

English Language Arts

**Forward Exam
Practice Test
Grade 5**



WISCONSIN DEPARTMENT OF
Public Instruction

Table of Contents

ENGLISH LANGUAGE ARTS ITEMS—SESSION 1	1
ENGLISH LANGUAGE ARTS ITEMS—SESSION 2	14
ENGLISH LANGUAGE ARTS ITEMS—SESSION 3	22
ENGLISH LANGUAGE ARTS—APPENDIX	26

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ENGLISH LANGUAGE ARTS ITEMS—SESSION 1

The Speedy Twin

- 1 Just as Trevon was putting on his running shoes, his twin brother woke up. Leo sat up in bed, looked at the clock, and groaned.
- 2 “Morning, Leo,” Trevon said. “Want to join me for a morning run?”
- 3 Leo mumbled “no” and stumbled out of the room, most likely in search of a bowl of cereal. Trevon shook his head. He and Leo may have shared the same birthday and the same red hair, but that was where the similarities seemed to end.
- 4 “You do remember that we’re running a race this weekend, right?” Trevon asked as he walked through the kitchen.
- 5 Leo looked up from his cereal with a big grin on his face and nodded. “Yep, and I’ve been getting lots of running practice this week!”
- 6 “I don’t think that running for the bus because you slept too late counts as practice,” Trevon replied with a frown. He had lost track of the times he had seen his brother sprinting down the sidewalk, just barely stepping inside the bus doors as they closed.

Shaking his head again, Trevon headed out for his morning run. As his feet pounded the pavement, he thought about the upcoming race being held the next weekend. It was a school-wide race, and he and Leo were entered in the long-distance run.

Even though they would be next to each other at the starting line, Trevon knew they would not be able to run side by side for long. The brothers’ running styles were as different as their personalities. Trevon started out slow and steady, saving his burst of energy for the last part of the race. Meanwhile, Leo tended to take off as hard as he could and push himself until he had no choice but to slow down. At the end, though, Leo would always get a burst of power that would carry him through. He was often one of the first people to cross the finish line.

The morning of the race was beautiful. The sky was bright blue, with only an occasional white cloud. The area around the start of the race was so crowded that it seemed as if every person from school was either running the race or watching it from the sidelines.

“Good luck in the race, Trevon,” Leo said as the two brothers approached the starting line. “I know you’ve worked hard to get ready for it.” He paused for a moment and grinned. “Be prepared, though, to be left in the dust by your speedy twin.”

The sound of the starting pistol cut off any reply Trevon could have made. The runners were off! As usual, Trevon tried to keep a steady pace. Soon, Leo was far ahead, then disappeared from sight.

Go on to the next page.

Running the race did not take long. The quickest runners were done in 15 minutes, while others took almost thirty minutes to complete the full mile and a half. After Trevon had crossed the finish line, he looked around for Leo. Where was he? Just then, Trevon heard his name being shouted.

"Hey, Trevon, can you give me some help here?" Leo called.

To Trevon's surprise, Leo was just now crossing the finish line and was limping. Trevon put his arm around his brother's shoulder and helped him over to the side of the school track.

Leo sat down on the grass and carefully pulled off his right shoe. The heel of his foot was extremely red, and a huge blister was already forming. Trevon winced.

"What happened to your foot?" he asked Leo. "That must really hurt!"

Leo sighed. "When I left home this morning, I didn't realize that I had the wrong pair of shoes," he explained. "Instead of my running shoes, I had my friend Mark's shoes. We accidentally got our shoes mixed up after gym class the other day, and we forgot to switch them back."

"Are you serious?" Trevon asked in disbelief. "That's awful, Leo!"

"I know—I really messed up," Leo admitted. "Mark's shoes are a whole size smaller than mine. Only a couple of minutes into the race, I could feel the heels of the shoes rubbing. By the end of the first mile, I knew I was in big trouble."

Trevon almost asked his brother why he had made such a silly mistake, but Leo was in so much pain he withheld his question. Instead Trevon said, "I'm really sorry, Leo. Let's go home and take care of your foot."

