



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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Grade 5
English Language Arts

Practice Test

Read the passage and then answer the questions that follow.

Lunar Eclipses and Solar Eclipses

by NASA

1 An **eclipse** happens when a planet or a moon gets in the way of the sun's light. Here on Earth, we can experience two kinds of eclipses: **solar eclipses** and **lunar eclipses**. What's the difference?

Solar Eclipse

2 A *solar eclipse* happens when the moon gets in the way of the sun's light and casts its shadow on Earth. That means during the day, the moon moves over the sun and it gets dark. Isn't it strange that it gets dark in the middle of the day?

3 This **total eclipse** happens about every year and a half somewhere on Earth. A partial eclipse, when the moon doesn't completely cover the sun, happens at least twice a year somewhere on Earth.

4 But not everyone experiences every solar eclipse. Getting a chance to see a total solar eclipse is rare. The moon's shadow on Earth isn't very big, so only a small portion of places on Earth will see it. You have to be on the sunny side of the planet when it happens. You also have to be in the path of the moon's shadow.

5 On average, the same spot on Earth only gets to see a solar eclipse for a few minutes about every 375 years!

Lunar Eclipse

6 During a lunar eclipse, Earth gets in the way of the sun's light hitting the moon. That means that during the night, a full moon fades away as Earth's shadow covers it up.

7 The moon can also look reddish because Earth's atmosphere absorbs the other colors while it bends some sunlight toward the moon. Sunlight bending through the

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atmosphere and absorbing other colors is also why sunsets are orange and red.

- 8 During a total lunar eclipse, the moon is shining from all the sunrises and sunsets occurring on Earth!

Why don't we have a lunar eclipse every month?

- 9 You might be wondering why we don't have a lunar eclipse every month as the moon orbits Earth. It's true that the moon goes around Earth every month, but it doesn't always get in Earth's shadow. The moon's path around Earth is tilted compared to Earth's orbit around the sun. The moon can be behind Earth but still get hit by light from the sun.

- 10 Because they don't happen every month, a lunar eclipse is a special event. Unlike solar eclipses, lots of people get to see each lunar eclipse. If you live on the nighttime half of Earth when the eclipse happens, you'll be able to see it.

Remembering the Difference

- 11 It's easy to get these two types of eclipses mixed up. An easy way to remember the difference is in the name. The name tells you what gets darker when the eclipse happens. In a **solar eclipse**, the **sun gets darker**. In a **lunar eclipse**, the **moon gets darker**.

How Does a Lunar Eclipse Work?

- 12 If you've looked at the moon over the course of a few weeks, you've probably noticed that it looks slightly different every day. The change in its shadow is based on where it is in its orbit. We call this cycle the phases of the moon, and it occurs roughly once a month. At least twice a year, however, something quite different happens. The moon passes through the shadow cast by the earth causing it to look extremely unusual for a short period of time. From the Earth, the moon will appear to darken and turn a deep red before eventually returning to normal. This is called a lunar eclipse.

- 13 If we were to look at what happens from space during a lunar eclipse, it would go something like this. First, the moon passes through what's called the penumbra, where the Sun's light is only partially obscured. This results in only a slight

darkening of the moon. As the moon continues along its path, however, it enters what's called the umbra, where all direct light from the Sun is blocked. But if the Sun is blocked, why does the moon turn red? When light from the Sun goes by the side of the Earth, it passes through a long and thick layer of Earth's atmosphere. Shorter wavelengths of sunlight, like blue, are scattered by the atmosphere, so by the time the light has finished its trip to the moon, more of the longer wavelengths, like red, are left over. On the Earth, the same thing happens at sunset as the ground you stand on gradually passes into night.

- 14 As the eclipse ends, the moon leaves the umbra, returns to its normal color, and then leaves the penumbra, brightening and resuming its original cycle. Overall, the whole process lasts only from a few minutes to a few hours, so you'll have to be quick if you want to see it. But, as long as you're willing to stay awake, you'll catch the moon as you won't see it too often.



"Lunar and Solar Eclipses," NASA Space Place website.

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1. Read the sentence from paragraph 12.

The change in its shadow is based on where it is in its orbit.

Which word from paragraph 12 or 13 has the same meaning as the word orbit?

- Ⓐ atmosphere
- Ⓑ cycle
- Ⓒ eclipse
- Ⓓ path

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2. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence from paragraph 13.

As the moon continues along its path, however, it enters what's called the umbra, where all direct light from the Sun is blocked.

What is the meaning of the word umbra as it is used in the sentence?

- Ⓐ layer
- Ⓑ light
- Ⓒ phase
- Ⓓ shade

Part B

Which quotation from paragraph 13 provides support for the answer to Part A?

- Ⓐ "As the moon continues along its path, . . ."
- Ⓑ ". . . direct light from the Sun is blocked."
- Ⓒ ". . . it passes through a long and thick layer of Earth's atmosphere."
- Ⓓ "Shorter wavelengths of sunlight, like blue, are scattered by the atmosphere, . . ."

