

Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 5 Test Practice





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Metadata—English

Passage

Grade	Passage Title	Lexile Level	Word Count
5	from "Kangaroos, Clouds, and Coffee"	980L	500
5	from Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea	860L	498
5	from A Coat for the Moon and Other Jewish Tales: "A Coat for the Moon"	680L	877
5	from Earth's Changing Coasts	890L	831
5	from Peak	620L	439
5	from Island of the Blue Dolphins	800L	378
5	from "Brrr: Growing Up in Antarctica"	970L	638
5	Mud Pots	820L	234
5	from Miracles on Maple Hill	690L	805

Metadata Definitions

Grade	Grade level or Course.
Passage Title	Title of the passage(s) associated with this item.
Lexile Level	Readability level for passage.
Word Count	Count of words in the passage.

Items

Page Number	Grade	Item Type	Key	TN Standards
6	5	MC	A	5.RI.CS.4
7	5	MC	B	5.RI.CS.4
8	5	MC	D	5.RI.KID.2
9	5	MC	D	5.RI.KID.3
10	5	CR	Scored with Writing Rubric	5.W.TTP.1
13	5	MC	A	5.RL.CS.4
14	5	MC	C	5.RL.CS.5
15	5	MC	A	5.RL.CS.6
19	5	MC	A	5.RI.CS.4
20	5	MC	B	5.RI.KID.3
21	5	Composite	D'D,E	5.RI.KID.2
22	5	MC	D	5.RI.KID.1
26	5	MC	C	5.RL.CS.4

27	5	MC	A	5.RL.KID.3
28	5	MC	C	5.RL.CS.4
29	5	Composite	D`C,E	5.RL.KID.2
32	5	MC	D	5.RI.CS.4
33	5	Composite	B`C	5.RI.KID.1
34	5	MC	C	5.RI.KID.3
35	5	MS	A,E	5.RI.KID.1
36	5	Composite	B`D,E	5.RI.KID.2
38	5	MC	D	5.FL.SC.6
39	5	MC	A	5.FL.SC.6b
40	5	MC	C	5.FL.PWR.3
41	5	MC	C	5.FL.WC.4a
42	5	MC	A	5.FL.SC.6h
45	5	MC	D	5.RL.KID.1
46	5	MS	A,E	5.RL.CS.6
47	5	Composite	A`D	5.RL.KID.2
48	5	MC	A	5.RL.KID.1
49	5	MS	B,E	5.RL.KID.2
50	5	Composite	D`D,E	5.RL.CS.5

Metadata Definitions

Grade	Grade level or Course.
Item Type	Indicates the type of item. MC= Multiple Choice, MS = Multiple Select, Composite = MC for Part A, MC or MS for Part B
Key	Correct answer. This may be blank for constructed response items where students write or type their responses.
TN Standards	Primary educational standard assessed.

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Excerpt from “Kangaroos, Clouds, and Coffee”

by Amy Poffenbarger



A Face in the Forest

- 1 Surprisingly, 10 different species of kangaroos live in trees instead of hopping along the ground. Matschie’s tree kangaroos live in the mountain cloud forest of Papua New Guinea. Weighing about 20 pounds (9 kg), these kangaroos are great climbers, but they’re kind of lazy. They spend 15 hours a day sleeping or lounging in trees, munching on leaves, moss, and bark. Sometimes they take a giant leap to the ground to nibble flowers, ferns, and grass shoots.

- 2 Tree kangaroos are loners — they don't hang out together very much. Mothers carry their babies, called joeys, in a pouch, like other kangaroos. But when the joeys are about 18 months old, they go off to live by themselves.
- 3 People live in the cloud forest too, in the YUS area between the Yopno, Uruwa, and Som rivers. For thousands of years, they have cut trees for wood and fuel and hunted animals and birds for food.

No Pets for Lisa

- 4 On the other side of the world, in New York City, Lisa Dabek grew up loving animals, even though she was allergic to them. Since she couldn't have a pet, she watched ants that lived on her garage roof. She dreamed of being an animal trainer someday.
- 5 When she got older, Dabek studied marine mammals and animal behavior. She became interested in environmental studies and conservation, like her hero, Jane Goodall. But it wasn't until she went to work at the Woodland Park Zoo that Dabek saw her first tree kangaroo. "I was totally intrigued," she says.
- 6 Dabek set up a program at the zoo to educate people about tree kangaroos and cloud forests. But it was many years before she got to see one in the wild.
- 7 When she finally got to Papua New Guinea, asthma made mountain travel difficult, but she didn't let it stop her. Dabek saw her first wild tree kangaroos after five weeks of hiking through the forest. But they are so rare that it was seven years before she saw another one. Now she returns every year to study the kangaroos and the forest.

Friends in High Places

- 8 The people of YUS own most of the land where the tree kangaroos live. They showed Dabek their special forest, and she told them about her interest in the tree kangaroos. At first they were surprised. They had no idea that the Matschie's tree kangaroo only lives in their cloud forest.
- 9 She met with teachers and students too. "I really believe the future of conservation is with kids," Dabek says. "The more kids around the world understand the importance of protecting plants and animals, the better off we'll be."
- 10 The people of YUS have always known that their forest is special. After talking with Dabek and other scientists, they decided to set aside more than 180,000 acres to create a cloud forest nature preserve. This became the YUS

Conservation Area, the first in all of Papua New Guinea. Hunting, mining, and cutting down trees are now forbidden there.

Excerpt from “Kangaroos, Clouds, and Coffee” by Amy Poffenbarger, from *Ask Magazine*, April 2016. Copyright © 2016, Cricket Media, Inc. Used by permission of the publisher via Copyright Clearance Center.

Passage 2

Excerpt from *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea*

by Sy Montgomery

Sy Montgomery, the author of this passage, traveled with Lisa Dabek to study tree kangaroos in New Guinea. This passage leads up to when the team begins searching for tree kangaroos.

- 11 For weeks, working with local trackers and a field assistant from home, she'd comb the mountains. Many times she thought she saw a tail or the hunched body of a tree kangaroo looking down at her. But it was only a clump of moss.
- 12 In a five-week expedition in 1996, she saw two tree kangaroos — one of whom she glimpsed so briefly she got only a single photo. The other she was able to watch for forty-five minutes, and videotape.
- 13 But then she didn't see another — for seven years.
- 14 No wonder. To most tree kangaroos, people are frightening enemies. With bow and arrow, sometimes with the help of dogs, people have hunted them for hundreds of years. As more Matschie's tree kangaroos were killed, the ones who were left grew more afraid. The minute they'd hear Lisa coming, they'd hide. But the tree kangaroos' fear only increased her determination to help them.
- 15 At the villages in the mountains, Lisa and her growing team met with local landowners. The team and the landowners spoke together about disappearing tree kangaroos. After meeting with the conservationists, the people agreed to set aside some of their land as no-hunting zones. This land would be a sort of "wildlife bank" where the animals could live in peace.
- 16 Lisa and her team also talked with local schoolteachers. Lisa wanted the kids to learn how lucky they were to have tree kangaroos and echidnas, cuscus, and trioks. She wanted them to understand how important it is to protect the forest.
- 17 Meanwhile, Lisa tried to learn about the tree kangaroos — even though she couldn't see them. How? With assistants who stayed in the field, she studied their small oval dark green droppings — the people called it "pek pek" — to try to see what the tree kangaroos were eating. They tried to guess how many animals lived there. She and the team looked for scratch marks on the trees where the animals' claws had dug into the moss-covered bark. They talked to local people, who told Lisa what they had learned from hunting the creatures.

- 18 Then in late 2003, everything changed. Lisa found out about a place where the tree kangaroos hadn't been hunted in many years. In fact, no tree kangaroo living there was old enough to remember hunters. (In captivity, a tree kangaroo can live as long as a cat, sometimes even into its twenties.) They had little fear of people.
- 19 And that's where we're standing now. We're hoping we can capture this beautiful tree kangaroo, just for a short time. We hope to outfit it with a radio collar. By following the radio signal with telemetry equipment, we want to track the animal through the dense forest — even when we can't see it. This way we can learn and we can help.

Excerpt from *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery. Copyright © 2006, Houghton Mifflin Harcourt. Used by permission of the publisher via Copyright Clearance Center.

- 00.** What does the word conservation mean as it is used in paragraphs 5 and 9?
- A.** the act of preserving nature
 - B.** the behavior of wild animals
 - C.** the search for plants and animals
 - D.** the education of young children

00. What does the word forbidden mean as it is used in paragraph 10?

- A.** ignored
- B.** outlawed
- C.** permitted
- D.** protected

- 00.** What is the main idea of the section “Friends in High Places”?
- A.** Lisa Dabek first saw a tree kangaroo while she was working at the Woodland Park Zoo.
 - B.** Tree kangaroos are marsupials that live alone in the cloud forests of Papua New Guinea.
 - C.** Tree kangaroos have long been hunted in the area between the Yopno, Uruwa, and Som rivers.
 - D.** Lisa Dabek helped persuade the people of YUS to set aside a protected area for tree kangaroos.

- 00.** Based on Passage 2, what is the **most likely** reason that tree kangaroos in New Guinea are so difficult to find?
- A.** They are not very active and sleep most of the day.
 - B.** They all live together in one cloud forest.
 - C.** They live mostly alone for most of their lives.
 - D.** They have learned to fear the presence of people.

00. Writing Prompt

You have just read two passages about tree kangaroos. Write an essay in which you state your opinion about whether people have been more helpful or harmful to tree kangaroos. Be sure to use evidence from **both** passages in your essay to support your opinion.

Manage your time carefully so that you can

- plan your essay and do some prewriting using your scratch paper.
- write your response to the writing prompt in the space provided.

Read the passage and answer the questions that follow.

Excerpt from *A Coat for the Moon and Other Jewish Tales: "A Coat for the Moon"*

by Howard Schwartz and Barbara Rush

In this folktale, the moon complains to the sun it is cold at night. So, the sun asks tailors, big and small, to make the moon a coat. The big tailors find the task too difficult.

