



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2006**

**Grade 5
Writing**

Writing—Session 1

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

Uncle Ray was one of the police officers at the Franklin Park Zoo last september when the gorilla escaped.

- A. police
 - B. officers
 - C. september
 - D. gorilla
- ❷ Where should a comma be placed in the sentence below?

On the morning of July 4 2004, it was as if the oven had been turned up as high as it could go.

- A. after *On*
- B. after *July 4*
- C. after *if*
- D. after *oven*

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

- A. Cheetah reach the amazing speed of 70 mph!
- B. What makes the cat faster than the horse.
- C. They must stop and rest after about 400 yards.
- D. Horses can keep up the speed for several miles or more.

- ❹ How should the underlined words in the sentence below be written?

Me and Richard saw two children who looked happy.

- A. Richard and I
- B. Us and Richard
- C. Richard and me
- D. They and Richard

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

I believe that the fourth meeting will happen on next Wendsday.

- A. Change *believe* to **belief**.
- B. Change *fourth* to **forth**.
- C. Change *meeting* to **meating**.
- D. Change *Wendsday* to **Wednesday**.

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

They raised a baby chimpanzee. They taught the baby chimpanzee to use sign language.

- A. A baby chimpanzee they raised and taught to use sign language.
- B. They raised a baby chimpanzee they taught it to use sign language.
- C. They raised a baby chimpanzee and taught it to use sign language.
- D. To raise a baby chimpanzee they taught it to use sign language.

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

Every day Nibbles needs fresh water clean newspaper, and a full bowl of food in his cage.

- A. after *Nibbles*
- B. after *needs*
- C. after *water*
- D. after *food*

- 8 Which of the following is a complete sentence?

- A. "Good morning, students," over the loudspeaker.
- B. In a day of games, contests, and prizes, and more.
- C. All of the grades in the school will participate.
- D. After a few minutes everyone in the class reading.

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

Ms. Richards is the new principal of my school, which is on Humboldt avenue.

- A. principal
- B. school
- C. which
- D. avenue

- 10 Which of the following is a complete sentence?

- A. A new house built a few months ago.
- B. One day I saw a family moving in.
- C. Wonder who is living there now.
- D. One more time before the cold winter.

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

- **read the prompt carefully,**
- **develop a complete response to the prompt,**
- **proofread and edit your writing, and**
- **write only in the space provided.**

*Read this passage and think about how you would continue the story.
Then write a response to the prompt that follows.*

Native American Tale

Long, long ago there were only animals living on the earth. The lands of the north were covered in darkness. For millions of years the animals were content to live in this darkness. However, there came a time when they realized that they were always bumping into one another; they were always falling down holes in the ground; they were always stumbling as they ran around. There came a time when they decided that something must be done about living in such darkness.

- ⑪ Continue the story by describing what the animals did next.

Read this passage and decide if you think that inventions have improved the foods we eat. Then write a response to the prompt that follows.

Inventions That Changed Food History

by Ruth Winne Roberts

Before the mid-1800s, people had to eat whatever they grew themselves or bought from a nearby farm. In most places, fresh food was available only in summer. Cabbage and root vegetables, such as potatoes and carrots, were stored in the cellar for winter. Meat was salted, pickled, or smoked. Corn or wheat bread and sweets were baked at home over an open fire.

Then an explosion of wonders changed the way people cooked, ate, and stored food. On the farm, tractors and reapers replaced horses. Farms produced more food than before. Factories made new products. A tall wooden box in the kitchen could keep food cold with just a block of ice. They called it an icebox. A heavy black iron stove with a fire inside could boil vegetables on top while meat roasted inside.

Everything stayed fresher. It cooked faster. It tasted better. A powerful engine snorted along on iron rails, bringing the village grocer all sorts of new foods in packages and shiny tins.

But before long, even more wonders appeared. One of them could make ice, cool food, and freeze leftovers just by plugging a wire into the kitchen wall. Another could bake a cake at just the right temperature—without lighting a fire. And noisy trucks filled with food sounded their honking horns on every road.

By your grandparents' time, huge birdlike machines were roaring through the sky, bringing goodies from distant places. And when your mom and dad began to cook, they could buy almost any kind of food they wanted, cook it in a small box in minutes, and store it for ages.

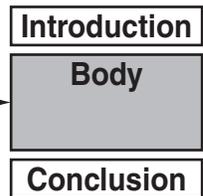
- 12 Do you think inventions have improved the foods we eat? Write a paragraph using details from the passage and what you know in your response.

