

Introduction - Grade 5 English-Language Arts

The following released test questions are taken from the Grade 5 English-Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 5 English-Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003. First on the pages that follow are lists of the standards assessed on the Grade 5 English-Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	14	3
• Reading Comprehension	16	3
• Literary Response and Analysis	12	5
• Writing Strategies	16	2
• Written Conventions	17	6
TOTAL	75	19

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 5 English-Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/statetests/star/> or <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

READING

The Reading portion of the Grade 5 California English-Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following four California English-Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by three test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

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- 5RW1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
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- 5RW1.2 Vocabulary and Concept Development:** Use word origins to determine the meaning of unknown words.
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- 5RW1.3 Vocabulary and Concept Development:** Understand and explain frequently used synonyms, antonyms and homographs.
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- 5RW1.4 Vocabulary and Concept Development:** Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
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- 5RW1.5 Vocabulary and Concept Development:** Understand and explain the figurative and metaphorical use of words in context.
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The Reading Comprehension Strand/Cluster

The following five California English-Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by three test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

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- 5RC2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.
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- 5RC2.1 Structural Features of Informational Materials:** Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
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- 5RC2.2 Structural Features of Informational Materials:** Analyze text that is organized in sequential or chronological order.
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- 5RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:** Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
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- 5RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
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- 5RC2.5 Expository Critique:** Distinguish facts, supported inferences, and opinions in text.
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The Literary Response and Analysis Strand/Cluster

The following seven California English-Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by five test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

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- 5RL3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.
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- 5RL3.1 Structural Features of Literature:** Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
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- 5RL3.2 Narrative Analysis of Grade-Level-Appropriate Text:** Identify the main problem or conflict of the plot and explain how it is resolved.
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- 5RL3.3 Narrative Analysis of Grade-Level-Appropriate Text:** Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
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- 5RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:** Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
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- 5RL3.5 Narrative Analysis of Grade-Level-Appropriate Text:** Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
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- 5RL3.6 Literary Criticism:** Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
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- 5RL3.7 Literary Criticism:** Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.
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WRITING

The Writing portion of the Grade 5 California English-Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following five California English-Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by two test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

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- 5WS1.0 WRITING STRATEGIES:** Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
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- 5WS1.1 Organization and Focus:** Create multiple-paragraph narrative compositions:
- 1) Establish and develop a situation or plot.
 - 2) Describe the setting.
 - 3) Present an ending.
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- 5WS1.2 Organization and Focus:** Create multiple-paragraph expository compositions:
- 1) Establish a topic, important ideas, or events in sequence or chronological order.
 - 2) Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
 - 3) Offer a concluding paragraph that summarizes important ideas and details.
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- 5WS1.3 Research and Technology:** Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
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- 5WS1.5 Research and Technology:** Use a thesaurus to identify alternative word choices and meanings.
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- 5WS1.6 Evaluation and Revision:** Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
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The Written Conventions Strand/Cluster

The following five California English-Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by six test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

5WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.

5WC1.1 Sentence Structure: Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

5WC1.2 Grammar: Identify and correctly use verbs that are often misused (*e.g., lie/lay, sit/set, rise/raise*), modifiers, and pronouns.

5WC1.3 Punctuation: Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

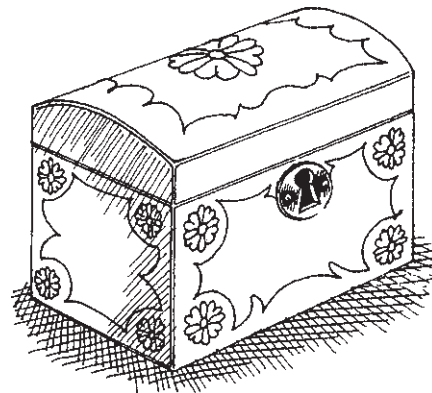
5WC1.4 Capitalization: Use correct capitalization.

5WC1.5 Spelling: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Shades of Silence

1 Elijah Raine sat scratching his name into the hard-packed dirt with a pointed stick. High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

2 “Elijah!” his mother called. Elijah glared at the yellow farmhouse that was now supposed to be his home. His mother stood in the doorway. She called him again. As he finished the last letter, he noticed something in the curve of the “h” he had written. Something metal glinted in the rosy late-afternoon sunlight. Elijah picked it up: a rusty old key. He stuck it in his pocket and walked down the hill.



