

PRACTICE TEST

English Language Arts
Grade 5

Student Name

School Name

District Name

Grade 5

English Language Arts Practice Test

SESSION 1

This session contains 18 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

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

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

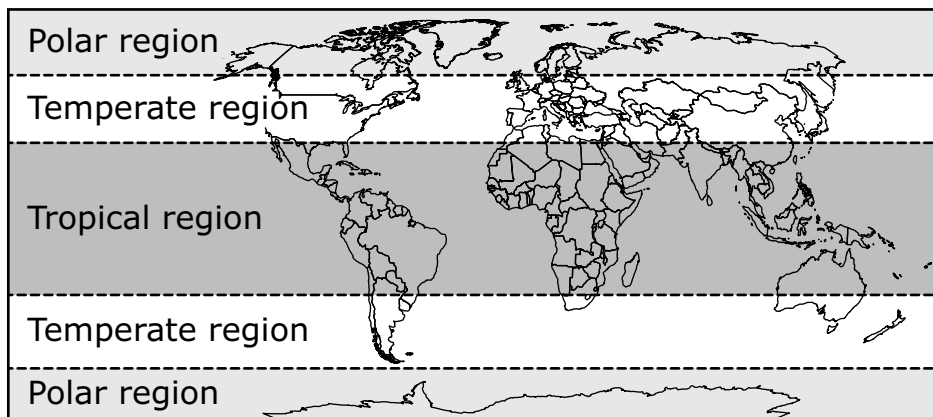
Go On ➡

Read the passage about two kinds of ocean fish. Then answer the questions that follow.

from *City Fish, Country Fish*

by Mary M. Cerullo

- 1 There are zones of life, called bioregions, which are determined by their distance from the equator, an imaginary line that circles the middle of the earth. Hugging the equator in areas such as the Caribbean Sea and the Hawaiian Islands are the tropical zones, where the waters are warm. Although temperate waters are always colder than those in the tropical zone, the water warms and cools with the seasons. The Arctic and Antarctic are called the polar regions. Icebergs and icecaps dot these frigid waters.
- 2 A person who lives in Hawaii could switch places with someone who lives in the Arctic Circle (although he may not want to!), but a fish that lives in the tropics would quickly die if it were dumped into the chilly waters of the temperate ocean, and a cold-water fish wouldn't survive in the tropics.



City Fish

**TROPICAL FISHES: MANY DIFFERENT KINDS, FEW INDIVIDUALS
(DIVERSITY RULES!)**

- 3 City fish are tropical fishes that swim in water as warm as a swimming pool. Their home on the coral reef could be called a city under the sea because, like a city on land, a coral reef is busy, crowded, and colorful. A single Caribbean coral reef may be home to more than a thousand different kinds of plants and animals.

- 4 A city fish must have “street smarts” to survive. Day or night, it has to defend itself from other fish that would snatch its food, its mate, its hiding place—or the fish itself.

Country Fish

COLD-WATER FISHES: MANY INDIVIDUALS, FEWER DIFFERENCES

- 5 Country fish swim in cool waters, far from the equator and tropical waters.
- 6 Cold-water country fishes such as cod live close to the earth (the ocean floor, actually).
- 7 There are not nearly as many different kinds of fishes here as there are in tropical seas—and many of them look pretty much the same. That is not surprising because several belong to the same family. The cod is the largest member of a family that includes pollock, haddock, and hake.
- 8 Many cold-water fish travel in giant groups called schools. Although this protects them from fish predators, their schooling makes it possible—and profitable—for fishermen to capture thousands of fish at a time.

The Colors of the Oceans

BLUE SEAS: THE TROPICAL OCEANS

- 9 The first thing you notice about the tropical ocean is its color: a bright, inviting turquoise. Dive in and you can see deep into the water—below, above, and all around. A city fish may feel as if it can see forever, but even so, it rarely strays far from its home on the coral reef.
- 10 Like an oasis in the desert, a coral reef provides the only food and shelter for miles around. There are few food particles suspended in the clear water. Any animal that ventures far from the reef is easily spotted by roaming predators.

GREEN SOUP: THE COLD OCEANS

- 11 Cold waters are a giant food factory. Minerals washed into the ocean from the land mix with nutritious morsels stirred up from the ocean floor. They become fertilizers for microscopic floating plants. These phytoplankton bloom in huge numbers and are eaten by tiny animals called zooplankton. Together, phytoplankton and zooplankton support a huge food web, which includes cod, other fishes, and the animals that eat those fishes.

- 12 The phytoplankton near the ocean's surface absorb some of the sun's light, making the water appear green. For much of the year, the water is murky—or, as some would say, "as thick as pea soup." The fishes that live here think of this plankton soup as "dinner."

