
IV. English Language Arts, Grade 5

Grade 5 English Language Arts Test

The spring 2018 grade 5 English Language Arts test was an assessment that was administered as a computer-based version, though a paper-based version was available as an accommodation for eligible students. The test included both operational items, which count toward a student's score, and matrix items. The matrix portion of the test consisted of field-test and equating questions that do not count toward a student's score.

Most of the operational items on the grade 5 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In some instances, the wording of a paper item differed slightly from the computer-based version. In places where a technology-enhanced item was used on the computer-based test, that item was typically replaced with one or more alternative items on the paper test. These alternative items sometimes assessed the same standard as the technology-enhanced item, or other standards from the same reporting category.

This document displays the **paper-based versions** of the 2018 operational items that have been released. The **computer-based versions** of the released items are available on the RICAS Resource Center website at ricas.pearsonsupport.com/released-items.

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

Test Sessions and Content Overview

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

Standards and Reporting Categories

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

- Reading
- Writing
- Language

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

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

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

Reference Materials

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

Grade 5 English Language Arts

This session contains 9 questions.

Directions

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

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

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

Read the two passages that discuss the difficulties of surviving alone in the wild. Then answer the questions that follow.

Hatchet is the story of 13-year-old Brian Robeson, who is the only survivor of a crash of a small plane in the Canadian wilderness. In this passage, he has been alone in the woods for three days.

from *Hatchet*

by Gary Paulsen

- 1 Awake.
- 2 For a second, perhaps two, he did not know where he was, was still in his sleep somewhere. Then he saw the sun streaming in the open doorway of the shelter and heard the close, vicious whine of the mosquitos and knew. He brushed his face, completely welted now with two days of bites, completely covered with lumps and bites, and was surprised to find the swelling on his forehead had gone down a great deal, was almost gone.
- 3 The smell was awful and he couldn't place it. Then he saw the pile of berries at the back of the shelter and remembered the night and being sick.
- 4 "Too many of them," he said aloud. "Too many gut cherries . . ."
- 5 He crawled out of the shelter and found where he'd messed the sand. He used sticks and cleaned it as best he could, covered it with clean sand and went down to the lake to wash his hands and get a drink.
- 6 It was still very early, only just past true dawn, and the water was so calm he could see his reflection. It frightened him—the face was cut and bleeding, swollen and lumpy, the hair all matted, and on his forehead a cut had healed but left the hair stuck with blood and scab. His eyes were slits in the bites and he was—somehow—covered with dirt. He slapped the water with his hand to destroy the mirror.
- 7 Ugly, he thought. Very, very ugly.
- 8 And he was, at that moment, almost overcome with self-pity. He was dirty and starving and bitten and hurt and lonely and ugly and afraid and so completely miserable that it was like being in a pit, a dark, deep pit with no way out.
- 9 He sat back on the bank and fought crying. Then let it come and cried for perhaps three, four minutes. Long tears, self-pity tears, wasted tears.

English Language Arts

- 10 He stood, went back to the water, and took small drinks. As soon as the cold water hit his stomach he felt the hunger sharpen, as it had before, and he stood and held his abdomen until the hunger cramps receded.
- 11 He had to eat. He was weak with it again, down with the hunger, and he had to eat.
- 12 Back at the shelter the berries lay in a pile where he had dumped them when he grabbed his windbreaker—gut cherries he called them in his mind now—and he thought of eating some of them. Not such a crazy amount, as he had, which he felt brought on the sickness in the night—but just enough to stave off the hunger a bit.
- 13 He crawled into the shelter. Some flies were on the berries and he brushed them off. He selected only the berries that were solidly ripe—not the light red ones, but the berries that were dark, maroon red to black and swollen in ripeness. When he had a small handful of them he went back down to the lake and washed them in the water—small fish scattered away when he splashed the water up and he wished he had a fishing line and hook—then he ate them carefully, spitting out the pits. They were still tart, but had a sweetness to them, although they seemed to make his lips a bit numb.
- 14 When he finished he was still hungry, but the edge was gone and his legs didn't feel as weak as they had.
- 15 He went back to the shelter. It took him half an hour to go through the rest of the berries and sort them, putting all the fully ripe ones in a pile on some leaves, the rest in another pile. When he was done he covered the two piles with grass he tore from the lake shore to keep the flies off and went back outside.
- 16 They were awful berries, those gut cherries, he thought. But there was food there, food of some kind, and he could eat a bit more later tonight if he had to.
- 17 For now he had a full day ahead of him. He looked at the sky through the trees and saw that while there were clouds they were scattered and did not seem to hold rain. There was a light breeze that seemed to keep the mosquitos down and, he thought, looking up along the lake shore, if there was one kind of berry there should be other kinds. Sweeter kinds . . .
- 18 Another hundred yards up the shore there was a place where the wind had torn another path. These must have been fierce winds, he thought, to tear up places like this—as they had the path he had found with the plane when he crashed. Here the trees were not all the way down but twisted and