"Sounds good," Leo agreed. "Also, could you remind me to reset my alarm clock when we get home?"

"Sure, but what for?" Trevon asked as they began the slow walk home.

"I have to start getting up earlier," Leo explained. "With this blister, I won't be able to run to catch the bus anytime soon!"

1. How do paragraphs 1–6 of the passage **most** contribute to the development of the plot?
 - A. by showing how Leo and Trevon prepare for the race differently
 - B. by explaining Leo's and Trevon's reasons for participating in the race
 - C. by determining whether Leo or Trevon is the better runner
 - D. by contrasting Leo's and Trevon's usual running styles during a race

Go on to the next page.

2. Read the sentence from the passage.

"Be prepared, though, to be left in the dust by your speedy twin."

What does Leo mean when he uses the phrase "left in the dust" in the sentence?

- A. He thinks he practices harder than Trevon.
- B. He thinks he will run faster than Trevon.
- C. He thinks Trevon is going to be late for the race.
- D. He thinks Trevon will be forced to run in the dirt.

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

Part A

Which sentence **best** describes the lesson Leo learns in the passage?

- A. Family members have more in common than they may realize.
- B. Difficult times help us better appreciate the happy times.
- C. Good preparation now can make life easier in the future.
- D. A sense of humor is one of the most important qualities to have.

Part B

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

- A. "Yep, and I've been getting lots of running practice this week!"
- B. "I know you've worked hard to get ready for it."
- C. "Hey, Trevon, can you give me some help here?" Leo called.
- D. "Also, could you remind me to reset my alarm clock when we get home?"

Go on to the next page.

4. Which **two** sentences from the passage **best** support the inference that Trevon expected Leo to finish the race before he did? Choose **two** answers.
- A. As his feet pounded the pavement, he thought about the upcoming race being held the next weekend.
 - B. At the end, though, Leo would always get a burst of power that would carry him through.
 - C. “Good luck in the race, Trevon,” Leo said as the two brothers approached the starting line.
 - D. To Trevon’s surprise, Leo was just now crossing the finish line and was limping.
 - E. “By the end of the first mile, I knew I was in big trouble.”

Go on to the next page.

Wormy Solutions to Trash

Pollution is a global problem. Mountains of plastic bags clog landfills around the world. In fact, most people use as many as 200 plastic bags a year. Unfortunately, plastic does not break down easily the way plant and animal matter does. After a plastic bag is thrown away, it can take hundreds of years to break down. A recent discovery about worms, however, may offer a promising solution.

A Happy Accident

A scientist with the Spanish National Research Council, Federica Bertocchini, is also an amateur beekeeper. One day, she was cleaning her beehives. They had been invaded by a type of worm called wax worms, which grow up to become moths. Wax worms are often used as bait for fishing. They are also used as food for pet lizards and birds, but they are not wanted in beehives. In fact, wax worms are named for their habit of eating the wax inside honeycombs, where bees store their honey. Beekeepers want to get rid of them.

Bertocchini scooped the mass of wax worms into a plastic bag. She intended to dispose of them later and went on with her chores. She says, “After finishing, I went back to the room where I had left the worms. I found they were everywhere. They had escaped from the bag, even though it had been closed. When I checked, I saw the bag was full of holes. There was only one explanation: the worms had made the holes and had escaped.”

Had Bertocchini discovered worms that actually eat plastic? She had to find out.

Searching for Answers

Working with two other scientists, Bertocchini experimented. She and her team kept careful records of what happened. They put 100 worms on a sheet of plastic. In an hour, the worms had made an average of two holes per worm. In one day, they chewed through 92 milligrams of plastic. The scientists calculated that it would take a month for 100 worms to consume one average-sized plastic bag.

