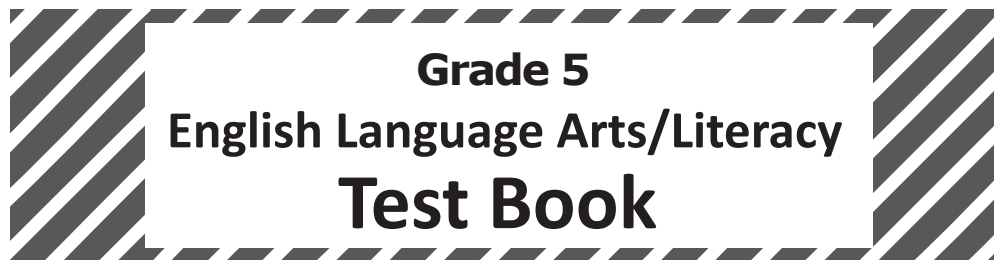


Student Name _____



Maryland Comprehensive
Assessment Program



Practice Test

TEST BOOKLET SECURITY BARCODE

Section 1

Directions:

Today, you will take Section 1 of the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

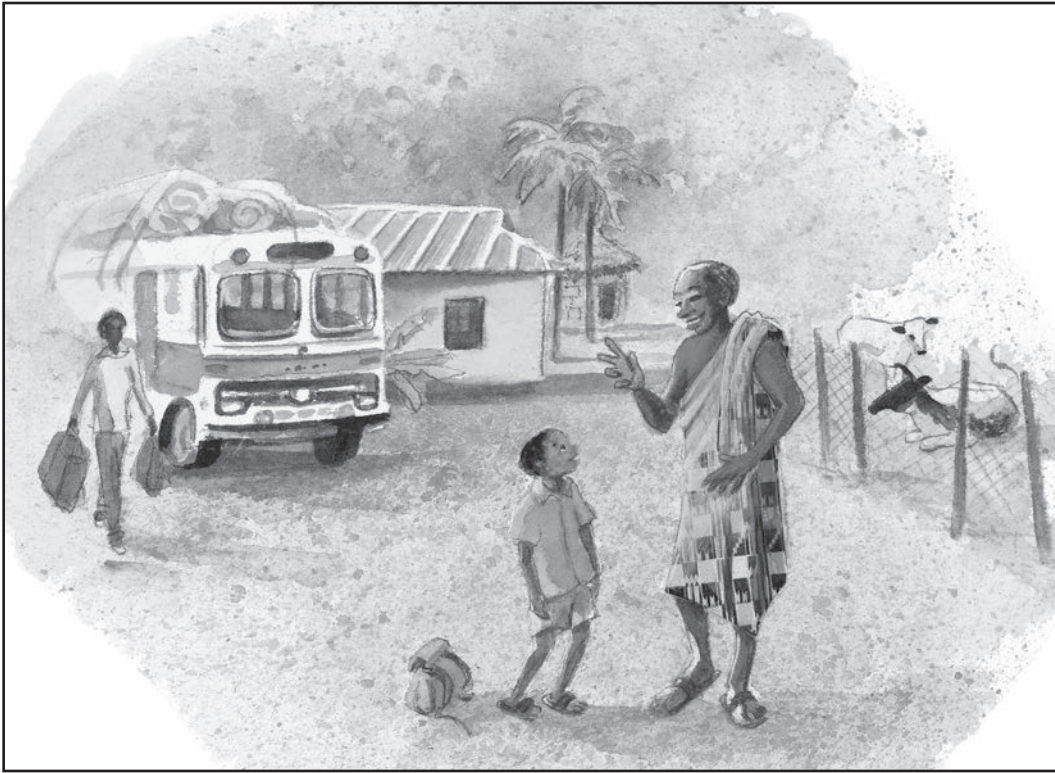
If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Read the passage. Then answer the questions.

Two Places to Call Home

by Jody Kapp

- 1 Goodbye, bedroom, cozy and small. Goodbye, picture books and stuffed animals. Today I'm going home, to the place my family comes from.
- 2 Mama and I are going to Ghana. Ghana is a small country on the west coast of Africa. It is where my mother was born. This will be my first time meeting my grandmother and grandfather and my first time flying on an airplane!
- 3 Up, up we go, sailing high over the Atlantic Ocean. Outside my small window the bright blue water slowly disappears under a carpet of fluffy white clouds. The airline attendants push carts of pretzels and drinks up and down the tiny aisles. They give us bags of sweet-smelling lotion, eye masks to help us sleep on the long flight, and headphones. When I plug the headphones into the special arm of my seat, I hear music playing—a symphony above the clouds.
- 4 Slowly we land in the night. My mother and I step out and breathe in our country. As the warm, moist air greets us, Mama sighs, "Ah, what sweetness!"
- 5 We climb aboard a rickety old bus and travel to my grandparents' home. The dust from the road swirls up through the open windows and dances around our heads. Grandfather is waiting for us outside the cattle fence. He calls out to me, "Tall boy, you've grown faster than the trees in my yard."



Adapted from "Two Places to Call Home" by Jody Kapp,
illustrated by Christy Hale, Ladybug, March 2014

- 6 He reaches down and wipes the dust from my sandals. He's wearing an outfit that looks like a dress. It's called a kente cloth. This is a special kind of clothing the people of Ghana wear whenever there's something to celebrate. But it's much more interesting than a suit jacket or a fancy dress. It's a book you wear! Every shape and color on the cloth is chosen to tell a story to those who see it.
- 7 For my visit, Grandfather has made a special story cloth to wear. He's chosen a pattern of gold squares and black zigzags. In kente, the color gold stands for strength, and black means family. When gold and black are woven together in a dress, they tell all who see it how important the strength of a family is. Grandfather winks at me as I run my hand over the bright cloth. He thinks I'm important, too.
- 8 Grandmother hears our voices. She rushes out of her round mud hut and greets me with a big bear hug. She's spent all morning preparing a welcome meal for us called tee zed, which means "hot food." First she ground rice, corn, and peanuts into flour. Then she rolled the flour into little balls and cooked them in boiling water until they thickened like oatmeal that has been left sitting in a pan. She shows me how to dip the balls into a stew of yams, onions, and goat meat. I've never eaten goat meat before. At first I'm afraid to try it, but I'm glad I do. It has a nice sweet flavor.

- 9 The next day Grandmother buckles me into her little white van and we head for Accra. Here there's a big market where she'll sell the plump red tomatoes she's grown in her garden. It's a busy place. My ears are filled with the sound of plantains frying on an open grill and the happy shouts of boys and girls playing soccer.
- 10 It's fun watching the women with their big hats and baskets weave through the maze of bicycles like brightly colored toy tops. They smile at me and say, "Maakye," which means "hello." Grandmother takes my hand in hers and swings it back and forth as we walk along. She tells me, "Beautiful boy, we'll remember these moments for many years."
- 11 The week has passed too quickly, and the time has come to say goodbye. At the airport Grandmother gives me an extra long hug for the extra long trip. Grandfather kneels down and hands me a small package. It's my very own kente cloth scarf to wear at home! He's woven little hearts onto a black background to tell me and everyone who sees it the story of my family's love. I'll think of Ghana often. It's good to have two places to call home.
- 12 Goodbye, warm yellow huts and shiny tin roofs. Goodbye, bold red skirts and gentle dirt beneath my feet. Today I'm going home, to the place I come from.