English Language Arts

snapped off halfway up from the ground, so their tops were all down and rotted and gone, leaving the snags poking into the sky like broken teeth. It made for tons of dead and dry wood and he wished once more he could get a fire going. It also made a kind of clearing—with the tops of the trees gone the sun could get down to the ground—and it was filled with small thorny bushes that were covered with berries.

- 19 Raspberries.
- 20 These he knew because there were some raspberry bushes in the park and he and Terry were always picking and eating them when they biked past.
- 21 The berries were full and ripe, and he tasted one to find it sweet, and with none of the problems of the gut cherries. Although they did not grow in clusters, there were many of them and they were easy to pick and Brian smiled and started eating.
- 22 Sweet juice, he thought. Oh, they were sweet with just a tiny tang and he picked and ate and picked and ate and thought that he had never tasted anything this good. Soon, as before, his stomach was full, but now he had some sense and he did not gorge or cram more down. Instead he picked more and put them in his windbreaker, feeling the morning sun on his back and thinking he was rich, rich with food now, just rich, and he heard a noise to his rear, a slight noise, and he turned and saw the bear.
- 23 He could do nothing, think nothing. His tongue, stained with berry juice, stuck to the roof of his mouth and he stared at the bear. It was black, with a cinnamon-colored nose, not twenty feet from him and big. No, huge. It was all black fur and huge. He had seen one in the zoo in the city once, a black bear, but it had been from India or somewhere. This one was wild, and much bigger than the one in the zoo and it was right there.
- 24 Right there.
- 25 The sun caught the ends of the hairs along his back. Shining black and silky the bear stood on its hind legs, half up, and studied Brian, just studied him, then lowered itself and moved slowly to the left, eating berries as it rolled along, wuffling and delicately using its mouth to lift each berry from the stem, and in seconds it was gone. Gone, and Brian still had not moved. His tongue was stuck to the top of his mouth, the tip half out, his eyes were wide and his hands were reaching for a berry.
- 26 Then he made a sound, a low: "Nnnnnnggg." It made no sense, was just a sound of fear, of disbelief that something that large could have come so close to him without his knowing. It just walked up to him and could have eaten him and he could have done nothing. Nothing. And when the sound

English Language Arts

was half done a thing happened to his legs, a thing he had nothing to do with, and they were running in the opposite direction from the bear, back toward the shelter.

- 27 He would have run all the way, in panic, but after he had gone perhaps fifty yards his brain took over and slowed and, finally, stopped him.
- 28 If the bear had wanted you, his brain said, he would have taken you. It is something to understand, he thought, not something to run away from. The bear was eating berries.
- 29 Not people.
- 30 The bear made no move to hurt you, to threaten you. It stood to see you better, study you, then went on its way eating berries. It was a big bear, but it did not want you, did not want to cause you harm, and that is the thing to understand here.
- 31 He turned and looked back at the stand of raspberries. The bear was gone, the birds were singing, he saw nothing that could hurt him. There was no danger here that he could sense, could feel. In the city, at night, there was sometimes danger. You could not be in the park at night, after dark, because of the danger. But here, the bear had looked at him and had moved on and—this filled his thoughts—the berries were so good.
- 32 So good. So sweet and rich and his body was so empty.

Hatchet by Gary Paulsen. Text copyright © 1987 by Gary Paulsen. Reprinted by permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division.