The next experiment tried to answer another question. What was causing the plastic to break down? Were the worms actually chewing, or was something else causing the holes in the plastic? To find out more, the scientists placed worms that were no longer alive onto a piece of plastic. Again, the plastic became full of holes. The scientists then understood that the worms may not have to chew the plastic to break it down. There had to be something inside the worms or on the worms’ bodies that was causing the plastic to disintegrate. Is it possible that the worms chew the holes and then a chemical inside the worms breaks down the plastic? If it is a chemical, could this chemical be on the outside of the worms as well? More tests are needed, of course, before millions of wax worms can be added to landfills.

Not Everyone Agrees

Bertocchini’s research is promising. However, other scientists are doubtful. Ramani Narayan, a scientist from the University of Michigan, is one of them. He thinks that, if wax worms eat plastic, tiny pieces of plastic could work their way into the food chain. This plastic might then be harmful to other living things. He does not think that the worms are the answer to the problem of pollution.

Go on to the next page.

Susan Selke, director of Michigan State University School of Packaging, says that a lack of oxygen in a landfill could be a problem for the worms. If the worms can't breathe well enough, they won't be able to survive. She also wonders whether the worms chew on plastic because they want to escape or whether they are eating the plastic as food. This question needs to be answered before worms can be placed in landfills.

More Ideas to Explore

Scientists agree that Bertocchini may have come across an important finding. Other types of worms are being examined too. For example, a study in China showed that a type of worm called the mealworm ate and thrived on a type of lightweight plastic called Styrofoam.

Some scientists also wonder whether a similar solution might exist for plastic waste in the ocean. This waste can be dangerous to seabirds, turtles, fish, and other ocean animals that accidentally eat it or get caught in it. Are there other plastic-eating creatures out there that might be able to help? Only time and research will tell.

5. Which idea caused Bertocchini and her team to think that the worms may have something on their bodies that breaks down the plastic?
 - A. the speed at which the worms were able to make holes in the plastic
 - B. the number of holes each worm made in the plastic in one hour
 - C. the fact that holes appeared in the plastic even though the worms were not alive
 - D. the possibility that other types of worms may make holes in other types of plastic

6. Read the paragraph. Then, underline the sentences that **best** support the idea that using worms to break down trash may be a bad idea. Choose **two** answers.

Bertocchini's research is promising. However, other scientists are doubtful. Ramani Narayan, a scientist from the University of Michigan, is one of them. He thinks that, if wax worms eat plastic, tiny pieces of plastic could work their way into the food chain. This plastic might then be harmful to other living things. He does not think that the worms are the answer to the problem of pollution.

Go on to the next page.

7. Which sentence from the passage **best** explains how research about one topic may encourage research about other topics?
- A. She and her team kept careful records of what happened.
 - B. More tests are needed, of course, before millions of wax worms can be added to landfills.
 - C. Scientists agree that Bertocchini may have come across an important finding.
 - D. Some scientists also wonder whether a similar solution might exist for plastic waste in the ocean.
8. This item has two parts. First, answer part A. Then, answer part B.

Part A

Based on the passage, which inference can be made about using worms to break down plastic?

- A. Using worms to eliminate plastic is an interesting idea that needs more research.
- B. There is more plastic than there are worms to eat it.
- C. Wax worms can break down plastic faster than other worms can.
- D. Finding enough worms to eliminate plastic from landfills could be expensive.

Part B

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

- A. In fact, most people use as many as 200 plastic bags a year.
- B. In one day, they chewed through 92 milligrams of plastic.
- C. This question needs to be answered before worms can be placed in landfills.
- D. This waste can be dangerous to seabirds, turtles, fish, and other ocean animals that accidentally eat it or get caught in it.

Go on to the next page.

Teaching Duke

Jim Thomas, a farmer who raises chickens, began training Duke when the Great Pyrenees puppy was nine weeks old. Jim knew that Great Pyrenees are excellent livestock guardian dogs. Great Pyrenees are large dogs with shaggy, white coats. They can easily scare predators away or even attack them if needed. Jim was determined to make sure that Duke would learn to protect the chickens and that the chickens would be comfortable around Duke.