The Color of Fishes

ELECTRIC COLORS

- 13 It's not just the color of the water in the tropics that captures your attention. Coral reef fishes brighten the reef with reds, yellows, and blues, and with stripes, spots, and splotches.
- 14 Like billboards in the city, eye-catching colors can advertise a message of welcome or of warning. A splash of color can help an angelfish attract a mate, while the deadly lionfish uses its stripes to warn intruders that it's not wise to tangle with the sharp, venomous spines that ripple along its back.
- 15 It's not easy to find the right balance between being noticed by your friends and becoming a target for your enemies. To solve that problem, a coral reef fish may flash a brilliant color to draw the attention of a female. After a brief encounter, he may quickly change back to a less flashy look. At dusk, the bright colors of some coral reef fishes fade to dark "pajama stripes" as they head off to bed.

EARTH TONES

- 16 While city fish often use vivid color to stand out against the coral reef, country fish use camouflage, like hunters in the forest, to hide in plain sight. The colors of country fish are mostly earth tones—tan, brown, and black—that mimic the colors of the seaweeds and rocks on the ocean floor. Those that travel in schools near the ocean's surface tend to have silvery scales that reflect back the light, like waves on water.
- 17 Many kinds of fishes can change their skin color to blend in with their surroundings, but the flounder does it best. As it swims across the ocean floor, you can actually watch its color change as it crosses from light sand to dark gravel.

Living Space**HIGH-RISE CONDOS**

- 18 A coral reef occupies a relatively small slice of ocean real estate. It's bounded on one side by land, usually an island or the eastern coast of a continent. On the other side, the ocean may drop off sharply into a deep abyss. Since space is tight, there is a lot of competition for hiding places. Even the smallest fishes, with dainty names like angelfish, damselfish, and butterflyfish, are ready to rumble to protect their precious pieces of reef.
- 19 Like residents in a high-rise apartment, fishes live at well-defined levels on the coral reef. After a hard day of foraging for food, they return to the same retreats night after night.

ROOM TO ROAM

- 20 There are advantages to not being tied to one place. If an area becomes polluted, country fish may be able to move elsewhere until conditions improve. Many times, though, pollution such as sewage or an oil spill can damage a habitat so much that the animals can no longer live there.
- 21 Many country fish spend their lives roaming the ocean just a few feet above the sea floor. They are even called groundfish by the fishermen who drag their nets along the ocean bottom to harvest them.

The Shape That Fits**FLAT AND COMPACT**

- 22 Many city fish are not built for long-distance travel because they rarely venture far from the security of their undersea refuge. Instead, coral reef fishes are designed for quick escape. Many are flattened from side to side like DVDs. When a scary shadow passes overhead, they dive into hiding places within the coral branches. A large tail and short side fins help them brake and swerve fast, like tiny sports cars.

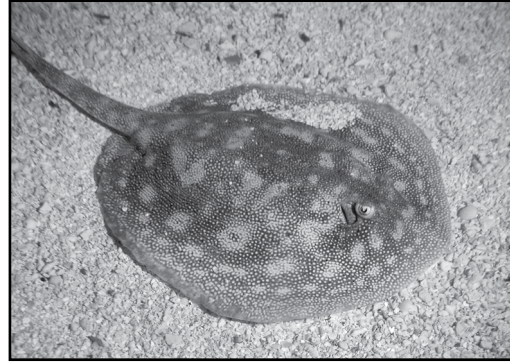
SOLID AND STURDY

- 23 Most country fish are robust and hardy, built for swimming long distances. It's no coincidence that we humans have designed our underwater vehicles to resemble their streamlined "submarine" shape.

- 24 Other country fish are adapted to fit flat against the ocean floor. A skate, the cold-water relative of a stingray, buries itself in sand up to its eyeballs. It breathes through holes in the top of its head called spiracles. If it tried to breathe by taking water in through its mouth, located underneath, it would gulp in a mouthful of sand instead.



Bluefin tuna are built for speed. Their streamlined shape and long tail fin help make them some of the fastest swimmers in the ocean.



Skates are well-suited for staying on the ocean floor.

We Are All the Same But Different

- 25 It's been fun to think of ways that tropical reefs are like "cities" and cooler waters are more "country," but it is important to remember that this comparison is only a way to explore ocean diversity. Fishes in both places share many common traits. We sometimes see bright-colored fishes in temperate waters, and you can find schools of fishes in the tropics. In reality, there is a little bit of country and a little bit of city in the animals that live in both regions.

