

*5<sup>TH</sup> GRADE Literacy BENCHMARK*

Revised  
(New font)

**RELEASED ITEMS**  
**Compiled by skill**

**2005**  
**Complete Set**

Compiled by Barbara Brown

READING: STRAND 2 FRAMEWORK  
5<sup>th</sup> GRADE  
2005

CONTENT STANDARD	STUDENT LEARNING EXPECTATION
<p>1. Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints, as well as those of others.</p>	<p>2. Analyze related and implied main ideas and supportive details. (3)</p> <p>3. Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast. (3)</p> <p>4. Analyze literature for purposes, ideas, and style of author. (4)</p> <p>5. Read to discern validity of written material, such as propaganda and bias. (0)</p> <p>6. Read and follow directions. (0)</p> <p>7. Apply syntactic, semantic, and phonetic cues to decode and construct meaning from print. (1)</p> <p>8. Employ background knowledge to aid in reading and writing comprehension, problem-solving strategies, and critical thinking. (5) B and C open-ended 2005</p> <p>9. Analyze features and organization of the text, (e.g., bold type, glossary). (1)</p> <p>10. Compare literary elements, (e.g., setting, character traits). (1) A open-ended, 2005</p> <p>11. Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods. (0)</p> <p>12. Establish purpose for reading. (1)</p> <p>13. Demonstrate proficiency in oral reading, (e.g., shared reading activities). (0)</p> <p>14. Expand content-specific and personal vocabularies in reading. (2)</p> <p>15. Employ comprehension strategies, such as prediction, skimming, and sequencing. (2)</p> <p>16. Evaluate and react critically to what has been read (2)</p> <p>17. Read and write in the modes of discourse, (e.g., descriptive, narrative, persuasive, informative). (0)</p>
<p>2. Students will demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently.</p>	<p>1. Read a variety of materials for a variety of purposes. (1)</p> <p>6. Use literacy and reference skills. (1)</p>

READING PASSAGES

FOR

5<sup>th</sup> GRADE BENCHMARK

2005

The following passage describes the meeting between Helen Keller and her teacher Anne Sullivan. Read the passage, and then answer multiple-choice questions 1 through 8 and open-response question A.

## My First Word from *The Story of My Life* by Helen Keller

The most important day I remember in all my life is the one on which my teacher, Anne Sullivan, came to me. It was the third of March 1887. I was six years and nine months old.

A sickness had left me without sight or hearing when I was not yet two years old. So my world had long been dark and still. I could not see or listen or speak.

But that day in March 1887, I felt that something was about to happen. From my mother's signs and the hurrying around in the house, I guessed that someone was coming. So I went to the door, slipped outside, and waited on the steps.

I felt footsteps, coming from the gate. I stretched out my hand. Someone took it. I was caught up and held close in the arms of someone new in my young life. Miss Anne Sullivan! My teacher! She had come to open the world for me and to love me.

The morning after my teacher came, she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l."

I was at once interested in this finger play. I tried to move my fingers to make different shapes, just as my teacher had done. But I did not know that I was spelling a word. I didn't even know what "a word" was. I was just copying my teacher in a monkeylike way.

In the days that followed, I learned to spell other words. Among them were "hat" and "cup," and a few verbs like "sit," "stand," and "walk."

But my teacher had been with me many weeks before I understood that everything had a name.

One day, while I was playing with my new doll, Miss Sullivan handed me my old doll. She spelled d-o-l-l into my hand for both dolls, trying to make me understand. But I did not understand. Again and again she tried.

meant the wonderful cool something that was streaming over my hand. That living word gave me light, hope, joy, and set me free.

As we returned to the house, everything I touched seemed wonderful. That was because I saw everything with the strange new sight that had come to me.

I learned a great many new words that day.



I became angry. So I grabbed the new doll and dashed it upon the floor. I was pleased when I felt the pieces of the broken doll at my feet. In the still, dark world in which I lived, I was angry much of the time.

My teacher brushed the broken pieces of the doll to one side of the fireplace. Then she brought me my hat. So I knew I was going out into the warm sunshine. This thought, if an idea without words can be called a thought, made me happy enough to hop and run.