Jim kept Duke on a short leash when he first introduced the puppy to the chickens. When Duke entered the pen, the chickens squawked and fluttered away. Duke followed them, but it was clear that the chickens were afraid. Over time, the chickens got used to Duke, and he got used to them too.

Jim had to teach Duke not to stare at the chickens, so he put a white rag on the end of a stick. Whenever Duke stared at the chickens or started to chase them, Jim tapped the stick on the ground, which made Duke look toward the stick and stop staring at the chickens. Duke learned quickly, and Jim never had to correct Duke more than once.

Puppies are playful, so Jim gave Duke plenty of playtime away from the chickens. Even a young Great Pyrenees towers over a chicken and, if not watched, can hurt it. Jim didn't want that to happen. He never let Duke chase, bark at, or play with the chickens. He made sure Duke remained calm. When Duke did what Jim wanted, Jim always gave him a treat or other reward. This encouraged Duke. Soon, Duke let the chickens peck at him. They even climbed onto his back and perched there. All the while, Duke remained calm.

As the weeks passed, Jim traded a short leash for a longer one. Eventually, he let Duke into the chicken pen with no leash at all. Duke had begun to feel not only comfortable with the chickens but protective of them. After a few months, Jim knew that Duke would be an excellent livestock guardian dog and that the chickens would be safe as long as Duke was on patrol.

Go on to the next page.

Duke Protects His Wards

Duke has been guarding his flock for two years, and so far, he hasn't lost a single chicken. In fact, the flock is growing as more chicks have been born. Duke doesn't mind; he enjoys watching over his feathered friends.

Duke naps on and off throughout the day and night. Sometimes, when he's napping, the chicks will peck at his paws or climb onto his back. Duke just opens his big brown eyes, shakes his shaggy head, and returns to his nap.

The chickens spend most of their time in a field surrounded by a large fenced-in yard. They peck for bugs, greens, and whatever else they can scratch up. At night, they wander into the open barn where there are nest boxes. Duke knows the chickens are safest when they go into the barn, but even then, he has to make sure that no predators find a way through the fence. *Once inside the fence, Duke thinks, a predator can quickly reach the barn and attack my chickens. That's not happening on my watch!*

Duke patrols the fence line day and night. He traverses the yard slowly, making sure that no predators are nearby. He knows that many animals would find a chicken dinner tasty, so he is always on the watch for coyotes, foxes, raccoons, and other animals. Snakes and hawks are dangerous too. Duke even keeps his eyes out for dogs and cats. *Those critters aren't making a snack of my chickens,* Duke often thinks. His goal is to keep the flock safe.

One dark, windy night in March, Duke is patrolling when he spots movement near the fence. Duke stops and watches. A fox! Duke thinks. When the fox gets too close to the fence, Duke barks. His bark is deep and booming. In his mind, he's yelling at the fox, *Get out of here! I'm warning you!*

The fox stops moving. It waits and watches, and when Duke moves even closer to the fence and continues barking, the fox speeds away. Duke continues to peer into the darkness, ever watchful of the dangers lurking in the night. If there is one fox, there might be more, and as always, Duke is determined to keep his flock safe.

After feeling satisfied that there aren't any more foxes around, Duke slowly returns to the barn to find his chickens resting and unaware of the danger the big dog just scared away. He lies down at the entrance to the barn with a sigh, happy to have done his job well but still watching out for the next threat to his friends.

Go on to the next page.

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

Part A

What is the central idea of the passage “Teaching Duke”?

- A. Large animals make the most effective livestock guardian dogs.
- B. Livestock guardian dogs require careful training to learn their job.
- C. It is necessary for livestock guardian dogs to be patient animals.
- D. Livestock guardian dogs enjoy their work time and their playtime.

Part B

Which sentence from the passage “Teaching Duke” **best** supports the answer to part A?

- A. Great Pyrenees are large dogs with shaggy, white coats.
- B. Jim had to teach Duke not to stare at the chickens, so he put a white rag on the end of a stick.
- C. Puppies are playful, so Jim gave Duke plenty of playtime away from the chickens.
- D. Soon, Duke let the chickens peck at him.