"Two Places to Call Home" by Jody Kapp, Copyright 2014 by *Ladybug*.
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- 1 What is the narrator **most likely** saying about his surroundings when he uses the phrase **breathe in our country** in paragraph 4?
- A They match what he had been expecting.
 - B They offer an opportunity to take a break.
 - C They present a situation that is welcoming.
 - D They provide a sense of having more space.

2 **Part A**

Which word **best** describes how the narrator’s mother feels about being back in Ghana?

- A uneasy
- B delighted
- C hopeful
- D disappointed

Part B

Which sentence from the passage **best** supports the answer in Part A?

- A “Mama and I are going to Ghana.” (paragraph 2)
- B “It is where my mother was born.” (paragraph 2)
- C “Slowly we land in the night.” (paragraph 4)
- D “As the warm, moist air greets us, Mama sighs, ‘Ah, what sweetness!’” (paragraph 4)

3 Which phrase from paragraph 6 explains why the author describes his grandfather's kente cloth as a **book you wear**?

- A "This is a special kind of clothing. . . ."
- B ". . . there's something to celebrate."
- C ". . . it's much more interesting. . . ."
- D ". . . to tell a story . . ."

4 Part A

In paragraphs 5 through 8, what is similar about how Grandfather and Grandmother respond to the narrator's arrival?

- A They both pay close attention to whether everyone is prepared for an important event.
- B They both recognize the immediate needs of people who have taken a long voyage.
- C They both reveal their goal of finding out what the narrator likes to do.
- D They both show a desire to make the narrator feel included.

Part B

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

- A "Grandfather is waiting for us outside the cattle fence. He calls out to me, 'Tall boy, you've grown faster than the trees in my yard.'" (paragraph 5)
- B "He reaches down and wipes the dust from my sandals. He's wearing an outfit that looks like a dress." (paragraph 6)
- C "Grandfather winks at me as I run my hand over the bright cloth. He thinks I'm important, too." (paragraph 7)
- D "She rushes out of her round mud hut and greets me with a big bear hug. She's spent all morning preparing a welcome meal for us called tee zed, which means 'hot food.'" (paragraph 8)
- E "Then she rolled the flour into little balls and cooked them in boiling water until they thickened like oatmeal that has been left sitting in a pan." (paragraph 8)

- 5 Read the sentence from paragraph 10 of the passage.

It's fun watching the women with their big hats and baskets weave through the maze of bicycles like brightly colored toy tops.

Why does the narrator compare the women to toy tops?

- A to show how they move around the market
 - B to show how they sell their goods
 - C to show how they watch the soccer game
 - D to show how they grow vegetables in the garden
- 6 What is the **most likely** reason the author structures the first and last paragraphs of the passage with the repetition of the word "Goodbye" and with the phrase "Today I'm going home"?
- A to reveal why the narrator now views his family differently
 - B to show the narrator's sense of attachment and belonging
 - C to reveal a link between the narrator's imagination and actions
 - D to show that the narrator wishes his family members were in one place

- 7** How does the narrator's point of view affect the way the story is told?
- A** The events of the trip are described along with the narrator's feelings about them.
 - B** The dialogue makes clear what the narrator is hoping will happen on the trip.
 - C** The reactions of each of the narrator's family members reveal their expectations.
 - D** The narrator's actions show his opinions differ from those of his relatives.

8 Part A

Select the sentence that **best** describes a theme of the passage.

- A** Traveling brings exciting experiences.
- B** Relatives care for one another even when living far apart.
- C** Acceptance of other people's cultures is important.
- D** A gift can improve a person's mood during sad times.

Part B

Which quotation from the passage **best** supports the theme in Part A?

- A** "When I plug the headphones into the special arm of my seat, I hear music playing—a symphony above the clouds." (paragraph 3)
- B** "The dust from the road swirls up through the open windows and dances around our heads." (paragraph 5)
- C** "He's woven little hearts onto a black background to tell me and everyone who sees it the story of my family's love." (paragraph 11)
- D** "Goodbye, bold red skirts and gentle dirt beneath my feet." (paragraph 12)

Read the passage “Elephant Talk.” Then answer the questions.

Elephant Talk

by Jack Myers

- 1 Elephants are highly social animals. In Africa they live together in groups of related females with their calves, often led by the grandmother of the family. When the males reach their teens, they become independent. Adult males live in separate bachelor herds, or alone, or visiting with many families.
- 2 Scientists naturally expected that animals living so closely together would have a lot of communication. They had listened to sounds of an elephant herd. But until recently no one had heard what could be called elephant talk.
- 3 Katy Payne is a scientist in the Bioacoustics Program of the Laboratory of Ornithology at Cornell University. The laboratory is famous for its study of birds. The program was started to study bird songs but has gone on to many other animal sounds. That’s the bioacoustics part.
- 4 Katy had been studying the songs and other sounds of whales. She was curious also about other big social animals and was excited when she got a chance to spend a week with elephants of the zoo in Portland, Oregon.
- 5 She spent every day of that week watching and listening to elephants. “Elephants may not have been the only interesting animals in the zoo, but I had eyes, or ears, only for them,” she wrote later.
- 6 She also learned from the keepers, who told her about some of the things elephants had done. She began to think of those elephants as individuals, each with its own personality.
- 7 Katy had gotten hooked on elephants. On her way home from that first experience, she realized how little she had learned about elephant talk.
- 8 Could it be that the elephants were talking in sounds that her ears couldn’t hear? Some whales are known to do that. And she remembered several times in the elephant house when she had felt a throbbing in the air—something she felt but couldn’t hear.

Infrasound

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Katy Payne records the sounds of elephants.

- 9 When she got home Katy told other scientists of the program about her idea. They encouraged her and found equipment she could use to record infrasound—sound below the frequency that human ears can hear.
- 10 In a few months Katy and two friends were back at the elephant house with special microphones and tape recorders. While the recorders were running, the researchers watched and kept records of what was going on.
- 11 In the laboratory they played back the tapes, but at ten times the recording speed. That increased the frequency of the recorded sounds so people could hear them. Now there was a lot to hear—Katy says it sounded something like a bunch of cows in a barn. She had learned how to listen to elephant talk.
- 12 Now that Katy had learned about infrasound, she wondered how wild African elephants actually talked to one another. That question took her to East Africa and the Amboseli Park of Kenya.



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A newborn calf with its mother. When the calf was born, the herd became excited and made many calls.

- 13 There she teamed up with two other scientists, who knew each of the several hundred elephants of the park. By watching elephants while recording their sounds, the team was able to figure out several different calls.
- 14 When two related elephant families met, there was a lot of excitement, with trumpeting, screaming, and special rumbles of greeting. There's a let's-go call used by an elephant that seemed to want the family to get moving. There were contact calls used by an elephant that had wandered off and wanted to locate her family. In response there were answering calls from the family.
- 15 Katy could hear the calls of nearby elephants because they included some higher-frequency sounds. These calls don't travel as far as infrasound does.
- 16 She also recorded many distant, low-frequency calls. She guessed that the elephants relied upon these infrasonic calls for long-range communication.
- 17 To find out whether the guess was right, the team reversed procedure. They used loudspeakers mounted on a truck to play back elephant recordings while they watched a group of elephants from a tower at a watering hole.

