	
3	1	MC	5.SL.1.A.b	B	1	
3	2	MS	5.SL.1.A.b	C, E	2	<ul style="list-style-type: none"> <li>• 2 points for all correct</li> <li>• Each incorrect choice negates a correct choice</li> </ul>
3	3	EBSR	5.SL.1.A.d	<b>Part A</b> C <b>Part B</b> D	2	<b>Part A</b> <ul style="list-style-type: none"> <li>• 1 point for correct answer</li> </ul> <b>Part B</b> <ul style="list-style-type: none"> <li>• 1 point for correct answer ONLY if Part A is also correct</li> </ul>
3	4	MC	5.SL.1.A.b	D	1	
3	5	MC	5.SL.1.A.b	C	1	
3	6	MS (Paper) TE (Online)	5.SL.1.A.b	<b>Row 1</b> stacking dominoes <b>Row 2</b> throwing water balloons <b>Row 3</b> blowing a bubblegum bubble	1	
3	7	MC	5.SL.1.A.b	A	1	
3	8	MC	5.SL.1.A.d	A	1	

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