

Example Items

Grade 5 Reading

Grade 5 Reading Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

On the Example set and the ACP, Figure 19 SEs are bundled with the TEKS Strand for the genre of the passage tested. The items with bundled SEs on the Example set are representative of those on the ACP but may *not* be inclusive of all possible bundled SEs. The ACP Blueprint does show all Figure 19 bundled SEs assessed on the ACP. *Also, the specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of Assessment.dallasisd.org.

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(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

First Semester
2017–2018
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EXAMPLE ITEMS Grade 5 Reading, Sem 1



Read the selection and choose the best answer for each question.

The Chair

by Pedro Pablo Sacristán

- 1 There was once a boy named Mario who loved to have loads of friends. He showed off a lot, always talking about how many friends he had at school, and how he was so friendly with everyone.
- 2 One day his grandfather said to him, “Mario, I bet you a big bag of popcorn you don’t have as many friends as you think. I’m sure many of them are nothing more than classmates, neighbors, or people you know.”
- 3 Mario accepted the bet without hesitation. However, he wasn’t sure how he could test whether or not his schoolmates were real friends, so he asked his grandpa. The old man answered, “I have just exactly what you need—it’s in the attic. Wait here a minute.”
- 4 Grandpa left, soon returning as though carrying something in his hand, but Mario could see nothing there.
- 5 “Take it. It’s a very special chair. Because it’s invisible it’s rather tricky to sit on, but if you take it to school and you manage to sit on it, you’ll activate its magic and you’ll be able to tell who your real friends are.”
- 6 Mario, brave and determined, took the strange invisible chair and set off for school. At break time he asked everyone to form a circle, and he put himself in the middle, with his chair.
- 7 “Nobody move. You’re about to see something amazing.”
- 8 And Mario attempted sitting on the chair. Having difficulty seeing it, he missed and fell straight onto his backside. Everyone had a pretty good laugh.
- 9 “Wait, wait, just a slight technical problem,” he said, making another attempt. But again he missed the seat, causing more surprised looks and a few cat calls. Mario wouldn’t be beaten. He kept trying to sit on the magic chair, and kept falling to the ground...until, suddenly, he tried again and didn’t fall. This time he sat, hovering in mid-air...

EXAMPLE ITEMS Grade 5 Reading, Sem 1

10 It was then that he finally experienced the magic that his grandfather had been talking about. Looking around, Mario saw George, Lucas, and Diana—three of his best friends—holding him up, so he wouldn't fall. Meanwhile, many others he had thought of as friends had done nothing but make fun of him, enjoying each and every fall.

11 And there the show came to an end. Leaving with his three friends, he explained to them how his grandfather had so cleverly thought of a way to show him that true friends are those who care for us, and not just any classmate who happens to be passing by. Even less of a friend would be someone who takes joy in our misfortunes.

12 That evening the four children went to see Mario's grandpa to pay out the bet. They had a great time listening to stories and eating pizza and popcorn all night until they were about to burst. And, from then on, they used the magic chair test on quite a few occasions. And whoever passed it became friends for life.

1 How does Mario's behavior change from the beginning of the passage to the end?

- A Talking to laughing
- B Bragging to believing
- C Seeing to believing
- D Listening to wondering

2 Which sentence from the passage shows the relationship between the grandfather and grandson?

- A *He showed off a lot, always talking about how many friends he had at school, and how he was so friendly with everyone.*
- B *"I have just exactly what you need—it's in the attic..."*
- C *...he explained to them how his grandfather had so cleverly thought of a way to show him that true friends are those who care for us....*
- D *And, from then on, they used the magic chair test on quite a few occasions.*

EXAMPLE ITEMS Grade 5 Reading, Sem 1

3 Which word or phrase in paragraph 9 helps the reader understand the meaning of hovering?

- A *problem*
- B *another attempt*
- C *tried again*
- D *mid-air*

4 Which event makes Mario realize that he doesn't have as many friends as he thinks?

- A Mario's grandfather returns from the attic with an invisible chair.
- B Mario asks his friends to form a circle around him.
- C Mario's three friends hold him up while others make fun of him.
- D Mario and his three friends go to Grandpa's for pizza and popcorn.