- 18 When an elephant heard a distant call, it had a special “listening” response. It stood still, spread its ears, and moved its head from side to side as if locating the direction of the call. By moving the loudspeakers to different locations, the researchers found that elephants stopped to listen to calls played back from more than a mile away.

The Cool Evenings

- 19 They also found that elephants do most of their calling in late afternoon or early evening. At that time the ground is cooling. The air above forms a cool layer close to the ground. That layering of air creates a kind of “sound channel” that can carry sounds for great distances. Then calls probably can be heard by elephants even as far as five miles away.
- 20 The curiosity and hard work of Katy Payne has led to the beginnings of an understanding of how elephants talk to one another. Now she is really hooked on elephants.

“Elephant Talk” by Jack Myers. Copyright 2015 by *Highlights for Children*. Reproduced with permission of *Highlights for Children* via Copyright Clearance Center.

- 9** The phrase **hooked on elephants** is used in paragraphs 7 and 20 to show that Katy
- A** has developed a passion for studying elephants.
 - B** has moved onto studying other social animals.
 - C** is interested in studying all social animals.
 - D** will study other animals similar to elephants.
- 10** How does the author support the point that elephants are highly social animals?
- A** by describing the many types of calls that elephants use both when together and apart
 - B** by comparing the sounds that elephants make to the sounds made by other animals
 - C** by discussing how elephants may be able to hear sounds from miles away
 - D** by explaining how the behaviors of female and male elephants are different

11 Part A

Based on the passage, what is one way elephants are similar to humans?

- A** Male elephants live apart from the herd.
- B** When related elephants meet, they use many different calls.
- C** Elephants do most of their calling at certain times of the day.
- D** Elephants have their own characteristics.

Part B

Which quotation from the passage **best** supports the answer in Part A?

- A** "Adult males live in separate bachelor herds, or alone, or visiting with many families." (paragraph 1)
- B** "She began to think of those elephants as individuals, each with its own personality." (paragraph 6)
- C** "In response there were answering calls from the family." (paragraph 14)
- D** "Katy could hear the calls of nearby elephants because they include some higher-frequency sounds." (paragraph 15)

12 Based on the passage, which factors are related to when elephants do most of their calling?

- A** the distance between elephant herds and other animals
- B** the volume and direction of sounds
- C** the number of elephants and their newborn calves
- D** the temperatures of the ground and air

13 Which **two** statements **best** describe how Katy Payne’s research at the zoo most directly led to the discoveries she made in Africa?

- A** She recognized the value of studying animals in the wild.
- B** She was interested in the communication of other animals.
- C** She realized she had felt vibrations while with the elephants.
- D** She began recording infrasound with help from other scientists.
- E** She found a new team of scientists who focused on elephants.
- F** She met people who told her stories about the elephants.

14 What is the **best** summary of the passage?

- A** Katy recognized that elephants have their own personalities, like people. During the week she spent at the Portland Zoo, she felt a throbbing in the air while near the elephants. This led her to change her focus toward studying the behavior and communication of elephants.
- B** Katy studied a special type of biology involving sound, called bioacoustics. In her work, she set up microphones and used recording equipment either at the zoo or in the wild with the elephants. She and her team of scientists have made some surprising discoveries.
- C** The laboratory at the university where Katy worked was better known at the time for its study of bird songs, but it also had begun conducting studies on other animals. Katy’s work took her to Africa to study the behavior of elephants in the wild. There, Katy closely followed certain members of a herd.
- D** Katy studied communication among elephants. As Katy watched and recorded wild elephants, she discovered their use of infrasound, which no human can hear. Scientists now have a better understanding of elephant behaviors based on her findings.





You have come to the end of Section 1 of the test. Review your answers from Section 1 only.



GO ON TO NEXT PAGE

Section 2

Directions:

Today, you will take Section 2 of the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read a passage from *Dear Mrs. Ryan, You're Ruining My Life* as well as a passage from *Courage for Beginners*. You will answer questions and then write a response.

Read the passage from *Dear Mrs. Ryan, You're Ruining My Life*. Then answer the questions.

from *Dear Mrs. Ryan, You're Ruining My Life*

by Jennifer B. Jones

- 1 We easily made it to our seats before the bell rang.
- 2 Mom slipped quietly into our room during morning announcements.
- 3 "Harvey, would you like to introduce your mother to us?" Mrs. Perkins asked after we said the pledge.
- 4 Not really, I wanted to say. We'd been working on character education all year, so it was only natural that an honest response popped into my head. But I've learned there are times when honesty is not the best policy. If adults want kids to be honest, they need to be careful what they ask.
- 5 "I think everybody knows my mom," I said politely.
- 6 "I haven't had the pleasure of meeting her," Mrs. Perkins said. Mrs. Perkins was new in town and finishing the school year for my regular fifth-grade teacher, who had moved away when her husband was transferred.
- 7 "Sorry," I mumbled and stood up by my desk. "Mom, this is Mrs. Perkins. Mrs. Perkins, everybody, this is my mom, Leslie Ryan, the author of *The Skunk Who Came for Dinner* and all that other stuff."
- 8 "Well, Harvey," Mom said, grinning, "you don't have to sound so pleased."
- 9 Everybody laughed. I smiled and bobbed my head around, pretending to be amused.
- 10 "Harvey is right. All of you have probably heard me speak at least once. Instead of speaking to you today, I thought we'd try something a little different."
- 11 Different? I thought. Uh-oh. What's she going to throw at me now?
- 12 "Today," she was saying, "I'd like you to talk to me. Tell me what it is you like about the books you read."

- 13 Nobody said anything for almost a full minute. I guess they were surprised Mom wasn't there to entertain them. She wanted them to do some thinking. Mrs. Perkins started to look embarrassed as the time stretched on, but not Mom.
- 14 "What book are you all reading as a class right now?" she finally asked.
- 15 "*Skinnybones!*" everyone shouted all together.
- 16 "Wow!" Mom took a step backward as if they'd surprised her. "It sounds as if you like it. Why?"
- 17 And answers flew from all directions. "It's funny. It's about baseball. It's *short*." Mom laughed at that last one.
- 18 "When did you first know you were going to like *Skinnybones*?"
- 19 Some people said, "On the first page." Others said, "Right at the beginning." Without meaning to I blurted out, "Right from the very first sentence." I looked around quickly, but no one was paying attention to me.
- 20 "Yes," Mom nodded. "That's why the beginning is the most important part of a book."
- 21 Then she asked more questions about the books the kids were reading on their own. And except for Bethany not wanting to shut up about a book she was reading about the royal family, things went well. I looked at the clock and realized Mom would have to leave in a few minutes so we could go to our morning special. I was home safe.
- 22 Then I heard Mrs. Perkins say, "Perhaps Mrs. Ryan would answer a few questions before she leaves."
- 23 Mom nodded, and several hands shot in the air.
- 24 The first couple questions were, "How long does it take you to write a book?" and "How much money do you get?"
- 25 Stuff everybody wants to know, right? And her answer to both was, "It varies."
- 26 Please go home now, Mom.
- 27 But Mom called on Bethany. "Where do you get your ideas?" Bethany asked.
- 28 "My best ideas come from real life, from things that happen to me, or to people close to me."

