

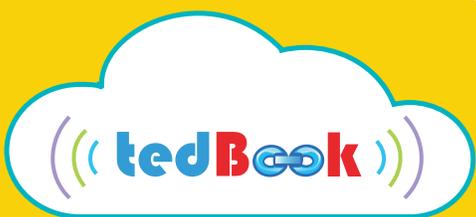


Grade **5**

# LOUISIANA ENGLISH LANGUAGE ARTS LITERACY

# LEAP2025 Practice

Updated for 2021-22



**ONLINE**

**2 LEAP2025 Practice Tests**  
**7 Question Types**

**COVERS 40+ SKILLS**

# Important Instruction

Students, Parents, and Teachers can use the URL or QR code provided below to access two full-length Lumos LEAP practice tests. Please note that these assessments are provided in the Online format only.

## URL

Visit the URL below and place the book access code

**<http://www.lumoslearning.com/a/tedbooks>**

**Access Code: xxxxxxxx-xxxxxxx**

**This is a sample copy and not the full  
version of the workbook**

# INTRODUCTION

This book is specifically designed to improve student achievement on the Smarter Balanced Assessment Consortium (LEAP) Test. With over a decade of expertise in developing practice resources for standardized tests, Lumos Learning has designed the most efficient methodology to help students succeed on the state assessments (See Figure 1).

Lumos Smart Test Practice provides students LEAP assessment rehearsal along with an efficient pathway to overcome any standards proficiency gaps. Students perform at their best on standardized tests when they feel comfortable with the test content as well as the test format. Lumos online practice tests are meticulously designed to mirror the LEAP assessment. It adheres to the guidelines provided by the LEAP for the number of questions, standards, difficulty level, sessions, question types, and duration.

The process starts with students taking the online diagnostic assessment. This online diagnostic test will help assess students' proficiency levels in various standards.

After completion of the diagnostic assessment, students can take note of standards where they are not proficient. This step will help parents and educators in developing a targeted remedial study plan based on a student's proficiency gaps.

Once the targeted remedial study plan is in place, students can start practicing the lessons in this workbook that are focused on specific standards.

After the student completes the targeted remedial practice, the student should attempt the second on-line LEAP practice test. Record the proficiency levels in the second practice test to measure the student progress and identify any additional learning gaps. Further targeted practice can be planned to help students gain comprehensive skills mastery needed to ensure success on the state assessment.

## Lumos Smart Test Prep Methodology

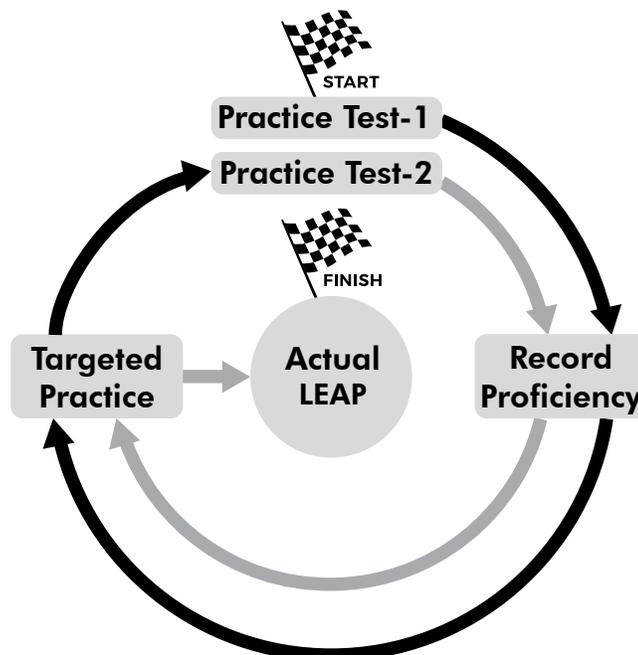


Figure 1

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# Chapter 1

## Lumos Smart Test Prep Methodology

### Step 1: Access Online LEAP Practice Test

Use the URL and access code provided below or scan the QR code to access the first LEAP practice test to get started. The online LEAP practice test mirrors the actual Smarter Balanced assessments in number of questions, item types, test duration, test tools and more.