We walked down the path to the well. Someone was pumping water. My teacher placed my hand under the pump.

As the cool stream ran over one hand, she spelled into the other hand the word "water," first slowly, then faster. I stood still, my whole being fixed on the touch of her fingers.

Suddenly I felt a flash of thought, of understanding. Somehow the magic of language was coming to me. I knew then that w-a-t-e-r

I do not remember what they all were. But I do know that "mother," "father," and "teacher" were some of them.

It would have been hard to find a happier child than I was as I lay in my bed at the close of that day. I lived over the joys it had brought me, and for the first time, I longed for a new day to come.

Reading: Strand 2 framework 5<sup>th</sup> grade

1.2 Analyze related and implied main ideas and supportive details.  
(2005=# 1,14,23)

1. Which word **best** describes how Helen felt when she understood her first word?

- A. angry
- \* B. joyful
- C. confused
- D. important

1.3 Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast. (2005=# 5,6,19)

5. Why did Helen Keller say that March 3, 1887, was the most important day of her life?

- A. Deafness and blindness struck Helen.
- \* B. Anne Sullivan became a part of her life.
- C. Helen turned six years and nine months old.
- D. Anne Sullivan taught her how to spell words that day.

6. Why was Helen pleased when she broke her new doll?

- A. She disliked her teacher.
- B. Her old doll was her favorite.
- \* C. It enabled her to express her anger.
- D. Dolls did not appeal to her anymore.

1.4 Analyze literature for purposes, ideas, and style of author. (2005=# 3,13,16,24)

3. What is the purpose of this passage?

- A. to inform readers about hearing loss
- B. to persuade readers to help the blind
- \* C. to narrate the story of Helen Keller's life
- D. to teach readers to learn language like Helen Keller

1.8 Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies, and critical thinking. (2005=# 8,11,B,20,C)

8. Which statement is an opinion?
- A. Miss Sullivan met Helen in March of 1887.
  - \* B. Miss Sullivan was sometimes too nice to Helen.
  - C. Helen became deaf and blind when she was a child.
  - D. Helen learned to spell words in order to communicate.

1.10 Compare literary elements, (e.g., setting, character traits). (2005=# A)

**READING OPEN-RESPONSE ITEM A**

- A. Describe the one event that led to Helen's first real understanding of language and provide three changes that occurred as a result of this event. Provide details from the passage to support your answer.

**RUBRIC FOR READING OPEN-RESPONSE ITEM A**

SCORE	DESCRIPTION
4	The response describes the one event that led to Helen's first real understanding of language and provides three changes that occurred as a result of this event.
3	The response describes the one event that led to Helen's first real understanding of language and provides two changes that occurred as a result of this event.
2	The response describes the one event that led to Helen's first real understanding of language and provides one change that occurred as a result of this event.
1	The response describes the one event that led to Helen's first real understanding of language but provides no change that occurred as a result of this event.
0	The response is incorrect or irrelevant.
B	Blank – No Response. A score of "B" will be reported as "NA" (No Attempt – Zero Score).

1.16 Evaluate and react critically to what has been read. (2005=# 4,7)

4. Based on the passage, which word best describes Miss Sullivan's attitude toward Helen?

- \* A. patient
- B. annoyed
- C. pleasant
- D. disappointed

7. Which word best describes Helen's attitude toward Miss Sullivan at the end of the passage?

- A. angry
- B. hopeful
- \* C. grateful
- D. frustrated

2.1 Read a variety of materials for a variety of purposes. (2005=# 2)

2. In what type of book would you find this passage?

- A. biography
- \* B. autobiography
- C. historical novel
- D. history textbook

Read the following passage, and then answer multiple-choice questions 9 through 16 and open-response question B.

## Tutsi Basket

by Florence Temko

### INTRODUCTION

- 1 The earliest African baskets—including those made by the Tutsi (TOO-tsee) people—were made with the coiling method, which is still common. Long strands of dried grass are coiled around and around and bound together with thinner strands. Strands are added in end to end.
- 2 Tutsi girls learn basket weaving from their mothers, grandmothers, and aunts. They weave baskets of many kinds. Large storage baskets with lids hold grain. The lids are pointed to help keep insects out. Some small baskets are woven together very tightly. Tutsi children can drink milk from these small baskets.

