



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
2005**

**Grade 5  
Writing**

# Writing—Session 1

- ❶ Which spelling change should be made in the sentence below?

My friends try to scare me by telling scary storys.

- A. Change *friends* to **freinds**.
  - B. Change *scare* to **scar**.
  - C. Change *telling* to **teling**.
  - D. Change *storys* to **stories**.
- ❷ How should the underlined words in the sentence below be written?

Me and Mom stumbled downstairs at the same time.

- A. Mom and I
- B. Him and Mom
- C. Mom and me
- D. Us and Mom

- ❸ Where should a comma be placed in the sentence below?

Some of the animals we are studying in science class include mammals birds, and reptiles.

- A. after *animals*
  - B. after *studying*
  - C. after *mammals*
  - D. after *and*
- ❹ Which word in the sentences below should be capitalized?

Last Monday the store downtown had jackets on sale. that afternoon I walked over to look at them.

- A. downtown
- B. sale
- C. that
- D. afternoon

- 5 What is the **best** way to combine the sentences below?

Tomorrow I might go to the beach. I might go to the city.

- A. Tomorrow I might go to the beach to the city.
- B. Tomorrow I might go to the beach or to the city.
- C. Tomorrow I might go to the beach I might go to the city.
- D. Tomorrow I might go to the beach for I might go to the city.

- 6 Which sentence has a punctuation error at the end?

- A. Our teacher asked us to write a report on the planets.
- B. Which planet has the greatest number of moons?
- C. Do you know how many planets are in the solar system.
- D. I wonder if I can find a picture of Mars on the Internet.

- 7 Where should a comma be placed in the sentence below?

My mother told me that I was born at three o'clock in the morning on May 11 1994.

- A. after *mother*
- B. after *was*
- C. after *o'clock*
- D. after *11*

- 8 Which word in the sentence below should be capitalized?

Around noon yesterday, mr. Lopez walked down the street past the park.

- A. noon
- B. mr.
- C. street
- D. park

- 9 What is the **best** way to combine the sentences below?

I did all my homework. I forgot to do my science project.

- A. I did all my homework but forgot to do my science project.
- B. I did all my homework forgot to do my science project.
- C. I did all my homework I forgot to do my science project.
- D. I did all my homework or I forgot to do my science project.

- 10 Which of the following is a complete sentence?

- A. Right on the lake with a nice picnic table.
- B. Staying for another week because I really like it.
- C. My friend and I up the trail to go exploring.
- D. We had a good time and we will go back.

**When writing responses to prompts 11, 12, and 13, remember to**

- **read the prompt carefully,**
- **develop a complete response to the prompt, and**
- **proofread and edit your writing.**

*In this passage from See You Around, Sam!, Sam has traded a toy for some fake fangs, and his mother is not happy. During dinner they discuss the problem. Read the passage and decide what you think Sam will do next. Then write a response to the prompt that follows.*

### **The Trade**

*by Lois Lowry*

“Bad trade,” his mother said. “Give them to me.”

“Why?” he asked. “Why can’t I wear fangs?”

“Because it makes you look disgusting,” Mrs. Krupnik said.

“That’s why I want them,” Sam explained. Sometimes mothers didn’t get it. “I *like* to look disgusting.”

“It’s just too scary, Sam,” his mother said. “Too gross. I saw a terrible movie once, about vampires, and I hated every minute of it, even though Tom Cruise was in it. I’ve had a thing about fangs ever since. I’m sorry, but I can’t let you wear fangs in this house.”

Sam frowned. He really wanted his hot dog, but he didn’t want to give up his fangs. “How about if I keep them in my pocket?” he suggested.

Mrs. Krupnik thought about it. Finally she sighed. “Promise me you won’t take them out of your pocket as long as you’re in this house?”

“Even just to look at?”

“Even just to look at. I don’t want those fangs to see the light of day. I don’t think my heart can stand the sight of those fangs.”

- 11** Write a paragraph explaining what you think Sam will do next. Use details from the passage in your response.

*Read this passage about Universal Product Codes (UPCs), the striped bar codes that appear on things you buy in stores. Then decide if UPC symbols have made shopping easier, and write a response to the prompt that follows.*

## **Zebras on Shelves**

*by Sylvia C. Montrone*

Have you noticed zebras on your grocery store’s shelves—on candy bars, cereal boxes, and milk cartons? They’re everywhere! Not real live zebras, of course, but UPC bar codes or Universal Product Codes. These codes are a bit like zebras. As you probably know, the pattern of every zebra’s stripes is unique. In the same way, every product’s UPC bar code is different from any other.

When and how did zebras invade the grocery store? The UPC made its first public appearance in June 1974, when a 10-pack of Wrigley’s chewing gum passed over a laser checkout scanner in Troy, Ohio. Today, about 5 billion scans occur daily.