3 Grandpa Joseph had passed away last year, leaving the house and farm to his daughter Rebeccah, Elijah’s mother. Elijah had hoped that she would just sell it and use the money to buy a house in the city. She had chosen instead to quit her job at the newspaper and move to the farm. She could write in the country, she said. Elijah had been very unhappy about leaving his friends, his school, and the third-story apartment where he had always lived.

4 In the city, dinnertime had always been an opportunity for conversation between Elijah and his mother. Here, though, he had nothing to say. He knew his silence hurt his mother, but surely it was better than the angry stream of words that lay in wait behind it. It was best to keep quiet. After gobbling up a plateful of spaghetti, his favorite dinner, he quickly muttered, “Thanks,” and went to his room.

5 Later, he went down the creaky stairs to look for something to read. In the deep silence, his mother sat alone on the living-room sofa. On her lap lay a photograph album. Looking up, she smiled hopefully and said, “See what I found in the attic?” He nodded but remained standing at the bottom of the stairs.

6 “Here’s your great-grandfather Elijah, the one you were named after,” Rebeccah said. “He’s about your age in this picture. Do you think you look like him?”

7 Elijah stuffed his hands into his pockets and shrugged. He felt the old key.

8 “Here he is a few years later,” Rebeccah said. “It’s his wedding day. He’s all dressed up, standing next to his bride, Frederica.”

9 Elijah moved closer and glanced down at the photograph. Then something else caught his eye. “What’s that?” he asked, pointing to a painted wooden box on the coffee table in front of her.

10 “It’s a silent music box,” Rebeccah said softly. She put down the album and took the box gently with both hands. “Years ago, when I was a little girl, my brother took the key away. He was just teasing; he didn’t mean to lose it. But he ran outside and dropped it out there somewhere.” She gazed out the window at the vast darkness. “We searched and searched but never found it.”

- 11 Elijah sat down beside her and opened his hand.
- 12 Suddenly his mother’s eyes sparkled. “That’s it! How did you—?” Elijah took a tissue from the box on the end table. He rubbed some rust and dirt off of the key, and then he handed it to her.
- 13 With trembling hands, Rebeccah fit the key into the slot and wound up the music box. As its sweet melody played, mother and son listened together.
- 14 “It has been silent for a long, long time,” Rebeccah said.
- 15 “It’s so clear!” said Elijah. “It sounds as good as new.” The silence had been broken.

1 Read this sentence from paragraph 1.

High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

The author uses the phrase in the middle of nowhere to show that

- A** the hill is so tall that Elijah is as high up as the hawk.
- B** Elijah imagines that he is at the center of the world.
- C** the closest house to Elijah is at least one hundred miles away.
- D** Elijah feels very far away from everything that is familiar to him.

2 What is Elijah’s *main* problem in the story?

- A** The key his mother needs is old and rusty.
- B** He is angry because his mother made him leave his life in the city.
- C** His mother no longer talks to him at dinnertime.
- D** He does not want to come home when his mother calls to him.

3 The author uses details like “creaky stairs” to show that the house

- A** should not be lived in anymore.
- B** did not have very good stairs.
- C** was not located in the city.
- D** has been home to several generations.

Released Test Questions

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4 How does Elijah begin to solve his problem?

- A He considers his mother's feelings.
- B He decides to go back to the city.
- C He finds a key that opens a secret room.
- D He has fun playing outside on the farm.

5 In paragraph 13, why are Rebecca's hands "trembling"?

- A She is afraid of what she might find inside the wooden box.
- B She hopes that the music will make Elijah happy to live on the farm.
- C She is thrilled that Elijah found the music box key and gave it to her.
- D She is upset that the key has become so old and rusty from being outside.

6 When the music box plays again, it is a symbol of

- A hope.
- B imagination.
- C sacrifice.
- D jealousy.