- 1 After a while the big tailors just gave up. They didn't know how to make a coat for the moon. . . .
- 2 But the little tailors were not about to give up. They talked and talked all night long. They too had many ideas, but no one could solve the problem of making a coat to fit the changing sizes of the moon.
- 3 And so they sat silently for a long time. At last one little tailor, whose name was Yankel, stood up. "What we need is a material that's very light, so that it can stretch. I have been thinking that the clouds in the sky would make a perfect coat for the moon."
- 4 Now the little tailors listened carefully, and they agreed that the clouds would be good material, one that could stretch enough to be a coat for the moon. But then another tailor, whose name was Yosef, stood up looking puzzled. "But the clouds are high up in the sky. We'll never be able to climb high enough to reach them." . . .
- 5 "Oh, it's not as hard as you think," Yankel explained. "Have you forgotten that sometimes clouds come down to earth? And when they do, they are called fog. Let's wait until a cloud comes down one day. When it does, we will be ready to cut and sew a coat for the moon. And then when the fog lifts and the cloud rises, it will surround the moon and keep her warm."
- 6 Now all the tailors stood up and clapped their hands. Yes, Yankel had shown them how to make a coat for the moon! And just think of what the big tailors would say when they learned that! So the little tailors rejoiced until one of them, who had a sour face, said, "Yes? And how can something as thin and light as a cloud keep the moon warm?" And when he said this, a hush fell upon the little tailors. The tailor with the sour face was right. The cloud wasn't heavy enough to be a coat for the moon!
- 7 So again the tailors sat down, their hands on their chins, thinking about how to solve the problem. Suddenly Yankel leaped to his feet, calling out, "I know how!" . . .

- 8 “We’ll sew some stars into the cloud,” he explained, “and those stars will keep the moon warm with their wonderful light.”
- 9 The little tailors began to cheer when they heard these words, for Yankel had solved the problem once again. All the tailors thought so, except for the one with the sour face. He hushed everyone and said, in his sour voice, “Yes? And how are we going to get stars to sew into the cloud?” And when he said this, the smiles of the tailors turned to frowns, for they hadn’t considered this problem. . . .
- 10 “Stars aren’t to be found only in the sky,” explained Yankel. “We all know that there are also stars floating in the river. Let’s catch those stars and sew them into the fog!”
- 11 “Yes, yes, Yankel is a genius!” all the tailors shouted at the same time — all except, of course, the one with the sour face. He looked more sour than ever. “Yes?” he asked. “And how are you going to get the stars out of the river in order to sew them into the fog?” . . .
- 12 “We’ll all go together on a night when the fog rests near the shore of the river,” Yankel answered, “and from our friends, the blacksmiths, we’ll borrow bellows — those big pumps they use to make the fire blow higher. And we’ll blow the fog into the river, where it will pick up the stars on its own. When the fog floats back up into the sky and becomes a cloud again, it will take the stars with it. And that way the moon will have a coat to keep her warm, even on the coldest nights!”
- 13 The little tailors jumped with joy, and not even the sour-faced tailor had anything to say. They all did just as Yankel said and waited for a night when a big cloud came down to earth as fog, and settled on the shore of the river.
- 14 That night, all the little tailors came together, carrying in their hands the bellows they had borrowed from their friends the blacksmiths. With the bellows they blew and blew and blew until they blew the fog over the river. And when it floated on the water, stars stuck to it on every side.
- 15 When the fog finally lifted and became a cloud again, the little tailors saw that it surrounded the moon on every side and that a cluster of stars could be seen surrounding her as well. It seemed to them that the moon was smiling that night. And why? At last she had a coat that could grow as big and small as she did — one that could keep her warm, even on the coldest nights.

Excerpt from *A Coat for the Moon and Other Jewish Tales*: “A Coat for the Moon” by Howard Schwartz and Barbara Rush. 1999, Jewish Publication Society. Used by permission of the publisher via Copyright Clearance Center.

- 00.** One little tailor's face is described as "sour." What does this tell the reader about him?
- A.** He is disagreeable.
 - B.** He does not feel well.
 - C.** He dislikes mistakes.
 - D.** He is eating something bitter.

- 00.** How do paragraphs 6–12 contribute to the overall structure of the story?
- A.** They suggest that the sour-faced tailor may offer the best solution to the problem.
 - B.** They reveal how much Yankel knows about stars, clouds, and fog and the effects of this knowledge.
 - C.** They describe the problems identified by the sour-faced tailor and the solutions Yankel comes up with.
 - D.** They explain how the little tailors discover new ideas for making the coat.

- 00.** How would the story **most likely** be different if it were told from the sour-faced tailor's point of view?
- A.** The reader would learn why the tailor has a sour face.
 - B.** The reader would be unaware that the little tailors overlook problems with their plan.
 - C.** The reader would be unaware of the conversations that take place.
 - D.** The reader would learn why the big tailors' plan failed.

Read the passage and answer the questions that follow.

Excerpt from Earth's Changing Coasts

by Neil Morris

What Is a Coast?

- 1 What do you think of when you think of the coast? Does it have sandy beaches, palm trees, and warm blue seas? Does it have high, rocky cliffs? Or perhaps it has a busy harbor with fishing boats and sailing yachts? Whichever one you think of, you're right. The coast can be all of these things, and many others, too.
- 2 More than two-thirds of Earth's surface is covered by oceans and seas. This means that land makes up less than one-third of the surface of Earth. What we call the coast is the place where the ocean or sea meets the land.

Around the World

- 3 All of the world's great land masses, called continents, are surrounded by oceans and have long coastlines. There are seven continents — Africa, Antarctica, Asia, Europe, North America, South America, and Australia. Around these continents are four large oceans — the Pacific, Atlantic, Indian, and Arctic Oceans.
- 4 The world's coasts are constantly changing. Where the powerful force of the sea meets the land, waves pound against the shore, and gradually wear away at rocks. The waves break off pieces of rock, grind them up, and eventually lay them down somewhere else as dunes or beaches. This changes the shape of our coasts. . . .

How Do Coasts Form and Change?

- 5 The action of the ocean carves the world's coastlines. There are many different kinds of coasts. They vary according to their location in the world. The climate, and especially the wind, has a great effect on the ocean. The wind pushes the water into waves and, in turn, the movement of waves affects the coast.

Wave Power

- 6 Waves are made by wind blowing over the ocean. They may begin as tiny ripples, but by the time they reach the coast, waves can be large and powerful. As a large wave gets close to the shore, where the ocean is shallow, its top curves and makes frothy foam called surf. This is a breaking wave, or breaker.

Breakers move fast and have enormous power. As they hit land, they throw tons of foaming water against the shore.

Wearing Away

- 7 Water is heavy, so when it moves fast it has great force. This is why waves gradually wear away rocks, in a process called erosion. Some rocks are harder than others, and this hardness makes a difference to the effects of erosion. Cliffs made of softer rock, such as chalk, are worn away more quickly than harder rock, like granite. Chalk cliffs crumble away, especially during storms. Water and bubbles are forced into tiny cracks in hard rock cliffs when waves hit them. The waves squash the air into the cracks, like a hammer driving a wedge. This process weakens the rocks and, eventually, pieces break off and fall into the ocean.

Different Coastal Landscapes

- 8 Where the land meets the sea, different kinds of rocks cause different shapes of coasts. Very often there are hard and soft rocks along the same piece of coast. Over a period of time, soft rocks are worn away, while hard rocks are able to withstand erosion longer. This creates a coast with bays and headlands. The bays are formed in the soft rock, and the headlands are made up of harder rock.

Bays and Circular Coves

- 9 Rocks are formed in layers called strata. Where layers of soft rock are exposed to the sea, wide, curving bays are formed. Smaller bays are called coves. These occur when the water finds a small weak spot in a cliff and forces its way through. This forms a tiny cove, which gets larger as the ocean swirls into it and wears away its sides. Over a long period of time, this can make a circular cove.

Caves, Arches, and Stacks

- 10 Waves can cut out a small hollow in a cliff face. The pounding action of the waves can make the hollow bigger and bigger, until it becomes a cave. Sometimes holes are made in the roof of the cave, where water forces its way up. These are known as blowholes. When caves break right through a headland, or two caves meet back to back, they can form an arch. When this happens, the roof of the arch gradually gets worn away, and eventually falls down. This leaves one wall of the arch standing as a stack.

Changes Over Time

- 11 Many coastal changes take place over a very long time. For example, it may take hundreds, or even thousands, of years for a cave to be formed by pounding waves. The process might speed up if there are changes in climate, such as stormy weather or when the roof of an arch collapses. The action may all be over

in a few seconds. Geologists study rocks and their strata to learn more about Earth's past. To them a thousand years is a short period of geological time. Because of this, knowledge about how rocks are exposed and broken down at the coast is very useful to geologists.

Excerpt from *Earth's Changing Coasts*, Neil Morris. Copyright © 2004, Heinemann-Raintree. Used by permission of the publisher via Copyright Clearance Center.

00. What does the word vary mean as it is used in paragraph 5?

- A.** differ
- B.** order
- C.** group
- D.** shift

00. How does wind affect a coastline?

- A.** The force of the wind against coastal rock breaks it down over time.
- B.** Wind above the water causes waves that gradually wear away coastal land.
- C.** Tiny drops of water carried by the wind, coat and soften coastal rock.
- D.** Wind damages coastal land by blowing rain against rock with great force.

- 00.** The following item has two parts. Answer Part A and then answer Part B.

Part A

What is a central idea in paragraphs 7–10?

- A.** Rocks in different parts of the world have different qualities.
- B.** Coves are small bays that grow larger until they become arches.
- C.** Cliffs that line coastlines wear away quickly when made of soft rock.
- D.** Waves can produce many different shapes in the rock of a coastline.

Part B

Select **two** sentences from the passage that support the correct answer to Part A.

- A.** "Very often there are hard and soft rocks along the same piece of coast." (paragraph 8)
- B.** "Rocks are formed in layers called strata." (paragraph 9)
- C.** "Smaller bays are called coves." (paragraph 9)
- D.** "Over a long period of time, this can make a circular cove." (paragraph 9)
- E.** "This leaves one wall of the arch standing as a stack." (paragraph 10)

00. What causes breakers to develop from large waves?

- A.** waves hitting against rock
- B.** wind blowing near the coastline
- C.** froth forming close to shore
- D.** waves arriving at shallow water

Read the passages and answer the questions that follow.

Passage 1

Excerpt from *Peak*

by Roland Smith

The narrator of Peak is Peak, a 14-year-old mountain climber who has travelled to Nepal in an attempt to climb Mt. Everest. As this passage begins, Peak and his group — his guide Zopa, Zopa’s grandson Sun-jo, and Holly — have just finished a long day of climbing.