3. Select two statements which show the differences between solar and lunar eclipses.

- Ⓐ In a solar eclipse, the sun appears bigger.
- Ⓑ In a solar eclipse, the sun appears darker.
- Ⓒ In a solar eclipse, the sun appears brighter.
- Ⓓ In a lunar eclipse, the moon appears bigger.
- Ⓔ In a lunar eclipse, the moon appears darker.

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4. Which quotation from the passage **best** supports the main idea of the section “Why don’t we have a lunar eclipse every month?”
- Ⓐ “It’s true that the moon goes around Earth every month, but it doesn’t always get in Earth’s shadow.” (paragraph 9)
 - Ⓑ “The moon’s path around Earth is tilted compared to Earth’s orbit around the sun.” (paragraph 9)
 - Ⓒ “Because they don’t happen every month, a lunar eclipse is a special event.” (paragraph 10)
 - Ⓓ “If you live on the nighttime half of Earth when the eclipse happens, you’ll be able to see it.” (paragraph 10)
5. What is the author’s reason for including paragraph 12 in the passage?
- Ⓐ to show how a new moon becomes a full moon
 - Ⓑ to compare a total lunar eclipse with a full moon
 - Ⓒ to show how the moon changes during a lunar eclipse
 - Ⓓ to compare the phases of the moon and a lunar eclipse

- 6.** Select two statements that express a main idea in the passage.
- Ⓐ Lunar eclipses do not occur on a monthly basis.
 - Ⓑ A total solar eclipse does not happen very often.
 - Ⓒ The moon is a shade of red during a lunar eclipse.
 - Ⓓ The moon's shadow is seen in small places on Earth.
 - Ⓔ Both solar and lunar eclipses can be viewed from Earth.

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Read the passage and then answer the questions that follow.

Excerpt from *The Missing Formula*

by Ann Wirt

1 During the three summers spent at Loon Lake, Madge scarcely had spoken a dozen words either to Anne Fairaday or her father. Often she had gazed speculatively at the fine home they had built upon Stewart Island, wondering why the two were so aloof. It was generally known that Mr. Fairaday was a noted chemist who had come North for his health and the belief was that Anne remained close at home to care for him.

2 “Now that he’s gone I hope she’ll agree to stay at the lodge,” Madge thought as she sent the skiff smoothly through the water. “I believe we’d become friends if we could ever really meet.”

3 It was pleasant on the lake with the sun half-hidden under a cloud. More often than she realized, Madge rested on her oars to watch insects swimming in the water or birds winging low in search for fish.

4 She had covered little more than half the distance to Stewart Island, when abruptly, she ceased rowing. Toward the south shore of the lake, a red canoe could be seen cutting through the water at a lively rate.

5 “There’s Anne Fairaday now!” she exclaimed. “Where’s she going, I wonder?”

6 A moment later she saw the girl head directly for the main landing, apparently to obtain mail and supplies which were left there for her by the forest rangers or old Bill Ramey who made weekly trips to town.

7 “She’s too far away to hail,” Madge decided. “Unless I catch her as she returns to the island, I’ll have made my trip for nothing.”

8 After a brief mental debate, she again snatched up the oars, rowing steadily toward a rocky point on the south shore.

It had occurred to her that while she awaited Anne's return she could busy herself resetting her uncle's minnow trap.

9 She crossed the lake and located the wire trap which had floated a short distance from its usual place. After baiting it with some bread which her uncle kept in a box under the boat seat, she anchored the trap in shallow water near the rocks.

10 Glancing up from her work, she was startled to see how dark it had grown. Dark clouds were rolling up fast.

11 "We're in for a real storm," she told herself uneasily. "I didn't think it would come up so quickly. Guess I'd better not wait for Anne. Unless I strike for home, I'll be caught in it."

12 A low, ominous roll of thunder warned her that she must act quickly if she wished to reach the mainland ahead of the rain. She turned the boat, and began rowing with all her strength. The breeze had quickened noticeably. As she passed beyond the lee of the point, waves struck the bow of the skiff with great force.

13 "Uncle George was wise to make me take the boat," she told herself grimly. "I'd hate to be out in a canoe in these waves."

14 She thought of Anne and glanced anxiously toward the far landing. The red canoe had turned back toward Stewart Island. Apparently, Anne realized the danger and she too was trying to race the storm. Her paddle slashed into the water with vicious force, but she made slow progress.

15 It was only a matter of minutes now until the storm would break. Madge cringed as a vivid flash of lightning zigzagged across the sky to illuminate an ugly mass of dark clouds. She was more afraid for Anne than for herself. She knew that the skiff would carry her safely ashore but the Fairaday girl was far from expert in handling her canoe and when the wind strengthened, she could easily be thrown crosswise to a wave and upset.

16 Each pull of the oars carried Madge nearer the girl. Already she could see that Anne was in grave danger. The waves were buffeting the canoe about like a log in a whirlpool.

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17 Looking ahead toward the shoreline, Madge saw a sheet of white mist drop like a curtain upon the water. The rain was coming!

18 The murmur of the wind in the trees along the far shore had increased to an angry whine and branches began to bend and thrash wildly about. Madge braced herself for what she knew must come.