After completing the test, your student will receive immediate feedback with detailed reports on standards mastery. With this report, use the next section of the book to design a practice plan for your student.

### URL

Visit the URL below and place the book access code

**<http://www.lumoslearning.com/a/tedbooks>**

**Access Code: xxxxxxxx-xxxxxxx**

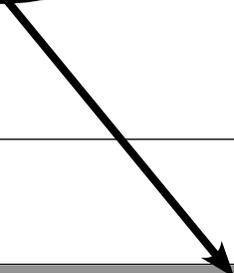
## Step 2: Review the Personalized Study Plan Online

After student complete the online Practice Test 1, student can access their individualized study plan from the table of contents (Figure 2).

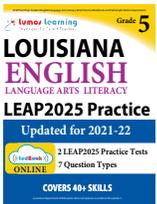
Parents and Teachers can also review the study plan through their Lumos account.

Lumos StepUp LEAP Online Practice and Assessments Grade 5 ELA							
HOMEWORK							
Lesson Name		Total			Student		
		Questions	Total Points	Incorrect	Score	% Score	Pending
PT1	Practice Test I	4	4	3	1	25%	0
	CAT I	4	4	3	1	25%	
	PT I						

Study Plan



BACK COURSE
Lumos Smart Test Practice: Personalized Study Plan for Sam





EXPORT AS EXCEL

**Lumos StepUp - LEAP Online Practice and Assessments - Grade 5 ELA**

Based on your performance in the online Practice Test 1, we recommend the following additional practice. Please use the related lessons in the Grade 5 LEAP ELA practice book you purchased.

Upgrade to Full Program

50

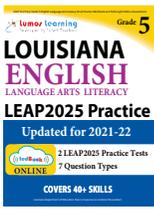
90

Lesson Name	Standard Info	<input type="checkbox"/> Targeted practice status	Percentage Score
<b>Reading Literature</b>			
Supporting Statements	RL.5.1	<input type="checkbox"/>	0% ●
Drawing Inferences	RL.5.1	<input type="checkbox"/>	0% ●
Theme	RL.5.2	<input type="checkbox"/>	0% ●

## Step 3: Complete Targeted Practice

Using the information provided in the study plan report, complete the targeted practice using the appropriate lessons to overcome proficiency gaps. With lesson names included in the study plan, find the appropriate topics in this workbook and answer the questions provided. Students can refer to the answer key and detailed answers provided for each lesson to gain further understanding of the learning objective. Marking the completed lessons in the study plan after each practice session is recommended. (See Figure 3)

**BACK COURSE** Lumos Smart Test Practice: Personalized Study Plan for Sam



**Lumos StepUp - LEAP Online Practice and Assessments - Grade 5 ELA**

Upgrade to Full Program

Based on your performance in the online Practice Test 1, we recommend the following additional practice. Please use the related lessons in the Grade 5 LEAP ELA practice book you purchased.

50 90

EXPORT AS EXCEL

Lesson Name	Standard Info	<input type="checkbox"/> Targeted practice status	Percentage Score
<b>Reading Literature</b>			
Supporting Statements	RL.5.1	<input checked="" type="checkbox"/>	0%
Drawing Inferences	RL.5.1	<input checked="" type="checkbox"/>	0%
Theme	RL.5.2	<input type="checkbox"/>	0%

Figure 3

## Step 4: Access the Practice Test 2 Online

After completing the targeted practice in this workbook, students should attempt the second LEAP practice test online. Using the student login name and password, login to the Lumos website to complete the second practice test.

## Step 5: Repeat Targeted Practice

Repeat the targeted practice as per Step 3 using the second study plan report for Practice test 2 after completion of the second LEAP rehearsal.

Visit <http://www.lumoslearning.com/a/lstp> for more information on Lumos Smart Test Prep Methodology or Scan the QR Code





Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Chapter 2 - Reading: Literature

The objective of the Reading Literature standards is to ensure that the student is able to read and comprehend literature (which includes stories, drama and poetry) related to Grade 5.