In *Wild Man Island*, 14-year-old Andy was in Alaska on a sea-kayaking trip when he decided to go off on his own to explore. In this passage, a powerful wind has swept Andy's kayak off course and left him stranded on an island.

from *Wild Man Island*

by Will Hobbs

- 1 On my hands and knees, I clawed my way out of the water and collapsed. The beach was black gravel and small rounded stones, driftwood sticks and seaweed and tiny beach flies buzzing in my ears. Inches from my face, a wide glassy frond of seaweed was dancing with little darts of water that splashed into my eyes. It took some grinding of my mental gears to realize it was raining.
- 2 I forced myself off my belly and sat up. I was shaking violently. The sky was dark and gray. I stared at my bare feet. My rubber boots and my socks were gone. The spray skirt was no longer around my waist. I looked at my hands, torn up from clawing at the rocks in the shallows. They didn't seem to belong to me. I could barely feel them.
- 3 As if it might help, I folded my arms across my life jacket. The shaking was getting worse. I couldn't recall the name of it, but I knew there was a name for what happened when your body got too cold. A fancy name for freezing to death.
- 4 From across the cove, a solid sheet of rain was coming right at me. All I did was stare at it.
- 5 Something came back, something from the class my mother made me take before I started kayaking. If you're still shaking and the cold is still extremely painful, there's time. It's when you aren't shaking anymore and can't feel the cold that your systems are shutting down.
- 6 The rain lashed my face. Get up, my mind screamed at my body. Do something or you're dead. Get off the beach and get out of the rain. Get in the trees. Your only chance is in the trees.
- 7 I staggered off the beach and through some grass, but driftwood logs jumbled at the back of the beach stopped me. I clambered over them and banged my leg and fell twice and picked myself up and kept going until I reached the strip of bright green alder trees and the dense bushes that grew between the beach and the forest.

English Language Arts

- 8 The thicket of bright green might as well have been a wall. Most of it was the man-high bushes with leaves the size of small umbrellas, like on Baranof. They were wicked, I remembered, but I couldn't remember their name and couldn't remember why they were wicked.
- 9 My teeth chattered loud in my ears and the skin over my skull was so tight it felt like it was ripping. I stumbled along the front of the thicket until I found a path that led through it. The slope was slippery with the rain, and I had little control over my body. Frankenstein, I thought. I'm Frankenstein. I was shaking from head to toe. About to fall, I reached for whatever was nearest and grabbed a stalk of the bushes. My right hand came back on fire. I stopped and stared stupidly at my palm and fingers all full of tiny quills.
- 10 Then I remembered. Devil's club, that's what it was called.
- 11 My eyes returned to the trail and I saw a bizarre sight, a large bright red blob of something like jelly in the middle of the path. There were hundreds of black dots in it and I couldn't make any sense of it. I stepped over the blob and kept going.
- 12 Once in the forest, I couldn't feel the rain anymore. There wasn't much light. I was under trees as big around and tall as redwoods, a forest on an immense scale compared to what I'd seen on Baranof.
- 13 "Get your clothes off, fool," I heard myself saying. "They're wringing wet."
- 14 I sat down on a mossy log. With my trembling left hand I managed to unzip my life jacket, the fleece jacket, and the vest, then tried to make my frozen fingers undo the buttons on my wool shirt. In frustration and fear I ripped the shirt open at my neck and at the cuffs, and pulled it over my head.
- 15 With the rest of my clothes off, I sat purple-naked, shaking so hard it felt like my skinny ribs would crack, and squeezed every drop of water I could out of my clothes. I had to ignore the stinging of the spines in my fingers.
- 16 Starting with my thermal underwear, I began to put everything back on. The thermals, pants, vest, and jacket were all synthetics that weighed almost nothing and dried fast. My shirt was wool but I knew from backpacking at high altitude that wool can keep you warm even when it's wet.
- 17 Rain was dripping through the canopy of the forest, but not that much. The problem now was, the air was so cold.

English Language Arts

- 18 Shivering and shaking, I put my life jacket back on and zipped it up, grateful for the additional layer around my chest. At least I'd had the sense, I thought, to put it on when I went paddling on flat water this morning.
- 19 It all came rushing back. It hit me full force: how totally, absolutely, monumentally stupid I had been.
- 20 Stupid, stupid, stupid.
- 21 You're a fool, I told myself. I can't believe what you did. So sure of yourself, and you knew nothing. Nothing.
- 22 I heard myself laughing out loud. My voice was herky-jerky and out of control, like my limbs. I didn't know why I was laughing. It was crazy to be laughing.
- 23 The eerie stillness of the forest immediately absorbed the sound, swallowed it up.
- 24 I tried to get warm by jogging in place. Before long I could tell it wasn't working, not nearly enough. My insides were deadly cold. Without a fire I couldn't last. I had to get some body heat back somehow. If not fire, what else? My eyes cast wildly around for possibilities. How, how?
- 25 I couldn't see an answer. I lost precious time stumbling around looking for one. All I could see was trees. The trees better be the answer, I thought. There is nothing else.
- 26 A hole in a tree? Find a tree with a hole in it and crawl into the hole?
- 27 Not warm enough. Not warm enough to pull me back.
- 28 My eyes fell on a gigantic spruce that had fallen over long ago. Its bark was gone and it was nothing but a spongy, decaying mass with ferns growing along its mossy length, farther than my eye could see.
- 29 Get inside that thing, I told myself. Somehow, get in it, or get under it, or something.
- 30 What I had in mind sounded crazy. I needed a digging tool. What? What?
- 31 A digging stick, a jabbing stick, any sort of stick.
- 32 I tore at a branch from a small downed tree. The trunk was so rotten, the branch pulled right out of its socket and I fell over backward. The branch was still sound. It had come out with a thick knot at the end that tapered down like a spearpoint. I could dig with it just the way it was.