19 Another flash of lightning brightened the sky and at the same instant a deluge of rain descended, blotting out the shore. Madge worked desperately to keep the skiff from being swamped by the huge waves which were churned up. The wind howled in her ears, the rain slashed at her face. For several minutes she lost sight of the red canoe.

20 Then as the first onslaught of the storm seemed to have spent itself, the wind dropped and the rain fell in a steady downpour. Madge peered anxiously ahead, searching for Anne.

21 She sighted the canoe less than twenty yards away.



Excerpt from *The Missing Formula* by Mildred A. Wirt, AKA Ann Wirt. Originally published in 1932.

Photograph of abandoned boat in stormy sea, courtesy of Shutterstock, Nejron Photo/86031583.

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- 7.** What can the reader infer about Madge?
- Ⓐ Madge works as the captain of a skiff.
 - Ⓑ Madge looks for dangerous situations.
 - Ⓒ Madge keeps going even when things get tough.
 - Ⓓ Madge is nosy about what other people are doing.
- 8.** At the beginning of the story, how are Madge and Anne different?
- Ⓐ Anne is friendly while Madge is grim.
 - Ⓑ Anne is private while Madge is social.
 - Ⓒ Anne is frightened while Madge is brave.
 - Ⓓ Anne is responsible while Madge is reckless.

9. How does paragraph 15 contribute to the overall structure of the story?

- Ⓐ It explains the plot of the story.
- Ⓑ It provides the climax of the story.
- Ⓒ It describes the main setting of the action in the story.
- Ⓓ It reveals the connection between characters in the story.

10. How does the picture contribute to the story?

- Ⓐ It establishes the stormy setting of the lake.
- Ⓑ It shows the solution to the characters' problems.
- Ⓒ It provides an image of the characters' introduction.
- Ⓓ It illustrates the difficult situation posed by the time of day.

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11. Read the sentence from paragraph 4.

She had covered little more than half the distance to Stewart Island, when abruptly, she ceased rowing.

Which word means the same as ceased as it is used in the sentence?

- Ⓐ began
- Ⓑ considered
- Ⓒ limited
- Ⓓ stopped

12. Compare and contrast the two characters in the story.

Select the box for each phrase that describes Madge, Anne, or both characters.

	Madge	Both Characters	Anne
an experienced fisherman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a private person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an inexperienced boater	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lives in a house on Stewart Island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lives in the lodge on Loon Lake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
caught in a storm on Loon Lake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How does the setting change from the beginning of the story to the end of the story?

- Ⓐ The weather becomes rougher.
- Ⓑ The boats drift farther from land.
- Ⓒ The girls move from land to water.
- Ⓓ The girls change from calm to frightened.

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14. What is a theme of the story?

- Ⓐ The way to have a friend is to be a friend.
- Ⓑ Being in a storm is a frightening experience.
- Ⓒ A good neighbor helps even in difficult situations.
- Ⓓ Only experienced boaters should be on the water.

You will read two passages, “Sun Proof” and “Search for Sunwise Animals at Your Zoo.” Answer the questions about each passage as well as questions about both passages.

Sun Proof

by Centers for Disease Control and Prevention

1 Protecting yourself against the sun is the smart choice that kids like you are making these days. Here’s how:

Cover up

2 Obviously, when you put clothes between you and the sun’s rays, they can’t touch you! It’s best to cover up as much as you can, but if it’s too hot outside for long sleeves and pants, a beach cover-up or T-shirt and long shorts will do. Wearing a hat with a wide brim is great, but if you wear a baseball cap, just make sure you slap some sunscreen on your face, neck, and ears. Of course, lightweight, see-through, or mesh clothing provides less protection. . . .

Rub it on

3 Sunscreen with SPF 15 or higher, that is. You’ve gotta have the right stuff!

4 SPF stands for “sun protection factor” — how well a sunscreen works at keeping the sun’s burning rays from roasting your skin. (FYI: SPF 45 and higher protects only a bit more than 30 does . . .) Make sure your sunscreen blocks both UVA and UVB rays (types of light). . . .

5 You’ll need to get a bottle, shake it, fill up a handful, and slather it all over your body. (Yes, we said “handful.” You need that much for good coverage.) Put it on 30 minutes before you go out in the sun . . . and remember to cover your face, lips, hands, forearms, shoulders, ears, back of your neck, under your chin, and the top of your head. Watch your eyes — it could sting! If you’re worried about breaking out, try a gel sunscreen. And if your skin reacts badly to one brand, try another. Not all sunscreens have the same ingredients.

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Apply, reapply, and then do it again!

- 6 Even if the bottle says it’s waterproof, sweat proof, or any other “proof,” you should reapply. Put more sunscreen on every couple of hours or right after swimming, working up a sweat, or rubbing on your skin with a towel or clothes. And one more thing . . . Wearing sunscreen protects you but it doesn’t make it okay to stay in the sun longer. Try to stay out of the sun when you can.

Slip on Sunglasses

- 7 Gotta shield your eyes from the sun, too, right? Yep. Slip on some shades because the sun’s rays can hurt your eyes. Choose some cool wraparound shades that block 100 percent of UVA and UVB. . . .