Halley's Comet

- 1 For centuries comets have been one of our biggest mysteries. They are among the most beautiful and interesting sights in the universe. People from all over the world have been surprised—and often scared—by the sight of a comet blazing across the sky. Edmund Halley, an astronomer in the late 1600s, was very interested in comets. He studied them for most of his life.
- 2 Part of Halley's studies involved measuring the paths of comets through the night sky. Halley learned that comets move around the Sun in the path of an ellipse. (An ellipse is like a circle that has been stretched out in one direction.) He ascertained that because comets travel in an elliptical path, the same comet could be seen from Earth again and again. This was a brand new concept during his time.
- 3 In 1682, Halley noticed a comet that was especially bright and large. He spent a long time studying it. Then it disappeared from view. Based on his calculations, Halley predicted that this bright comet would return in 1758 or 1759. This was about 75 years after he first saw the comet. However, Halley died in 1742. Thus, he was not able to see that he was correct. This same bright comet returned right on time. Not long after that, because Halley had learned so much about it, the comet was named "Halley's comet" in his honor.
- 4 Scientists who had been following Halley's work began to look back through history. They learned that for centuries there had been mention of a comet in the sky about every 75 years, going all the way back to 467 B.C. Often, the return of Halley's comet seemed to coincide with important events in history. For many years people believed that Halley's comet caused catastrophes, from sicknesses to war.
- 5 Since then, scientists have learned more about comets. They now know that comets do not cause bad events. They have also learned what comets are like. All comets consist of a head and a tail. Some comet tails are longer than others. The head is made mostly of ice, plus some dust and pieces of rock. U.S. astronomer Fred Whipple coined the phrase "dirty snowballs" to describe comets. Comets move through the sky very quickly. However, their speed depends on how close they are to the Sun. When Halley's comet is farthest from the Sun, or at its *aphelion*, it moves about 2,040 miles per hour. When it is closest to the Sun, or at its *perihelion*, it moves at an amazing 122,000 miles per hour!
- 6 For a long time scientists wondered where comets came from. Today, most scientists believe that comets come from an unseen cloud of particles called the Oort cloud. This cloud probably surrounds our solar system. It may contain somewhere between 10 and 100 trillion comets.
- 7 People today remain fascinated by this celestial time-traveler. The most recent visit from Halley's comet was in 1985-1986. This time, scientists all over the world studied the comet. Two Soviet spacecraft, the *Vega 1* and *Vega 2*, got a close look at the comet as it raced around the Sun. Halley's comet should next return in 2061. Who knows what high-tech equipment will be around to study it then? However, other comets are periodically discovered making a once-in-a-lifetime visit. If you get the chance to study one of these stellar fireballs, do so. You'll be thrilled!



Timeline

Edmund Halley is born	Halley observes the comet for the first time	Halley visits Isaac Newton to discuss the laws of gravity	Halley focuses on the study of comets	Halley dies	The comet returns to view as Halley predicted
1656	1682	1684	1704	1742	1759

References

Anderson, Norman, and Walter Brown. *Halley's Comet*. New York: Dodd Mead Company, 1981.

"Halley's Comet" 12 July 2001 <<http://www.britannica.com>>.

Winter, Frank H. *Comet Watch: The Return of Halley's Comet*. Minneapolis: Lerner Publications Company, 1986.

7 Read this sentence from paragraph 1.

Edmund Halley, an astronomer in the late 1600s, was very interested in comets.

The origin of the word astronomer is the Greek word *astro* meaning

- A comet.
- B light.
- C mystery.
- D star.

8 Which of these is an opinion from this passage?

- A Halley's comet should return next in 2061.
- B Halley's comet returns about every 75 years.
- C Comets are made mostly of ice, dust, and rocks.
- D You'll be thrilled by the sight of a comet.

9 The timeline helps the reader to

- A find out about comets throughout history.
- B quickly locate events in Halley's life.
- C learn how Halley made his predictions.
- D know who Halley's friends were.

- 10** Which of these is a fact from this passage?
- A Comets cause catastrophes.
 - B Comets are beautiful and interesting.
 - C People are fascinated by comets.
 - D Halley's comet last visited in 1985-1986.

The following question is not about a passage. Read and answer the question.

- 11** Read this sentence.

Soon she was writing about other memorable events in her life, too.

In which word does able mean the same as it does in the word memorable?

- A stable
- B lovable
- C tablet
- D fable

Released Test Questions

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The following is a rough draft of a student's story. It contains errors.

Abuelita Sees the Ocean

(1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lots of ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico city.

(7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink.

(8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there.

(12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun.

(15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish.