English Language Arts

- 33 I ran along the length of the giant spruce and found a place where it had fallen across a dip in the ground. Daylight was showing under the tree. I attacked the underside and it shredded easily. The wood was so punky it really wasn't wood anymore, just pulp. The pulp was dry, which was good, and it weighed nothing.
- 34 Insulation, I thought. Insulation might be my only chance.
- 35 I speared and dug and hacked until I had made a burrow in the underside of the rotten log. Like an animal going into hibernation, I crawled in and pulled the pulp up against myself until only my face was open to the air. I had a thick layer of dry shreds under me, and I felt like I was packed inside a cocoon. Now I could only hope that my skinny body was still producing some amount of heat. If it was, my cocoon might keep me from losing it.
- 36 If I was lucky.
- 37 It took awhile, but at last I wasn't vibrating like a power sander. Maybe the rotting tree was generating a little heat. Whatever the reason, gradually, very gradually, the shaking turned to shivering and at last even the shivering quit.
- 38 That was when I turned to worrying about what came next.

Wild Man Island by Will Hobbs. Text copyright © 2002 by Will Hobbs. Reprinted by permission of HarperCollins Publishers.

English Language Arts

- 19 Read the description from paragraph 2 of *Hatchet* in the box.

. . . the close, vicious whine of the mosquitoes . . .

Based on the description, what is the author **most likely** suggesting about the mosquitoes?

- A. They are hurt.
- B. They are busy.
- C. They are fierce.
- D. They are plentiful.

20 Part A

In paragraphs 20–22 of *Hatchet*, how does Brian feel after finding the raspberries?

- A. guilty
- B. grateful
- C. amused
- D. discouraged

Part B

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

- A. “The berries were full and ripe. . . .” (paragraph 21)
- B. “. . . there were many of them and they were easy to pick. . . .” (paragraph 21)
- C. “Instead he picked more and put them in his windbreaker. . . .” (paragraph 22)
- D. “. . . thinking he was rich, rich with food now . . .” (paragraph 22)

English Language Arts

- 21 Based on paragraphs 1 and 2 of **both** passages, the main character in each passage is
- A. on top of a mountain.
 - B. excited about camping.
 - C. hoping to remain hidden.
 - D. in an unfamiliar environment.

- 22 Read paragraph 11 of *Hatchet* in the box.

He had to eat. He was weak with it again, down with the hunger, and he had to eat.

Which quotation from *Wild Man Island* shows that Andy feels a similar urgency to take action?

- A. "As if it might help, I folded my arms across my life jacket." (paragraph 3)
- B. "Get up, my mind screamed at my body. Do something or you're dead." (paragraph 6)
- C. "I staggered off the beach and through some grass, but driftwood logs jumbled at the back of the beach stopped me." (paragraph 7)
- D. "The thicket of bright green might as well have been a wall." (paragraph 8)

English Language Arts

23 Read the sentences in the box.

- It was a big bear, but it did not want you, did not want to cause you harm, and that is the thing to understand here. (paragraph 30 of *Hatchet*)
- Get inside that thing, I told myself. Somehow, get in it, or get under it, or something. (paragraph 29 of *Wild Man Island*)

What do the sentences reveal about Brian and Andy?

- A. They both rely on advice from others.
- B. They both become upset with themselves.
- C. They both use common sense to calm down.
- D. They both worry about the reaction of their families.

24 How do **both** Brian and Andy respond to the situations they face?

- A. They focus on trying to stay alive.
- B. They try to avoid animals that may harm them.
- C. They concentrate on finding their way back home.
- D. They realize the importance of thinking about others.

English Language Arts

25 Reread paragraphs 31 and 32 of *Hatchet* and paragraph 37 of *Wild Man Island*. Which word **best** describes the feeling the paragraphs share?