Hang in the Shade

- 8 Get out and work your body — there are a million things to do! But hang out in the shade whenever you can. The sun is the strongest between 10 in the morning and 4 in the afternoon. So, during those times, play hard in the shade, chill out under an umbrella, have lunch inside, or try some indoor activities for a change of pace.
- 9 Whether you are in the water, walking on the beach, conquering the slopes, or cruising the concrete, beware of the extra sun you get from rays bouncing off the surfaces around you. Remember: The sun can affect your skin any time — not just in the summer, in warm places, or on sunny days. Use your head and get the right gear to protect yourself from the rays.



U.S. Environmental Protection Agency-sponsored “Slip, Slop, Slap, and Wrap” poster. Washington, EPA-430-H-09-001.

UV Index	Description	Recommended Protection	Sun Burn Time
0-2	No danger to the average person	Wearing a Hat and/or Sunglasses is Sufficient	1 Hour+
3-5	Little risk of harm from unprotected sun exposure	Wear a Hat and Sunglasses. Use SPF 30+ Sunscreen	40 Minutes
6-7	High risk of harm from unprotected sun exposure	Wear a Hat and Sunglasses. Use SPF 30+ Sunscreen. Cover Body With Clothing. Avoid the Sun if Possible	30 Minutes
8-10	Very high risk of harm from unprotected sun exposure	Wear a Hat and Sunglasses. Use SPF 30+ Sunscreen. Cover Body With Clothing. Avoid the Sun if Possible	20 Minutes
11+	Extreme risk of harm from unprotected sun exposure	Take All Precautions Possible. It is Advised to Stay Indoors	Less Than 15 Minutes

Adaptation of U.S. Environmental Protection Agency U.V. Index Chart. Washington, EPA 430-F-10-026. June 2010.



Excerpt from “Sun Proof,” Centers for Disease Control and Prevention website.

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Answer the following questions for "Sun Proof."

- 15.** The author of "Sun Proof" writes, "Protecting yourself against the sun is the smart choice that kids like you are making these days." How does the author support this point?
- Ⓐ by including advice from skin doctors
 - Ⓑ by giving examples of how the sun is harmful
 - Ⓒ by describing ways to protect oneself from the sun
 - Ⓓ by providing details about the different ingredients in sunscreen

16. Read the sentence from paragraph 8 of "Sun Proof."

So, during those times, play hard in the shade, chill out under an umbrella, have lunch inside, or try some indoor activities for a change of pace.

What does the phrase chill out mean as it is used in the sentence?

- Ⓐ run
 - Ⓑ relax
 - Ⓒ stay dry
 - Ⓓ warm up
17. In paragraph 4 of the passage "Sun Proof," the author uses the phrase roasting your skin. Which phrase has the same meaning as the phrase used in the passage?
- Ⓐ burning the skin
 - Ⓑ covering the skin
 - Ⓒ rubbing on the skin
 - Ⓓ applying to the skin

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- 18.** What information does the chart provide that the advertisement does not?
- Ⓐ the amount of time humans can spend in the sun before damage
 - Ⓑ the ways that humans can be protected from the sun
 - Ⓒ the importance of protection from the sun
 - Ⓓ the times the sun is most harmful
- 19.** According to the passage “Sun Proof,” what is the purpose of applying sunscreen, wearing sun shades, and covering up by wearing hats, caps, and clothing?
- Ⓐ to do outside activities
 - Ⓑ to spend more time outdoors
 - Ⓒ to protect the body from sun rays
 - Ⓓ to relax in the shade when you can

Search for Sunwise Animals at Your Zoo

by US Environmental Protection Agency

- 1 These animals are sunwise because they protect themselves from the sun’s harmful rays. Just like these animals, you also should protect yourself from the sun by wearing sunscreen, a wide-brimmed hat and sunglasses, and by being in the shade. Print out this checklist and search for the sunwise animals at the zoo. If you read the signs at the zoo, you may find other sunwise animals too . . . Good luck!

- 2 Chimpanzees avoid the peak hours of the sun. Most of their activity is in the early morning and late afternoon hours.

- 3 Ducks and geese have webbed feet that allow heat to escape from their body. This keeps them cool even on hot days.

- 4 Elephants use dirt and hay as a natural sunscreen — they spread it on their backs to cover their skin. Elephants keep cool by snuffing up trunks full of water and spraying themselves.

- 5 Gorillas avoid the peak hours of the sun. Most of their activity is in the early morning and late afternoon hours.

- 6 Hippos secrete a pinkish colored oil that helps them keep their skin moist in the hot sun and acts like sunscreen to protect their skin from sunburn.

- 7 Koalas spend most of the day sleeping in a eucalyptus tree. In addition to providing a food source for koalas, the leaves of the tree protect koalas from the sun’s strong rays. Koalas are nocturnal animals — they sleep during the day when the sun’s rays are the strongest and are awake in the evening and at night when it’s cooler.



“Search for Sunwise Animals at Your Zoo,” United States Environmental Protection Agency website.

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Answer the following questions for “Search for Sunwise Animals at Your Zoo.”

- 20.** Read the sentence from paragraph 2 of “Search for Sunwise Animals at Your Zoo.”

Chimpanzees avoid the peak hours of the sun.