EXAMPLE ITEMS Grade 5 Reading, Sem 1



Read the selection and choose the best answer for each question.

Milton Hershey: A Life of Sweet Success

Early Life

- 1 Milton S. Hershey was born on September 13, 1857 in Derry Township, Pennsylvania. Milton Hershey was the only surviving child of Veronica “Fanny” and Henry Hershey. Hershey’s mother was a good influence in his life and taught him dedication and success. His father was a dream-chaser and traveled to find business success. As a result, the family moved throughout Hershey’s childhood. These actions stopped Hershey’s schooling and left him with little education. It only allowed him to complete up to the fourth grade.
- 2 In 1871, Hershey’s mother decided it was time for him to finally withdraw from school and become a printer’s student for a German-English newspaper. However, Hershey disliked that kind of work and was not successful at the job. After two years, Fanny Hershey found another job for her son. Milton Hershey worked for Joseph Royer, a Lancaster County confectioner, where he would learn to make candy. Hershey found that he had a special talent for candy making. After a few years, he decided that it was time to start his own business.

Tried and Tried Again

- 3 At the age of 19, Milton Hershey started his first candy business in Philadelphia, Pennsylvania. It was just in time for the one hundredth anniversary of the signing of the Declaration of Independence. This was the perfect chance to sell his candy to all the people who would be visiting Philadelphia for the celebration. Despite long hours of work and the financial aid of his family, Hershey had to admit that his first business was a failure.
- 4 Although slightly discouraged, Hershey went with his father to Denver, Colorado, having heard that the West was a good place for a man to make money. This is where Hershey learned the secrets of making caramels with fresh milk. After a few months in Denver, Hershey tried his luck in Chicago, New Orleans, and New York. However, he couldn’t seem to pay the bills. Each try at starting a business failed.

EXAMPLE ITEMS Grade 5 Reading, Sem 1

- 5 In 1886, Hershey, now 29 years old, moved back to Pennsylvania. Soon after arriving back in Lancaster, he formed the Lancaster Caramel Company. This business started off slowly because Hershey did not have much money. After four years, Hershey became one of the leading makers of caramel in the United States and a rich man.

Chocolate Making

- 6 The turning point in Hershey's career began in 1893, when he went to a fair and became fascinated by a German chocolate-making exhibit. This gave Hershey the idea to make chocolate himself. He bought the equipment, sent it to Lancaster, and began making chocolate. With huge success from making chocolate, Hershey decided to sell the Lancaster Caramel Company for \$1 million in 1900. From then on, he would only make chocolates.

The Hershey Chocolate Company

- 7 Hershey built a chocolate factory located in the farmland in Derry, Pennsylvania. Then, he began building a town where his workers could reside, which included houses, schools, churches, and stores. This town was eventually named Hershey, Pennsylvania. Hershey's hard work turned out just the way he hoped it would. The Hershey Chocolate Company, which produced sweet milk chocolate and cocoa, was soon bigger than Hershey could have imagined. Instead of making many kinds of candy, Hershey decided to make one simple milk chocolate bar, known as the "nickel" bar. This candy got its name because Hershey would only charge a nickel per chocolate bar to make the product cheap enough for everyone to buy and enjoy. The Hershey bar was later sold in grocery stores, newsstands, and vending machines to eager chocolate lovers everywhere.

Giving Back

- 8 With Hershey's success came generosity and caring. His dreams were not limited to producing chocolate. Besides building a housing area for his workers, Hershey's town included The Hotel Hershey, a sports arena and stadium, and Hershey Park. He also started the Milton S. Hershey School to house orphaned boys and teach them skills for when they grew up.
- 9 After a successful life, Milton Hershey died at the age of 88 on October 13, 1945 in Hershey, Pennsylvania. Having grown from a penniless boy to a rich man, Milton changed the candy business by creating affordable, world-famous chocolate and helped the world with his generosity.