- 1 “Shut up, Peak,” Holly managed to say with a small smile.
- 2 “What?”
- 3 “I know . . . gasp . . . how . . . gasp . . . red blood cells . . . gasp . . . work.”
- 4 I stared at her completely dumbfounded until I realized that somewhere in the middle of my thoughts I had started talking out loud without realizing it, which should give you some idea of what kind of shape I was in.
- 5 “Sorry.”
- 6 Holly nodded. “Help me to my tent.”
- 7 When I got her up she swayed, but a couple of shallow breaths steadied her. It took us a good five minutes to walk the fifteen feet to the tent, and by the time we got there we were both gasping. It felt like somebody had cut my strings. What was happening to me?
- 8 I deposited Holly in her tent, then slowly made my way over to Sun-jo and Zopa, wondering if I was going to make it there without collapsing. Zopa handed me a cup. I took it from him, but I wasn’t sure what I was supposed to do with it.
- 9 “Drink,” he said.
- 10 Oh yeah, I thought sluggishly. A cup. You drink from it.
- 11 That first sip flowed down my esophagus and hit my belly like some kind of magic elixir. “What is this stuff?”
- 12 Zopa stared at me. “Tea,” he said. “With sugar.”
- 13 “What kind of tea?”

14 "Plain old green tea."

15 He reached into the inside pocket of my Gore-Tex¹® coat, pulled out my water bottle, and shook it. It was nearly full.

16 "Dehydration," he said. "You are not drinking enough. This will kill you faster than the thin air." He nodded toward Sun-jo, who also had his hands wrapped around a mug of tea. "Sun-jo is guilty, too."

17 I hadn't felt thirsty all day, but I knew Zopa was right. If you waited to drink until you were thirsty at this altitude it might be too late.

18 "Holly!" I said with alarm, thinking she was suffering from dehydration, too.

19 Zopa shook his head. "Miss Holly has had plenty of fluids," he said. "I made certain."

20 "She's not doing well," I said.

21 "I have seen worse," Zopa said. "And some of those made it to the summit. You can never tell who the mountain will allow and who it will not."

Excerpt from *Peak*, by Roland Smith. Copyright © 2008, HMH Books for Young Readers. Used by permission of HMH Books for Young Readers via Copyright Clearance Center.

¹**Gore-Tex:** a waterproof, breathable fabric

Passage 2

Excerpt from *Island of the Blue Dolphins*

by Scott O'Dell

The narrator of Island of the Blue Dolphins, a Native American woman named Karana, has been left behind by accident when the rest of her tribe moved away from her home island. Just before this passage begins, she has tripped and hurt her leg.

- 22 My left leg hurt so much by the time I had reached the house that it was hard for me to crawl under the fence and move aside the heavy rock.
- 23 For five suns I could not go out because my leg had swollen so badly and I had no herbs with which to treat it. I had enough food to eat, but on the third day the water in the basket ran low. Two days later the basket was empty. It was necessary then for me to go to the spring in the ravine.
- 24 I started out when the sun rose. I took with me shellfish to eat, also my spear and my bow and arrows. I went very slowly, for I had to crawl on my hands and knees, carrying the food tied to my back, and dragging the weapons.
- 25 There was a short way to the spring, but it was over many rocks which I could not climb, so I had to take a longer way through the brush. I reached the ravine when the sun was overhead. The spring was not far off and I rested there, though I was very thirsty, cutting a lobe from a cactus bush to chew on.
- 26 While I was resting there, sucking the juice from the cactus, I saw the big gray dog, the leader of the wild pack, in the brush above me. His head was down and he was moving slowly, sniffing the tracks I had made. He saw me soon after I saw him and stopped. Behind him was the rest of the pack, trotting along one after the other. The pack stopped too.
- 27 I took up my bow and fitted an arrow, but as I did this the big dog faded away into the brush and was quickly followed by the others. In the time of one breath they were gone. There was nothing to aim my arrow at. It was as if they had not been there at all.

Excerpt from *Island of the Blue Dolphins*, by Scott O'Dell. Copyright © 2010, HMH Books for Young Readers. Used by permission of HMH Books for Young Readers, via Copyright Clearance Center.

- 00.** In paragraph 11 Peak says, “That first sip flowed down my esophagus and hit my belly like some kind of magic elixir.” What is the effect of the language in this sentence?
- A.** It shows that Peak wanted to gulp the tea.
 - B.** It describes how everyone shared the tea.
 - C.** It shows how much Peak needed the tea.
 - D.** It describes the pleasant taste of the tea.

- 00.** How does Peak respond to the advice Zopa gives him in paragraph 16?
- A.** He realizes he needs to change his behavior in order to be safe.
 - B.** He determines that he will learn all he can about the mountain.
 - C.** He begins to doubt that he can reach the top of the mountain.
 - D.** He vows to be a better friend to his traveling companions.

- 00.** In paragraph 27 the narrator says that “the big dog faded away into the brush.” What does the phrase “faded away” suggest about the narrator’s thoughts?
- A.** She is relieved that the dog is gone.
 - B.** She expects the dog to come back.
 - C.** She is unsure of where the dog is.
 - D.** She fears the dog will harm her.

- 00.** The following item has two parts. Answer Part A and then answer Part B.

Part A

Which theme is most clearly developed in “Island of the Blue Dolphins”?

- A.** People must learn to overcome their fears.
- B.** People need to be careful while in the wilderness.
- C.** People can learn from animals in the wild.
- D.** People must take action to solve problems.

Part B

Which **two** details from passage 2 **best** support the correct answer in Part A?

- A.** Karana’s difficulty moving the rock
- B.** Karana’s packing of shellfish
- C.** Karana’s decision to go for water
- D.** Karana’s sighting of the wild pack
- E.** Karana’s use of the cactus

Read the passage and answer the questions that follow.

Excerpt from “Brrr: Growing Up in Antarctica”

by Jodi Forschmiedt

- 1 A baby emperor penguin escapes the warm embrace of his parent. Squawking loudly, the featherless infant thrashes about on the ice. His mother quickly scoops the chick back to the safety of her brood pouch, a flap of blubbery skin hanging down from her belly. . . .
- 2 Every other bird in Antarctica migrates, traveling north to warmer climates when winter comes. But the hardy emperor penguins stay, and their chicks hatch in the coldest place on Earth. The temperatures usually fall to around 40 degrees below zero! To withstand the subfreezing temperatures and protect their chicks, emperor penguins use a combination of teamwork and unique characteristics.
- 3 The first challenge an emperor faces is just being born! Female penguins each lay one softball-sized egg and then head out to sea to hunt and feed on krill, squid, and fish. Caring for the egg is Dad’s job. The male emperor keeps the egg warm by holding it on top of his feet. His brood pouch hangs down over the egg, insulating it from the frigid air. . . .
- 4 Male emperors hold the eggs for over two months. During that time, they can’t eat or even move very much. Penguin dads weigh around 70 pounds, about as much as an average ten-year-old kid. But while baby-sitting their eggs, they can lose up to half their weight!
- 5 Emperor dads are well-equipped for their long fast. Over the summer, they stuff themselves with squid and fish to build up plenty of fat on their bodies in order to survive without eating for months. In fact, fat is the reason only male emperor penguins can tackle the job of caring for the eggs. Females are smaller and can’t build up enough fat to survive the fast.
- 6 A penguin standing alone on the ice wouldn’t live through the winter. He would use up his store of body fat too quickly. But the emperors help each other: all the dads in the colony huddle together with their backs to the wind to increase warmth and save their energy.
- 7 The whole time Dad’s caring for the egg, Mom’s at sea. Since the other seabirds have migrated north, the emperors get all the food to themselves. So Mom eats enough to fatten up and store additional food in her stomach. When she returns to the colony around the time the chick hatches, Mom coughs up the stored food and feeds it to her chick. When Mom takes over care of the newly hatched little one, Dad gratefully leaves to find his first meal in months. He’ll soon return with more food for the chick. Raising a baby is hard work!

- 8 Emperor chicks have to stay snuggled in their parents' brood pouches, because they start life naked. Adult emperors definitely aren't naked — they keep out the cold with layers of "clothes." An undercoat of soft, downy feathers traps their body heat. Long, stiff, overlapping feathers keep out the wind. An oily substance the penguins make in their glands coats the feathers, making them waterproof. And, of course, that thick layer of fat insulates their bodies.
- 9 Emperor parents protect their young until the chicks have grown feathers, when they're around seven weeks old. Then it's time for more teamwork. The chicks of the colony huddle together in groups called crèches. A crèche — is like a penguin day-care center! While their parents hunt, the chicks keep each other warm. The adults return when they can to feed their chicks. They know their babies are safe — Antarctica is so cold and barren in the winter that no hungry land predators live there. . . .
- 10 When emperors reach their fourth year, they are all grown up The penguin who once tried to escape his mother's brood pouch now uses his own to keep an egg warm and safe from the cold Antarctic winter.

Excerpt from "Brrr: Growing Up in Antarctica" by Jodi Forschmiedt, 2006, *Spider Magazine*. Used by permission of the publisher via Copyright Clearance Center.

- 00.** What does the word crèche mean as it is used in paragraph 9?
- A.** a group of baby penguins that have grown their feathers
 - B.** a group of baby penguins that are hunting for food
 - C.** a group of baby penguins that the adults are protecting
 - D.** a group of baby penguins that gather together in one place

- 00.** The following item has two parts. Answer Part A and then answer Part B.

Part A

Based on the passage, which problem poses the greatest danger to emperor penguins?

- A.** the amount of ice
- B.** the extreme cold
- C.** the inability to migrate
- D.** the lack of food

Part B

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

- A.** “the featherless infant thrashes about on the ice.” (paragraph 1)
- B.** “Every other bird in Antarctica migrates, traveling north to warmer climates when winter comes.” (paragraph 2)
- C.** “The temperatures usually fall to around 40 degrees below zero!” (paragraph 2)
- D.** “use up his store of body fat too quickly.” (paragraph 6)

- 00.** According to the passage, what is the relationship between male and female emperor penguins?
- A.** They huddle with one another in tight groups to protect their chicks during the freezing weather.
 - B.** They help one another gather food so that the entire colony has a chance to grow and thrive.
 - C.** They depend on one another to fill unique roles in caring for the emperor penguin chicks.
 - D.** They protect one another from the environment and take turns guarding the egg.

- 00.** Which **two** details **best** support the idea that emperor penguins have characteristics that allow them to live in Antarctica year-round?
- A.** “her brood pouch, a flap of blubbery skin hanging down from her belly.” (paragraph 1)
 - B.** “holding it on top of his feet.” (paragraph 3)
 - C.** “all the dads in the colony huddle together with their backs to the wind” (paragraph 6)
 - D.** “the emperors get all the food to themselves.” (paragraph 7)
 - E.** “thick layer of fat” (paragraph 8)

- 00.** The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the central idea of the passage?