What is the meaning of peak as it is used in the sentence?

- Ⓐ at the beginning of the day
 - Ⓑ at the strongest point
 - Ⓒ at the end of the day
 - Ⓓ at the weakest point
- 21.** According to the passage “Search for Sunwise Animals at Your Zoo,” which statement explains how a koala protects itself from the sun?
- Ⓐ Koalas sleep during the day.
 - Ⓑ Eucalyptus leaves provide shade for koalas.
 - Ⓒ Eucalyptus leaves are a koala’s primary food source.
 - Ⓓ Koalas produce a substance that protects them from the sun.

Answer the following questions for “Sun Proof” and “Search for Sunwise Animals at Your Zoo.”

- 22.** Read the sentence from paragraph 5 in “Sun Proof.”

You’ll need to get a bottle, shake it, fill up a handful, and slather it all over your body.

Which quotation from the “Search for Sunwise Animals at Your Zoo” contains a phrase that means the same thing as slather?

- Ⓐ “These animals are sunwise because they protect themselves from the sun’s harmful rays.” (paragraph 1)
- Ⓑ “Elephants use dirt and hay as a natural sunscreen — they spread it on their backs to cover their skin.” (paragraph 4)
- Ⓒ “Hippos secrete a pinkish colored oil that helps them keep their skin moist. . . .” (paragraph 6)
- Ⓓ “. . . the leaves of the tree protect koalas from the sun’s strong rays.” (paragraph 7)

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23. How does the information in paragraph 4 of “Search for Sunwise Animals at Your Zoo” compare to the information about how humans protect themselves from the sun in “Sun Proof”?

- Ⓐ It shows that, like humans, elephants get hot in the sun.
- Ⓑ It shows that elephants are the only animals that spray themselves with water.
- Ⓒ It shows that humans are the only ones who use sunscreen for skin protection.
- Ⓓ It shows that, like humans, elephants need something to protect them from the sun.

24. Select the box for each phrase to describe the point of view of the authors of “Sun Proof,” “Search for Sunwise Animals at Your Zoo,” or both.

	“Sun Proof”	“Search for Sunwise Animals at Your Zoo”	Both
suggests that shade provides protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
implies the sun is harmful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
implies animals use natural instincts to protect themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
implies the sun is less harmful in the evening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
suggests that sunscreen needs to be reapplied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 25.** How does the illustration “Slip, Slop, Slap, and Wrap!” provide support for the passages “Sun Proof” and “Search for Sunwise Animals at Your Zoo”?
- Ⓐ It shows the reader that only active animals need to have protection from the sun.
 - Ⓑ It gives the reader information regarding alternative activities to do out of direct sunlight.
 - Ⓒ It helps the reader understand why sunglasses are used as a form of protection from the sun.
 - Ⓓ It provides the reader with information as to how and when humans and animals protect themselves from the sun.
- 26.** Which statement **best** describes the way the two authors present information about sun protection?
- Ⓐ The author of “Sun Proof” uses description, while the author of “Search for Sunwise Animals at Your Zoo” uses comparison.
 - Ⓑ The author of “Sun Proof” uses description, while the author of “Search for Sunwise Animals at Your Zoo” uses cause and effect.
 - Ⓒ The author of “Sun Proof” uses comparison, while the author of “Search for Sunwise Animals at Your Zoo” uses problem and solution.
 - Ⓓ The author of “Sun Proof” uses cause and effect, while the author of “Search for Sunwise Animals at Your Zoo” uses problem and solution.

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- 27.** Based on the information in both “Sun Proof” and “Search for Sunwise Animals at Your Zoo,” which inference can be made about the differences between humans and animals?
- Ⓐ Animals instinctively know how to shield themselves from the sun.
 - Ⓑ Humans can avoid the dangers of the sun better than animals.
 - Ⓒ Animals are less likely to get a sunburn than humans.
 - Ⓓ Humans have better methods of skin protection.
- 28.** What is a main idea that **both** “Sun Proof” and “Search for Sunwise Animals at Your Zoo” share?
- Ⓐ Skin is sensitive to the sun in the summer.
 - Ⓑ It is important to wear sunscreen every day.
 - Ⓒ There are many ways to protect the skin from the sun.
 - Ⓓ All living things should try to stay cool during the summer.

Read the passage and then answer the questions that follow.

The Wind and the Moon

by George MacDonald

Said the Wind to the Moon, "I will blow you out!

You stare

In the air

As if crying *Beware,*

5 Always looking what I am about:

I hate to be watched; I will blow you out!"

The Wind blew hard, and out went the Moon.

So, deep

On a heap

10 Of clouds, to sleep

Down lay the Wind, and slumbered soon,

Muttering low, "I've done for that Moon!"

He turned in his bed: she was there again!

On high

15 In the sky

With her one ghost-eye

The Moon shone white and alive and plain:

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Said the Wind, "I will blow you out again!"

The Wind blew hard, and the Moon grew slim.

20 "With my sledge

And my wedge

I have knocked off her edge!

I will blow," said the Wind, "right fierce and grim,

And the creature will soon be slimmer than slim!"