- A. relief
- B. surprise
- C. playfulness
- D. determination

26 Read the sentences from *Hatchet* and *Wild Man Island* in the box.

- These he knew because there were some raspberry bushes in the park and he and Terry were always picking and eating them when they biked past. (paragraph 20 of *Hatchet*)
- Something came back, something from the class my mother made me take before I started kayaking. If you're still shaking and the cold is still extremely painful, there's time. (paragraph 5 of *Wild Man Island*)

Based on the sentences, which statement describes a theme that is present in **both** passages?

- A. Working as a team often leads to success.
- B. Some mistakes make for the best adventures.
- C. Difficult situations can bring out the best in people.
- D. Lessons learned in the past can be useful in the future.

English Language Arts

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

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

- 27 Based on *Hatchet* and *Wild Man Island*, write an essay that describes the challenges that Brian and Andy face **and** explains how each character overcomes those challenges. Be sure to use information from **both** passages to develop your essay.

Grade 5 English Language Arts
Spring 2018 Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

PBT Item No.*	Page No.	Reporting Category	Standard	Item Type**	Description	Correct Answer (SR)***
19	54	<i>Reading</i>	RL.5.1	SR	Use descriptive language to identify what is suggested about a topic.	C
20	55	<i>Reading</i>	RL.5.1	SR	Describe a character's feelings and choose evidence that best supports the description.	B;D
21	56	<i>Reading</i>	RL.5.3	SR	Identify similarities between characters from multiple passages.	D
22	56	<i>Reading</i>	RL.5.3	SR	Compare characters from multiple passages.	B
23	57	<i>Reading</i>	RL.5.9	SR	Determine what is revealed about characters from multiple passages using evidence from each passage.	C
24	57	<i>Reading</i>	RL.5.3	SR	Compare the responses of characters from multiple passages.	A
25	58	<i>Reading</i>	RL.5.6	SR	Determine a shared feeling between characters from multiple passages.	A
26	58	<i>Reading</i>	RL.5.9	SR	Determine a shared theme in multiple passages.	D
27	59	<i>Language, Writing</i>	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay describing the challenges faced and overcome by characters in multiple passages; use details from the passages as evidence.	

* "PBT Item Number" refers to the position of the item on the operational paper-based test. This is the item number that is referred to when reporting student results for a PBT item.

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

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

Grade 5 English Language Arts
Spring 2018 Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

PBT Item No.*	Reporting Category	Standard	Item Type**	Description
1	<i>Reading</i>	RL.5.3	SR	Identify what is suggested about a character using evidence from the passage.
2	<i>Reading</i>	RL.5.1	SR	Make an inference about a character using evidence from the passage.
3	<i>Reading</i>	RL.5.3	SR	Compare the responses of characters in the passage.
4	<i>Language</i>	L.5.4	SR	Determine the meaning of a word in context.
5	<i>Language</i>	L.5.5	SR	Determine the meaning of figurative language in the passage.
6	<i>Reading</i>	RL.5.4	SR	Determine the function of the italics in the passage.
7	<i>Reading</i>	RL.5.2	SR	Analyze how events affect a character.
8	<i>Reading</i>	RL.5.5	SR	Identify the mood created by the author and choose evidence from the passage that best supports the mood.
9	<i>Language, Writing</i>	L.5.1, L.5.2, L.5.3, W.5.3, W.5.4	ES	Write a narrative about the events in the passage from another character's point of view.
10	<i>Reading</i>	RI.5.5	SR	Determine the purpose of a text feature.
11	<i>Reading</i>	RI.5.1	SR	Describe an individual's feelings and choose evidence that best supports the description.
12	<i>Language</i>	L.5.4	SR	Determine the meaning of a word in context.
13	<i>Reading</i>	RI.5.9	SR	Select evidence from one passage to support textual information from another passage.
14	<i>Reading</i>	RI.5.4	SR	Identify the effect of specific words used in multiple passages.
15	<i>Language</i>	L.5.6	SR	Identify the function of specific words and phrases in the passage.
16	<i>Reading</i>	RI.5.6	SR	Analyze the similarities between multiple passages.
17	<i>Reading</i>	RI.5.9	SR	Integrate information from multiple passages to determine which additional resource would be useful for further research on a topic.
18	<i>Language, Writing</i>	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay explaining information gathered from multiple passages; use details from the passages as evidence.

* "PBT Item Number" refers to the position of the item on the operational paper-based test. This is the item number that is referred to when reporting student results for a PBT item.

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