- A.** Emperor penguins struggle to raise and feed their young.
- B.** Emperor penguins cooperate and share family responsibilities.
- C.** Emperor penguins work together to stay away from migrating birds.
- D.** Emperor penguins face challenges finding food and warm shelter.

Part B

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

- A.** "A baby emperor penguin escapes the warm embrace of his parent." (paragraph 1)
- B.** "the hardy emperor penguins stay, and their chicks hatch in the coldest place on Earth." (paragraph 2)
- C.** "Penguin dads weigh around 70 pounds, about as much as the average ten-year-old kid." (paragraph 4)
- D.** "Mom takes over care of the newly hatched little one" (paragraph 7)
- E.** "While their parents hunt, the chicks keep each other warm." (paragraph 9)

There are five underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.” For other underlined parts, you may only need to answer a question about the underlined word or phrase.

Yellowstone National Park is simply the greatest! Not only does it have all kinds of wildlife like bears and buffalo, but it also has geysers, beautiful scenery, and, best of all, mud pots.

Visitors actually might be able to smell mud pots before they see them! If a rotten egg odor fills the air, then a mud pot is likely nearby. Or, if somehow the smell does not attract park visitors, the mud pots’ bubbling, noisy sounds will grab their attention. The mud is actually boiling!

The mud pots in Yellowstone has been around for a long time. Hundreds of thousands of years ago a volcano erupted. Yellowstone, at the time, was located in the crater of that volcano. The groundwater still gets hot from hot rocks underground. The hot rocks help to make geysers, hot springs, and mud pots.

As you have probably already heard, hot air rises. When heated underground steam comes in contact with water at the surface, it causes it to boil. The result is a pool of bubbling mud. The awfully smell comes from a gas called hydrogen sulfide. This mixes with water to make sulfuric acid. This acid is the reason for the unpleasant smell.

On ocasion, the mud actually shoots high up into the air! That is exciting isn’t it? If you don’t mind interesting smells and want some excitement, go see the mud pots in Yellowstone.

00. Which change, if any, is needed to the underlined text?

If a rotten egg odor fills the air, then a mud pot is likely nearby.

- A.** If a rotten egg odor fills the air. Then a mud pot is likely nearby.
- B.** If a rotten egg odor fills. The air then a mud pot is likely nearby.
- C.** If a rotten egg odor fills the air, then. A mud pot is likely nearby.
- D.** No change

00. Which change, if any, is needed to the underlined text?

mud pots in Yellowstone has

- A.** mud pots in Yellowstone have
- B.** mud pots in Yellowstone having
- C.** mud pots in Yellowstone had
- D.** No change

00. Which change, if any, is needed to the underlined text?

awfully

- A.** awfulness
- B.** awfullish
- C.** awful
- D.** No change

00. Which change, if any, is needed to the underlined text?

occasion

- A.** ocassion
- B.** occassion
- C.** occasion
- D.** No change

00. Which change, if any, is needed to the underlined text?

That is exciting isn't it?

- A.** That is exciting, isn't it?
- B.** That is, exciting isn't it?
- C.** That is exciting, isn't, it?
- D.** No change

Read the passage and answer the questions that follow.

Excerpt from *Miracles on Maple Hill*

by Virginia Sorensen

- 1 At the bottom of the hill she saw the yellow flowers over the fence. They looked like puddles of gold in among the cattail leaves. She climbed over the fence and tried to go straight out toward one bunch of flowers. But the ground was all oozy underfoot. She felt with her shoe for a firm grassy place. And another one. And another. Finally she could reach the flowers if she stretched, and began to gather some. They looked just like buttercups now she was close, only bigger, with the same bright shine on their petals. Suddenly she heard something and looked up. It sounded like buffalo running in a herd, just the way they ran in the movies, pounding all together . . . But here, for goodness' sakes, there weren't any buffalo. . . .
- 2 She dropped the flowers and started to make for the fence, but her feet went in. There wasn't time to search for the dry grassy places now. She splashed. Her feet sank at every step. She heard herself cry out and could hear her own breathing. She felt one shoe come off, deep in the mud. And then she stood on a little island of grass, too scared to move another step.
- 3 The cows had come pounding up to the very edge of the little swamp. There they brought up suddenly, all together. The ones in back pushed up into the front row to stare at her. They stood looking and looking, the whole big bunch of them, with round wide eyes.
- 4 She stared back at them. They didn't move, except sometimes to toss their heads as if they were angry at her for being in a place where she didn't belong. Did cows object to people who picked their flowers? she wondered. Come to think of it, she had heard of yellow flowers called *cowslips*; maybe this was their special flower. . . .
- 5 She tried another hummock. It was firm under her foot. But every cow moved as she took that one step. She could practically feel them breathing. How huge and steady and unblinking were their eyes!
- 6 "Please let me get to the fence. Let me get to the fence," Marly whispered to herself, like a prayer, and looked carefully at every green spot between her and the beautiful rails where a squirrel was running, stopping to watch her a minute and then trotting on again. If she jumped quickly there — and there — and if she didn't slip and fall — then she would be at the fence.
- 7 I've got to — *I've got to* . . . Help me get to that fence. And she turned quickly and made one big leap, and another, and splashed and sank and ran

through the water and the cattails, and clung to the fence. And then she was up and over.

8 Instantly the whole bunch of cows were right by the fence, looking at her. But she was safe.

9 She sat down on the ground, shivering horribly. And the row of cows looked very pleased, really, and satisfied just to see what she meant to do next. Now she saw how funny they looked, young and curious and wide-eyed. They were exactly like a row of children looking over the fences at the zoo. She smiled at them, knowing they couldn't get over that fence. She was rather surprised when they didn't smile back.

10 All the time she crossed the field, they stood watching her. She could tell how wonderful and interesting they thought she was, all muddy and barefoot, and now she really knew they hadn't meant to worry her. They were just full of pushing¹, too, and they would have been sorry if they had pushed her into that swamp and lost her in the mud. She could see now how it had been. They had heard somebody strange splashing around in their drinking place and had to find out who it was.

11 Now she could laugh. . . .

12 The odd thing was that Mr. Chris said her adventure had probably saved the lives of every single calf! He should have known enough to fence that swamp off before this, he said. Once he had a herd go in and eat those very flowers she was after. They were called cowslips sometimes, and sometimes marsh marigold. If cows ate too many, their stomachs swelled. . . .

13 After the wire was up, she and Mother went back for a nice bouquet and some supper greens. The leaves made fine greens, Mr. Chris said, before the spinach was ready. The cows came thundering toward Marly and Mother just the way they had before, but way back they stopped like magic. It didn't take them long to learn where the fence was strung. And they looked a little sad, she thought, not to be able to come close enough to see what she was doing.

Excerpt from *Miracles on Maple Hill* by Virginia Sorensen. Copyright © 1990, Harcourt Brace Jovanovich. Used by permission of the publisher via Copyright Clearance Center.

¹**full of pushing:** The instinct to run free in springtime.

- 00.** Why does Marly **most likely** view the rails as beautiful in paragraph 6?
- A.** They hold wild animals that run across the top.
 - B.** They remind her of children at the zoo.
 - C.** They can keep her from slipping and falling.
 - D.** They are part of the fence she is trying to reach.

- 00.** The story is told from Marly's point of view. Choose **two** ways that the story would be different if it were told from the cows' point of view.
- A.** The main problem would not relate to Marly getting away from the cows, but to the cows' adventure with a visitor.
 - B.** The resolution would please the cows more than it pleases Marly and Mr. Chris.
 - C.** Marly's behaviors would change due to the reader's understanding of the cows' feelings and intentions.
 - D.** The reader would be unable to learn about Marly's struggle to get to the fence.
 - E.** The reader would not learn as much about Marly and how she views the cows.

- 00.** The following item has two parts. Answer Part A and then answer Part B.

Part A

Which statement **best** expresses a theme in the passage?

- A.** Situations are not always as they appear.
- B.** Tame animals can behave in unexpected ways.
- C.** Nature should be cared for and protected.
- D.** Good neighbors are those who keep to themselves.

Part B

Which detail from the passage **best** supports this theme?

- A.** "It sounded like buffalo running in a herd, just the way they ran in the movies, pounding all together . . ." (paragraph 1)
- B.** "They didn't move, except sometimes to toss their heads as if they were angry at her being in a place where she didn't belong." (paragraph 4)
- C.** "Did cows object to people who picked their flowers? she wondered." (paragraph 4)
- D.** "Now she saw how funny they looked, young and curious and wide-eyed." (paragraph 9)

- 00.** Which statement **best** describes the relationship between Marly and the cows in paragraphs 1 through 8?
- A.** Marly is frightened by the cows, but the cows are interested in Marly.
 - B.** Marly is surprised by the cows' behavior, but the cows are angry about Marly's behavior.
 - C.** Marly wants to learn more about the cows, but the cows want nothing to do with Marly.
 - D.** Marly wants to take care of the cows, but the cows want to be left alone.

- 00.** Which **two** statements, when combined, provide the **best** summary of paragraphs 2 through 10?
- A.** Marly sees some flowers growing beyond Mr. Chris's fence.
 - B.** After picking some flowers in a swampy field, Marly has trouble getting away from a group of curious cows.
 - C.** As the cows stare at Marly, she stares back at them and tries to figure out what they are thinking.
 - D.** Marly struggles to get out of the field, looking for grassy areas where she can step.
 - E.** Once she is safely over the fence, Marly realizes that the cows intended no harm.

- 00.** The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the main purpose of paragraphs 9 and 10?

- A.** to explain why Marly originally felt safe entering the field
- B.** to detail Marly's fear of the cows in paragraph 2
- C.** to show that Marly does not regret her behavior in paragraph 1
- D.** to reveal how Marly's opinion of the cows and their behaviors has changed

Part B

Select **two** details from paragraphs 9 and 10 that support the correct answer to Part A.