- 29 I couldn't believe she said it. But she did it every time. See, the main characters in all Mom's books are always boys my age. It only takes a bear with very little brains to figure out which people close to her give her the best ideas. I could feel the kids turning to look at me.
- 30 Bethany was grinning as if she'd just sold a best-seller herself. "Do you ever put things that Harvey has done in your books?"
- 31 There it was, the question I'd been dreading. Everybody already knew the answer, but they had to ask anyway. I felt my face getting warm, and I hoped I wouldn't barf and make everything worse.
- 32 Seal tried to rescue me. "Come on, guys. Harvey's life isn't that interesting."
- 33 Everyone laughed. I looked at Seal. Our eyes connected, and I gave her a grateful nod.
- 34 But Bethany wasn't through yet. She was waving her whole arm around and didn't wait to be called on before blabbing out, "But Mrs. Ryan, didn't Harvey catch an intruder in your house by throwing a load of wet laundry down the stairs on top of him, just like in your book *That Wraps It Up?*"
- 35 I groaned. I wanted to slide right under my desk, right out of the room and right off the face of the earth.
- 36 Mom laughed. "No, thank goodness," she said. "But that story is a perfect example of how truth can be turned into fiction."

Dear Mrs. Ryan, You're Ruining My Life by Jennifer B. Jones. Copyright 2004 by Walker & Company. Reproduced with permission of CLA, the Copyright Licensing Agency, LTD via the Copyright Clearance Center.

- 1 In the passage from *Dear Mrs. Ryan*, what does the phrase **throw at me** in paragraph 11 highlight about Harvey's situation?
- A Harvey is doubtful his classmates have anything to say to his mother.
 - B Harvey feels unsure about what he has told the class about his mother.
 - C Harvey feels powerless when his mother changes her presentation.
 - D Harvey is afraid of what his classmates will tell his mother about him.

2 Part A

How does Harvey's point of view about his mother's books affect the way the passage from *Dear Mrs. Ryan* is told?

- A Harvey is aware that his teacher loves them, so his mother's visit is presented as a chance to impress her.
- B Harvey feels proud of them, so he is pleased when a classmate wants to find out how his mother gets her ideas.
- C Harvey dislikes that the events in the books are based on him, so his mother's visit is presented as a problem.
- D Harvey is more familiar with the books than his classmates are, so he thinks the discussion is uninteresting.

Part B

What evidence from the passage **best** supports the answer to Part A?

- A "'I think everybody knows my mom,' I said politely." (paragraph 5)
- B "'I haven't had the pleasure of meeting her,' Mrs. Perkins said." (paragraph 6)
- C "Mom nodded, and several hands shot in the air." (paragraph 23)
- D "There it was, the question I'd been dreading." (paragraph 31)

- 3 What is the **best** summary of the passage from *Dear Mrs. Ryan*?
- A Harvey is struggling through his mother’s class visit because she is an author whose stories center around a character based on Harvey. He hopes the visit will end without mention of him, but Bethany’s questions make Harvey consider whether his worst fears could come true.
 - B Harvey introduces his mother to the class as requested and names one of the books she has written. Harvey’s mother realizes that most of the students are likely familiar with her and her books, and she decides that she should lead students in a different type of discussion.
 - C Harvey recognizes that his teacher wants Harvey’s mother to discuss her experience as an author and talk about the books she has written, as she has done before. However, his mother surprises everyone by asking about the stories students are reading.
 - D Harvey thinks about what he has learned in character education as he introduces his mother to his class. As his mother discusses her work as an author, he notes that his mother easily handles being in front of the class, including answering Bethany’s questions.

GO ON TO NEXT PAGE

Read the passage from *Courage for Beginners*. Then answer the questions.

from *Courage for Beginners*

by Karen Harrington

- 1 I don't know much, but I do know people stop to look at unusual things. People slow down to look at car accidents. People pull out their cameras to snap pictures of orange sunsets. People lie on the grass in the dark if a news reporter says you might spot a meteor shower after midnight.
- 2 Maybe I look unusual right now. I probably do, but then, how could I stop to look at myself? That would be a trick.
- 3 I could be a painting in a museum. *Girl Who Sits by a Window*.
- 4 Museumgoers in colorful summer sandals would walk by my picture frame and say, *Here is an odd red-haired girl sitting by her window. What is she waiting for? What is she looking at? What are we looking at?*
- 5 In school I learned that if you are really quiet, people will think you are smart. This is another trick. I'm not smart. I just can't stop thinking.
- 6 I sit here motionless and still. Thinking. There is nothing else to do.
- 7 Most people aren't stuck inside their boring houses all the livelong day.
- 8 I am. That alone makes me unusual.
- 9 Dad is at work and Mama is in her room with the door closed and I have no idea about Laura. Mama just painted her walls Seafoam Green in preparation for another mural, and I wouldn't want to be in there if I was her, because of the fresh paint smell. But Laura is probably sidled up next to Mama on her bed, discussing whether the new mural should be a tree or teddy bears at a picnic or teddy bears at a picnic under a tree. As for me, I told Mama to quit changing the mural scene on my wall. I'm just fine with her version of the *Mona Lisa*, which we call the *Faux-na Lisa*. So far, she's left it there. She is starting on a forest in the hallway. For once in my life, I'm thankful none of my friends come over. Actually, that my one friend doesn't come over. There is only one. But I would die a thousand deaths of embarrassment if he saw all Mama's paintings. A portrait of SpongeBob is displayed over the hallway toilet. How do you explain that? Maybe it's just another unusual thing about my life.
- 10 The thing to do is move away from the window and stop looking at the street. It's getting hot, and I can already tell this August afternoon is going to be a heat-down, beat-down. It's my turn to water the backyard vegetables. They are

probably screaming for me now. *Help! Help us!* If vegetables could scream, that is. But I have to wait for Woman Who Goes Somewhere to walk by our house. I need to take her picture and solve the mystery of where she is going before I get in trouble again.

- 11 Around the Fourth of July, I'd gotten the grounding of my life for taking pictures of Woman Who Goes Somewhere. Every flip-flop day of the summer, this woman has walked past my house, slow and steady and always in some weird outfit. Long baggy pants. Neon-yellow shirts. A parka! Let me tell you this: No one in Texas needs a parka. Nothing about this woman says she's a professional walker. And I know what they look like. There are two power walkers on our block who wear black-and-green warm-ups and put their hair up in tight ponytails. That is what they are supposed to do. Not Woman Who Goes Somewhere. Her hair is usually wild and disorganized. She doesn't carry a purse. She doesn't have anyone with her. She strolls to the beat of her own music. Where is she going? I have my theories. There are a lot of things going on in the big, wide world. Dangerous things. Adventurous things. Unusual things.

Courage for Beginners by Karen Harrington. Copyright 2014 by Little, Brown Books for Young Readers. Reproduced with permission of Hachette Book Group, Inc. via the Copyright Clearance Center.

- 4 In the passage from *Courage for Beginners*, what is the **most likely** reason the author includes the details in paragraph 9?