City Fish, Country Fish by Mary M. Cerullo. Text copyright © 2013 by Mary M. Cerullo. Reprinted by permission of Tilbury House, Publishers. Photograph 1 copyright © Franco Banfi/WaterFrame/Alamy. Photograph 2 copyright © Phil Degginger/Alamy.

- 1 What is the **main** purpose of the map?
- Ⓐ to show where each region is located
 - Ⓑ to show the plants that live in each region
 - Ⓒ to show the types of fish found in each region
 - Ⓓ to show why some regions are visited more often

- 2 Read the sentence from paragraph 3 in the box.

Their home on the coral reef could be called a city under the sea because, like a city on land, a coral reef is busy, crowded, and colorful.

What is the **most likely** reason the sentence is included in the passage?

- Ⓐ to state a belief
 - Ⓑ to explain a process
 - Ⓒ to make a comparison
 - Ⓓ to highlight a problem
- 3 Based on paragraphs 9–12, what makes cold ocean water cloudier than tropical ocean water?
- Ⓐ great depth
 - Ⓑ coral pieces
 - Ⓒ small plants
 - Ⓓ more pollution

- 4 What is the main idea of paragraphs 13–15?
- Ⓐ The colors of tropical fish can change.
 - Ⓑ Some colorful tropical fish can be friendly.
 - Ⓒ The colors of tropical fish have different purposes.
 - Ⓓ Some colorful tropical fish are brighter than others.

- 5 Read the sentence from paragraph 16 in the box.

The colors of country fish are mostly earth tones—tan, brown, and black—that mimic the colors of the seaweeds and rocks on the ocean floor.

What does the word **mimic** mean in the sentence?

- Ⓐ copy
 - Ⓑ block
 - Ⓒ change
 - Ⓓ brighten
- 6 Based on paragraphs 16 and 17, how do some fish use light?
- Ⓐ to find their food
 - Ⓑ to find their companions
 - Ⓒ to scare away their enemies
 - Ⓓ to blend into their environment

- 7 What do paragraphs 18 and 19 **mainly** describe?
- Ⓐ the size of reef fish
 - Ⓑ the colors of reef fish
 - Ⓒ the habitat of reef fish
 - Ⓓ the behaviors of reef fish
- 8 Based on paragraph 19, what is the **most likely** meaning of the word **foraging** as it is used in the paragraph?
- Ⓐ asking
 - Ⓑ trading
 - Ⓒ wishing
 - Ⓓ searching

- 9 Determine whether **each** quotation from the passage is an example of a fact or an opinion.

Many cold-water fish travel in giant groups called schools. (paragraph 8)

- Ⓐ fact
Ⓑ opinion

Many kinds of fishes can change their skin color to blend in with their surroundings. . . . (paragraph 17)

- Ⓐ fact
Ⓑ opinion

It's been fun to think of ways that tropical reefs are like "cities" and cooler waters are more "country," . . . (paragraph 25)

- Ⓐ fact
Ⓑ opinion

10 Based on the passage, which animal buries itself in the sand on the ocean floor?

- Ⓐ skate
- Ⓑ stingray
- Ⓒ angelfish

As a result, this animal has adapted a special way to

- Ⓐ hide.
- Ⓑ swim.
- Ⓒ breathe.

11 What do the photographs after paragraph 24 **mainly** show about the bluefin tuna and skate?

- Ⓐ They swim in large schools.
- Ⓑ They have unusual behaviors.
- Ⓒ They can swim long distances with little effort.
- Ⓓ They have different shapes for various reasons.

- 12 Based on the passage, determine whether each detail **best** describes tropical fish or cold-water fish.

must compete for hiding spaces

- Ⓐ tropical fish
- Ⓑ cold-water fish

is able to swim long distances

- Ⓐ tropical fish
- Ⓑ cold-water fish

can move homes easily

- Ⓐ tropical fish
- Ⓑ cold-water fish

can escape danger quickly

- Ⓐ tropical fish
- Ⓑ cold-water fish

Write a response that is about **one to two paragraphs** in length. Be sure to:

- Include an explanation based on the passage.
- Use evidence from the passage to support the explanation.
- Use correct grammar, spelling, and punctuation.

- 13** Based on *City Fish, Country Fish*, write a response that explains how “city fish” and “country fish” are different from each other. Use evidence from the passage to support your response.

Write your answer on the next page.

[illegible]

Read the folktale about Hodja, a wise man known for his sense of humor. Then answer the questions that follow.