- A.** "She sat down on the ground, shivering horribly." (paragraph 9)
- B.** "She smiled at them, knowing they couldn't get over that fence." (paragraph 9)
- C.** "All the time she crossed the field, they stood watching her." (paragraph 10)
- D.** "She could tell how wonderful and interesting they thought she was, all muddy and barefoot, and now she really knew they hadn't meant to worry her." (paragraph 10)
- E.** "They had heard somebody strange splashing around in their drinking place and had to find out who it was." (paragraph 10)

Tennessee ELA
Grade 5
TN0006049
Tree Kangaroos

Annotated Students Responses

Read the passage and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Excerpt from “Kangaroos, Clouds, and Coffee”

by Amy Poffenbarger



A Face in the Forest

- 1 Surprisingly, 10 different species of kangaroos live in trees instead of hopping along the ground. Matschie’s tree kangaroos live in the mountain cloud forest of Papua New Guinea. Weighing about 20 pounds (9 kg), these kangaroos are great climbers, but they’re kind of lazy. They spend 15 hours a day sleeping or lounging in trees, munching on leaves, moss, and bark. Sometimes they take a giant leap to the ground to nibble flowers, ferns, and grass shoots.
- 2 Tree kangaroos are loners — they don’t hang out together very much. Mothers carry their babies, called joeys, in a pouch, like

other kangaroos. But when the joeys are about 18 months old, they go off to live by themselves.

- 3 People live in the cloud forest too, in the YUS area between the Yopno, Uruwa, and Som rivers. For thousands of years, they have cut trees for wood and fuel and hunted animals and birds for food.

No Pets for Lisa

- 4 On the other side of the world, in New York City, Lisa Dabek grew up loving animals, even though she was allergic to them. Since she couldn't have a pet, she watched ants that lived on her garage roof. She dreamed of being an animal trainer someday.
- 5 When she got older, Dabek studied marine mammals and animal behavior. She became interested in environmental studies and conservation, like her hero, Jane Goodall. But it wasn't until she went to work at the Woodland Park Zoo that Dabek saw her first tree kangaroo. "I was totally intrigued," she says.
- 6 Dabek set up a program at the zoo to educate people about tree kangaroos and cloud forests. But it was many years before she got to see one in the wild.
- 7 When she finally got to Papua New Guinea, asthma made mountain travel difficult, but she didn't let it stop her. Dabek saw her first wild tree kangaroos after five weeks of hiking through the forest. But they are so rare that it was seven years before she saw another one. Now she returns every year to study the kangaroos and the forest.

Friends in High Places

- 8 The people of YUS own most of the land where the tree kangaroos live. They showed Dabek their special forest, and she told them about her interest in the tree kangaroos. At first they were surprised. They had no idea that the Matschie's tree kangaroo only lives in their cloud forest.
- 9 She met with teachers and students too. "I really believe the future of conservation is with kids," Dabek says. "The more kids around the world understand the importance of protecting plants and animals, the better off we'll be."
- 10 The people of YUS have always known that their forest is special. After talking with Dabek and other scientists, they decided to set aside more than 180,000 acres to create a cloud forest nature preserve. This became the YUS Conservation Area, the first in all of

Papua New Guinea. Hunting, mining, and cutting down trees are now forbidden there.

Passage 2

Excerpt from *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea*

by Sy Montgomery

Sy Montgomery, the author of this passage, traveled with Lisa Dabek to study tree kangaroos in New Guinea. This passage leads up to when the team begins searching for tree kangaroos.

- 11 For weeks, working with local trackers and a field assistant from home, she'd comb the mountains. Many times she thought she saw a tail or the hunched body of a tree kangaroo looking down at her. But it was only a clump of moss.
- 12 In a five-week expedition in 1996, she saw two tree kangaroos — one of whom she glimpsed so briefly she got only a single photo. The other she was able to watch for forty-five minutes, and videotape.
- 13 But then she didn't see another — for seven years.
- 14 No wonder. To most tree kangaroos, people are frightening enemies. With bow and arrow, sometimes with the help of dogs, people have hunted them for hundreds of years. As more Matschie's tree kangaroos were killed, the ones who were left grew more afraid. The minute they'd hear Lisa coming, they'd hide. But the tree kangaroos' fear only increased her determination to help them.
- 15 At the villages in the mountains, Lisa and her growing team met with local landowners. The team and the landowners spoke together about disappearing tree kangaroos. After meeting with the conservationists, the people agreed to set aside some of their land as no-hunting zones. This land would be a sort of "wildlife bank" where the animals could live in peace.

- 16 Lisa and her team also talked with local schoolteachers. Lisa wanted the kids to learn how lucky they were to have tree kangaroos and echidnas, cuscus, and trioks. She wanted them to understand how important it is to protect the forest.
- 17 Meanwhile, Lisa tried to learn about the tree kangaroos — even though she couldn't see them. How? With assistants who stayed in the field, she studied their small oval dark green droppings — the people called it "pek pek" — to try to see what the tree kangaroos were eating. They tried to guess how many animals lived there. She and the team looked for scratch marks on the trees where the animals' claws had dug into the moss-covered bark. They talked to local people, who told Lisa what they had learned from hunting the creatures.
- 18 Then in late 2003, everything changed. Lisa found out about a place where the tree kangaroos hadn't been hunted in many years. In fact, no tree kangaroo living there was old enough to remember hunters. (In captivity, a tree kangaroo can live as long as a cat, sometimes even into its twenties.) They had little fear of people.
- 19 And that's where we're standing now. We're hoping we can capture this beautiful tree kangaroo, just for a short time. We hope to outfit it with a radio collar. By following the radio signal with telemetry equipment, we want to track the animal through the dense forest — even when we can't see it. This way we can learn and we can help.

Excerpt from *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery. Copyright © 2006, Houghton Mifflin Harcourt. Used by permission of the publisher via Copyright Clearance Center.

Writing Prompt

You have just read two passages about tree kangaroos. Write an essay in which you state your opinion about whether people have been more helpful or harmful to tree kangaroos. Be sure to use evidence from **both** passages in your essay to support your opinion.

TNReady Grades 4-5 Opinion Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. states and maintains a clear and sophisticated opinion or point of view. utilizes effective organizational strategies to logically¹ group and order ideas to support the writer's purpose. effectively establishes relationships among opinions, reasons, and evidence.² contains an effective and relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence from the stimuli to insightfully support the writer's opinion. thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer's opinion and demonstrating a clear, insightful understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary³ appropriate to the task. utilizes sophisticated and varied transitional words and phrases 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.⁴ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. states and maintains a clear opinion or point of view. utilizes adequate organizational strategies to logically¹ group and order ideas to support the writer's purpose. adequately establishes relationships among opinions, reasons, and evidence.² contains a relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence from the stimuli to adequately support the writer's opinion. adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer's opinion and demonstrating a sufficient understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary³ appropriate to the task. utilizes appropriate and varied transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.⁴ contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. states a weak opinion or point of view. demonstrates an attempt to group related information, but ideas may be hard to follow at times. establishes some relationships among opinions, reasons, and evidence,² but there are lapses in focus. contains a limited concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence from the stimuli to partially support the writer's opinion. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, connecting some of the evidence to the writer's opinion and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary.³ utilizes basic or repetitive transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.⁴ contains frequent errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. states an unclear or an irrelevant opinion or point of view. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to establish relationships among opinions, reasons, and evidence;² concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support the writer's opinion. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided; evidence and the writer's opinion appear disconnected, demonstrating little understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary.³ utilizes no or few transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.⁴ contains numerous and repeated errors that seriously impede meaning.

¹ Logic is expected at grade 5.

² Evidence includes facts, definitions, concrete details, quotations, or other information as appropriate to the task and stimuli.

³ Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

⁴ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

in the furst pasig it ses that "lisa dabek grew up luvig animals,even though she was allergik to to them"from parragraph 4"and in the secind passig it ses "lisa told the cumity of her discuviry and thay diclard a no hunting zone"so i thank that paople are treating the tree kangaroos good.

Focus & Organization: 1

The response does not contain an introduction or conclusion and ends with a weak opinion statement (*i thank that paople are treating the tree kangaroos good*).

Development: 1

The writing makes no attempt to explain how the two pieces of evidence quoted from the stimulus passages support the stated opinion, demonstrating little understanding of the topic and task.

Language: 1

Other than simple coordinating conjunctions (*and, so*), there are no transitional words or phrases, and the language used in the opinion statement is imprecise.

Conventions: 1

The response consists of a single sentence, and the first word is not capitalized. Additionally, numerous spelling errors (*furst pasig, luvig, allergik, frum parragraph, secind passig, ses, comity, discuviry, thay diclard, thank, paople*) seriously impede the meaning of the writing.

Did you kow a girl study about animals and plants. In this essay you will learn about plants and annimals a girl will study and work at a zoo shop.

In this text kangroos lived in tree and lived in the clouds forest and they did not hop that much that why they stayed in the trees and do not come out. And a girl study about kangroos a lot.

In the next text kangroos got hunted alot they got killed and people love to hunted them and kangroos had babys they called them joyes and they were killed. And kangroos loved taking big jumps they loved to nibble on flowers.

In the next text kangroos spend 15 hours a day sleep and they wieghted 20 pounds and [9k]. And kangroos are great big jumpers they loved to sleep and eat.

You have read about kangroos and how they lived. And how much they wiegthed and eat. And how peolpe study them and how they sleep.

Focus & Organization: 1

Although there is an attempt to provide a brief introduction and conclusion, focus and organization is severely weakened as the writer offers no statement of opinion, and the writing does not reflect a point of view that's related to the instructions posed in the prompt (Write an essay in which you state your opinion about whether people have been more helpful or harmful to tree kangaroos). The response merely lists information from the two stimulus passages, and there is little attempt to group related information.

Development: 1

While much of the development of this response consists of information paraphrased from the stimuli, it is not explained as support for the writer's opinion or point of view, rendering it irrelevant. The writing demonstrates little understanding of the topic and task.

Language: 1

The writing illustrates little use of precise language (*a girl will study and work at a zoo shop, And a girl study about kangroos a lot*) or domain-specific vocabulary, and offers few transitional words and phrases (*In this essay you will learn, In this text, In the next text, You have read about*). Additionally, repetitive sentence structure diminishes the rhythmic flow of the response.

Conventions: 1

The writing demonstrates little command of grade-level conventions. There are frequent errors in grammar (subject-verb agreement), spelling (*kow, annimals, kangroos, babys, joyes, wieghted, peolpe*), and sentence structure (run-ons and fragments).

Have you heard of tree kangaroos well i have'nt until i read this pasege. Tree kangaroos are similare to ragular kangaroos in some ways. Such as they both have pouaches for there joeys and bothe hop, but there diffrent in many ways such as tree kangaroos live in the trees and regular kangaroos don't live in trees. Both passages bothe menchen how tree kangaroos are very rare they live in papua new guinea and are scared of people and like to live in the shadows. Tree kangaroos are loners and dont have friends.

