



Colorado Measures of Academic Success



Grade 5

English Language Arts/Literature

Answer Key

with

Scoring Rubrics

Practice Resource for Students

ANSWER KEY - ITEM SET 1

Item Set 1 - Question 1 (Selected Response; Selected Response)

Part A

Which statement explains how Paul responds to Johnny's challenge of turning a seed into a tree?

- A. Paul is sad that Johnny misses the trees and wants him to feel better.
- B. Paul is annoyed and wants to prove to Johnny that growing a tree is easy to do.
- C. Paul is proud that he has cut down the trees and is surprised that Johnny is unhappy.
- D. Paul is angry and wants to demonstrate to Johnny that he does not care about growing trees.

Part B

Which detail from the story supports the answer to Part A?

- A. "What's so hard about growin' a tree anyway?"
- B. "Paul hems an' haws, but he sees as how he has to make good on his word."
- C. "Not wishin' to hurt any of 'em, he picks 'em up, one at a time"
- D. "Paul is upset for a minute, then he realizes he don't need to brag to anybody"

Item Set 1 - Question 2 (Selected Response; Multiple Select)

Part A

At the beginning of the story, how is Johnny's view about his trees different from Paul's?

- A. Johnny views his trees as food for the rabbits while Paul views them as useful in his work.
- B. Johnny views his trees as the result of hard work while Paul views them as objects to win a contest.
- C. Johnny views his trees as needing his protection while Paul views them as needing too much care.
- D. Johnny views his trees as friends that he needs to take care of while Paul views them as something to brag about.

Part B

Choose **two** details, one for Johnny and one for Paul, that support the answer to Part A.

- A. "It took you six days to plant 'em an' it took me only three days to chop 'em down."
- B. "It's always easier to chop somethin' down than to make it grow."
- C. "Johnny reaches way down in the bottom o' his bag an' holds out a seed."
- D. "So he takes the little bitty seed an' pushes it down in the ground with the tip o' one fingernail."
- E. "He pats the soil around it real nice, like he seen Johnny do."
- F. "'Don't matter,' says Johnny's voice, 'if the rabbits get the seed.'"

Item Set 1 - Question 3 (TEI Inline Choice)

Select the **best** description of the characters in **each** of the drop-down menus.

Based on the passage from "The Growin' of Paul Bunyan," Johnny Appleseed seems to be . Paul Bunyan, on the other hand, seems to be . However, both characters share their .

Item Set 1 - Question 4 (Selected Response; Selected Response)

Part A

How does the narrator's point of view most influence how the events are described in the passage from "The Growin' of Paul Bunyan"?

- A. It reveals Paul's actions while he cares for the seed.
- B. It shows Paul's past experience with planting.
- C. It shows Paul's reasons for chopping down trees.
- D. It reveals Paul's relationship with Johnny.

Part B

Which detail from the passage supports the answer to Part A?

- A. "It's always easier to chop somethin' down than to make it grow."
- B. "What's so hard about growin' a tree anyway?"
- C. "So he gets down on his knees an' he folds his hands around that little spot o' dirt an', gentle as he can, breathes his warm breath onto that tiny little seed."
- D. "Paul is upset for a minute, then he realizes he don't need to brag to anybody, that that little slip o' green is all the happiness he needs right now."

Item Set 1 - Question 5 (Constructed Response)

You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write the story from the point of view of Johnny.

Item Set 1 - Question 6 (Selected Response; Multiple Select)

Part A

What does the word **stabilize** mean as it is used in paragraph 21 of the passage from "Emergency on the Mountain"?

- A. bend back to the original position
- B. carry an object very carefully
- C. relieve incredible pain
- D. keep something still

Part B

Which **two** sentences from the passage help the reader understand the meaning of **stabilize**?

- A. "The other kids were still standing there, watching." (paragraph 22)
- B. "Go get Rafi's mama, and find someone with a truck." (paragraph 23)
- C. "But first, I'm going to tie your leg so it doesn't move around." (paragraph 25)
- D. "Ana pulled off his shoe and watched him wiggle his toes." (paragraph 26)
- E. "Ana found a strong, straight stick, which she'd use to keep his leg steady." (paragraph 27)
- F. "When Ana stepped away, Rafi's mama ran over and held Rafi's face in her hands." (paragraph 29)

Item Set 1 - Question 7 (Selected Response; Selected Response)

Part A

How does the accident on the mountain **most** affect the overall structure of the passage from "Emergency on the Mountain"?