Hodja and the Hungry Coat: A Turkish Tale

Retold by Gale Sypher Jacob

- 1 When Hodja arrived home late one fall afternoon, dirt clung to his patched trousers, his faded shirt, and his tattered felt cap. He'd been laboring in the vineyards since sunrise.
- 2 "Hurry! Change your clothes and bathe," said his wife, Fatima. "You'll be late for the grand banquet at the Emir's!"
- 3 "I can't be late," declared Hodja, washing his hands and splashing water on his face. "I'll have to go in these clothes."
- 4 Fatima frowned and brushed dirt from his trousers. Then Hodja climbed on Zeki, his little donkey, and waved good-bye.
- 5 As he approached the Emir's mansion, Hodja admired the candles gleaming in the many windows. Music and bits of conversations drifted through the crisp air, and heavy footsteps and laughter echoed in the courtyard as the men arrived for the banquet. Hodja tethered Zeki and joined the well-dressed crowd inside.
- 6 Servants circled the reception room carrying trays of sweetmeats and cups of tea. Hodja greeted other guests, but not one spoke to him in return. People turned their backs or swept past, barely glancing his way.
- 7 Soon the Emir announced that the banquet was ready. Groups of chattering guests pressed through the doorway and sat at low tables where soup was waiting for them. Hodja, not wanting to be jostled in the crowd, stood waiting in a dark corner of the candlelit room.
- 8 The Emir glanced briefly in Hodja's direction and clapped his hands to call a servant. "Who admitted that dirty laborer in patched trousers?" the Emir whispered to the man. "Get rid of him."
- 9 The dark-eyed servant grabbed Hodja's arm and pulled him outside.
- 10 "I'm going, I'm going," said Hodja, "but you may see me again."
- 11 He climbed on Zeki and plodded home.
- 12 "What happened?" asked Fatima. When he told her, she cried, "Oh, my poor dear!"
- 13 "Don't worry," Hodja said. "I have a plan. Bring me basins of hot water and soap, my new shoes, and my best shirt, trousers, turban, and coat."

- 14 He soaped and scrubbed himself, then donned his festive clothes, a perfectly wound turban, and his fine coat.
- 15 Fatima kissed him. "Is that still you, Hodja?"
- 16 "Yes, indeed," he replied. "And now I will return to the banquet."
- 17 As before, he tethered Zeki in the courtyard and walked toward the house. In the doorway stood the dark-eyed servant who had thrown Hodja out.
- 18 The servant bowed. "Welcome. It is a pleasure to see you, effendi.* Allow me to escort you."
- 19 Hodja smiled and followed the servant into the banquet room. Heads turned as he was led toward the Emir. Guests whispered.
- 20 "Come, Hodja Effendi," called the Emir, "sit here beside me in the place of honor. The soup is finished, but there will be other courses for your pleasure."
- 21 "Thank you," Hodja replied as he sat on a cushion at the low table.
- 22 Soon trays of lamb shish kebab, rice pilaf, vegetables, cheeses, and breads were passed. Hodja filled his plate. Then he picked up several pieces of lamb and a handful of rice and tucked the food into his left coat pocket.
- 23 "Eat, coat, eat!" commanded Hodja.
- 24 He picked up a fistful of vegetables, a slice of bread, and a wedge of cheese. He stuffed them into his right coat pocket.
- 25 "Eat, coat, eat!" commanded Hodja.
- 26 All the guests stared at him.
- 27 "Tell me, Hodja Effendi," said the Emir, "why are you feeding your coat?"
- 28 "When I came to your banquet wearing my work clothes, you threw me out," declared Hodja. "Now I'm wearing my fine coat, and you welcome me. It must be the coat, then, that you invited to your banquet, not me."
- 29 The Emir's face flushed with shame. Other guests lowered their eyes and stared at their laps.
- 30 "Ah, here comes dessert!" cried Hodja. "Before I leave, my coat would love to savor pieces of sweet baklava and perhaps a cup of rich coffee."

*effendi—a term of respect or courtesy, similar to "Sir"

"Hodja and the Hungry Coat: A Turkish Tale" by Gale Sypher Jacob, from *Spider Magazine*, (February 2007). Copyright © 2007 by Gale S. Jacob. Reprinted by permission of Cricket Media, Inc.

- 14** What does paragraph 1 **mainly** suggest about Hodja?
- Ⓐ He is a very hard worker.
 - Ⓑ He works alone in the fields.
 - Ⓒ He wastes time while working.
 - Ⓓ He is hoping to find new work.
- 15** What do paragraphs 2–4 **mainly** show about Fatima?
- Ⓐ She wonders what is taking Hodja so long to get ready.
 - Ⓑ She hopes that Hodja will take better care of his clothes.
 - Ⓒ She feels jealous that Hodja is going to the banquet without her.
 - Ⓓ She worries about how others might react to Hodja at the banquet.
- 16** Why is paragraph 8 important to the folktale?
- Ⓐ It describes the moment Hodja first saw the Emir.
 - Ⓑ It explains the reason the Emir wants Hodja to leave.
 - Ⓒ It shows the effect of Hodja arriving at the banquet unannounced.
 - Ⓓ It reveals the problem the Emir has with the servants at the banquet.