Tree kangaroos live in the trees in the mountins. Tree kangaroos are rare and are hard to find but in some places tree kangaroos are not shy to people. Tree kangaroos were hunted for hundred of years and were endangerd. Tree kangaroos are beeter that in some places there no hunting zones were the tree kangaroos live. Thats about tree kangaroos.

Focus & Organization: 1

Although the writing attempts to offer introductory and concluding statements, there is no opinion or point of view offered. The writing only attempts to compare the two passages from the stimuli. The ideas presented are hard to follow as there is no attempt to group related information or establish relationships among the randomly listed evidence.

Development: 1

Much of the information presented is taken from the stimuli, but it remains irrelevant as support since there is no opinion stated.

Language: 1

Much of the precise language and domain-specific vocabulary is copied from the stimuli and is not original writing. Additionally, there are few transitional words and phrases to connect ideas across paragraphs. There is little variety in sentence structure.

Conventions: 2

The writing contains frequent errors that significantly interfere with meaning, but there is enough demonstration of correct sentence formation, grammar, usage, capitalization and punctuation that the command of conventions is considered inconsistent as opposed to limited.

Tree kangaroos

I think that they have been helpful because they protect them at zoo's. But they are harmful too because they pollute the air and litter and tree kangaroos could be getting choked or suffocating but that's only the bad people good people would pick up the trash and would not litter. I think that if people would spend more time around tree kangaroos then they would not fear humans anymore. I understand that they most likely have been hunted and poached but we need to show that we don't want to hurt them.

Focus & Organization: 1

The writing offers the opinion that humans have been helpful to tree kangaroos in the first sentence but follows that with an acknowledgement that they have also been harmful. There is little attempt to establish relationships among the evidence provided, and the organizational structure is unclear. The response also lacks even a limited introduction or conclusion.

Development: 1

The writing utilizes little evidence from the stimuli to support ideas and instead, relies mostly on personal knowledge that inadequately and inaccurately supports the writer's opinion (*But they are harmful too because they pollute the air and litter and tree kangaroos could be getting choked or suffocating but that's only the bad people good people would pick up the trash and would not litter*). There is also little explanation provided to connect ideas and show relationships (*I understand that they most likely have been hunted and poached but we need to show that we don't want to hurt them*).

Language: 2

There are few transitional words, and the writing illustrates inconsistent command of precise language as some specific vocabulary (*pollute the air and litter, choked or suffocating, hunted and poached*) is included alongside more imprecise language (*bad people, good people*).

Conventions: 2

Although most sentences are formed correctly, there is a run-on sentence. Inconsistent control of punctuation (*zoo's, that's, don't*) and spelling (*choked, suffocating, litter*) errors interfere with the meaning of the writing.

I think its's a mix of both many people have helped Tree Kangaroo's but have also hurt the kangaroo's.

I think they help by tacking the kangaroo's so if they get hurt they will know about it. Also,I think that they harmed Tree Kangaroo's by hunting them and destroying their homes. (cutting dorwn tree's).

So, in my opion we are both harming and helping Tree Kangaroos.

Focus & Organization: 2

The writing begins with a stated opinion (*I think its's a mix of both many people have helped Tree Kangaroo's but have also hurt the kangaroo's*) and offers supportive evidence, ending with a limited conclusion. This demonstrates a basic organizational structure and attempt to group related information.

Development: 2

Relevant, but insufficient, evidence from the stimuli is presented and there is a brief explanation offered to show how it supports both parts of the writer's opinion (*I think they help by tacking the kangaroo's so if they get hurt they will know about it. Also,I think that they harmed Tree Kangaroo's by hunting them and destroying their homes. (cutting dorwn tree's)*).

Language: 2

Basic transitional words are utilized (*Also, So*), and the response attempts to use some precise language (*destroying, in my opion we are both harming and helping Tree Kangaroos*).

Conventions: 2

The writing demonstrates inconsistent command of grade-level conventions. While there are some misspellings (*tacking* [tracking], *dorwn, opion*) and punctuation errors (*Kangaroo's, tree's*), there is also correct use of commas around introductory words and some sentences are formed correctly.

I think that humans have been more harmful to tree kangaroos than helpful. Humans have cut down forests, and have hunted them for thousands of years. Tree kangaroos are almost extinct!

Trees are used for many things, one of those things happen to be the tree kangaroo. Tree kangaroos live in trees, humans come in and cut down trees for their needs, so tree kangaroos are dieing out slowly.

Humans hunt a lot of stuff. Tree kangaroos get hunted. They have been hunted for hundreds of years. They have been hunted so long that they are scared of humans. That is not good, because scientist study tree kangaroos.

Tree kangaroos are interesting. If we keep doing the things we are doing now they will be icstinct!

Focus & Organization: 2

The response contains a limited introduction that states an opinion (*I think that humans have been more harmful to tree kangaroos than helpful*). There is an attempt to group related information in the body paragraphs (Trees, hunting) and a limited conclusion follows with a prediction of what will happen (*If we keep doing the things we are doing now they will be icstinct!*).

Development: 2

Mostly relevant evidence from the stimuli supports the writer's opinion (*Trees are used for many things, one of those things happen to be the tree kangaroo. Tree kangaroos live in trees, humans come in and cut down trees for their needs, so tree kangaroos are dieing out slowly*). Some of the evidence provided is explained and connected to the point of view, demonstrating a partial understanding of the task.

Language: 2

The writing illustrates inconsistent command of precise language. There is some specific and basic vocabulary (*Tree kangaroos are almost extinct, Humans hunt a lot of stuff*). Some transitional language is used to connect ideas within paragraphs (*humans come in and cut down trees for their needs, so tree kangaroos are dieing out slowly, That is not good, because scientist study tree kangaroos*). There is some sentence variety as the response contains both simple and complex sentences.

Conventions: 2

Overall command of grade-level conventions is inconsistent. The response contains a mixture of simple and complex sentences but there are comma splices present. There are also punctuation, grammar, and spelling errors.

In my opinon people have been more harmful to tree kangaroos then helpful. Why? Well your about to see in a second.

First of all people have cutten down trees, witch these tree kangararoos live in. Humans would even hunt these animals with bow and arrows and even dogs witch is a very serious situaction, but thats not just the point they have been doing this for hundreds of years!

Another reason why I think humans haven't been helpful is because to kangaroos these people have been very frightening. Then this situation kept happening. More tree kangaroos have died and the ones that were left grew more afraid.

So as you can see these people have not been helpful. Even though these humans may have stopped being a harm to the creatures they had still caused a lot of harm.

Focus & Organization: 2

The writing contains a limited introduction that includes a stated opinion (*In my opinon people have been more harmful to tree kangaroos then helpful*). There is an attempt to group related information in the two body paragraphs, and the response ends with a brief concluding section.

Development: 2

Relevant, but insufficient, evidence from the stimuli is used to partially support the writer's opinion. Some of the evidence is explained (*people have cutten down trees, witch these tree kangararoos live in. Humans would even hunt these animals with bow and arrows and even dogs witch is a very serious situaction*), and a partial understanding of the task is revealed.

Language: 2

Command of precise language is inconsistent, as some specific language (*very serious situation, frightening*) is present alongside more basic word choice. Some basic transitional words and phrases are used (*First of all, Another reason, So*) at the beginning of paragraphs.

Conventions: 2

The writing demonstrates inconsistent command of grade-level conventions. Most sentences are formed correctly, begin with capital letters, and end with appropriate punctuation, but there are other punctuation errors (missing commas and apostrophes), misspellings (*opinion, cutten, kangararoos, situaction*), and homophone errors (*your, witch*).

Tree Kangaroos are not like other kangaroos. These kangaroos stay in trees that are called, cloud trees. Other kangaroos hop on the ground insted of staying in cloud trees and sleeping all day. My opinion is Tree Kangaroos are more calmer and they live on their own. It's hard to find Tree Kangaroos because they live in trees and theif always asleep.

People are not harming Tree Kangaroos but, they are cuting down tree and hurting their habitat. That Tree kangaroos live in. Tree Kangroos are not going to survive if they keep cuting down trees. They have know ideal where they live in the tree but, they know there in there. somewhere but, they dont know where at.

Tree Kangroos are clam and they dont attack people. These Kangaroos weigh less than a human person. They weigh 20 pounds and (9kg). They spend 15 hours a day sleeping or louging in there trees. Tree Kangaroos are loners- they don't hang out together very much. Mothers carrys their babies, caled joeys, in a pouch, like other kangaroos do. Tree Kangeroos are more calmer and they, and they live on their own.

Focus & Organization: 2

The response begins with an introduction about tree kangaroos that contains a weak opinion statement (*My opinion is Tree Kangaroos are more calmer and they live on their own*). The writer also includes an additional point of view in the second paragraph that is more closely related to the prompt directive (*People are not harming Tree Kangaroos but, they are cuting down tree and hurting their habitat*). Although ideas may be hard to follow at times, there is an attempt to group related information.

Development: 2

The writing includes information from the stimuli to support the opinions presented (*People are not harming Tree Kangaroos but, they are cuting down tree and hurting their habitat. That Tree kangaroos live in*). Some explanation is provided to connect evidence to the writer's opinion (*Tree Kangroos are not going to survive if they keep cuting down trees*), but other explanations are unclear and contain some level of inaccuracy (*They have know ideal where they live in the tree but, they know there in there. somewhere but, they dont know where at*).

Language: 3

The writing illustrates consistent command of precise language and domain-specific vocabulary (*People are not harming Tree Kangaroos but, they are cuting down tree and hurting their habitat. That Tree kangaroos live in. Tree Kangroos are not going to survive if they keep cuting down trees*). Some transitional words are used within paragraphs to connect ideas (*instead of, but, because*), and there is some variety in sentence structure.

Conventions: 3

This response contains occasional errors in spelling (*insted, cuting, ideal, louging, caled*), grammar (*more calmer, Mothers carrys their babies*), capitalization (*somewhere*), and punctuation (*dont*) that do not significantly interfere with meaning. However, many sentences are formed correctly, and there is some evidence of correct comma usage. Overall, the writing demonstrates a consistent command of grade-level conventions.

In my opinion, people are being helpful to Tree Kangaroos. IN the text "Kangaroos, Clouds, and Coffee" by Amy Poffenbarger and the text "Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea" by Sy Montgomery both state the Tree Kangaroos are being helped. So here are some reasons why I think that humans are being helpful to the Tree Kangaroos.

In passage 1 it says that that people from the YUS have approved that 180,000 acres are now for the forests. They have also forbidden hunting, mining, and cutting trees down. How would you like if people were cutting down your home!? In conclusion, I think that people are being helpful to their community.