25 He blew and he blew, and she thinned to a thread.

"One puff

More's enough

To blow her to snuff!

One good puff more where the last was bred,

30 And glimmer, glimmer, glum will go that thread!"

He blew a great blast, and the thread was gone.

In the air

Nowhere

Was a moonbeam bare;

35 Larger and nearer the shy stars shone:

Sure and certain the Moon was gone!

The Wind he took to his revels once more;

On down
And in town,
40 A merry-mad clown,
He leaped and holloed with whistle and roar—
When there was that glimmering thread once more!

He flew in a rage—he danced and blew;
But in vain
45 Was the pain
Of his bursting brain,
For still the Moon-scrap the broader grew
The more that he swelled his big cheeks and blew.

Slowly she grew—till she filled the night,
50 And shone
On her throne
In the sky alone
A matchless, wonderful, silvery light,
Radiant and lovely, the queen of the night.

55 Said the Wind, “What a marvel of power am I!
With my breath,
In good faith,

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I blew her to death!—

First blew her away right out of the sky,

60 Then blew her in: what a strength am I!”

But the Moon she knew nought of the silly affair;

For, high

In the sky

With her one white eye,

65 Motionless miles above the air,

She never had heard the great Wind blare.



“The Wind and the Moon” by George MacDonald, from *Poems Every Child Should Know*. Published in 1904.

29. What is the meaning of the phrase “As if crying *Beware,*” in line 4?

- Ⓐ The Moon expresses bravery.
- Ⓑ The Wind understands emotions.
- Ⓒ The Wind’s statement shows fear.
- Ⓓ The Moon’s glare signals a warning.

30. How does the author’s use of dialogue develop the character of the Wind?

- Ⓐ It shows that the Wind is scared of the Moon.
- Ⓑ It shows that the Wind is admiring the Moon.
- Ⓒ It shows that the Wind is trying to be friends with the Moon.
- Ⓓ It shows that the Wind is confident in his actions toward the Moon.

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- 31.** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the meaning of the word slumbered as it is used in line 11?

Ⓐ blew

Ⓑ heaped

Ⓒ sat

Ⓓ slept

Part B

Which line supports the answer to Part A?

Ⓐ "He turned in his bed: she was there again!" (line 13)

Ⓑ "With her one ghost-eye" (line 16)

Ⓒ "The Moon shone white and alive and plain:" (line 17)

Ⓓ "Said the Wind, 'I will blow you out again!'" (line 18)

32. Read lines 20–22 of the poem.

“With my sledge / And my wedge / I have knocked off her edge!”

What is the speaker describing in the lines?

- Ⓐ The speaker is describing what the Wind said to the Moon as he blew the Moon away.
 - Ⓑ The speaker is describing how the Wind broke apart the Moon piece by piece.
 - Ⓒ The Wind is comparing himself to tools to explain what happened.
 - Ⓓ The Wind used a hammer to break apart the Moon.
33. Based on the poem, which statement expresses the relationship between the Wind and the Moon?
- Ⓐ The Wind is aggressive, while the Moon is afraid to defend herself.
 - Ⓑ The Wind is loud and wants to control the Moon, while the Moon is calm and confident.
 - Ⓒ The Wind is impatient with the Moon, while the Moon is patient and continues to be the queen of the sky.
 - Ⓓ The Wind is strong because he makes the Moon disappear, while the Moon is weak and allows the Wind to be in charge.

Session 1

34. Read the phrase from line 25 of the poem.

. . . and she thinned to a thread.

What does the phrase mean in the poem?

- Ⓐ The Wind’s cheeks grew smaller as he blew more air.
- Ⓑ The Moon’s size grew so small, she was almost invisible.
- Ⓒ The Moon grew so small, she turned into a piece of thread.
- Ⓓ The Wind grew smaller the harder he tried to blow the Moon away.

35. Read line 43 from the poem.

He flew in a rage—he danced and blew;

Which line from the poem explains why the Wind “flew in a rage”?

- Ⓐ “And the creature will soon be slimmer than slim!”
(line 24)
- Ⓑ “When there was that glimmering thread once more!”
(line 42)
- Ⓒ “Radiant and lovely, the queen of the night.” (line 54)
- Ⓓ “Motionless miles above the air;” (line 65)

- 36.** How does the last stanza of the poem contribute to the reader's understanding of events?
- Ⓐ It shows that the Moon beat the Wind in the competition.
 - Ⓑ It shows that the Moon thought the Wind was foolish.
 - Ⓒ It shows that the Moon did not notice the Wind.
 - Ⓓ It shows that the Moon did not like the Wind.
- 37.** How does the speaker's point of view affect the way events are described in the poem?
- Ⓐ The speaker likes the Wind and only describes the Wind's actions.
 - Ⓑ The speaker likes the Wind and describes the Wind as more powerful than the Moon.
 - Ⓒ The speaker thinks the Wind is foolish because he shows the Moon is unaware of the Wind's actions.
 - Ⓓ The speaker thinks the Wind is important because he focuses on the action of the Wind more than on the actions of the Moon.

Session 1

- 38.** Select the box or boxes that correctly describe each character in the poem.