- 17 Based on the folktale, why does Hodja wear his work clothes to the banquet?
- Ⓐ His nice clothes are not clean.
 - Ⓑ His nice clothes are not comfortable.
 - Ⓒ He does not have time to change into nice clothes.
 - Ⓓ He thinks his friends will not recognize him in nice clothes.
- 18 What is the **main** lesson of the folktale?
- Ⓐ Being late to a gathering is impolite.
 - Ⓑ Eating more than your share shows greed.
 - Ⓒ Judging people by their appearance is unfair.
 - Ⓓ Talking about other people causes hurt feelings.





**This is the end of the session. You may
check your work for this session only.
Do not go on to the next session.**

Grade 5

English Language Arts Practice Test

SESSION 2

This session contains 24 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

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

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

Go On ➡

In this passage, the narrator wants to become a piano player and takes lessons with Lester (Les) Rennet. Read the passage and then answer the questions that follow.

from *A Crooked Kind of Perfect*

by Linda Urban

How It Was Supposed to Be

- 1 I was supposed to play the piano.
- 2 The piano is a beautiful instrument.
- 3 Elegant.
- 4 Dignified.
- 5 People wear ball gowns and tuxedos to hear the piano.
- 6 With the piano, you could play Carnegie Hall.¹ You could wear a tiara. You could come out on stage wearing gloves up to your elbows. You could pull them off, one finger at a time.
- 7 Everybody is quiet when you are about to play the piano. They don't even breathe. They wait for the first notes.
- 8 They wait.
- 9 They wait.
- 10 And then you lift your hands high above your head and slam them down on the keys and the first notes come crashing out and your fingers fly up and down and your foot—in its tiny slipper with rubies at the toe—your foot peeks out from under your gown to press lightly on the pedals.
- 11 A piano is glamorous. Sophisticated. Worldly.
- 12 It is a wonderful thing to play the piano. . . .

Vladimir Horowitz

- 13 The best pianist who ever lived was Vladimir Horowitz.
- 14 Well, maybe Mozart or Beethoven or one of those ancient guys was really the best, but nobody knows because they didn't have CDs² or

¹Carnegie Hall—a famous auditorium where music is performed

²CDs—small metallic discs for storing recorded music

television or anything back then. But once TV and recordings came around, the best guy for sure was Vladimir Horowitz.

- 15 I saw a show about Vladimir Horowitz one time. . . .
- 16 Vladimir Horowitz was born in Russia. His mom played piano. The show didn't say what his dad did.
- 17 He was a prodigy, which means that even when he was a little kid he could play like a grown-up. When he was seventeen, he gave his first professional concert, and when he came to America a few years later, he played Carnegie Hall.
- 18 I'm ten. Almost eleven.
- 19 That means I have six years to get good.
- 20 I told my mom that I wanted to be a prodigy, that I wanted to play Carnegie Hall. I told her I wanted to play the piano.
- 21 "Take it up with Domestic Affairs," she said. That's my mom's way of saying, "Talk to your dad." . . .

On Paper

- 22 The first time I told my dad that I was supposed to play the piano, he harrumphed.³ The second time, he rubbed his chin. The third time, he said, "That's a big commitment for a little person." . . .
- 23 "I am destined to play Carnegie Hall," I told him.
- 24 "Baby steps," he said, pulling a flyer from the stack of junk mail on the counter. It was from the Eastside Senior Center, and in it was an ad for More with Les, a revolutionary method for learning the piano. Six weeks of lessons with Lester Rennet, Award-Winning Music Teacher and Trained Motivational Speaker! Specializing in Children and Seniors! No Instrument Required!
- 25 The senior center had one piano, and it was not grand. It was an almost-upright. It leaned to one side. I guessed it had been donated by a school because there were initials carved into its legs, and if you lifted the yellow scarf off the top, you could read all about a Mrs. Pushkin. . . . The bench was bowed from years of supporting senior citizen backsides.
- 26 The More with Les students sat at folding tables. There were nine of us. Me and eight seniors, including Mr. Faber, who was ninety-two years old and slept through most of our lessons. He was not motivated by the More with Les philosophy.
- 27 "My philosophy is simple! My method revolutionary!" said Lester Rennet.