In passage 2 the people that work at YUS put land as a no hunting zone they wanted to be where animals can live there and not be harmed. Lisa wanted to get about how protecting the wildlife is. In the last sentence it states "This way we can learn and we can help." All in all, these people are helping these kangaroos to survive and not to live in fear.

To sum it up, people are being helpful to their community and their lives. So these people that helped these animals not only saved their habitat but they saved the animals' lives too. Yet again in my opinion these people are being helpful to these animals.

Focus & Organization: 3

The writing contains a relevant introduction and clear opinion (*In my opinion, people are being helpful to Tree Kangaroos*). The writer utilizes an adequate organizational strategy to logically group ideas together by addressing the first passage in the first body paragraph and the second passage in the second body paragraph. The concluding section strengthens the focus of the response as it summarizes the previously explored ideas (*So these people that helped these animals not only saved their habitat but they saved the animals' lives too*).

Development: 3

Relevant and sufficient evidence from both stimuli is utilized to adequately support the writer's opinion (*In passage 1 it says that that people from the YUS have approved that 180,000 acres are now for the forests. They have also forbidden hunting, mining, and cutting trees down*). Sufficient understanding of the task is demonstrated as the evidence is adequately and accurately explained (*How would you like if people were cutting down your home!? In conclusion, I think that people are being helpful to their community*).

Language: 3

The writing illustrates consistent command of precise, descriptive language (*these people are helping these kangaroos to survive and not to live in fear*), and appropriate transitional phrases are used (*In conclusion, All in all, To sum it up, Yet again*) to connect ideas and enhance the flow of the writing.

Conventions: 3

Consistent command of grade-level conventions is demonstrated. Occasional major and minor errors (misspellings, missing commas and apostrophes) do not significantly interfere with meaning.

I have to say it is pretty interesting, that ten different species of tree kangaroos live in trees and not hopping on the land. In my opinion, kangaroos have been treated more harmful than helpful. I believe so because, people hunt them, destroy their habitat and took their food resource. Are you ready to hear more about it?

To start off, I am going to give you more information on how people are frightening to tree kangaroos because people try to hunt them. The text says, "to most tree kangaroos, people are frightening enemies. With bow and arrow, sometimes from the help of dogs people have been hunting for years. The few tree kangaroos that are left are scared. This proves people treat tree kangaroos poorly."

My second reason is that people are destroying their habitats. The text says that they have been "hunting, mining and cutting down trees." All of the stuff that they are destroying is part of their habitat.

My second reason is that they are taking the kangaroos food. The article explains, "for thousands of years, they have cut trees for wood and fuel and hunted animals and birds for food."

In conclusion, humans have been treating kangaroos poorly. I hope that the next time you see a picture of a kangaroo you know what they have been through.

Focus & Organization: 3

The response begins with a relevant introduction that includes a clear opinion (*In my opinion, kangaroos have been treated more harmful than helpful. I believe so because, people hunt them, destroy their habitat and took their food resource*). Ideas are grouped and ordered logically, and relationships among opinions and evidence are adequately established. A thoughtful concluding section is included as well.

Development: 3

Relevant evidence quoted from the stimuli is utilized to adequately support the writer's opinion (*The text says, "to most tree kangaroos, people are frightening enemies. With bow and arrow, sometimes from the help of dogs people have been hunting for years. The few tree kangaroos that are left are scared"*), and sufficient understanding of the task is demonstrated as the evidence is adequately and accurately explained (*This proves people treat tree kangaroos poorly, All of the stuff that they are destroying is part of their habitat*).

Language: 3

The writing illustrates consistent command of precise language and domain-specific vocabulary (*I have to say it is pretty interesting, destroying their habitats, humans have been treating kangaroos poorly*). Appropriate transitional phrases are used at the beginning of paragraphs (*To start off, My second reason, In conclusion*). The repeated use of "My second reason" does not prevent the response from earning a score point 3 for this trait.

Conventions: 3

The writing demonstrates consistent command of grade-level conventions, including sentence structure, grammar, usage, capitalization and punctuation. There are some misspelled words (*harmfull, helpfull, bieleve, pepole,, thier, enimies, informaiton, mineing, cuting, ben*) but they do not significantly interfere with meaning.

Tree Kangaroos would have been extinct if it wasn't for humans. Humans have helped these creatures in many ways. They have studied them without harming them. They have also saved them from going extinct.

Tree Kangaroos have been helped by scientists and the people of YUS in many ways. In paragraph 8 in the first passage it states that the YUS people didn't even know that Tree Kangaroos lived on the land that they owned. This proves that Tree Kangaroos weren't harmed by some humans. In paragraph 10 of the first passage it says that the people of YUS and other scientists including Dabek decided to set aside more than 180,000 acres for nature preserve in their own cloud forest. This also means that they were helping, not harming.

Scientists also studied them without harming them. In paragraph 17 it shows that scientists were studying these animals without harming them when they would study the small oval dark green droppings and look for scratch marks on trees. In paragraph 17 it also shows that the scientists used this information in non harmful ways. They did this when they tried to guess how many Tree Kangaroos were left, and to see what the creatures had been eating.

Humans have helped these animals in many ways. They have studied them without harming them and saved them from going extinct. The information in this article proves this and proves that humans helped Tree Kangaroos and didn't harm them.

Focus & Organization: 3

The writing contains a relevant introduction and states a clear point of view (*Humans have helped these creatures in many ways...*) that is maintained throughout the response. The writer utilizes an adequate organizational strategy to logically group ideas together (*Tree Kangaroos have been helped by scientists and the people of YUS in many ways, Scientists also studied them without harming them*) and establishes relationships among reasons and evidence. The concluding section reinforces the ideas presented (*The information in this article proves this and proves that humans helped Tree Kangaroos and didn't harm them*).

Development: 3

Relevant and sufficient evidence from the stimuli is utilized to adequately support the writer's opinion (*In paragraph 10 of the first passage it says that the people of YUS and other scientists including Dabek decided to set aside more than 180,000 acres for nature preserve in their own cloud forest*). Sufficient understanding of the task is demonstrated as the evidence is adequately and accurately explained at this grade level (*This also means that they were helping, not harming*).

Language: 3

Some precise, domain-specific language (*Tree Kangaroos would have been extinct if it wasn't for humans, the scientists used this information in non harmful ways*) enhances the effectiveness of this response. Appropriate language is used to show how ideas are related (*This proves that, This also mean*), and there are a few complex and compound sentences.

Conventions: 3

Consistent command of grade-level conventions is demonstrated. Occasional errors do not significantly interfere with meaning, but more sophisticated command of sentence structure and punctuation would need to be demonstrated for this response to earn a higher score for this trait.

Have you ever heard of a tree kangaroo? In my opinion people have been more helpful than harmful to tree kangaroos. People study tree kangaroos to try and learn more about them, they protect tree kangaroos, and educate children about tree kangaroos.

First, people study tree kangaroos to learn more about them. Lisa Dabek and her crew travel around the world trying to learn more about tree kangaroos. Lisa and her assistants study "pek pek"/droppings so people know what tree kangaroos eat. They video and take pictures of two tree kangaroos they have seen. They study tree kangaroos in zoos. All in all people are doing their best to learn about tree kangaroos.

Next, Lisa and her assistants are finding ways to protect tree kangaroos. For example, Lisa and her team talk to local landowners. Lisa spoke to the landowners about disappearing tree kangaroos. After she met with the conservationist some people agreed to set aside some of their land as no-hunting zones. This land is a safe place where animals can live in peace.

Lastly, people are trying to educate children about tree kangaroos. Lisa met with teachers and students. "I really believe the future of conservation is with kids," Dabek said "The more kids know around the world understand the importance of protecting plants and animals, the better off we'll be." Lisa wanted kids to learn how lucky they were to have tree kangaroos, echidnas, cuscus, and trioks.

In conclusion, People have been helpful to tree kangaroos. People study tree kangaroos to learn more about them. They try to protect them. And people educate children about the tree kangaroos.

Focus & Organization: 4

This response contains an engaging introduction (*Have you ever heard of a tree kangaroo?*). A clear opinion is stated (*In my opinion people have been more helpful than harmful to tree kangaroos*) and the point of view is maintained throughout. An effective organizational strategy is utilized as ideas are grouped in the three body paragraphs and support the reasons outlined in the introduction (*People study tree kangaroos to try and learn more about them, they protect tree kangaroos, and educate children about tree kangaroos*). The response ends with an effective conclusion that rephrases ideas presented in the introduction.

Development: 4

The writing utilizes well-chosen and relevant evidence from the stimuli to insightfully support the writer's opinion (*For example, Lisa and her team talk to local landowners. Lisa spoke to the landowners about disappearing tree kangaroos. After she met with the conservationist some people agreed to set aside some of their land as no-hunting zones*). The evidence is thoroughly and accurately explained (*This land is a safe place where animals can live in peace*) and demonstrates a clear, insightful understanding of the topic, task and stimuli.

Language: 3

The writing illustrates consistent command of precise language (*educate children about tree kangaroos, All in all people are doing their best to learn about tree kangaroos, This land is a safe place where animals can live in peace*) and appropriate transitional phrases are used (*First, Next, Lastly, In conclusion*).

Conventions: 3

A consistent, but not sophisticated, command of grade-level conventions is demonstrated. Occasional errors in sentence formation, capitalization, and spelling do not significantly interfere with meaning, but prevent the response from earning a higher score in this trait.

In my opinion, humans have been more harmful than helpful to tree kangaroos. I think this for they are now afraid of humans. There are several good reasons why they're afraid of us. This essay will be devoted to how humans have harmed tree kangaroos.

First of all, humans have hunted tree kangaroos in Australia for generations. "To most kangaroos, people are frightening enemies. With bow and arrow, sometimes with the help of dogs, people have hunted them for hundreds of years," says Sy Montgomery. Because of this, kangaroos are very unnerved by humans.

Secondly, humans have stalked through the woods, reaping whatever resources they could find. "People live in cloud forest too, in the YUS area between the Yopno, Uruwa, and Som rivers," says Amy Poffenbarger. "For thousands of years, they have cut trees for wood and fuel and hunted the animals and birds that lived there." People have *destroyed* the tree kangaroos' habitat, striking fear into their little, kangaroo hearts.

Lastly, we must make sure to protect tree kangaroos. These are all reasons why humans have done more harm than help to tree kangaroos. As long as we protect them, they're population once more thrive.