### TECHNIQUE

- 3 Weaving is an old method still used for making baskets. Flat strands of grass are woven over and under each other to form the bottom and sides of a basket. Some strands can be dyed with leaves, bark, or fruit juices. By changing the number, color, and size of the strands, a basket maker can weave stripes, zigzags, and other designs into her baskets. Many shapes of basket are possible. Some baskets are open at the top. Others have handles or lids.

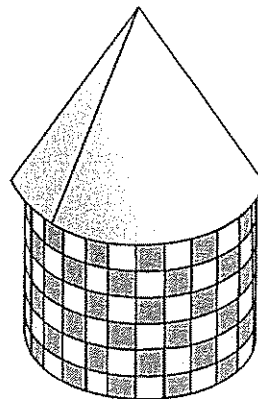
### HOW-TO PROJECT

If you have access to long grasses or palm leaves, you can try to weave a basket just like Tutsi women do. But you can also make a basket from construction paper using the basic weaving technique. For a checkerboard pattern, use two different colors of paper. Glue will hold strips together neatly, but transparent tape is quicker.

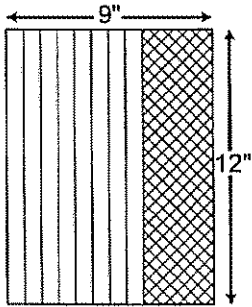
You can keep jewelry, marbles, or scratch paper in your basket. Try using baskets instead of wrapping paper for small gifts. Or, at your next holiday or birthday party, put treats in baskets.

#### You need:

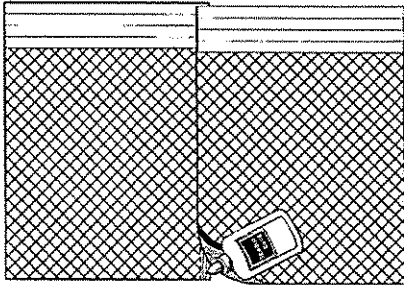
2 sheets of 9-by-12-inch red construction paper  
(or another color)  
2 sheets of 9-by-12-inch beige construction paper  
(or another color)  
Scissors  
Compass, or 5-inch plate and 9-inch plate  
White glue  
Transparent tape  
Pencil  
Ruler



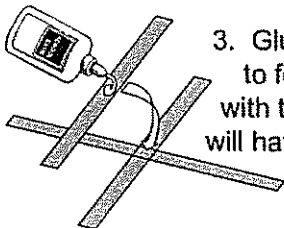




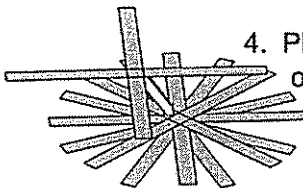
1. Cut 8 strips of red construction paper. Each strip should measure 12 inches long and 1 inch wide.



2. Glue the edges of 2 pieces of beige construction paper together. Cut 4 strips 16 inches long and 1/2 inch wide.

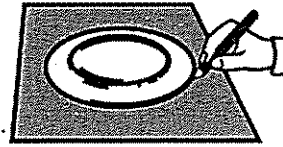


3. Glue 2 red strips in the middle to form a cross. Repeat this with the other red strips. You will have 4 red crosses.

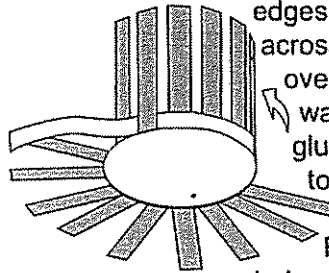


4. Place the 4 crosses on top of each other evenly. Glue them in place. They should look like a star.

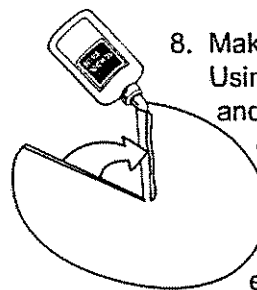
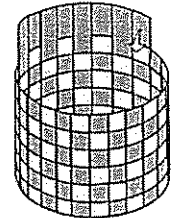
5. With a compass or plate, draw a circle 5 inches across on red construction paper. Cut out the circle and glue it to the center of the star.