³harrumphed—cleared the throat in a disapproving way

- 28 "Save it for the brochures," grumbled Mr. Faber.
- 29 "This is your More with Les songbook." The cover featured an out-of-focus photo of Lester Rennet surrounded by kids who appeared to be holding up home-made accordions. SIMPLE! it said. REVOLUTIONARY!
- 30 Mr. Rennet told us to turn to the back of the More with Les songbook. There we would find the revolution.
- 31 What I found was a piece of perforated cardboard folded over on itself a couple of times. There was a piano key design printed along the bottom edge.
- 32 "Voilà!"⁴ said Mr. Rennet.
- 33 Voilà?
- 34 "The More with Les paper keyboard!"
- 35 Paper keyboard.
- 36 The blurry kids on the songbook weren't holding accordions at all.
- 37 Lester Rennet pulled his own paper keyboard from his briefcase and unfolded it. "As you can see," he said, holding it up to the tired piano at the front of the room, "your More with Les paper keyboard is exactly to scale. It has black keys and white keys, just like a real piano—except, of course, that they make no sound when you touch them! The More with Les paper keyboard is the perfect practice instrument! No worrying about plunking out wrong notes in front of your friends! You can practice anywhere. At the kitchen table! At Bingo Night!" Mr. Rennet pointed at me. "You can practice in the school lunchroom!"
- 38 Had Lester Rennet ever seen a school lunchroom? . . . Unfolding a revolutionary paper keyboard would be like picking a scab in a pool of sharks—the scent of blood would cause a frenzy.
- 39 Lester Rennet continued. "Each week you will be assigned a piece from the songbook. I will play it for you here *à la piano* while you play along on your More with Les keyboard!" Then we'd go home and practice—the More with Les recommendation was twenty minutes a day—and at the following week's class we would each take a turn in "performance" at the real piano, hearing for the first time the songs our fingers had trained for all week.
- 40 "And now," said Lester Rennet dramatically, flipping my More with Les songbook to its paper keyboard page, "let us begin!" And with that he tore out the magical paper keyboard that was supposed to be my ticket to Carnegie Hall. For the first and only time, the paper keyboard made a sound: rrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrip.

⁴Voilà—an expression used to call attention to something being presented

- 19 Select **one** word from paragraphs 10–12 that is used as an **adverb**.
- Ⓐ slipper
 - Ⓑ peeks
 - Ⓒ lightly
 - Ⓓ wonderful
- 20 How do paragraphs 16 and 17 **best** help the reader understand the passage?
- Ⓐ by showing that people can learn to play music at a young age
 - Ⓑ by explaining the narrator’s concern about learning to play the piano
 - Ⓒ by describing a person who overcame obstacles to become a great musician
 - Ⓓ by explaining the narrator’s disappointment with different piano teaching methods
- 21 Read the sentence from paragraph 25 in the box.

I guessed it had been donated by a school because there were initials carved into its legs, and if you lifted the yellow scarf off the top, you could read all about a Mrs. Pushkin.

What does the word **donated** mean as it is used in the sentence?

- Ⓐ given
- Ⓑ hidden
- Ⓒ written
- Ⓓ broken

- 22 Read the sentence from paragraph 29 in the box.

The cover featured an out-of-focus photo of Lester Rennet surrounded by kids who appeared to be holding up home-made accordions.

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

- Ⓐ advised
 - Ⓑ required
 - Ⓒ launched
 - Ⓓ highlighted
- 23 Based on the passage, what is the **most likely** reason Lester Rennet recommends the paper keyboard?
- Ⓐ It is shaped like other instruments.
 - Ⓑ It is designed to be used at concerts.
 - Ⓒ It is foldable and does not cost much.
 - Ⓓ It is portable and does not make noise.
- 24 Paragraphs 31–35 **mainly** show that the narrator is
- Ⓐ disappointed by the paper keyboard.
 - Ⓑ excited about the paper keyboard.
 - Ⓒ amused by the paper keyboard.
 - Ⓓ bored with the paper keyboard.

- 25** Which idea is **mainly** developed in paragraph 38?
- Ⓐ The narrator worries that the students at school will think the paper keyboard is silly.
 - Ⓑ The narrator believes that the paper keyboard might get dirty in the school lunchroom.
 - Ⓒ The narrator thinks that the school lunchroom would be too crowded for practicing music.
 - Ⓓ The narrator fears that the students at school will be too busy with other activities during the day.
- 26** What does paragraph 39 **mainly** explain?
- Ⓐ a process for learning piano
 - Ⓑ the importance of the songbook
 - Ⓒ a reason the system was created
 - Ⓓ the number of weekly assignments
- 27** Which of the following **best** states a theme of the passage?
- Ⓐ Most setbacks are not permanent.
 - Ⓑ Things do not always go as planned.
 - Ⓒ The most important thing is to work hard.
 - Ⓓ Some moments are more important than others.