- A. It increases the reader's interest by describing the activity.
- B. It provides an opportunity for Ana to show people how capable she is.
- C. It indicates the plans Ana had made in order to reach her goal.
- D. It shows how helpful extra studying can be.

Part B

Which detail from the passage supports the answer to Part A?

- A. "Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road." (paragraph 8)
- B. "No wonder they don't trust kids with anything important, Ana thought, sighing." (paragraph 10)
- C. "She remembered what the first-aid book had said about broken legs: If there is no ambulance, stabilize the bone before moving the victim." (paragraph 21)
- D. "We need some extra hands. Can you help?" (paragraph 34)

Item Set 1 - Question 8 (Selected Response; Selected Response)

Part A

Which statement **best** compares Ana and Leta in the passage from "Emergency on the Mountain"?

- A. The boys disregard Ana and ask to send for Leta.
- B. Leta finally recognizes Ana's talents.
- C. Leta thinks Ana is only a child.
- D. Ana longs to have Leta's life.

Part B

Which detail from the passage **best** supports the answer to Part A?

- A. "Leta had been the *cooperadora* since before Ana was born." (paragraph 5)
- B. "Leta thinks I'm too young to learn anything important, Ana thought. But she's wrong. I am old enough to help." (paragraph 7)
- C. "Get Leta," someone said." (paragraph 15)
- D. "You kept your head in an emergency. That's an important skill." (paragraph 32)

Item Set 1 - Question 9 (Selected Response; Multiple Select)

Part A

How do the events of the morning in the passage from "Emergency on the Mountain" compare to Ana's hopes for the future?

- A. Ana studies in order to prove to Leta and her family that she is perfectly ready to learn.
- B. Ana spends much time studying to achieve her goal of becoming a village nurse or *cooperadora*.
- C. Ana is jealous of Leta being able to be away from home and avoid household chores.
- D. Ana welcomes the change to do normal chores as a relief from her studies.

Part B

Which two details from the passage support the answer to Part A?

- A. "The milk pail banged against Ana's shins as she trudged down the steep slope." (paragraph 3)
- B. "... somewhere in Santiago, Ana knew, a group of volunteer doctors were gathering. . . ." (paragraph 4)
- C. "I should be there, Ana thought. Leta should have taken me. . . ." (paragraph 5)
- D. "... Leta already knows everything. . . ." (paragraph 6)
- E. "But she's wrong. I am old enough to help." (paragraph 7)
- F. "Ana found a strong, straight stick, which she'd use to keep his leg steady. She carefully wrapped the boys' shirts around his leg and the stick. . . ." (paragraph 27)

Item Set 1 - Question 10 (Selected Response; Selected Response)

Part A

Based on lines 1–4 in "Mountains," what does **tall and bold like a castle** mean?

- A. Mountains are steep and difficult to climb.
- B. Mountains look beautiful when covered with snow.
- C. Mountains are threatening because of their size.
- D. Mountains remain the same over the course of time.

Part B

Which line from the poem shows how the poet further develops the ideas in the simile in Part A?

- A. "They rise to a towering height." (line 3)
- B. "As everything beneath, cowers in fright." (line 4)
- C. "By the cold bitter wind as it rushes past." (line 7)
- D. "The snow peaked tops are like pure, pristine crystals, timeless . . ." (line 8)

Item Set 1 - Question 11 (Selected Response; Selected Response)

Part A

What is a theme of the poem "Mountains"?

- A. We should be aware of danger even when we can view beautiful surroundings.
- B. We realize beauty is all around us, but we must take time to notice.
- C. We can learn about the natural world when we listen carefully.
- D. We should be prepared for sudden changes in nature.

Part B

Which line in the poem helps to support the theme?

- A. line 1
- B. line 3
- C. line 7
- D. line 10

Item Set 1 - Question 12 (TEI Drag and Drop)

Select the two phrases from the poem that **best** demonstrate the speaker's fondness for nature and move them into the box.

Phrases from the Poem

"... feel as though kissed," (line 6)

"... berries bursting with flavor," (line 12)

ANSWER KEY - ITEM SET 2

Item Set 2 – Question 1 (Selected Response; Selected Response)

Part A

What is the meaning of the phrase **creative juices started flowing** as it is used in paragraph 7 of the passage from “Grandpa’s Hobbit House”?