(17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

12 What is the correct way to capitalize the underlined words in sentence 6?

- A leaving mexico City
- B Leaving Mexico City
- C leaving mexico city
- D leaving Mexico City

13 Which is the correct way to punctuate sentence 8?

- A “Oh, have you been there, Abuelita asked?”
- B “Oh, have you been there?” Abuelita asked.
- C “Oh,” have you been there? Abuelita asked.
- D Oh, have you been there? “Abuelita asked.”

14 What is the correct way to write the underlined part of sentence 15?

- A that is The Pacific ocean.
- B that is The pacific ocean.
- C that is the Pacific Ocean.
- D that is the pacific ocean.

15 How should sentence 18 be correctly written?

- A We had a big bottle full of Abuelita’s ice-cold lemonade, as a result, it tasted even better than the day before.
- B We had a big bottle full of Abuelita’s ice-cold lemonade, eventually it tasted even better than the day before.
- C We had a big bottle full of Abuelita’s ice-cold lemonade, which tasted even better than the day before.
- D We had a big bottle full of Abuelita’s ice-cold lemonade; as a result, it tasted even better than the day before.

16 What is the correct spelling of the underlined word in sentence 19?

- A begginning
- B beggining
- C beginning
- D Leave as is.

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The following is a rough draft of a student's report. It contains errors.

Cats in Ancient Egypt

(1) Many of us love cats. (2) They're beautiful, soft, intelligent, and loving. (3) The ancient Egyptians considered cats to be extremely important and honored them with great respect. (4) There was good reasons for this attitude. (5) For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.

(6) In addition, without cats Egypt could not have been the important grain-growing center that it was. (7) In grain fields all along the Nile River, cats caught rats and mice that ate crops. (8) Though I don't know what other pets the Egyptians had, cats were probably the most important. (9) Cats were also trained to help hunters by picking up birds that had been shot with bows and arrows.

(10) The Egyptians appreciated cats so much that Bast, an Egyptian goddess, was pictured in the form of a cat. (11) Bast appears in artwork. (12) She was the protector of the house. (13) This idea made a special connection between cats and children. (14) That's why most Egyptian families had cats for good luck.

(15) The safety and preservation of all cats were of great concern to ancient Egyptians. (16) There were even laws against removing a cat from Egypt. (17) Foreigners sometimes smuggled cats out of Egypt. (18) They took the cats to other lands. (19) They traded them for treasures in these lands. (20) Egyptian soldiers were sent to pick up cats found in other countries and bring them back home to Egypt.

17 What is the correct way to write sentence 4?

- A There is good reasons for this attitude.
- B There were good reasons for this attitude.
- C There has been good reasons for this attitude.
- D Leave as is.

18 How can sentence 18 and sentence 19 *best* be combined?

- A They took the cats, but then they traded them for treasures in other lands.
- B Taking the cats to other lands, then trading them for treasures there.
- C They took the cats to other lands, where they traded them for treasures.
- D To other lands taking the cats, while trading them for treasures there.

19 If the student adds a concluding paragraph at the end of the report, it should

- A list the sources used to write the report.
- B explain how pets bring enjoyment into people's lives.
- C summarize the main points from the report.
- D mention other interesting details about ancient Egypt.

Released Test Questions

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Question Number	Correct Answer	Standard	Year of Test
1	<i>D</i>	5RW1.5	2003
2	<i>B</i>	5RL3.2	2003
3	<i>D</i>	5RL3.7	2003
4	<i>A</i>	5RL3.2	2003
5	<i>C</i>	5RL3.3	2003
6	<i>A</i>	5RL3.5	2003
7	<i>D</i>	5RW1.2	2003
8	<i>D</i>	5RC2.5	2003
9	<i>B</i>	5RC2.1	2003
10	<i>D</i>	5RC2.5	2003
11	<i>B</i>	5RW1.4	2003
12	<i>D</i>	5WC1.4	2003
13	<i>B</i>	5WC1.3	2003
14	<i>C</i>	5WC1.4	2003
15	<i>C</i>	5WC1.1	2003
16	<i>C</i>	5WC1.5	2003
17	<i>B</i>	5WC1.2	2003
18	<i>C</i>	5WS1.6	2003
19	<i>C</i>	5WS1.2.3	2003