10. Read the sentence from “Duke Protects His Wards.”

He traverses the yard slowly, making sure that no predators are nearby.

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

- A. goes in different directions
- B. creates loud noises
- C. looks closely
- D. walks across

Go on to the next page.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 1

11. Which **two** sentences from “Teaching Duke” and “Duke Protects His Wards” **best** show the shared point of view that Duke is important to the safety of the flock? Choose **two** answers.
- A. They can easily scare predators away or even attack them if needed.
 - B. When Duke entered the pen, the chickens squawked and fluttered away.
 - C. Eventually, he let Duke into the chicken pen with no leash at all.
 - D. Duke just opens his big brown eyes, shakes his shaggy head, and returns to his nap.
 - E. It waits and watches, and when Duke moves even closer to the fence and continues barking, the fox speeds away.
12. Place a check mark under the name of the character whose point of view each sentence **best** describes. If the sentence describes the points of view of **both** characters, place a check mark under the **Both** column.

	Jim Thomas from “Teaching Duke”	Duke from “Duke Protects His Wards”	Both
Livestock guardian dogs feel very proud of the work that they do.			
Livestock guardian dogs form a close bond with the animals they watch.			
Livestock guardian dogs must learn how to treat their flock gently.			

STOP.



STOP.



STOP.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

It's Not So Easy

Manny gathered his notes and bag of props. Then he walked briskly to the front of the class. He turned and looked at his fellow students, who watched him expectantly as his social studies teacher, Ms. Hargrove, smiled at him reassuringly.

Social studies was Manny's favorite subject, and this "Could This Be Your Career?" project had been one of the most interesting experiences during the school year. Each student had chosen a career and was asked to create a presentation in which the student would demonstrate a task required of that job. Now it was Manny's turn. He'd chosen teaching for his career. His teacher suggested that he take her place for one class instead of giving a presentation. Manny thought it was a great idea, but now, staring at his classmates, he began to wonder if he'd made a mistake.

Quickly, Manny glanced at his notes. He had always thought teaching was a pretty easy job. Teachers simply did some research and then talked for an hour. In an effort to copy this routine, Manny had invested some time preparing his lesson and was ready to begin.

"I'm excited to be your teacher today," Manny said with a grin. "I'm going to teach you how the United States began traveling into outer space and ended up reaching the moon itself!"

At this, a few students smiled encouragingly, others looked down at their desks, and some gazed at the floor. Manny reached into his bag. He pulled out a small plastic spacecraft and glanced down at his notes.

"Uh, this is a model of the Apollo 11 spacecraft. Can anyone tell me what this spacecraft did?" Manny looked around at his classmates, but they stared back at him blankly.

Manny felt sweat starting to form on his palms as he tried to find his place in his notes. He pulled a photograph out of his bag, but several sheets of paper also came out. They fluttered to the floor. Manny crouched to gather them up, feeling his face turn red. This was not going as smoothly as he had planned!

Manny noticed that a few students were looking out the window. One was quietly tapping an eraser on her desk. He didn't realize how hard it was to keep his classmates' attention. Manny quickly finished his lesson, and his classmates clapped politely.

After class, Ms. Hargrove called Manny to her desk. "You did a wonderful job, Manny," she said. "Your lesson was well organized, and I recognized the effort you put into it."

Go on to the next page.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

Manny dropped his head. “Teaching is a lot harder than I thought it would be,” he said. “You make it look so easy!”

“Anything that looks easy usually takes years of practice,” Ms. Hargrove said. “But you’re heading in the right direction if you want to be a teacher!”

Manny thanked Ms. Hargrove and thought about what she said. He agreed that practice was the key to success.

Go on to the next page.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

1. Write **one** paragraph explaining what Manny could have done differently to keep the class's attention during his lesson. Be sure to introduce your topic, use descriptive words and details to explain, and include a concluding statement.

Go on to the next page.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

2. Read the sentence.

"Yes that's correct Noah; the Inca people of South America were skilled at designing and building cities," Mr. Jameson said.