6. Fold the rays of the star up and around the edges of the circle. Tape a beige strip across the bottom of one ray. Weave over and under the other rays all the way around. Remove the tape and glue the ends of the beige strip together. Hold the ends together until the glue begins to dry. Repeat with the 3 remaining beige strips.



7. Push the beige strips close to each other. Fold and glue the red ends to the inside of the basket, forming a rim.



8. Make a pointed lid for the basket. Using a plate or compass, draw and cut out a circle of beige construction paper 9 inches across. Cut a pie wedge (any size) out of the circle. Overlap and glue the cut ends together.

### WHAT ELSE YOU CAN DO

**Painting:** Decorate your basket with tempera or acrylic paints.

**Variations:** You can change the size and shape of your basket using longer or wider strips of paper. Try making a basket from gift wrap or twisted paper rope (from craft stores).

Reading: Strand 2 framework 5<sup>th</sup> grade

1.2 Analyze related and implied main ideas and supportive details.  
(2005=# 1,14,23)

14. In paragraph 3, the sentence "Some baskets are open at the top" supports which statement from the passage?
- A. "Tutsi girls learn basket weaving from their mothers, grandmothers, and aunts."
  - \* B. "They weave baskets of many kinds."
  - C. "Large storage baskets with lids hold grain."
  - D. "Some strands can be dyed with leaves, bark, or fruit juices."

1.4 Analyze literature for purposes, ideas, and style of author. (2005=# 3,13,16,24)

13. How do the "Introduction" and the "Technique" section differ from the sections "How-to Project" and "What Else You Can Do"?
- A. The "Introduction" and "Technique" persuade.
  - \* B. The "Introduction" and "Technique" inform.
  - C. The "Introduction" and "Technique" instruct.
  - D. The "Introduction" and "Technique" describe.
16. What does the author suggest about Tutsi baskets?
- A. No one remembers the baskets today.
  - B. The baskets are pretty but not useful.
  - \* C. The baskets are usually made by women.
  - D. Grain is the only thing the baskets will hold.

1.8 Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies, and critical thinking. (2005=# 8,11,B,20,C)

II. The Tutsi would most likely use the weaving technique described in the passage to make what other items?

- \* A. hats
- B. forks
- C. spears
- D. wagons

**READING OPEN-RESPONSE ITEM B**

B. Give two reasons why the design woven into the Tutsi baskets might be important to the Tutsi people. Use one example or fact from the passage to support each of your reasons.

**RUBRIC FOR READING OPEN-RESPONSE ITEM B**

SCORE	DESCRIPTION
4	The response gives two reasons why the designs of Tutsi baskets might be important and gives one example from the passage to support each reason.
3	The response gives two reasons why the designs of Tutsi baskets might be important and gives one example from the passage to support one of the reasons. <b>OR</b> The response gives one reason with two supporting examples.
2	The response gives two reasons why the designs of Tutsi baskets might be important with no examples. <b>OR</b> The response gives one reason with one example from the passage to support the reason.
1	The response gives one reason why the designs of Tutsi baskets might be important.
0	The response is incorrect or irrelevant.
B	Blank – No Response. A score of “B” will be reported as “NA” (No Attempt – Zero Score).