A to show that the setting is adding to the narrator's conflict
B to introduce characters who may affect the narrator's choices
C to present certain qualities that the narrator seeks in a friend
D to suggest certain talents the narrator may later develop

5 **Part A**

In the passage from *Courage for Beginners*, what does **professional** mean as it is used in paragraph 11?

A expert
B cautious
C famous
D boastful

Part B

What evidence in paragraph 11 provides the **best** context for the answer to Part A?

A "Long baggy pants. Neon-yellow shirts."
B "No one in Texas needs a parka."
C "And I know what they look like."
D "That is what they are supposed to do."

6 Part A

What is a theme of the passage from *Courage for Beginners*?

- A** It can be difficult for people to accept change in their lives.
- B** People who behave in surprising ways attract attention.
- C** It is natural for people to have different views about art.
- D** People have a responsibility to care for the world around them.

Part B

What evidence from the passage **best** supports the answer to Part A?

- A** “I sit here motionless and still. Thinking. There is nothing else to do.” (paragraph 6)
- B** “But Laura is probably sidled up next to Mama on her bed, discussing whether the new mural should be a tree or teddy bears at a picnic or teddy bears at a picnic under a tree.” (paragraph 9)
- C** “It’s my turn to water the backyard vegetables.” (paragraph 10)
- D** “Not Woman Who Goes Somewhere. Her hair is usually wild and disorganized. She doesn’t carry a purse. She doesn’t have anyone with her. She strolls to the beat of her own music.” (paragraph 11)

Refer to the passages from *Dear Mrs. Ryan* and from *Courage for Beginners*. Then answer the questions.

7 Part A

How are Harvey in the passage from *Dear Mrs. Ryan* and the narrator in the passage from *Courage for Beginners* similar?

- A Both enjoy making up stories about others.
- B Both can count on support from others.
- C Both wonder whether they are being noticed.
- D Both want their opinions considered.

Part B

Which **two** details **best** support the answer to Part A? Select **one** detail from **each** passage.

- A “But I’ve learned there are times when honesty is not the best policy. If adults want kids to be honest, they need to be careful what they ask.” (paragraph 4, from *Dear Mrs. Ryan*)
- B “Without meaning to I blurted out, ‘Right from the very first sentence.’ I looked around quickly, but no one was paying attention to me.” (paragraph 19, from *Dear Mrs. Ryan*)
- C “Everyone laughed. I looked at Seal. Our eyes connected, and I gave her a grateful nod.” (paragraph 33, from *Dear Mrs. Ryan*)
- D “Maybe I look unusual right now. I probably do, but then, how could I stop to look at myself? That would be a trick.” (paragraph 2, from *Courage for Beginners*)
- E “As for me, I told Mama to quit changing the mural scene on my wall. I’m just fine with her version of the *Mona Lisa*, which we call the *Faux-na Lisa*.” (paragraph 9, from *Courage for Beginners*)
- F “I need to take her picture and solve the mystery of where she is going before I get in trouble again.” (paragraph 10, from *Courage for Beginners*)

- 8** How are Harvey in the passage from *Dear Mrs. Ryan* and the narrator in the passage from *Courage for Beginners* different?
- A** Harvey feels troubled as an unpleasant event takes place, while the narrator feels calm as odd events take place around her.
 - B** Harvey keeps his ideas and experiences to himself, while the narrator would like for people to understand her.
 - C** Harvey ignores the consequences for his actions, while the narrator knows what may follow her actions.
 - D** Harvey thinks about one of his classmates' interests, while the narrator thinks about her own interests.

- 9 Both Harvey in the passage from *Dear Mrs. Ryan* and the narrator in the passage from *Courage for Beginners* are in situations that make them feel uncomfortable. Imagine that the two characters meet and discuss their worries about being embarrassed by a parent. Be sure to use details from **both** passages as you develop your narrative.





You have come to the end of Section 2 of the test. Review your answers from Section 2 only.



GO ON TO NEXT PAGE

Section 3

Directions:

Today, you will take Section 3 of the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read the passages “High-Flying Simone Biles” and “Dancers on Wheels.” Then you will answer questions about the passages and write a response in which you analyze both texts.

Read the passage “High-Flying Simone Biles.” Then answer the questions.

High-Flying Simone Biles

by Marty Kaminsky



Sport In Pictures / Alamy Stock Photo

- 1 The crowd stirs as 16-year-old gymnast Simone Biles mounts the balance beam at the 2013 World Artistic Gymnastics Championships in Belgium.
- 2 The beam is 4 feet high, 16 feet 5 inches long, and only 4 inches wide. Walking across its surface would be a challenge for most people, but Simone must do far more than that to earn a gold medal. During her 90-second performance, Simone must leap high in the air, spin completely around on one foot, and execute handsprings and flips without falling off the beam or landing awkwardly.

- 3 To start her routine, the 4-foot-8-inch athlete pirouettes¹ on one foot two and a half times, then pulls off a flawless split leap. The audience gasps with each move, but Simone is calm as she dances on the beam. She completes her routine with a full twisting double back². After flying high through the air, Simone lands on her feet, and the crowd roars.
- 4 The judges are impressed, too, rewarding Simone with her first All-Around title.

Making Her Mark

- 5 Since then, Simone has taken the gymnastics world by storm. She is the first female to win three straight All-Around World Championships, earning a total of 14 medals, 10 of them gold. Now, at age 19, she is the most decorated American female gymnast in World Championship history.
- 6 At the 2016 Olympics in Rio de Janeiro, Brazil, Simone added five medals to her total: golds in team, individual all-around, vault, and floor exercise, and bronze on beam.

Talent at a Young Age

- 7 Life was not always easy for Simone. Her birth mother was unable to care for her children. Simone's grandparents, Ron and Nellie Biles, adopted Simone and her younger sister, Adria. Their new dad and mom moved the girls from Ohio to their home in Texas.
- 8 Simone loved to climb their five-foot-high mailbox and somersault to the ground. On a field trip with her daycare class, six-year-old Simone was introduced to her sport at Bannon's Gymnastix. In no time flat, she started copying the gymnasts, drawing the attention of the instructors.
- 9 "I loved the idea of flipping around, and the center saw something in me, so they sent home a letter to my parents encouraging me to join," Simone explains. "Right from the start, I was fearless and willing to try anything and everything."
- 10 Simone advanced quickly. At age seven, she began performing competitively. In 2011, she placed first on vault and balance beam at the American Classic. Her debut as an international gymnast was in March 2013 at a World Cup event.

Bubbly and Genuine

- 11 Simone is known for her power and upbeat personality. She often plays to the crowd, flashing a big smile as she performs in the floor exercise.

¹**pirouettes:** whirling the body in a quick motion

²**double back:** tumbling backwards in a somersault twice in a row

- 12 In order to master the variety of skills needed to excel at the four events in her sport, Simone trains five to six hours a day, year-round.
- 13 Simone's coach, Aimee Boorman, appreciates her hard work and personality. "Simone is bubbly. She loves to laugh, is genuine and real. When she wins and is given flowers on the medal podium, she searches out the shyest child in the crowd and gives her the flowers."
- 14 How does Simone handle the pressures of life as an athlete? "It is important to embrace the moment," she says. "Remember to have as much fun as you can, but keep in mind, win or lose, you still have your whole life ahead. You can achieve anything that you put your mind to."