Write a response that is about **one to two paragraphs** in length. Be sure to:

- Include an opinion based on the passage.
- Use evidence from the passage to support the opinion.
- Use correct grammar, spelling, and punctuation.

- 28** Based on *A Crooked Kind of Perfect*, write a response that states an opinion about the character trait that **best** describes the narrator. Use evidence from the passage to support your response.

Write your answer on the next page.

[illegible]

Read the passage about an artist and then answer the questions that follow.

Keiko Narahashi

from *Talking with Artists*

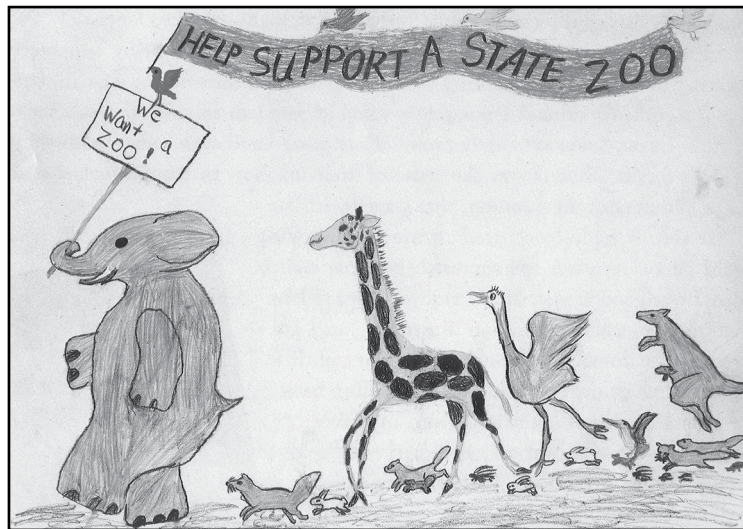
- 1 As a child I spent a lot of time drawing. When I was four or five I had some Japanese fairy-tale books that I loved. I spent hours copying illustrations of the beautiful princess who lived on the moon (my favorite story). I tried hard to draw her face just like in the picture. I loved the way she looked, drawn simply, as shown here.



- 2 I practiced over and over, trying to get the lines just right so my princess would be as beautiful as the one in the book. I learned a lot about drawing by copying those pictures, like how to simplify complicated shapes—you don't have to put in every single detail. Even now I draw faces the same way!
- 3 I was born in Tokyo, Japan, and my family—my mother, father, and younger brother, Taro—moved to the United States when I was six. I started first grade in a new school in a new country. I didn't know one word of English! My teacher tried to teach me the names of colors by pointing to crayons and saying, "Red, blue, purple . . ."
- 4 I loved school, but it was frustrating not to be able to communicate easily with classmates. Sometimes, I got into trouble because I had to *do* things to express my feelings. When a boy took my shoes to tease me, I didn't know how to say, "Please give my shoes back." So I chased him, grabbed my shoes, and hit him with one. I was so mad! This wasn't the right way to behave, but frustration can lead to things like that. That year, I got an F in conduct on my report card.
- 5 But speaking English didn't matter in art. *That* was a different story. I was on equal footing when it came to lines, colors, and shapes. This was a "language" that I—and everyone else—understood. In fact, I was on better than equal footing because of the hours I'd spent practicing those princesses. It was much easier to express myself with a crayon or a paintbrush. When I drew, I didn't worry about finding the right words or doing the wrong thing; I felt confident and focused. I felt great!

Go On ➡

- 6 I drew and painted all through childhood, long after I had mastered English. For a while I drew only horses (palominos were my favorite). I wrote and illustrated stories, mostly about wild horses with mountain lions as the bad guys. Later, I drew teenage girls in neat outfits. It was the early 1970s so my fashion drawings showed bell bottoms,* “peasant” blouses, beaded headbands, and long, long hair—very funny-looking now, but then I thought it looked fantastic!
- 7 In fourth grade I entered a poster contest that aimed to bring supporters together for a new zoo. Working to come up with an idea for my first illustration assignment, I found I was pretty good at problem solving. It was a lot of fun and I won. I was extremely proud of my poster, and even today I still think it looks terrific! But it was the sense of knowing how to handle such a challenge, rather than the winning, that stayed with me.



Zoo Parade. Age 10. Crayon and pencil, 28 x 22".

- 8 At ten, it hadn't occurred to me that drawing could be a career, but the contest helped me realize what I was good at and what I enjoyed most. I later thought about being a fashion illustrator, but I got tired of just drawing fashionable girls. Not until I had children of my own did I start thinking back on how I copied illustrations from my favorite picture books and how much it had meant to me. It seemed natural as an adult to try making my own picture books.
- 9 Today I still spend a lot of time drawing, just as I did as a child. Drawing and painting still do for me what it did for me back then as a confused first-grader in a strange, new country—it helps me to figure out who I am and to communicate with the world.