1.9 Analyze features and organization of the text, (e.g., bold type, glossary). (2005=# 9)

9. Why does the author use bold type in the passage?

- \* A. to start a new topic
- B. to highlight a new word
- C. to give a title to a chart
- D. to emphasize a direction

1.14 Expand content-specific and personal vocabularies in reading. (2005=# 12,17)

12. What is the meaning of "Technique," as it is used in the heading to paragraph 3?
- A. basket
  - B. strands
  - \* C. method
  - D. weaving

1.15 Employ comprehension strategies, such as prediction, skimming, and sequencing. (2005=# 10,18)

10. What other information would be appropriate to include in paragraphs 1 and 2?
- A. how other African tribes lived
  - B. more uses for construction paper
  - \* C. the history of Tutsi baskets over time
  - D. a description of baskets from other countries

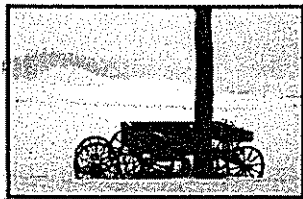
2.6 Use library and reference skills. (2005=# 15)

15. If you wanted to learn more about the Tutsi people, which of the following would be the best source to locate general information quickly?
- A. a thesaurus
  - \* B. an encyclopedia
  - C. an unabridged dictionary
  - D. a reference book of the seven continents

The following passage describes the different weather forecasting practices over the years. Read the passage, and then answer multiple-choice questions 17 through 24 and open-response question C.

## Forecasting Weather

by Steven Caney



1 People talk about the weather because it affects nearly everything—the clothes they wear, the work they do, the mood they're in.

2 If we are curious about coming weather, we usually listen to the radio or television for the weather report. The forecast is not a certainty, however, and we frequently hear such predictions as “possibility of showers,” “rain likely,” or “twenty percent chance of snow.” Everyone wants to know what the weather will be, but predicting it with accuracy is quite difficult. There are sophisticated instruments for measuring such things as wind direction, air pressure, and temperature. We also have weather radar, space satellite pictures of weather patterns, observations from ships at sea, and instant communication about weather information across the country. But even so, most weathermen can still only give us an estimate of tomorrow's weather.

In Early America, weather forecasts were not so easily had. Predicting the weather was critical to the lives of everyone, especially farmers. “Will it rain tomorrow or will it be sunny?” was an important topic of discussion. If rain came too soon after planting, the seed might be washed away; after a rainstorm the roads were muddy and useless for travel, so trips could not be planned if rain was forecast. The ability to predict was a necessary skill for most people. Benjamin Franklin implied the importance of weather to Early Americans when he said, “Some are weatherwise and some are otherwise.”

### Weather Folklore

Nowhere on earth is the weather more varied and less predictable than in America, especially New England. The shape of the land and the ocean currents make it possible for the weather to be different in neighboring towns—rainy or foggy in one place while it is sunny just down the road. Mark Twain is supposed to have said, “If you don't like the weather in New England, just wait a minute.”

You can imagine the difficulty the Early American settlers had in predicting the weather. Most predictions are based on careful and repeated observations of weather patterns and certain signs over a period of many years. The settlers brought with them some knowledge of weather in the form of folklore but it proved to be unreliable in the New World. The American Indians, having lived on the land, had developed a more accurate weather folklore, and much of it was soon passed on to the new settlers.

### Smells Like Rain

Depending on the traditions of the region, a person might look at the sky, sniff the wind, listen to the trees, or look for the many telltale<sup>1</sup> signs shown by the animals. Even the sounds of a creaking house were signs of

<sup>1</sup> telltale: clearly showing or indicating something that is secret or hidden

weather to come. Although no one really knew the reasons, a reasonably accurate weather prediction could be made about tomorrow's weather—or at least about the weather for the rest of today.

Of course, not all weather signs really worked, and many had no scientific basis whatsoever. One such sign depends on the groundhog. If the groundhog comes out of his hole at noon on February 2 and casts a shadow, winter will continue, supposedly, for another six weeks. If the groundhog casts no shadow, the remainder of winter will be mild and spring will come early. Because of this belief, February 2 has become known as Groundhog Day.

There are many other weather beliefs that are not necessarily true. Here are a few:

*"The higher the hornets build their nests, the higher the winter snow will be."*

*"Small snowflakes mean a long snow, large snowflakes show the snow won't last."*

*"A robin is a sign that spring has come."*

Among the many weather beliefs are those sayings and stories that are used to explain the weather to children. To comfort a child afraid of lightning and thunder, the story is told that "the Mountain Men are bowling." Children chant, "It's raining; it's pouring; the old man is snoring" to celebrate and "explain" a storm.