"High-Flying Simone Biles" by Marty Kaminsky. Copyright 2016 by Highlights for Children, Inc. Reproduced with permission of Highlights for Children, Inc. via Copyright Clearance Center.

- 1 What is the meaning of the phrase **saw something in me** as it is used in paragraph 9 of the passage “High-Flying Simone Biles”?
- A noticed a promising ability
 - B admired a challenging action
 - C recognized an improvement
 - D observed an interest

2 **Part A**

What are **two** points that the author emphasizes in the passage “High-Flying Simone Biles”?

- A Simone has traveled around the world as a professional athlete.
- B Simone shows her dedication to gymnastics through her hard work.
- C Simone has a natural talent that she has mastered professionally.
- D Simone focuses on introducing gymnastic moves during her routines.
- E Simone appreciates the support she receives from her fans.

Part B

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

- A “To start her routine, the 4-foot-8-inch athlete pirouettes on one foot two and a half times. . . .” (paragraph 3)
- B “Life was not always easy for Simone.” (paragraph 7)
- C “At age seven, she began performing competitively.” (paragraph 10)
- D “She often plays to the crowd, flashing a big smile as she performs in the floor exercise.” (paragraph 11)
- E “. . . Simone trains five to six hours a day, year-round.” (paragraph 12)

3 Part A

In paragraph 5 of the passage “High-Flying Simone Biles,” the phrase **taken the gymnastics world by storm** shows that Simone Biles has

- A** been recognized as an outstanding gymnast.
- B** introduced new ideas to other gymnasts.
- C** made gymnastics competitions more exciting.
- D** proven that gymnastics involves many skills.

Part B

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

- A** Simone has shown she knows common floor exercise movements.
- B** Simone uses a full twisting double back to end her routine on the beam.
- C** Simone makes the audience gasp with each move she makes.
- D** Simone has earned many championship medals at a young age.

GO ON TO NEXT PAGE

Read the passage “Dancers on Wheels.” Then answer the questions.

Dancers on Wheels

by Janeen R. Adil

- 1 Annie had her first dance lesson when she was 9 years old and in third grade. The students watched her come in, and even the grownups looked at her. She heard people whisper, “That girl can’t dance. She can’t even walk.”
- 2 Annie knew they were wrong, and so did her teacher. They knew that dancing, just like painting or playing music, comes from the heart. Annie didn’t need to move her feet—she could dance by moving her strong arms and body. Her wheelchair would become part of the dance.
- 3 Every week, Annie went to her dance lesson with Miss Karen. First Annie warmed up her muscles by stretching up and down and side to side. Then her teacher put on some music. When the music was fast, Annie loved to twirl, spinning her wheelchair in circles. When the music was slow, Annie moved her arms like a graceful swan.
- 4 Annie practiced for months to get ready for a dance show. She picked out her own music and costume. When the big night finally came, Annie was nervous but excited, too. When it was her turn, she gave Miss Karen a happy smile and thought proudly, “I am a dancer!” Then Annie wheeled out onto the stage and began to dance.
- 5 Kitty Lunn is someone who understands Annie’s experience. She was 8 when she decided to be a dancer. By the time she was 15, Kitty was dancing with the New Orleans Civic Ballet. She studied with famous teachers and danced in widely-known ballets such as *Swan Lake* and *The Nutcracker*. When she was older, Kitty moved to New York City, where she worked as an actress and a dancer. She was getting ready to perform in her first Broadway show when her life changed forever.
- 6 While hurrying to rehearsal, Kitty slipped on some ice. She fell down a flight of stairs and broke her back. The accident left her a paraplegic. This means she can move her arms and body but not her legs. It also means that Kitty now uses a wheelchair to get around.
- 7 At first, Kitty thought her life as a dancer was over. Then she learned something important. “The dancer inside me,” she says, “didn’t know or care that I was using a wheelchair. She just wanted to keep dancing.” So Kitty found a way to continue doing what she loved.

- 8 In 1994, Kitty Lunn started Infinity Dance Theater. Its members are dancers with and without disabilities. They use movements from ballet, modern dance, and jazz. Like some of the other dancers, Kitty uses a special lightweight wheelchair.



Photo by Eric Stephen Jacobs; Kitty Lunn and Michelle Gallacher in "The Dancer Within" by Kitty Lunn

- 9 When the 1996 Olympics were held in Atlanta, Georgia, Kitty was there. She performed a dance called "Inside My Body There Is a Dancer." This title is a good description of what Kitty believes.
- 10 The Infinity dancers perform all over the world. They also help dance teachers learn to work with students who have disabilities.
- 11 There are many other dance companies that include both wheelchair and standing dancers. Each of them would agree with Kitty's advice when she says, "Listen to the dancer in your heart." There's always a way to dance!



Paul B. Goode; Alison Cook-Beatty and Kitty Lunn in Cook-Beatty's
Touched by Fire

A dancer joins Kitty Lunn onstage in a dance called "Touched by Fire."

"Dancers on Wheels" by Janeen R. Adil. Copyright 2004 by Cobblestone Publishing Company. Reproduced with permission of Cobblestone Publishing Company via Copyright Clearance Center.

- 4 In the passage “Dancers on Wheels,” how does the author use the stories of two different dancers to support a key idea in the passage?
- A by giving examples of dancers at different times in their lives
 - B by highlighting dancers who might have given up but chose to carry on
 - C by emphasizing that a personal style of dance may change over time
 - D by suggesting that early dance talent must be perfected over time

5 Part A

What are **two** main ideas of the passage “Dancers on Wheels”?

- A People can overcome challenges to do what they enjoy doing.
- B Competing takes determination and many years of practice.
- C Many dancers can perform to different styles of music.
- D Dance is a form of expression that cannot be limited by disability.
- E It is impolite to show a lack of understanding toward someone.

Part B

Which **two** quotations from the passage **best** support the answers to Part A?

- A “She heard people whisper, ‘That girl can’t dance. She can’t even walk.’” (paragraph 1)
- B “Annie practiced for months to get ready for a dance show. She picked out her own music and costume.” (paragraph 4)
- C “. . . Kitty thought her life as a dancer was over. Then she learned something important. ‘The dancer inside me,’ she says, ‘didn’t know or care that I was using a wheelchair.’” (paragraph 7)
- D “They use movements from ballet, modern dance, and jazz.” (paragraph 8)
- E “. . . ‘Listen to the dancer in your heart.’ There’s always a way to dance!” (paragraph 11)

- 6 In paragraph 3 of “Dancers on Wheels,” the phrase **moved her arms like a graceful swan** shows that Annie
- A shows a range of remarkable skills.
 - B is calm dancing in front of an audience.
 - C has clearly practiced beforehand.
 - D seems to flow naturally in her dancing.

Refer to the passages “High-Flying Simone Biles” and “Dancers on Wheels.” Then answer the questions.

7 Part A

Which statement **best** describes an important point found in **both** passages?

- A** There are ways people can turn a favorite activity into a profession.
- B** Greatness comes from pushing one’s own limits and encouraging others.
- C** People often must move to a new place to become noticed as performers.
- D** Patience is required when preparing someone to perform a set of skills.

