



2016 Released Items: Grade 5 Short/Medium Literary Text Set

The Short/Medium (S/M) literary text set requires students to read a literary text and answer questions.

The 2016 blueprint for the grade 5 End-of-Year S/M literary text set includes Evidence-Based Selected Response/Technology-Enhanced Constructed Response items.

Included in this document:

- Answer key and standards alignment
- PDFs of each item with the associated text

Additional related materials not included in this document:

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2016 Summative Assessment

Note:

Copyright holder did not grant web release rights for the passage in this set.



PARCC Release Items Answer and Alignment Document
ELA/Literacy: Grade 5

Text Type: S-M Lit		
Passage(s): from <i>Redwall</i>		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
VH000537	Item Type: EBSR Part A: A Part B: D	RL 5.1.1 RL 5.2.1
VH000528	Item Type: EBSR Part A: A Part B: B,F	RL 5.1.1 RL 5.3.1
VH000512	Item Type: EBSR Part A: D Part B: D,F	RL 5.1.1 RL 5.2.2

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Part A

Which action by Abbot Mortimer contributes to the theme of the passage?

- A. Abbot Mortimer takes Matthias aside to counsel him, showing that with age comes wisdom.
- B. Abbot Mortimer helps Matthias pick up the nuts, revealing that leadership requires a humble attitude.
- C. Abbot Mortimer remains still while Matthias struggles, demonstrating that teaching requires self-control.
- D. Abbot Mortimer recalls Matthias' other mistakes, indicating that the best lessons are learned from mistakes.

Part B

Which detail from the passage is an example of how the action demonstrates the theme?

- A. ". . . singed old Brother Methuselah's whiskers while lighting candles." (paragraph 5)
- B. "The elder's stern expression softened." (paragraph 6)
- C. ". . . bent and helped to gather up the fallen nuts." (paragraph 6)
- D. "Come with me, Matthias." (paragraph 9)

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Part A

How do Abbot Mortimer and Matthias perform their duties differently?

- A. Abbot Mortimer is dignified, while Matthias is clumsy.
- B. Abbot Mortimer is reserved, while Matthias is impatient.
- C. Abbot Mortimer is frustrated, while Matthias is compassionate.
- D. Abbot Mortimer is serious, while Matthias likes to misbehave.

Part B

Select **one** phrase about Abbott Mortimer and **one** phrase about Matthias that **best** support the answer to Part A.

- A. "The young mouse squeaked in dismay." (paragraph 2)
- B. "... hastily trying to stuff nuts back into the basket . . ." (paragraph 3)
- C. "What a young buffoon of a mouse." (paragraph 5)
- D. "Shaking his old grey head . . ." (paragraph 6)
- E. "... and stood awkwardly . . ." (paragraph 8)
- F. "... smiled down at his young charge and spoke kindly . . ." (paragraph 9)

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Part A

Which summary describes the passage from *Redwall*?

- A. Matthias is a careless mouse who creates many problems. He apologizes to Abbot Mortimer who is very angry with him.
- B. A young mouse named Matthias trips and falls, spilling a basket of hazelnuts. Abbot Mortimer is embarrassed and helps him pick up the nuts before someone notices.
- C. Matthias is a young mouse who likes to daydream. He frequently causes problems for Abbot Mortimer who decides to punish him.
- D. Matthias is a young mouse who frequently makes mistakes. Abbot Mortimer is frustrated with him but realizes it is his job to help him.

Part B

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

- A. "The young mouse squeaked in dismay." (paragraph 2)
- B. "... as he muttered clumsy apologies . . ." (paragraph 3)
- C. "... avoiding the stern gaze of his elder." (paragraph 3)
- D. "'Er, sorry, Father Abbot. I tripped. . . .'" (paragraph 4)
- E. "What a young buffoon of a mouse." (paragraph 5)
- F. "It is time we talked together." (paragraph 9)