### Reliable Predictions

Weather observations that proved reliable usually had a scientific basis and eventually became part of trusted American weather folklore. The most accurate weather lore was passed on from generation to generation, and was set down in books called almanacs. Along with the folklore, the almanac also gave "scientific" forecasting information based on the phases of the moon, the position of the tides, and an accumulated<sup>2</sup> history of weather patterns from past years. Eventually nearly anyone concerned about the weather—farmers and city folk alike—needed only to refer to their almanac and make a few observations of nature to predict rain or shine.

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<sup>2</sup> accumulated: gathered or collected over a period of time

Reading: Strand 2 framework 5<sup>th</sup> grade

1.2 Analyze related and implied main ideas and supportive details.  
(2005=# 1,14,23)

23. Which sentence below best summarizes the main idea of this passage?
- A. Many people rely on folklore before going outdoors.
  - B. Early Americans were unable to predict the weather.
  - \* C. Weather prediction is important because the weather affects everything.
  - D. The only way to accurately predict the weather is by using sophisticated instruments.

1.3 Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast. (2005=# 5,6,19)

19. In Early America, who was most affected by the inability to accurately predict the weather?

- \* A. farmers
- B. city-dwellers
- C. New Englanders
- D. American Indians

1.4 Analyze literature for purposes, ideas, and style of author. (2005=# 3,13,16,24)

24. Which phrase below best describes the author's purpose in writing this story?

- A. to teach readers how to predict weather
- B. to tell the story of the original Groundhog Day
- C. to explain why the weather in New England is so varied
- \* D. to describe how weather was predicted before modern technology

1.7 Apply syntactic, semantic, and phonetic cues to decode and construct meaning from print. (2005=# 22)

22. In the compound word forecast in paragraph 2, what does the prefix “fore” mean?

- A. to come last
- \* B. to be in front of
- C. to study weather
- D. to rank higher than

1.8 Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies, and critical thinking. (2005=# 8,11,B,20,C)

20. Why do children learn the song, “It’s raining; it’s pouring; the old man is snoring”?

- A. The song explains to children why thunder is loud.
- B. It reminds children to keep quiet during a thunderstorm.
- C. Children thought that singing the song would stop the rain.
- \* D. Children sing it to put their minds at ease during storms.

**READING OPEN-RESPONSE ITEM C**

C. Explain why the almanac was an important resource for farmers and other Early Americans. Provide three examples from the passage to support your explanation.

**RUBRIC FOR READING OPEN-RESPONSE ITEM C**

SCORE	DESCRIPTION
4	The response appropriately explains why the almanac was an important resource for farmers and other Early Americans and provides three relevant examples from the passage to support the explanation.
3	The response appropriately explains why the almanac was an important resource for farmers and other Early Americans and provides two relevant examples from the passage to support the explanation.
2	The response appropriately explains why the almanac was an important resource for farmers and other Early Americans and provides one relevant example from the passage to support the explanation.
1	The response explains why the almanac was an important resource for farmers and other Early Americans with no support for the explanation.
0	The response is incorrect or irrelevant.
B	Blank – No Response. A score of “B” will be reported as “NA” (No Attempt – Zero Score).



1.12 Establish purpose for reading. (2005=# 21)

21. You can read this passage to learn
- A. how to predict weather.
  - B. weather patterns for each season.
  - \* C. how weather used to be predicted.
  - D. about the weather in New England.

1.14 Expand content-specific and personal vocabularies in reading. (2005=# 12,17)

17. In paragraph 1, the word affects means
- A. results.
  - B. disturbs.
  - C. provokes.
  - \* D. influences.

1.15 Employ comprehension strategies, such as prediction, skimming, and sequencing. (2005=# 10,18)

18. What is the main idea in the section "Smells Like Rain"?
- \* A. Many weather signs have no scientific basis.
  - B. It is scientifically proven that rainwater has an odor.
  - C. Weather signs are dependable no matter what time of day.
  - D. Personal predictions are more reliable than technical instruments.