Part B

Which pair of statements about Simone from “High-Flying Simone Biles” and Kitty from “Dancers on Wheels” **best** supports the answer to Part A?

- A** Simone has a coach who sets high expectations for her.
Kitty started a dance company for people with disabilities.
- B** Simone competes with other professional gymnasts around the world.
Kitty found professional opportunities performing far from home.
- C** Simone recognized that she naturally enjoyed tumbling and gymnastics.
Kitty realized that anybody can express themselves through dance.
- D** Simone smiles during performances and makes the crowd feel involved.
Kitty feels joy whenever she is performing a dance routine.

8 Part A

Which claim applies to **both** passages?

- A** A setback in one’s career can make a person stronger.
- B** Performers can connect with a crowd by engaging individuals.
- C** Sometimes it takes another person to point out someone’s talent.
- D** Trying something new can lead to opportunities.

Part B

How do **both** passages **best** support the answer to Part A?

- A** Both emphasize the value of giving thanks to supporters.
- B** Both mention types of people who are part of an audience.
- C** Both describe people who have a passion for what they do.
- D** Both highlight the results of a difficult life change.

- 9 You have read “High-Flying Simone Biles” by Marty Kaminsky and “Dancers on Wheels” by Janeen R. Adil. Both authors provide information about people who use their skills in front of an audience. Write an opinion in which you identify which author does a better job at showing the commitment it takes to succeed. Be sure to use details from **both** passages in your response.





You have come to the end of Section 3 of the test. Review your answers from Section 3 only.



Section 4

Directions:

Today, you will take Section 4 of the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read a passage from *Out in Left Field* and a passage from *The Kite Fighters*. Then you will answer questions about the passages and write a response in which you analyze both texts.

In this passage from *Out in Left Field*, Donald has finally collected enough bottles to purchase an archery set he really wanted. This story takes place in 1947. Pat is his younger brother. Read the passage. Then answer the questions.

from *Out in Left Field*

by Don Lemna

- 1 I missed. I missed the target. I even missed the straw bales. However, I did manage to hit the chicken coop, and when the arrow collided with the back of the building, it shattered into fragments.
- 2 It might as well have been my right arm that I was looking at, lying in pieces on the bare earth. It hurt just as much. One shot and I'd already lost one of my precious arrows. I felt like weeping. I vowed it wouldn't happen again.
- 3 And it didn't. I started again—this time much closer to the target—and I worked my way back as I improved. An hour later I'd become fairly good at it, and I was having the time of my life.
- 4 Eventually Father came by to watch me in action. "Well, I'll give you high marks for determination," he said. Then just as he was about to leave, Pat walked into the picture. Actually, he came wheeling around the corner of the henhouse like a demented chicken.
- 5 "Can I shoot it?" he asked excitedly.
- 6 He had a big grin on his face. That is, he did until I gave him the bad news.
- 7 "No, you can't. You wouldn't help me collect the bottles. Anyway, you're too young. You have to be eleven, at least." He really was too young, and knowing how careless he was, I was afraid he might break one of my precious arrows.
- 8 Even though I had given him two perfectly good reasons why he couldn't shoot my bow and arrows, he refused to accept them. He went screaming back to the house in a fit of rage. And this particular fit far exceeded the best I'd ever seen him throw. He didn't return, and I assumed Mother supported my decision.
- 9 Father had remained strangely silent during the whole episode, but after Pat had run away, he looked at me with questioning eyes.
- 10 "He wouldn't help me collect the bottles," I pointed out.

- 11 He nodded at me, a little sadly I thought, then he walked away.
- 12 I spent the rest of the afternoon practicing. Near the end of it, my drawing arm was aching, but I was happy. I knew I was well on my way to becoming a deadly archer. Pat came back and watched me for a while. I felt a slight twinge¹ in my heart when I saw him standing there with his hair going in all directions and the little band of freckles marching across his nose. For a split second just then, I even felt that some people might possibly think I was a selfish person. However, I managed to resist the impulse to give in.
- 13 “You wouldn’t help me,” I reminded him, and once again he ran away with tears in his eyes.
- 14 As I walked toward the chicken coop I saw Dad going into his smokehouse. I stopped there for a moment and watched him check over the beautiful smoked ham that he’d been curing for the annual smoked ham contest in Wistola.
- 15 He turned around and looked directly at me. “You’ve had a good go at it,” he said. “Now how about letting Pat have a try?” I hung my head and waited because I knew he was finally going to order me to share my bow and arrows with Pat. It was the end. But then in the last desperate second, I had a very cunning idea.
- 16 “It’s like your ham,” I said, looking up at him with tears in my eyes. “It’s something really important to me, like your ham is to you.”
- 17 “It’s not the same thing,” he said quietly. “Whatever becomes of this ham—whether it wins a prize and gets sold or we eat it ourselves—it’s going to be shared by all of us.” He looked calmly down at me and smiled, but he said nothing more. Instead, he put his hand on my shoulder and we walked to the house together.
- 18 The look in his eyes and the feel of his hand on my shoulder stayed with me all the way through supper. I just couldn’t shake loose from it, so after supper was over and Mother and Father had gone outside to sit on the back steps with their coffee, I told Pat that he could come out with me and shoot my bow. He was ecstatic.

Out in Left Field by Don Lemna. Copyright 2012 by Holiday House, Inc.
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¹**twinge:** sudden emotion

- 1 In paragraph 2 of the passage from *Out in Left Field*, what does the phrase **it might as well have been my right arm** show about Donald?
- A Donald does not have the money to replace the arrows.
 - B Donald places a high value on each of his arrows.
 - C Donald's shoulder begins to feel sore from shooting arrows.
 - D Donald is feeling tired from shooting arrows all day.

2 Part A

In the passage from *Out in Left Field*, how does Donald's point of view influence the events in the story?

- A Donald begins to see himself as a fast learner in hitting the target.
- B Donald questions his own behavior even though he wants to defend it.
- C Donald remembers different times he was disappointed by his brother.
- D Donald thinks his parents should have sent his brother along to help collect bottles.

Part B

Which **two** sentences from paragraph 12 **best** support the answer to Part A?

- A "I spent the rest of the afternoon practicing."
- B "Near the end of it, my drawing arm was aching, but I was happy."
- C "I knew I was well on my way to becoming a deadly archer."
- D "For a split second just then, I even felt that some people might possibly think I was a selfish person."
- E "However, I managed to resist the impulse to give in."

3 Part A

Which statement **best** explains how Donald's actions contribute to a theme of generosity in the passage from *Out in Left Field*?

- A** Donald breaks an arrow and becomes angry at himself but decides to improve his skills.
- B** Donald explains patiently why he cannot share the archery set with his brother.
- C** Donald tries to avoid sharing his archery set but recognizes the effect on his family.
- D** Donald talks to his father to explain the reasons his brother is so upset.

Part B

What evidence from the passage **best** supports the answer to Part A?