Where in the sentence should commas be added? Choose **two** answers.

- A. after Yes
- B. after correct
- C. after people
- D. after America
- E. after designing

3. Read the sentence.

When my brother and I get together with our two favorite cousins we have so much fun.

What is the correct way to write the sentence?

- A. When my brother and I, get together with our two favorite cousins we have so much fun.
- B. When my brother and I, get together with our two favorite cousins, we have so much fun.
- C. When my brother and I get together with our two favorite cousins, we have so much fun.
- D. When my brother and I get, together with our two favorite cousins, we have so much fun.

Go on to the next page.

4. Read the paragraph. Then, write the **two** words in the blanks that **best** connect the ideas in the paragraph.

Some people do not believe that listening to audiobooks counts as reading, but I believe it does.

_____ , in one study, people read an e-book or listened to an audiobook. The researchers then tested how well people understood the book. There was no difference in how well people understood the book, whether they listened or read. _____ , it seems that people certainly can learn by listening to audiobooks.

Therefore

In addition

Equally

Importantly

For example

5. Read the paragraph.

The Brooklyn Bridge is one of the most famous bridges in the United States. It stretches across the East River, linking Manhattan and Brooklyn. The bridge took 600 workers more than 14 years to build; it was completed in the year 1883. About 150,000 people usually go over the Brooklyn Bridge.

How should the last sentence of the paragraph be rewritten to use the most precise language?

- A. About 150,000 people use the bridge daily to cross to the other side of the river.
- B. About 150,000 people walk, bike, or drive across the Brooklyn Bridge each day.
- C. About 150,000 people use the bridge each day to cross the river.
- D. About 150,000 people go across the river daily on the Brooklyn Bridge.

Go on to the next page.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

6. Read the sentence.

You do not need to be brilliant to acheive remarkable things; you just need to make your best effert when faced with challenges.

What changes should be made to correct spelling errors in the sentence? Choose **two** answers.

- A. change brilliant to brillant
- B. change acheive to achieve
- C. change remarkable to remarkible
- D. change effert to effort
- E. change challenges to chalenges

STOP.



STOP.



STOP.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 3

1. Imagine your school is having a contest to create a school poster that describes the school and what it is like to be a student there. The poster could include information about interesting classes, the school library, the type of lunches available, the playground equipment, or even clubs and teams students can join.

Write **one** paragraph explaining what you would include on the school poster to describe your school. Be sure to introduce your topic, use descriptive words and details, and include a concluding sentence.

Go on to the next page.

2. Read the sentence.

Simone _____ the piano every day, and she makes up her own songs to play.

Which word or phrase **best** completes the sentence?

- A. had practiced
- B. practiced
- C. practices
- D. will practice

3. A student is writing a report about happiness. Read the student's draft and answer the question that follows.

Did you know that there are scientists who study happiness? Daniel Gilbert, who is a professor at Harvard University, has spent years learning about what makes people happy. He has even written a popular book on the topic. His book *Stumbling on Happiness* discusses how challenging it is for people to know today what will make them happy in the future. He notes, though, that people are usually able to adapt to change much better than they think they can.

According to Gilbert, “We’re not supposed to be happy all the time.” It’s both normal and important to feel other types of emotions. We can appreciate happiness more if we don’t always have it. As Gilbert says, “Happiness is a place to visit, not a place to live.” The next time you’re feeling sad or even angry, remember that it is not really possible to always feel happy.

Which source would most likely offer the student the **best** additional information to include in the report?

- A. an interview with Gilbert in which he answers questions about happiness
- B. a short article that explains how Gilbert got a job teaching at Harvard University
- C. an article written by one of Gilbert’s students about how happy the student was having Gilbert as a teacher
- D. a bookstore website that has a short review of Gilbert’s book

Go on to the next page.

ENGLISH LANGUAGE ARTS ITEMS—SESSION 3

4. Read the sentence. It is missing two quotation marks. Write quotation marks (“ ”) in the **two** underlined places in the sentence where quotation marks are needed.