- A. planned an approach
- B. identified a solution
- C. imagined different ideas
- D. observed something special

Part B

What happens because Grandpa’s **creative juices started flowing**?

- A. The chickens have a warm coop.
- B. The chickens lay eggs in the winter.
- C. The chickens have an unusual coop.
- D. The chickens are cool during the summer.

Item Set 2 – Question 2 (Selected Response; Multiple Select)

Part A

What factor did the author of the passage from “Grandpa’s Hobbit House” determine to be **most** important when building a house like the one in J.R.R. Tolkien’s novel?

- A. He focused primarily on the physical beauty of the structure.
- B. He was concerned about the financial strain caused by the structure.
- C. He concentrated on making the structure environmentally friendly.
- D. He thought about the possibilities of any necessary expansion.

Part B

Which **two** details from the passage **best** support the answer to Part A?

- A. “My idea of a homestead started with building a simple home out of native materials.” (paragraph 2)
- B. “I think outhouses are very practical because they don’t waste so much water.” (paragraph 2)
- C. “. . . I chose to have lots of windows. . . .” (paragraph 3)
- D. “My house was built one handful at a time using basic hand tools, all for a cost of about \$3 a square foot.” (paragraph 4)
- E. “The bale construction was much faster than the sod and provides better insulation.” (paragraph 6)

Item Set 2 – Question 3 (Selected Response; Multiple Select)

Part A

In the passage from “Grandpa’s Hobbit House,” which **two** events lead to the construction of the hobbit house?

- A. A man realizes he must rebuild his home and decides to use only his hands to build the house.
- B. A man wishes to add a building to his homestead and builds a chicken coop for his hens.
- C. A man hopes to create a simpler life and purchases land for a home without modern conveniences.
- D. A man decides to live more closely with nature and dreams of building a new home while sitting in his peaceful hayfield.

Part B

Which **two** sentences **best** support the response to Part A?

- A. “My adventure in homesteading began about four years ago, when I decided to make some changes in my life to reconnect with Mother Earth.” (paragraph 1)
- B. “As I felt the cool earth below me and gazed at the expansive sky above, I began to imagine a dwelling, and then a homestead.” (paragraph 1)
- C. “I wanted an earth-friendly living structure, and my intuition said to build it round, like a Navajo hogan, so the energy could flow around it.” (paragraph 2)
- D. “I began the two-month project of creating a home by forming a circle of red cedar posts set upright in the ground.” (paragraph 3)
- E. “My house was built one handful at a time using basic hand tools, all for a cost of about \$3 a square foot.” (paragraph 4)
- F. “Somehow, I always manage to have chickens; they seem to be part of my life here on Earth.” (paragraph 7)

Item Set 2 – Question 4 (Selected Response; Selected Response)

Part A

What is the meaning of the word **insulation** as it is used in paragraph 5 of the passage from “Straw Houses: No Need to Fear the Big, Bad Wolf”?

- A. a product that is always available
- B. a layer that protects
- C. a substance that is easily made
- D. a material that lasts

Part B

Which detail from paragraphs 5–7 helps the reader understand the meaning of **insulation**?

- A. “. . . the walls are there to stay.”
- B. “. . . helping keep straw homes in cold climates cozy in winter and those built in hot places like the desert cool in summer.”
- C. “. . . it is a renewable resource: A whole new crop can be grown and harvested every year, easily ‘renewing’ the supply.”
- D. “. . . planting and harvesting straw uses relatively little energy.”

Item Set 2 – Question 5 (Selected Response; Selected Response)

Part A

According to the passage from “Straw Houses: No Need to Fear the Big, Bad Wolf,” what are **two** reasons for covering the walls of a straw house with mud and stucco?

- A. to increase the size of the home and maintain a steady temperature
- B. to create a shape for the bales and prevent them from shifting
- C. to make them stronger and more water resistant
- D. to add decoration to the house and make it more airtight

Part B

Which detail **best** supports the answer to Part A?