	The Moon	The Wind
carefree	<input type="radio"/>	<input type="radio"/>
peaceful	<input type="radio"/>	<input type="radio"/>
frustrated	<input type="radio"/>	<input type="radio"/>
demanding	<input type="radio"/>	<input type="radio"/>

- 39.** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is a theme in the poem?

- Ⓐ Courage uplifts the weak.
- Ⓑ Anger is harmful to oneself.
- Ⓒ Gratitude conquers enemies.
- Ⓓ Friendship cures all problems.

Part B

Which quotation supports the answer to Part A?

- Ⓐ "You stare / In the air / As if crying *Beware*," (lines 2–4)
- Ⓑ "He blew a great blast, and the thread was gone."
(line 31)
- Ⓒ "He flew in a rage—he danced and blew;" (line 43)
- Ⓓ "Radiant and lovely, the queen of the night." (line 54)

Session 1

40. Which sentence **best** summarizes the poem?
- Ⓐ The Wind is trying to be more powerful than the Moon, but he is not able to be because the Moon is so high up.
 - Ⓑ The Wind tries to blow the Moon out of the sky, but the Moon does not even know that the Wind is there.
 - Ⓒ The Wind wants to play a game with the Moon, but the Moon does not want to play with him.
 - Ⓓ The Wind and the Moon are both trying to have control over the sky, and the Moon wins.

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Writing Prompt

Read the following passage. Write a response to the prompt that follows the passage.

Excerpt from *The Secret Garden*

by Frances Hodgson Burnett

- 1 Mistress Mary went a step nearer to the robin and looked at him very hard.
- 2 "I'm lonely," she said.
- 3 She had not known before that this was one of the things which made her feel sour and cross. She seemed to find it out when the robin looked at her and she looked at the robin.
- 4 The old gardener pushed his cap back on his bald head and stared at her a minute.
- 5 He began to dig again, driving his spade deep into the rich black garden soil while the robin hopped about very busily employed.
- 6 "What is your name?" Mary inquired.
- 7 He stood up to answer her.
- 8 "Ben Weatherstaff," he answered, and then he added with a surly chuckle, "I'm lonely mysel' except when he's with me," and he jerked his thumb toward the robin. "He's th' only friend I've got."
- 9 "I have no friends at all," said Mary. "I never had. My Ayah didn't like me and I never played with any one."
- 10 It is a Yorkshire habit to say what you think with blunt frankness, and old Ben Weatherstaff was a Yorkshire moor man.
- 11 "Tha' an' me are a good bit alike," he said. "We was wove out of th' same cloth. We're neither of us good lookin' an' we're both of us as sour as we look. We've got the same nasty tempers, both of us, I'll warrant."

12 Suddenly a clear rippling little sound broke out near her and she turned round. She was standing a few feet from a young apple-tree and the robin had flown on to one of its branches and had burst out into a scrap of a song. Ben Weatherstaff laughed outright.

13 "What did he do that for?" asked Mary.

14 "He's made up his mind to make friends with thee," replied Ben. "Dang me if he hasn't took a fancy to thee."

15 "To me?" said Mary, and she moved toward the little tree softly and looked up.

16 "Would you make friends with me?" she said to the robin just as if she was speaking to a person. "Would you?" And she did not say it either in her hard little voice or in her imperious Indian voice, but in a tone so soft and eager and coaxing that Ben Weatherstaff was as surprised as she had been when she heard him whistle.

17 "Why," he cried out, "tha' said that as nice an' human as if tha' was a real child instead of a sharp old woman. Tha' said it almost like Dickon talks to his wild things on th' moor."

18 "Do you know Dickon?" Mary asked, turning round rather in a hurry.

19 "Everybody knows him. Dickon's wanderin' about everywhere. Th' very blackberries an' heather-bells knows him. I warrant th' foxes shows him where their cubs lies an' th' skylarks doesn't hide their nests from him."

20 Mary would have liked to ask some more questions. She was almost as curious about Dickon as she was about the deserted garden. But just that moment the robin, who had ended his song, gave a little shake of his wings, spread them and flew away. He had made his visit and had other things to do.

21 "He has flown over the wall!" Mary cried out, watching him. "He has flown into the orchard—he has flown across the other wall—into the garden where there is no door!"

22 "He lives there," said old Ben. "He came out o' th' egg
there. If he's courtin', he's makin' up to some young madam
of a robin that lives among th' old rose-trees there."

23 "Rose-trees," said Mary. "Are there rose-trees?"

24 Ben Weatherstaff took up his spade again and began to
dig.

25 "There was ten year' ago," he mumbled.

26 "I should like to see them," said Mary. "Where is the green
door? There must be a door somewhere."

27 Ben drove his spade deep and looked as uncompanionable
as he had looked when she first saw him.

28 "There was ten year' ago, but there isn't now," he said.

29 "No door!" cried Mary. "There must be."

30 "None as any one can find, an' none as is any one's
business."



Excerpt from *The Secret Garden* by Frances Hodgson Burnett. Originally published in 1911.