My favorite song, written in 1984, is called The Beach, and it reminds me of summer .

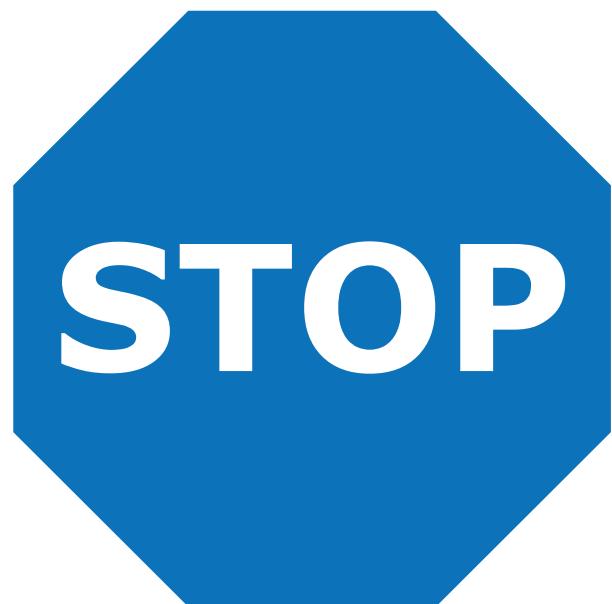
5. A student is writing a report about life that exists in the dry, freezing climate of Antarctica. Which **two** details would **best** support the student's topic? Choose **two** answers.

- A. an image of arctic deserts found on various continents
- B. an example of shrimp living under an ice sheet in Antarctica
- C. a quotation from a scientist who studies animals in Antarctica
- D. a map showing how far Antarctica is from other continents
- E. a table listing the average temperatures in the different continents

6. Read the sentences. Then, circle the **best** transitional phrase from each set of phrases.

I first learned about the fall talent show two weeks ago. (All of a sudden / Sooner or later / Since then), I have been practicing my saxophone every day. (Almost immediately / At the same time / A little while later), my brother has been practicing his guitar. We would like to play a song together at the talent show.

STOP.



STOP.

ENGLISH LANGUAGE ARTS—APPENDIX**SUMMARY DATA****Grade 5**

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
Session 1				
1	ELA.R.5.3	A	2	Students need to determine how paragraphs 1–6 contribute to the development of the plot. Option A is the correct answer. The other options do not explain how the paragraphs contribute to the development of the plot.
2	ELA.R.5.4	B	2	Students need to determine the meaning of the phrase “left in the dust.” Option B is the correct answer. The other options are not the correct meaning of the phrase as it is used in the sentence.
3	ELA.R.5.2	C / D	3	In part A, students need to determine the lesson Leo learns in the passage. Option C is the correct answer. The other options are not lessons Leo learns in the passage. In part B, students need to determine which evidence from the passage best supports the answer to part A. Option D is the correct answer. The other options do not support the correct answer to part A.
4	ELA.R.5.1	B, D	2	Students need to determine which sentences from the passage best support the inference that Trevon expected Leo to finish the race before Trevon. Options B and D are the correct answers. The other options do not support the inference.
5	ELA.R.5.3	C	2	Students need to determine the idea that caused Bertocchini and her team to think that the worms have something on their bodies that breaks down the plastic. Option C is the correct answer. The other options do not explain the idea.