* bell bottoms—pants that are narrow at the top and wide near the ankles

29 According to the passage, how did Keiko first learn to draw?

- Ⓐ by watching an artist in Japan
- Ⓑ by recreating pictures from books
- Ⓒ by taking a class in the United States
- Ⓓ by following directions from a teacher

30 Read the dictionary entry in the box.

conduct: *n.* **1.** manner of personal behavior **2.** style of leadership *v.* **3.** to transmit energy or heat **4.** to guide or manage

Which definition of **conduct** is used in paragraph 4?

- Ⓐ definition 1
- Ⓑ definition 2
- Ⓒ definition 3
- Ⓓ definition 4

31 Select **two** character traits that **best** describe Keiko.

- Ⓐ relaxed
- Ⓑ worried
- Ⓒ talented
- Ⓓ distracted
- Ⓔ determined

- 32** Based on paragraph 8, what is **mainly** suggested about Keiko later in her life?
- Ⓐ She chose to draw animals instead of people.
 - Ⓑ She hoped her children would become artists.
 - Ⓒ She wanted her work to feel more meaningful to her.
 - Ⓓ She realized she was too old to become a fashion illustrator.
- 33** Based on the passage, with which statement would Keiko **most likely** agree?
- Ⓐ Making art can help you find new friends.
 - Ⓑ Drawing well requires many hours of lessons.
 - Ⓒ Moving to a new place has many positive effects.
 - Ⓓ Doing an activity you enjoy can lead to a rewarding career.

The following questions are standalone questions and are not associated with a passage.

- 34 Read the sentence in the box.

The laptop would not turn on because the cord had been disconnected from the outlet.

Based on the meaning of the prefix **dis-**, what does the word **disconnected** mean in the sentence?

- Ⓐ not connected
 - Ⓑ connected again
 - Ⓒ more connected
 - Ⓓ connected before
- 35 By the time the show started, the children
- Ⓐ will fall asleep.
 - Ⓑ may fall asleep.
 - Ⓒ are falling asleep.
 - Ⓓ had fallen asleep.

- 36 Read the sentences in the box.

We got to the library early. It was already closed.

What is the **best** way to combine the sentences?

- Ⓐ We got to the library early, but it was already closed.
- Ⓑ We got to the library early since it was already closed.
- Ⓒ We got to the library early, which it was already closed.
- Ⓓ We got to the library early because it was already closed.

- 37 Read the sentence in the box.

In order to perform your best throughout the day, experts recommend getting enough sleep each night.

Select **two** words that have a similar meaning to the word **recommend** as it is used in the sentence.

- Ⓐ reject
- Ⓑ advise
- Ⓒ oppose
- Ⓓ suggest
- Ⓔ question

- 38 Read the sentence in the box.

The sky is blue, isn't it?

What is the purpose of the comma in the sentence?

- Ⓐ to set off an introductory phrase
- Ⓑ to indicate an interruption in speech
- Ⓒ to indicate a definition of a new word
- Ⓓ to separate a question from the rest of the sentence

- 39 Read the sentence in the box.

Last summer, a jazz band played live music in the center of town every weekend.

Select **two** words from the sentence that are used as **nouns**.

- Ⓐ last
- Ⓑ played
- Ⓒ music
- Ⓓ town
- Ⓔ every

- 40 Read the sentence in the box.

From the rooftop of the tallest building in the city, the pedestrians on the sidewalk far below looked like ants.

What does the phrase “looked like ants” **mainly** suggest about the pedestrians?

- Ⓐ They appeared to be tiny.
- Ⓑ They appeared to be happy.
- Ⓒ They appeared to be sleepy.
- Ⓓ They appeared to be friendly.

- 41 Determine which word correctly completes **each** sentence.

The passengers board the ____? ____.

- Ⓐ plain
- Ⓑ plane

The flight attendant reads the safety instructions ____? ____ over the intercom.

- Ⓐ aloud
- Ⓑ allowed

The flight attendant explains proper safety belt use and shows the passengers ____? ____ the exits are located.

- Ⓐ were
- Ⓑ where

- 42 Read the sentences in the box.

The guide said, "We'll take a brief break. Come back in a few minutes, but don't wander off."

What is the meaning of the word **brief** as it is used in the sentences?

- Ⓐ short
- Ⓑ secret
- Ⓒ special
- Ⓓ surprise



**This is the end of the session. You may
check your work for this session only.**