

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

| Unit 1 | | | | | | | | | | | | |
|---|--|--|---|--|---|--|---|---|--|--|---|----------|
| Items 1-7 | | | | | | | | | | | | |
| Task: Literary Analysis (LAT) | | | | | | | | | | | | |
| Passage 1: from <i>Ida B</i> by Katherine Hannigan | | | | | | | | | | | | |
| Item Number | Answer(s) | | | Standards Alignment | | | | | | | | |
| 1 VH048203_TTS | Item Type: EBSR Part A: D Part B: A | | | RL1; RL4; L4 | | | | | | | | |
| 2 VH043725_TTS | Item Type: EBSR Part A: B Part B: B | | | RL1; RL2 | | | | | | | | |
| 3 VH117686_TTS | Item Type: TECR <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center; vertical-align: top;"> Description of Narrator’s Feeling </td> <td style="width: 25%; text-align: center; vertical-align: top;"> Supporting Evidence for Narrator’s Feeling </td> <td style="width: 25%; text-align: center; vertical-align: top;"> Description of Claire’s Feeling </td> <td style="width: 25%; text-align: center; vertical-align: top;"> Supporting Evidence for Claire’s Feeling </td> </tr> <tr> <td style="text-align: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">determined</div> </td> <td style="text-align: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">“ . . . making myself look her in the eye . . . ”</div> </td> <td style="text-align: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">undecided</div> </td> <td style="text-align: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">“Everything was there, but nothing was happening</div> </td> </tr> </table> | | | Description of Narrator’s Feeling | Supporting Evidence for Narrator’s Feeling | Description of Claire’s Feeling | Supporting Evidence for Claire’s Feeling | <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">determined</div> | <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">“ . . . making myself look her in the eye . . . ”</div> | <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">undecided</div> | <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">“Everything was there, but nothing was happening</div> | RL1; RL3 |
| Description of Narrator’s Feeling | Supporting Evidence for Narrator’s Feeling | Description of Claire’s Feeling | Supporting Evidence for Claire’s Feeling | | | | | | | | | |
| <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">determined</div> | <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">“ . . . making myself look her in the eye . . . ”</div> | <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">undecided</div> | <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 100%;">“Everything was there, but nothing was happening</div> | | | | | | | | | |
| Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool | | | | | | | | | | | | |
| 4 VH043882_TTS | Item Type: EBSR Part A: A Part B: B | | | RL1; RL4; L5 | | | | | | | | |
| 5 VH044042_TTS | Item Type: EBSR Part A: C Part B: A and E | | | RL1; RL2 | | | | | | | | |
| 6 VH044076_TTS | Item Type: EBSR Part A: D Part B: A | | | RL1; RL5 | | | | | | | | |
| Passage 1: from <i>Ida B</i> by Katherine Hannigan and Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool | | | | | | | | | | | | |
| 7 VH044120_TTS | Item Type: PCR Refer to Grade 5 Scoring Rubric | | | RL1; RL6; W2; W4-10 | | | | | | | | |

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| Items: 8-11 | | |
| Passage Type: Literary S/M | | |
| Passage: from <i>The Youngest Girl in the Fifth</i> by Angela Brazil | | |
| 8 C1506_TTS | Item Type: EBSR Part A: A Part B: B | RL1; RL4; L4 |
| 9 X0506_TTS | Item Type: EBSR Part A: A Part B: B | RL1; RL6 |
| 10 X0507_TTS | Item Type: EBSR Part A: C Part B: D, F | RL1; RL5 |
| 11 C1509_TTS | Item Type: TECR <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Miss Roscoe enters the classroom and calls for Gwen.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Gwen learns why Miss Roscoe is moving her to a different class level.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Miss Roscoe explains how other teachers will help Gwen.</div> <div style="border: 1px solid black; padding: 5px;">Miss Roscoe rushes Gwen down the hall to her new class.</div> | RL1; RL2 |

| Unit 2 | | |
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| Items 1-9 | | |
| Task: Research Simulation (RST) | | |
| Passage 1: from "The Amazing Penguin Rescue" by Lauren Tarshis | | |
| Item Number | Answer | Standards Alignment |
| 1 VH077812_TTS | Item Type: EBSR Part A: C and F Part B: D and F | RI1; RI2 |
| 2 VH077824_TTS | Item Type: TECR <div style="text-align: center; margin: 20px 0;"> <pre> graph TD C["Cause: The penguin swims through oil."] --> E1["Effect 1: The penguin has difficulty swimming."] C --> E2["Effect 2: The penguin feels cold."] C --> E3["Effect 3: The penguin's eyes burn."] E1 --> R["Response: The penguin is rescued by people."] E2 --> R E3 --> R </pre> </div> | RI1; RI3 |
| Passage 2: "The Amazing Penguin Rescue" by Dylan deNapoli | | |
| 3 VH077866_TTS | Item Type: EBSR Part A: C Part B: A | RI1; L4; RI4 |
| 4 VH077874_TTS | Item Type: EBSR Part A: C Part B: A and E | RI1; RI2 |
| 5 VH077869_TTS | Item Type: EBSR Part A: B Part B: C | RI1; RI8 |

Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshis and **Passage 2:** “The Amazing Penguin Rescue” by Dylan deNapoli

| 6 VH117774_TTS | <p>Item Type: TECR</p> <table border="1" data-bbox="313 268 1378 1010"> <thead> <tr> <th data-bbox="313 268 691 422">Article by Lauren Tarshis</th> <th data-bbox="691 268 1089 422">Article by Dyan deNapoli</th> <th data-bbox="1089 268 1378 422">Both Articles</th> </tr> </thead> <tbody> <tr> <td data-bbox="313 422 691 709">The author writes about the oil spill event as if it is happening in the immediate present.</td> <td data-bbox="691 422 1089 709">The author writes from a rescuer’s point of view about the oil spill event.</td> <td data-bbox="1089 422 1378 709">The author introduces the oil spill event at the beginning of the article.</td> </tr> <tr> <td data-bbox="313 709 691 1010">The author puts the reader in the role of a penguin involved in the oil spill event.</td> <td data-bbox="691 709 1089 1010">The author uses statistics to provide more information about the oil spill event.</td> <td data-bbox="1089 709 1378 1010">The author uses strong emotional language to describe the oil spill event.</td> </tr> </tbody> </table> | Article by Lauren Tarshis | Article by Dyan deNapoli | Both Articles | The author writes about the oil spill event as if it is happening in the immediate present. | The author writes from a rescuer’s point of view about the oil spill event. | The author introduces the oil spill event at the beginning of the article. | The author puts the reader in the role of a penguin involved in the oil spill event. | The author uses statistics to provide more information about the oil spill event. | The author uses strong emotional language to describe the oil spill event. | RI1; RI6 |
|---|---|--|--------------------------|---------------|---|---|--|--|---|--|----------|
| Article by Lauren Tarshis | Article by Dyan deNapoli | Both Articles | | | | | | | | | |
| The author writes about the oil spill event as if it is happening in the immediate present. | The author writes from a rescuer’s point of view about the oil spill event. | The author introduces the oil spill event at the beginning of the article. | | | | | | | | | |
| The author puts the reader in the role of a penguin involved in the oil spill event. | The author uses statistics to provide more information about the oil spill event. | The author uses strong emotional language to describe the oil spill event. | | | | | | | | | |

Passage 3: “Endangered Penguins Caught in Oil Spill” (video)

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| 7 VH077882_TTS | <p>Item Type: EBSR Part A: A Part B: C</p> | RI1; L4; RI4 |
| 8 VH077881_TTS | <p>Item Type: EBSR Part A: C Part B: A</p> | RI1; RI8 |

Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshis;
Passage 2: “The Amazing Penguin Rescue” by Dylan deNapoli; **Passage 3:** “Endangered Penguins Caught in Oil Spill” (video)

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|-------------------|---|-----------------------------|
| 9 VH078148_TTS | <p>Item Type: PCR Refer to Grade 5 Scoring Rubric</p> | RI1; RI7; RI9; W2; W4-10 |
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| Unit 3 | | | | | | | | | | | | | | | | |
|---|---|---------------------|--|-------|--|--|--|--|--|--|--|--|--|------|---|----------|
| Items 1-5 | | | | | | | | | | | | | | | | |
| Task: Narrative (NWT) | | | | | | | | | | | | | | | | |
| Passage: from "The Growin' of Paul Bunyan" by William J. Brooke | | | | | | | | | | | | | | | | |
| Item Number | Answer(s) | Standards Alignment | | | | | | | | | | | | | | |
| 1 VH050620_TTS | Item Type: EBSR Part A: B Part B: A and B | RL1; RL3 | | | | | | | | | | | | | | |
| 2 VH050622_TTS | Item Type: TECR <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Summary</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">First</td> <td style="text-align: center;">Johnny discovers that all his work has been destroyed.</td> </tr> <tr> <td></td> <td style="text-align: center;">Paul is proud of chopping down all the trees so quickly.</td> </tr> <tr> <td></td> <td style="text-align: center;">Paul is angry that Johnny does not appreciate his hard work.</td> </tr> <tr> <td></td> <td style="text-align: center;">Johnny challenges Paul to prove that growing a tree is easy.</td> </tr> <tr> <td></td> <td style="text-align: center;">Paul places his hands around the seed to keep it warm.</td> </tr> <tr> <td style="text-align: center;">Last</td> <td style="text-align: center;">Paul discovers the new plant has grown.</td> </tr> </tbody> </table> | Summary | | First | Johnny discovers that all his work has been destroyed. | | Paul is proud of chopping down all the trees so quickly. | | Paul is angry that Johnny does not appreciate his hard work. | | Johnny challenges Paul to prove that growing a tree is easy. | | Paul places his hands around the seed to keep it warm. | Last | Paul discovers the new plant has grown. | RL1; RL2 |
| Summary | | | | | | | | | | | | | | | | |
| First | Johnny discovers that all his work has been destroyed. | | | | | | | | | | | | | | | |
| | Paul is proud of chopping down all the trees so quickly. | | | | | | | | | | | | | | | |
| | Paul is angry that Johnny does not appreciate his hard work. | | | | | | | | | | | | | | | |
| | Johnny challenges Paul to prove that growing a tree is easy. | | | | | | | | | | | | | | | |
| | Paul places his hands around the seed to keep it warm. | | | | | | | | | | | | | | | |
| Last | Paul discovers the new plant has grown. | | | | | | | | | | | | | | | |
| 3 VH050618_TTS | Item Type: EBSR Part A: D Part B: D | RL1; RL5 | | | | | | | | | | | | | | |