Read this introduction to a report on climate and think about how you will continue the report. Then write a response to the prompt that follows.

Climate

The climate of a place is what the weather is like over many years. Climate includes how hot and cold a place can be. Climate also includes how much water a place gets in the form of rain and snow. How far north or south a place is located affects the climate of a place. Climate can also be affected by mountains, forests, oceans, and large lakes.

- 13 Write the next paragraph for the report describing the climate where **you** live. The shaded area of the box shows which part of the report you should write.



Writing—Session 2

Read this passage about a family in a hurry to go on a vacation. Think about who is causing the problem in this passage. Then write a response to the prompt that follows.

The Cottage-Key Caper

by Kitty Clark

Doors slam. Sneakers bounce. Bathing suits and T-shirts fly. Packing for the island house always makes Mom frantic.

Mr. Whisper, our blue macaw, usually sits on top of his cage, preening and making remarks. But now, the commotion has him flying all over the place.

When he's upset, he picks up and drops everything he sees. So as Mom and I pack, a silver bell clanks to the floor. A doll's mirror bangs off a lampshade. A spoon drops into the bag that Mom is packing.

"Get that bird into his cage!" Mom commands as she squishes a final sweatshirt into her bag.

Mr. Whisper is normally tame, but not today. He shrieks at me to pick a peck of pickled peppers, then he throws a box of paper clips onto the floor.

"Whisper, come," I say in my sternest voice, holding out my arm. But he ignores me and swoops away. I bend down to pick up the paper clips, then I hear him crash-land noisily on the top of his cage.

I go over to put him inside. The bright blue parrot glares at me.

"Mr. Whisper," I repeat. "Step up." I push my arm toward him. This time, he hops on. I ease him into the cage.

He is not pleased. When I shut the door, he scrambles up the bars, babbling furiously. Since I don't respond, he settles for tearing up the shredded newspaper on the cage floor.

Then I hear Mom's panicky voice: "Have you seen the cottage keys? I'm absolutely positive I left them right here on the table."

Absolutely is her favorite word.

"Help me find them," she says, riffling through some papers.

I start looking. We need those keys! We have reservations for the ferry that leaves at two. What if we miss it and can't get another one?

Mr. Whisper looks up from his nest of shredded paper and starts telephone-ringing.

It's super realistic.

Before I can say something, Mom races to the real phone. She answers and discovers it's the parrot phone. "Wretched bird," she mutters. She scowls at him and says to me, "Keep looking."

I search behind the couch cushions. "It's not his fault," I say. "Let him out. I'll watch him."

"Absolutely not," Mom says. "What in the world are you thinking?"

Actually, I'm thinking of me.

Me—elegant, sophisticated—sporting a stately blue macaw on my shoulder. Especially on the ferry. People will stare at me and wonder which Famous Person I am.

"Mom," I say, "we're going to miss the boat. We don't need the keys . . . Let's just break in."

"Not an option. Keep looking," she repeats in a tone that suggests *keep looking*.

Who do you think is causing the problem in this passage? Use details from the passage in your response.

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. What you write in the **Student Answer Booklet** will be included as part of your score.

14 What is the focus/controlling idea of your response? _____

15 What are the supporting details/references to text in your response? _____

16 What is the conclusion to your response? _____

When writing a response to prompt 17, remember to

- **read the prompt carefully,**
- **develop a complete response to the prompt,**
- **proofread and edit your writing, and**
- **write only in the space provided.**

17 Who do you think is causing the problem in this passage? Use details from the passage in your response.

Acknowledgments

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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
Content Strand ¹	SC	NW	IR	RW	LR	LR	LR	LR									
GLE Code	4-9	4-9	4-9	4-9	4-9	4-1	4-9	4-1	4-9	4-1	4-4	4-2	4-8	4-3	4-3	4-3	4-3
Depth of Knowledge Code	1	1	1	1	1	2	1	2	1	2	2	2	2	3	3	3	3
Item Type ²	MC	CR	CR	CR	SA	SA	SA	ER									
Answer Key	C	B	B	A	D	C	C	C	D	B							
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	12

¹Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — NW = Narrative Writing, IR = Response to Informational Text, RW = Report Writing. Extended Response — LR = Response to Literary Text

²Item Type: MC = Multiple Choice, CR = Constructed Response, SA = Short Answer, ER = Writing Prompt