ENGLISH LANGUAGE ARTS—APPENDIX

Grade 5

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
6	ELA.R.5.8	See annotations.	2	<p>Students need to select the two sentences that support the point that using worms to break down trash may be a bad idea. The correct answers are the following:</p> <p>“He thinks that, if wax worms eat plastic, tiny pieces of plastic could work their way into the food chain.”</p> <p>“This plastic might then be harmful to other living things.”</p> <p>The other sentences do not support the idea.</p>
7	ELA.R.5.3	D	3	<p>Students need to determine which sentence indicates how research about one topic may encourage research about other topics. Option D is the correct answer. The other options do not explain how research about one topic may encourage research about other topics.</p>
8	ELA.R.5.1	A / C	3	<p>In part A, students need to determine which inference can be made about using worms to break down plastic. Option A is the correct answer. The other options are not inferences that can be made based on the passage.</p> <p>In part B, students need to determine which evidence from the passage best supports the answer to part A. Option C is the correct answer. The other options do not support the correct answer to part A.</p>
9	ELA.R.5.2	B / B	3	<p>In part A, students need to determine the central idea of “Teaching Duke.” Option B is the correct answer. The other options do not state the central idea of the passage.</p> <p>In part B, students need to determine which evidence from the passage best supports the answer to part A. Option B is the correct answer. The other options do not support the correct answer to part A.</p>
10	ELA.R.5.4	D	2	<p>Students need to determine the meaning of the word “traverses” based on context. Option D is the correct option. The other options do not provide the correct definition.</p>

Grade 5

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
11	ELA.R.5.6	A, E	3	Students need to analyze each author's point of view and determine which sentences from the passage best show a shared point of view that Duke is important to the safety of the flock. Options A and E are the correct answers. The other options either support a point of view that is not shared or do not support either author's point of view.
12	ELA.R.5.9	See annotations.	2	Students need to identify the point of view of a character from each passage to determine the correct answers. The correct answers are the following: Jim Thomas—Livestock guardian dogs must learn how to treat their flock gently. Duke—Livestock guardian dogs feel very proud of the work they do. Both—Livestock guardian dogs form a close bond with the animals they watch.

ENGLISH LANGUAGE ARTS—APPENDIX

Grade 5

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
Session 2				
1	ELA.W.5.2.b	n/a	3	Students need to write a one-paragraph expository text explaining what the main character in the story could have done differently to keep the class's attention during his lesson. Writing will be scored using a Grade 5 Expository Rubric.
2	ELA.L.5.6.a	A, B	2	Students need to identify the words in the sentence after which commas are needed. The correct answers are Options A and B. The other options do not identify words after which commas are needed.
3	ELA.L.5.6.a	C	1	Students need to use a comma to correctly separate an introductory element from the rest of the sentence. Option C is the correct answer. The other options do not correctly separate an introductory element from the rest of the sentence.
4	ELA.W.5.3.b	See annotations.	2	Students need to determine the correct transitions to complete the paragraph. “For example” and “Therefore” are the correct answers. The other options do not link the ideas in the paragraph correctly.
5	ELA.W.5.3.c	B	2	Students need to determine which revision of the last sentence in the paragraph uses the most precise language related to the topic of the paragraph. Option B is the correct answer. The other options do not use the most precise language to describe the people who cross the bridge.
6	ELA.L.5.6.c	B, D	1	Students need to identify and correct misspelled words. Options B and D are the correct answers. The other options do not include misspellings.

Grade 5

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
Session 3				
1	ELA.W.5.2.b	n/a	3	Students need to write a one-paragraph expository text explaining what they would include on a school poster to describe their school. Writing will be scored using a Grade 5 Expository Rubric.
2	ELA.L.5.5.b	C	2	Students need to determine the correct verb or verb phrase needed to complete the sentence. Option C is the correct answer. The other options do not correctly complete the sentence.
3	ELA.W.5.8	A	2	Students need to identify which source would provide the best additional information to include in the report. Option A is the correct answer. The other options do not identify a source that would provide additional information that is clearly related to the topic.
4	ELA.L.5.6.b	See annotations.	2	Students need to identify the proper locations for quotation marks in the sentence. The correct answers are the two places around the title “The Beach,” with the comma inside the closing quotation mark (“The Beach.”). The other options are places that do not need quotation marks.
5	ELA.W.5.2.b	B, C	2	Students need to determine the details that would best support a given topic. Options B and C are the correct answers. The other options do not support the given topic.
6	ELA.W.5.3.b	See annotations.	2	Students need to determine the correct transitional phrases to complete the sentences. “Since then” and “At the same time” are the correct answers. The other options do not link the ideas in the sentences correctly.

English Language Arts

Practice Test

Grade 5

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