- 1. Read the following prompt and write your complete response in the space provided.**

You have read an excerpt from *The Secret Garden*. Mistress Mary and Ben Weatherstaff share similar character traits. Write an essay describing how Mistress Mary and Ben are alike. Describe the character traits they share with each other and how each character changes throughout the passage. Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Write your response for the prompt on the lines below.

STOP

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1 District/School/Class Information	
District Name:	
School Name:	
Classroom/Group Name:	
Date:	

MARKING DIRECTIONS

- Use only soft black pencil (No. 2).
- Do NOT use ink pen or felt-tip marker.
- Make heavy, dark marks that completely fill the circle.
- Erase completely any marks you wish to change.
- Make NO stray marks on this answer document.

SAMPLE MARKS

RIGHT ○ ● ○ ○

WRONG ⊗ ⊗ ⊗ ⊗

2 Student Name	
Last Name	First Name
1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 1
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3 State ID Number									
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4 Birth Date		
Month	Day	Year
○ Jan		
○ Feb		
○ Mar	○ 0 ○ 0	○ 19 ○ 0
○ Apr	○ 1 ○ 1	○ 20 ○ 1
○ May	○ 2 ○ 2	○ 1 ○ 2
○ Jun	○ 3 ○ 3	○ 3 ○ 3
○ Jul	○ 4	○ 4
○ Aug	○ 5	○ 5
○ Sep	○ 6	○ 6
○ Oct	○ 7	○ 7
○ Nov	○ 8	○ 8
○ Dec	○ 9	○ 9

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ALIGN TOP OF LABEL HERE

If student barcode labels are being used,
position label WITHIN the dotted lines.

ELA Grade 5 Practice Test Paper-Pencil Answer Key Document

Passage	DRP Range	Sequence	Standard	DOK	Key	Max Points
Lunar Eclipses and Solar Eclipses & How	52–60	1	RI.5.4	2	D	1
Lunar Eclipses and Solar	52–60	2	L.5.6	2	D, B	2
Lunar Eclipses and Solar	52–60	3	RI.5.6	2	B, E	2
Lunar Eclipses and Solar Eclipses & How	52–60	4	RI.5.2	2	A	1
Lunar Eclipses and Solar	52–60	5	RI.5.3	2	D	1
Lunar Eclipses and Solar	52–60	6	RI.5.2	3	A, E	2
Missing Formula	52–60	7	RL.5.1	2	C	1
Missing Formula	52–60	8	RL.5.3	2	B	1
Missing Formula	52–60	9	RL.5.5	2	B	1
Missing Formula	52–60	10	RL.5.7	2	A	1
Missing Formula	52–60	11	L.5.4	1	D	1
Missing Formula	52–60	12	RL.5.3	2	A1, C2, C3, C4, A5, B6	2
Missing Formula	52–60	13	RL.5.3	2	A	1
Missing Formula	52–60	14	RL.5.2	2	C	1
Sun Proof & Search for Sunwise Animals at	52–60	15	RI.5.8	2	C	1
Sun Proof & Search for Sunwise Animals at	52–60	16	L.5.5	1	B	1
Sun Proof & Search for Sunwise Animals at	52–60	17	L.5.5	2	A	1
Sun Proof & Search for Sunwise Animals at	52–60	18	RI.5.7	3	A	1
Sun Proof & Search for Sunwise Animals at	52–60	19	RI.5.3	1	C	1
Sun Proof & Search for Sunwise Animals at	52–60	20	RI.5.4	2	B	1
Sun Proof & Search for Sunwise Animals at	52–60	21	RI.5.1	2	B	1
Sun Proof & Search for Sunwise Animals at	52–60	22	RI.5.4	2	B	1
Sun Proof & Search for Sunwise Animals at	52–60	23	RI.5.3	2	D	1

Sun Proof & Search for Sunwise Animals at Your Zoo	52-60	24	RI.5.6	3	C1, C2, B3, C4, A5	2
Sun Proof & Search for Sunwise Animals at	52-60	25	RI.5.7	2	D	1
Sun Proof & Search for Sunwise Animals at	52-60	26	RI.5.5	3	A	1
Sun Proof & Search for Sunwise Animals at	52-60	27	RI.5.9	2	A	1
Sun Proof & Search for Sunwise Animals at	52-60	28	RI.5.2	2	C	1
The Wind and the Moon	52-60	29	RL.5.4	3	D	1
The Wind and the Moon	52-60	30	RL.5.5	3	D	1
The Wind and the Moon	52-60	31	L.5.4	1	D, A	2
The Wind and the Moon	52-60	32	L.5.5	2	C	1
The Wind and the Moon	52-60	33	RL.5.3	2	B	1
The Wind and the Moon	52-60	34	RL.5.4	2	B	1
The Wind and the Moon	52-60	35	RL.5.1	2	B	1
The Wind and the Moon	52-60	36	RL.5.5	2	C	1
The Wind and the Moon	52-60	37	RL.5.6	3	C	1
The Wind and the Moon	52-60	38	RL.5.3	3	A1, A2, B3, B4	2
The Wind and the Moon	52-60	39	RL.5.2	2	B, C	2
The Wind and the Moon	52-60	40	RL.5.2	2	B	1
Excerpt from The Secret Garden	42-54	1	W.5.2	3	rubric	12