- A** "An hour later I'd become fairly good at it, and I was having the time of my life." (paragraph 3)
- B** "Then just as he was about to leave, Pat . . . came wheeling around the corner of the henhouse like a demented chicken." (paragraph 4)
- C** "As I walked toward the chicken coop I saw Dad going into his smokehouse. I stopped there for a moment. . . ." (paragraph 14)
- D** "I just couldn't shake loose from it. . . . I told Pat that he could come out with me. . . ." (paragraph 18)

- 4 What is the **best** summary of the passage from *Out in Left Field*?
- A Donald practices with his new archery set, and Pat asks to join. Donald fears for his arrows and refuses. Father suggests sharing, and Donald decides to include Pat.
 - B Donald saves up money by collecting bottles and buys an archery set. Donald begins practicing and becomes annoyed by his brother. He talks to his father and lets Pat join him.
 - C Donald enjoys practicing with his new archery set. When he breaks an arrow, he realizes he must avoid breaking another arrow. However, he has to let Pat shoot arrows with him.
 - D Donald becomes upset because Pat wants to use his new archery set. He refuses to share his archery set. To prove his point, Donald compares the set with the hams his father enters in contests.

GO ON TO NEXT PAGE

In this passage from *The Kite Fighters*, Young-sup and Kee-sup are brothers who live in Korea in 1473. They have both made kites to fly. Flying kites is an important tradition. Read the passage. Then answer the questions.

from *The Kite Fighters*

by Linda Sue Park

- 1 Young-sup loved the feeling of a kite on a line. He liked the moment of launching when he stood perfectly still, feeling the wind at his back and the kite's desire to be in the air. He experimented constantly, teasing the line this way and that, holding the reel different ways, even turning his whole body at varied angles, to coax the kite into following his commands.
- 2 The wind was always his partner, one he must strive to understand with the kite's help. Sometimes it was like a kitten, pawing gently at the kite, nudging across the sky. At other times it was a big dog, friendly and eager but too rough in its play. It would bat and swipe and seem to shake the kite in its jaws.
- 3 On many occasions the wind died completely. At those moments Young-sup could feel the line slacken just before the kite began to fall. A lightning reaction, where his hands reeled in almost before his mind had finished the thought, would find a freshet¹ of wind in another patch of the sky. Other times he discovered that the only way to stop the kite's fall was to give it *more* line, not less.
- 4 The kite was like a part of him—the part that could fly.
- 5 With the failure of his homemade kite, Young-sup was forced to borrow his brother's tiger when he wanted to fly. Kee-sup was willing enough to share, for he had given up altogether trying to learn to launch a kite on his own. Either his lack of skill or the naughty *tok-gabi*² made his kite crash every time. Young-sup now helped with each launch, and Kee-sup repaid the favor by allowing him to have a turn with the tiger.
- 6 Despite plenty of opportunities to fly, Young-sup was not content. More than anything he wanted a good kite of his own. One afternoon as they walked home from the hillside, he silenced his pride and spoke. The words did not come easily.
- 7 "Brother, I was—I was truly a failure at making a kite. You made yours so well. Would you make one for me?" He hesitated, then went on. "It would be such fun to be able to fly together instead of taking turns. And the tiger is magnificent. It would be a great honor to fly one just like it."

¹**freshet:** a rising amount

²**tok-gabi:** a powerful spirit in Korean folklore known for teasing and taunting people

- 8 Kee-sup walked on, looking down at the ground, and did not answer for a few moments.
- 9 “No,” he said finally.
- 10 Young-sup opened his mouth to protest. Kee-sup held up his hand for silence, then halted there in the road to speak.
- 11 “I won’t make one for you. But I’ll *help* you make one of your own.”

The Kite Fighters by Linda Sue Park. Text Copyright © 2000 by Linda Sue Park. Used by permission of HarperCollins Publishers.

- 5 What is the meaning of the word **coax** as it is used in paragraph 1 of the passage from *The Kite Fighters*?
- A gently urge to move
 - B quickly gain control
 - C correct a placement
 - D cause to turn suddenly
- 6 In the passage from *The Kite Fighters*, what are **two** ways Young-sup and Kee-sup are different?
- A Young-sup enjoys thinking about animals, and Kee-sup does not.
 - B Kee-sup is supportive of his brother, and Young-sup is not.
 - C Young-sup is a master at launching kites, and Kee-sup is not.
 - D Kee-sup praises his brother for his skills, and Young-sup does not.
 - E Kee-sup makes a kite that he can share, and Young-sup does not.

7 Part A

What is a theme of the passage from *The Kite Fighters*?

- A** It is worth focusing on quality when designing a product.
- B** People can bring their different strengths together.
- C** Consider time available before starting a hobby.
- D** It is important for people to honor traditions.

Part B

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

- A** “With the failure of his homemade kite, Young-sup was forced to borrow his brother’s tiger when he wanted to fly.” (paragraph 5)
- B** “Young-sup now helped with each launch, and Kee-sup repaid the favor by allowing him to have a turn with the tiger.” (paragraph 5)
- C** “More than anything he wanted a good kite of his own.” (paragraph 6)
- D** “One afternoon as they walked home from the hillside, he silenced his pride and spoke.” (paragraph 6)

Refer to the passages from *Out in Left Field* and from *The Kite Fighters*. Then answer the questions.

- 8** How do Donald, from the passage from *Out in Left Field*, and Young-sup, from the passage from *The Kite Fighters*, solve a problem?
- A** They both ask a parent for advice.
 - B** They both practice to overcome a difficult task.
 - C** They both choose to include their brother in an activity.
 - D** They both consider the causes of their conflict.

9 Part A

Why do Donald from the passage from *Out in Left Field* and Kee-sup from the passage from *The Kite Fighters* refuse when their brothers ask something of them?

- A** Donald is teaching Pat a lesson for not helping.
Kee-sup wants Young-sup to teach him to fly a kite.
- B** Donald wants Pat to wait until he is eleven years old.
Kee-sup doubts that Young-sup can take care of a kite.
- C** Donald is protecting something he values from Pat.
Kee-sup is giving Young-sup something more valuable.
- D** Donald wants to get Pat in trouble with his parents.
Kee-sup is trying to make Young-sup laugh.

Part B

Which pair of phrases from both passages **best** supports the answer to Part A?

- A** “‘Anyway, you’re too young.’” (paragraph 7, from *Out in Left Field*)
“. . . just before the kite began to fall.” (paragraph 3, from *The Kite Fighters*)
- B** “. . . he might break one of my precious arrows.”
(paragraph 7, from *Out in Left Field*)
“‘. . . I’ll *help* you make one of your own.’”
(paragraph 11, from *The Kite Fighters*)
- C** “. . . I assumed Mother supported my decision.”
(paragraph 8, from *Out in Left Field*)
“. . . Young-sup was not content.” (paragraph 6, from *The Kite Fighters*)
- D** “‘You wouldn’t help me,’ I reminded him. . . .”
(paragraph 13, from *Out in Left Field*)
“‘It would be such fun to be able to fly together. . . .’”
(paragraph 7, from *The Kite Fighters*)

- 10** Both the passage from *Out in Left Field* and the passage from *The Kite Fighters* are about relationships between brothers. Write a response that explains what the main characters, Donald and Young-Sup, learn from their conflicts in the two passages. Use details and examples from **both** passages to develop and support the ideas in your response.





You have come to the end of Section 4 of the test. Review your answers from Section 4 only.





5-E LA