- A. “So a straw building is really like a fortress, and it is not going to rot as long as water is kept out of the bales.” (paragraph 3)
- B. “Either way, the walls are there to stay.” (paragraph 5)
- C. “And they provide great insulation, helping keep straw homes in cold climates cozy in winter and those built in hot places like the desert cool in summer.” (paragraph 5)
- D. “With straw-bale construction, you are getting a building product without using much energy at all.” (paragraph 7)

Item Set 2 – Question 6 (Multiple Select)

Select whether each reason in the table supports the point that straw houses are sturdy or the point that straw houses are good for the environment.

| Reason | Straw houses are sturdy. | Straw houses are good for the environment. |
|--|----------------------------------|--|
| Each bale of straw weighs about 40 pounds. | <input checked="" type="radio"/> | <input type="radio"/> |
| Straw is a renewable resource. | <input type="radio"/> | <input checked="" type="radio"/> |
| Inside walls are covered with up to two inches of plaster. | <input checked="" type="radio"/> | <input type="radio"/> |
| Outside walls are coated with stucco. | <input checked="" type="radio"/> | <input type="radio"/> |
| Not much energy is needed to produce straw. | <input type="radio"/> | <input checked="" type="radio"/> |

Item Set 2 – Question 7 (Selected Response; Selected Response)

Part A

According to the article "Itty-Bitty Houses," what are the two causes that are creating the demand for smaller houses?

- A. the desire to save the planet and the desire to save money
- B. posts on social media and companies that only build small homes
- C. the wish to live more simply and the wish to get back in touch with nature
- D. architects who design ideal homes and the need to recycle building materials

Part B

Which detail from the article **best** supports the answer to Part A?

- A. "... many Americans are embracing the idea that a bigger home is not always better." (paragraph 1)
- B. "Concerns about carbon footprints and energy costs mean that where McMansions once sprouted, a small-house movement has taken root." (paragraph 1)
- C. "... the largest has a 12-by-28-foot floor plan—constructed almost entirely from salvaged wood." (paragraph 1)
- D. "The blogosphere buzzes with tales of individuals living in micro-structures of less than 100 square feet." (paragraph 2)

Item Set 2 – Question 8 (Selected Response; Multiple Select)

Part A

Based on the article “Itty-Bitty Houses,” how is Sarah Susanka’s relationship to the small-house movement different from that of Gopal Ahluwalia?

- A. While Susanka believes some small houses are too extreme to be comfortable, Ahluwalia supports the idea that houses must be much smaller than they are now.
- B. While Susanka promotes smaller homes as a way to save money, Ahluwalia promotes smaller homes because they are good for the environment.
- C. While Susanka actively supports the idea that people ought to live in smaller homes, Ahluwalia merely reports that houses are no longer continuing to get bigger.
- D. While Susanka is convinced that small houses will become increasingly popular over time, Ahluwalia believes the desire for smaller houses will not last very long.

Part B

Select the **two** details from the passage that **best** support the answer to Part A.

- A. “. . . he plans to start leading tiny-house-building seminars.” (paragraph 1)
- B. “Of course, not everybody wants to downsize so radically.” (paragraph 3)
- C. “Basically, the ideal house is a third smaller than what people think they need. . . .” (paragraph 3)
- D. “‘Each household is different,’ she says.” (paragraph 3)
- E. “. . . the door is closing on crazy-big houses.” (paragraph 4)

Item Set 2 – Question 9 (Selected Response; Selected Response)

Part A

Read these sentences from paragraph 1 of “Itty-Bitty Houses.”

In 2007, Kittle built four homes. This year he built ten.

How do these sentences contribute to the passage?

- A. They support the author’s point that Texas Tiny Houses only builds very small homes.
- B. They support the author’s point that smaller homes are good for the environment.
- C. They support the author’s point that small houses cost less to live in than bigger houses.
- D. They support the author’s point that a small-house movement has become well established.

Part B

Which other sentence contributes to the passage in the way described in the answer to Part A?

- A. “I can’t build enough to keep up with demand,” he says.” (paragraph 1)
- B. “That’s one reason architect Sarah Susanka advocates that people tailor their expectations according to comfort, not sacrifice.” (paragraph 3)
- C. “I tell them, if you live with less space, you get a lot more bang for your buck.” (paragraph 3)
- D. “I don’t think the size will go up any more.” (paragraph 4)

Item Set 2 – Question 10 (Constructed Response)

Small houses are discussed in the passage from “Grandpa’s Hobbit House” and the article “Itty-Bitty Houses.” Write an essay that describes the key benefits of these types of houses. Be sure to include examples from **both** texts to support your ideas.



Research Simulation Task (RST) and Literary Analysis Task (LAT)

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|--|---|---|--|---|
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing uses language that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis. is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

CMAS Scoring Rubric for Prose Constructed Response Items

Narrative Task (NT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|---|--|--|---|
| Written Expression | <p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.