| 4 VH050627_TTS | <p>Item Type: TECR</p> <table border="1"> <thead> <tr> <th data-bbox="430 142 560 170">Descriptions</th> <th data-bbox="641 142 748 170">Character</th> <th data-bbox="932 142 1159 170">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 243 634 270">Proud of his strength</td> <td data-bbox="641 201 924 333">Paul</td> <td data-bbox="932 201 1214 333">"Pretty good, huh?"</td> </tr> <tr> <td data-bbox="430 394 613 449">Wants to teach someone a lesson</td> <td data-bbox="641 363 924 495">Johnny</td> <td data-bbox="932 363 1214 495">"... so why don't you take this an' see if it's so easy to make it grow."</td> </tr> <tr> <td data-bbox="430 558 607 613">Saddened by the actions of another</td> <td data-bbox="641 531 924 663">Johnny</td> <td data-bbox="932 531 1214 663">"Are they all gone?"</td> </tr> <tr> <td data-bbox="430 724 630 779">Thinks that the other person's job is easy</td> <td data-bbox="641 697 924 829">Paul</td> <td data-bbox="932 697 1214 829">"You just stick it in the ground an' the seed does all the work."</td> </tr> </tbody> </table> | Descriptions | Character | Supporting Evidence | Proud of his strength | Paul | "Pretty good, huh?" | Wants to teach someone a lesson | Johnny | "... so why don't you take this an' see if it's so easy to make it grow." | Saddened by the actions of another | Johnny | "Are they all gone?" | Thinks that the other person's job is easy | Paul | "You just stick it in the ground an' the seed does all the work." | RL1; RL3 |
|---|--|---|-----------|---------------------|-----------------------|------|---------------------|---------------------------------|--------|---|------------------------------------|--------|----------------------|--|------|---|----------|
| Descriptions | Character | Supporting Evidence | | | | | | | | | | | | | | | |
| Proud of his strength | Paul | "Pretty good, huh?" | | | | | | | | | | | | | | | |
| Wants to teach someone a lesson | Johnny | "... so why don't you take this an' see if it's so easy to make it grow." | | | | | | | | | | | | | | | |
| Saddened by the actions of another | Johnny | "Are they all gone?" | | | | | | | | | | | | | | | |
| Thinks that the other person's job is easy | Paul | "You just stick it in the ground an' the seed does all the work." | | | | | | | | | | | | | | | |
| 5 VH054046_TTS | <p>Item Type: PCR Refer to Grade 5 Scoring Rubric</p> | W3-10 | | | | | | | | | | | | | | | |
| Items 6-11 | | | | | | | | | | | | | | | | | |
| Passage Type: Informational M/L | | | | | | | | | | | | | | | | | |
| Passage: "Phillis's Big Test" by Catherine Clinton | | | | | | | | | | | | | | | | | |
| 6 2111_A_TTS | <p>Item Type: EBSR Part A: C Part B: A</p> | RI1; RI4; L4 | | | | | | | | | | | | | | | |
| 7 2117_A_TTS | <p>Item Type: EBSR Part A: B Part B: D</p> | RI1; RI3 | | | | | | | | | | | | | | | |
| 8 X0504_TTS | <p>Item Type: EBSR Part A: D Part B: C, F</p> | RI1; RI2 | | | | | | | | | | | | | | | |
| 9 X0509_TTS | <p>Item Type: EBSR Part A: B Part B: D, E</p> | RI1; RI8 | | | | | | | | | | | | | | | |

| 10 X0503_TTS | Item Type: TECR <table border="1" data-bbox="418 199 1205 352"><thead><tr><th data-bbox="418 199 808 231">Opportunities</th><th data-bbox="808 199 1205 231">Challenges</th></tr></thead><tbody><tr><td data-bbox="418 231 808 283">was supported by the family</td><td data-bbox="808 231 1205 283">became a slave at a young age</td></tr><tr><td data-bbox="418 283 808 352">was taught lessons by the twins</td><td data-bbox="808 283 1205 352">had to prove she was a poet</td></tr></tbody></table> | Opportunities | Challenges | was supported by the family | became a slave at a young age | was taught lessons by the twins | had to prove she was a poet | RI1; RI8 |
|---------------------------------|--|---------------|------------|-----------------------------|-------------------------------|---------------------------------|-----------------------------|----------|
| Opportunities | Challenges | | | | | | | |
| was supported by the family | became a slave at a young age | | | | | | | |
| was taught lessons by the twins | had to prove she was a poet | | | | | | | |
| 11 X0501_TTS | Item Type: EBSR Part A: B Part B: D | RI1; RI3 | | | | | | |