Focus & Organization: 4

This response contains an effective introduction (*This essay will be devoted to how humans have harmed tree kangaroos*) and conclusion (*As long as we protect them, they're population once more thrive*). The writing provides a clear opinion (*In my opinion, humans have been more harmful than helpful to tree kangaroos*), and the point of view is maintained throughout. An effective organizational strategy is utilized as related ideas are grouped by paragraph.

Development: 3

Relevant and sufficient evidence quoted from the stimuli is utilized to adequately support the writer's opinion (*"To most kangaroos, people are frightening enemies. With bow and arrow, sometimes with the help of dogs, people have hunted them for hundreds of years," says Sy Montgomery*). Sufficient understanding of the task is demonstrated as the evidence is adequately, but not thoroughly, explained (*Because of this, kangaroos are very unnerved by humans*).

Language: 4

The writing illustrates consistent and sophisticated command of precise, descriptive language and domain-specific vocabulary (*generations, humans have stalked through the woods, reaping whatever resources they could find, striking fear into their little, kangaroo hearts*). Some transitional phrases are used in the beginning of paragraphs (*First of all, Secondly, Lastly*).

Conventions: 4

The writing demonstrates consistent and sophisticated command of grade-level conventions. There are a few minor errors (*kagaroos, australia, Poffenbarger, they're*) that do not interfere with meaning.

Lets blast off into the world of tree kangaroos! 'Excerpt from Quest" is mostly about Lisa Dabek finding tree kangaroos. Excerpt from "kangaroos, clouds, and coffee" is mostly about Lisa Dabek conserving animals. Many people think humans are hurting these creatures, but I think humanas are helping them.

First, people are making conservations. The passage states,"After meeting with the conservationists, the people agreed to set aside some of their land as no-hunting zones." This proves we are helping the kangaroos by setting aside land to conserve their lives like it is ours.

Second, conservationists are telling children the importance of the creatures. The passage states,"Lisa wanted the kids to learn how lucky they were to have tree kangaroos and echidnas, cuscus, and trioks." This proves conservationists care so much, that they want to tell children so they will learn and sio they can pass on the importance to somebody else.

Third, people prevent the creature's deaths. The passage states,"After talking with Dabek and other scientists, they decided to set aside more than 180,000 acres to create a cloud forest nature preserve." This proves ifv all this land is set aside, the tree kangaroos can live without being killed in the preserve.

As you can see, there are many reasons that humans are being nice to tree kangaroos. These reasons may vary from telling children, preserving land, and preventing death. Now do you think we are being mean to these amazing and wonderful creatures?

Focus & Organization: 4

This response contains an effective introduction to engage the reader (*Lets blast off into the world of tree kangaroos!*). A clear and sophisticated opinion is stated (*Many people think humans are hurting these creatures, but I think humanas are helping them*), and the point of view is maintained throughout. An effective organizational strategy is utilized as related ideas are grouped by paragraph. Each body paragraph offers a topic sentence followed by relevant evidence and explanation, which reflects a sophisticated organizational process at this grade level. The conclusion is also effective as it summarizes the three main ideas explored in the response but presents them in a new way (*These reasons may vary from telling children, preserving land, and preventing death*).

Development: 4

The writing utilizes well-chosen and relevant evidence from the stimuli to insightfully support the writer's opinion (*conservationists are telling children the importance of the creatures. The passage states, "Lisa wanted the kids to learn how lucky they were to have tree kangaroos and echidnas, cuscus, and trioks."*). The evidence is thoroughly and accurately explained (*This proves conservationists care so much, that they want to tell children so they will learn and sio they can pass on the importance to somebody else*) and demonstrates a clear, insightful understanding of the topic, task and stimuli.

Language: 4

The writing illustrates consistent and sophisticated command of precise language and domain-specific vocabulary (*conserve their lives like it is ours, prevent the creature's deaths, Now do you think we are being mean to these amazing and wonderful creatures?*). Additionally, transitional phrases used to organize information chronologically are grade appropriate (*First, Second, Third, As you can see*).

Conventions: 4

The writing demonstrates consistent and sophisticated command of grade-level conventions. There are a few minor spelling errors that do not interfere with meaning, and there is a strong command of punctuation. Cited direct textual evidence is correctly punctuated with quotation marks. Exclamation points and question marks are also used appropriately and there are commas after introductory words and phrases.

Everybody knows about kangaroos, but not so much about tree Kangaroos. Us humans are known for deforestation that is very detrimental to the tree kangaroo, and just animals in general. Based on my information my opinion will stand as, humans are harmful, not helpful.

First of all, like I mentioned before we run them out of their homes and that is called deforestation. For instance in passage one of "Kangaroos, clouds, and coffee" the text states "For thousands of years, they have cut trees for wood and fuel and hunted animals and birds for food." The "secret undertone" to this would be that humans are more harmful than we are helpful.

Another reason is that tree kangaroos are scared of us because we've done so many things to them that they are scared of us. For example in passage/excerpt two "An Expedition to the Cloud Forest of New Guinea" the passage states "To most tree kangaroos people are frightening enemies. With bow and arrow, sometimes with the help of dogs, people have hunted them for thousands of years." Another example of humans being more harmful than helpful, and a really good one too.

The third reason is a bit of a surprise. As we all know most animal trainers and zookeepers are very kind to the environment and are good at conserving land. What if humans never bothered those animals & land in the first place? The zookeepers, animal biologists, and trainers would be out of a job. A quote from passage two of "An Expedition to the Cloud Forest of New Guinea" it states "After meeting with the conservationists, the people agreed to set aside some of their land as no hunting zones. This land would be a sort of "wildlife bank" where the animals could live in peace." To me the fact that you would have to hold back humans(hunters) from killing endangered species is just wrong.

To wrap it up, humans are way more detrimental to the environment than they are good to the tree kangaroos, and just animals in general. just think about this essay the next time someone goes hunting for endangered animals a.k.a. a tree kangaroo.

Focus & Organization: 4

This response contains an effective introduction and conclusion. A clear opinion is stated (*Based on my information my opinion will stand as, humans are harmful, not helpful*), and the point of view is maintained throughout. An effective organizational strategy is utilized as related ideas are grouped within the three body paragraphs.

Development: 4

The writing utilizes well-chosen and relevant evidence from the stimuli to insightfully support the writer's opinion (*First of all, like I mentioned before we run them out of their homes and that is called deforestation. For instance in passage one of "Kangaroos, clouds, and coffee" the text states "For thousands of years, they have cut trees for wood and fuel and hunted animals and birds for food."*). The evidence is thoroughly and accurately explained (*The "secret undertone" to this would be that humans are more harmful than we are helpful*) and demonstrates a clear, insightful understanding of the topic, task and stimuli.

Language: 4

The writing illustrates consistent and sophisticated command of precise language and domain-specific vocabulary (*deforestation, detrimental, to the environment*). Transitional phrases are used in the beginning of paragraphs (*First of all, Another reason, The third reason, To wrap it up*) to enhance the flow of the writing.

Conventions: 4

Consistent and sophisticated command of grade-level conventions is demonstrated in this response. The minor errors that occur (primarily misspellings) do not interfere with meaning. Direct textual evidence and the titles of the stimulus passages are correctly punctuated with quotation marks

Close your eyes and think. You are a tree kangaroo and you are just sitting there enjoying your meal when all of a sudden a strong light flashes in your face. You can't see much, but what you can see is humans. They are invading your space and taking pictures of you. After reading the two texts "Excerpt from "Kangaroos, Clouds, and Coffee" (Passage 1) by Amy Poffenbarger, and Excerpt from Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea (Passage 2) By Sy Montgomery, I have developed a strong opinion about how I think humans are being more harmful than helpful to tree kangaroos.

The first reason why I think that humans are being more harmful than helpful is because they have been hunting these beloved animals for decades of time. Tree kangaroos have amazing skin and tasty meat on their bodies, and this is what every hunter looks for in a good hunt. The hunters would hunt this animal and they, one by one take another life of this innocent kangaroo. The second passage says "With bow and arrow, sometimes with the help of a dog, people have hunted them for hundreds of years." This shows how because of humans tree kangaroos are being harmed. As you can see this is a big reason why people are harmful not helpful to these beloved animals.

The next reason why I think that humans are being more harmful to tree kangaroos than helpful is because they won't leave them alone. They are always studying them and taking pictures, videos, and documents of them all through out the day. I don't know about you but if I was a tree kangaroo and I was just minding my own business, I would not want some random stranger taking pictures of me. The second passage says "In a five week expedition in 1996, she saw two tree kangaroos-- one whom she glimpsed so briefly she got only a single photo. The other she was able to watch for forty-five minutes, and videotape." This shows that even though the people are only taking pictures, they are still bugging the tree kangaroos. Things like this are what cause them to be afraid of humans. As you can see this is another good reason why humans are being more harmful than helpful to these animals.

In conclusion after reading the two texts "Excerpt from "Kangaroos, clouds, and coffee" (Passage 1) and "Excerpt from Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea" (Passage 2), I have developed a strong opinion about why I think that humans are being more harmful than helpful to the beloved tree kangaroos.

Focus & Organization: 4

This response contains an effective introduction that engages the reader by presenting the perspective of the tree kangaroos. A clear opinion is stated (*I have developed a strong opinion about how I think humans are being more harmful than helpful to tree kangaroos*), and the point of view is maintained throughout. Ideas are grouped logically in the body paragraphs support the writer's purpose. The response ends with an effective conclusion that adds to the writer's perspective of "the beloved tree kangaroos."

Development: 4

Well-chosen and relevant evidence from the stimuli is utilized to insightfully support the writer's opinion (*The next reason why I think that humans are being more harmful to tree kangaroos than helpful is because they won't leave them alone. They are always studying them and taking pictures, videos, and documents of them all through out the day*). The evidence is thoroughly explained (*I don't know about you but if I was a tree kangaroo and I*

was just minding my own bissuness, I would not want some random stranger taking pictures of me) and demonstrates a clear, insightful understanding of the topic, task and stimuli.

Language: 4

The writing illustrates consistent and sophisticated command of descriptive language and domain-specific vocabulary (*Tree kangaroos have amazing skin and tastey meet on there bodies, and this is what every hunter looks for in a good hunt*). Transitional phrases are used at the beginning of paragraphs (*The first reason, The next reason, In conclusion*).

Conventions: 4

Although not error-free, this response demonstrates a consistent and sophisticated command of grade-level conventions. The strengths in command of sentence structure, grammar, usage, spelling, capitalization, and punctuation outweigh what is done incorrectly.

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