EXAMPLE ITEMS Grade 5 Reading, Sem 1

5 The author presents the ideas in paragraphs 3 through 5 in chronological order so that the reader will better understand —

- A** success does not happen overnight but takes time and dedication to achieve
- B** if you start working young like Hershey did at age 19, eventually you will be successful
- C** true success can only really be achieved if you try and fail several times first
- D** it takes at least 14 years of hard work to achieve the level of success Milton Hershey achieved

6 In paragraph 7, the word reside means to —

- A** live
- B** work
- C** build
- D** sell

7 By organizing the selection sequentially, the author is able to present the —

- A** events of Milton Hershey's life by showing the order of his failures
- B** information in the order of Milton Hershey's failures and successes
- C** events of Milton Hershey's life in an order that shows why making caramels was his most successful business
- D** information in an order that shows why Milton Hershey started his own business

EXAMPLE ITEMS Grade 5 Reading, Sem 1

8 In which section of the selection could the reader find information about Milton's successful chocolate business?

- A Tried and Tried Again
- B Chocolate Making
- C The Hershey Chocolate Company
- D Giving Back

9 Which is the **BEST** summary of Milton Hershey's biography?

- A Hershey grew up in a family that moved around frequently, and he only was able to complete the fourth grade. When he was older, his mother encouraged him to learn how to make candy. Hershey opened a successful candy business in Philadelphia, Pennsylvania that sold caramels, and he became wealthy.
- B Although Hershey experienced failures in his early career, he eventually opened a successful chocolate company. He focused on making a simple milk chocolate bar that was affordable to all. Hershey then gave back to others by adding residential, entertainment, and educational buildings to his community.
- C Hershey became a printer's apprentice for his first job but was not successful. He then learned how to make caramels with fresh milk and sold them in many cities around America. His caramel company became one of the most successful candy companies in the world, and he became very rich.
- D When Hershey was young, he became interested in making chocolate. He attended an exposition in Germany, bought some chocolate-making equipment, and opened a business in Lancaster, Pennsylvania. He became known for his famous "nickel" bar of milk chocolate that was affordable to everyone.

EXAMPLE ITEMS Grade 5 Reading, Sem 1



Read the selection and choose the best answer for each question.

The Attic

adapted by David Crawley

There's a rumble in the attic.
A grumble in the attic.
I fear I hear (it's very clear)
A stumble in the attic.
5 It sounds a bit dramatic,
But I can't be more emphatic:
Something, with a mumble,
Took a tumble in the attic.

I hear a loud ka-thumping.
10 Rhinoceroses bumping?
Or kangaroos with heavy shoes?
Could elephants be jumping?
I hear it through the ceiling.
Alligators squealing.
15 And prancing pigs are practicing jigs
While walruses are wheeling.

I climb the attic ladder
To see what is the matter.
And then I grin. It's just the wind
20 That's making such a clatter!
The window needs replacement.
But I'll close the attic casement.
But now it's clear, I fear I hear
A babble in the basement!

EXAMPLE ITEMS Grade 5 Reading, Sem 1

- 10** Read lines 10 through 12 from the poem.

Rhinoceroses bumping?
Or kangaroos with heavy shoes?
Could elephants be jumping?

Why does the poet use these animals to create imagery?

- A** These animals are large and would be very loud.
 - B** These are the poet's favorite animals to use in poems.
 - C** These are some of the loudest animals in a zoo.
 - D** These animals are easy to imagine inside a house.
- 11** Why does the poet include onomatopoeia in this poem?

- A** To explain to the reader how sounds form
- B** To encourage the reader to make sounds
- C** To convince the reader to write with sounds
- D** To entertain the reader with sounds

EXAMPLE ITEMS Grade 5 Reading Key, Sem 1

Item#	Key	SE	Process Skills/SE Justification
1	B	5.6 F19D [R]	Make inferences about text
2	C	5.6B	Explain the roles...of characters...including their relationships
3	D	5.2B	Use context...to determine...the meaning of unfamiliar...words
4	C	5.6A	Describe the incidents that advance the story
5	A	5.11C	Analyze how the organizational pattern of a text...influences the relationships among the ideas
6	A	5.2A	Determine the meaning of grade-level academic English words derived from Latin
7	B	5.11C	Analyze how the organizational pattern of a text...influences the relationships among the ideas
8	C	5.11D	Use...text features...to locate information
9	B	5.11 F19E [R]	Summarize...texts in ways that maintain meaning and logical order within a text
10	A	5.8A	Evaluate the impact of...imagery...in literary text
11	D	5.4A	Analyze how poets use sound effects...to reinforce meaning in poems