Before 1974, grocers were forced to relabel every can or package on the shelf whenever manufacturers changed prices. Stock boys were kept busy dissolving old inked prices with hair spray and stamping on new ones. Still, mispriced cans, hidden at the back of a shelf, often turned up to cause trouble at the cash register.

Watch the next time a clerk passes a Hershey bar over the scanner. A red light glows. Red squiggly lines reflect off the Hershey bar’s wrapper. Something whirs and dings. Up pops a price on the cashier’s screen. How?

When the scanner finds a UPC symbol, it reads the width of each line and space. Combinations of line and space widths are translated to numbers—the digits seen beneath the bar code. The scanner then sends the translated UPC to the store computer, grabs a price from its database, and sends it back to the cashier—in less than a second!



- 12 Has the UPC symbol made shopping easier? Write a paragraph, using details from the passage and what you know in your response.

*Read this folktale and think about how the two characters can help each other. Then write a response to the prompt that follows.*

## **Ant and Dove: An Indian Folktale**

*by Charvi Ganatra*

Once upon a time there lived an ant. This ant lived in a hole under a tree. Since it was monsoon season there were big rains. One day there was such a big thunderstorm that the ant got stuck and couldn't do anything but float about in a puddle.

Luckily a dove watched all of this from a tree above. He felt pity for the little ant, so he broke off a leaf and put it into the water. Slowly the ant got onto the leaf. The dove picked the leaf up and brought the ant to his tree. The ant was very grateful for this.

“Thank you, great dove, for saving a little ant like me.”

“Never mind,” replied the dove. “We are neighbors and from now on we will be friends.”

So the ant and dove became best friends.

- 13 Write about a time when the **ant** saves the **dove** from danger.

## Writing—Session 2

*A student wrote this fact sheet about one-room schoolhouses in the 1850s. Read the fact sheet and think about your own school. Then write a response to the prompt that follows.*

### **One-Room Schools in New England in the 1850s**

- teachers poorly trained
- school within walking distance for students
- one teacher taught students of many different ages and grade levels
- students' grade level based on their reading ability
- most writing done on slates (little blackboards) with chalk
- quill pens and ink also used
- schoolhouses heated with wood
- used oil lamps for light
- no running water
- outhouses for bathrooms
- students had to buy their own books and provide their own materials
- much of school day spent memorizing lessons and then saying them out loud
- teachers very strict—even used physical punishment
- students had to be very respectful
- students often sat together on benches, boys on one side of the room and girls on the other, with younger children in front
- subjects included reading, writing, arithmetic, geography, and history

Use the fact sheet and what you know to write a report comparing a one-room schoolhouse from the 1850s to your school today.

Use the questions in the box below to organize your writing. You can answer the questions **before** you write to plan your response or **after** you write to check your response.

14 What is the focus/controlling idea of your report? \_\_\_\_\_

\_\_\_\_\_

15 What are the supporting details in your report? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16 What is the conclusion to your report? \_\_\_\_\_

\_\_\_\_\_

**When writing a response to prompt 17, remember to**

- **read the prompt carefully,**
- **develop a complete response to the prompt, and**
- **proofread and edit your writing.**

17 Use the fact sheet and what you know to write a report comparing a one-room schoolhouse from the 1850s to your school today.

# Acknowledgments

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“The Trade” (p. 3) from *See You Around, Sam!* by Lois Lowry. Published by Houghton Mifflin. Copyright © 1996 by Lois Lowry.

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“Ant and Dove: An Indian Folktale” (p. 5) as it appeared in *Skipping Stones*, March 2001. Published by Skipping Stones, Inc. Copyright © 2001 by Skipping Stones.

## Grade 5 Writing Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>Content Strand<sup>1</sup></b>	SW	SR	SR	SR	ER	ER	ER	ER									
<b>GLE Code</b>	4-9	4-9	4-9	4-9	4-1	4-9	4-9	4-9	4-1	4-1	4-3	4-3	4-4	4-8	4-8	4-8	4-8
<b>Depth of Knowledge Code</b>	1	1	1	1	2	1	1	1	2	2	2	2	2	3	3	3	3
<b>Item Type<sup>2</sup></b>	MC	CR	CR	CR	SA	SA	SA	WP									
<b>Answer Key</b>	D	A	C	C	B	C	D	B	A	D							
<b>Total Possible Points</b>	1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	12

<sup>1</sup>Content Strand: SW = Structures of Language & Writing Conventions; SR = Short Responses: narrative, response to literary text, or response to informational text; ER = Extended Response: report writing

<sup>2</sup>Item Type: MC = Multiple-Choice, CR = Constructed Response, SA = Short Answer, WP = Writing Prompt