To help students to master the necessary skills, an example which will help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in-depth understanding of these concepts. EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student to refer to key points that help in answering the questions with ease.



## Chapter 2

### Lesson 1: Supporting Statements

Note: What the text says explicitly is interpreted as identifying the main ideas and then quoting statements that support (explain or provide more detail) about the main ideas.

*Let us understand the concept with an example.*

#### **Facts about the North American Lobster**

The North American lobster (*Homarus americanus*) is a fascinating marine creature. It can be found in bodies of cold salt water from Labrador to North Carolina. Lobsters are scavengers – they eat other fish and marine animals like clams and mussels – dead or alive. They are also considered a delicacy by many people.

Lobsters go through a life cycle that has several stages, in which they are very vulnerable to predators. Lobsters develop from thousands of eggs in the female. The eggs are pushed out of the female's body into the water where they hatch and are known as larvae. Larvae float or swim at or near the surface of the water; they do not have permanent shelters to live in. Because of this, there need to be thousands of eggs to hatch thousands of larvae, because the larvae are preyed upon by seabirds and various species of fish and crustaceans. After the larvae stage, lobsters grow to become juvenile lobsters and then adult lobsters. In order for adult lobsters to grow larger, they must shed their shells and grow new, larger ones. This process is called molting.

Juvenile and adult lobsters live in the bottom of salt water bays, rivers and oceans, because there is always water there regardless of the changes in depth from the tide. Lobsters need cold salt water and salinity - (a measure of how much salt is in salt water) to survive. Salinity concentrations of at least 20 ppt (parts of salt per thousand units of water) are preferred by lobsters. Adult lobsters prefer water temperatures ranging from 8 to 14 degrees C (46 to 53 degrees F). Water temperature is a major factor influencing lobster activity levels and migrations.

Because juvenile and adult lobsters live at the bottom of the water, they are prey for bottom or reef inhabiting species such as sculpin, cod, sharks, rays, skates, octopus and crabs. Predators also include lobster fishermen. To protect themselves from these predators, lobsters prefer crevices and niches on the bottom made up of small clusters of rocks called cobble (that resemble cobblestones) that frequently sit on sandy or muddy bottoms in areas in rivers, bays and areas of the ocean that are near shore. Areas with substantial underwater plant life are also suitable habitats.

Adult and juvenile lobsters are primarily nocturnal – that is, most active at dusk and during the night until dawn, spending most of their time searching for food. They tend to stay in their shelters during



Name: \_\_\_\_\_

Date: \_\_\_\_\_

the day, but some studies have shown that lobsters may also be active during daylight hours.

Lobsters are an expensive delicacy today, but they were not always so highly valued or regarded. Hundreds of years ago, lobsters were so plentiful and easy to catch in shallow water near the shoreline that Native Americans used them to fertilize their fields and to bait their hooks for fishing. In colonial times, lobsters were considered “poverty food” and harvested by hand along the shoreline to be served to prisoners and indentured servants, and to widows and children dependent on charitable donations. Today, lobsters are desirable as delicacies, too valuable to be used as fertilizer or fish bait or food for prisoners.

At one time in its history, the North American lobster population shrank to dangerously low levels. Before about 1840, the industry remained local to the places where they were caught, because there was no refrigeration available to prevent lobster meat from spoiling. This situation changed abruptly with the introduction of the canning industry which allowed lobster meat to be shipped to other areas. Canning was so efficient in processing large quantities of lobster meat that eventually only fewer and smaller lobsters were available, a sign that the fishery had been overfished.

What has resulted are measures and techniques to prevent overfishing. First, the introduction of rules that lobster fishermen must follow, such as minimum size limits, requirements to throw back females carrying eggs and periods during the year when lobstering is not allowed. Second is the availability of live lobsters, instead of canned lobster meat, because of the construction of lobster pounds with circulating fresh salt water.

*Your assignment:* Summarize the main ideas of this article and quote statements that support (provide more detail or examples) the main idea.

### **This is what you might write.**

Note: we have chosen a bullet point format for the summary, in which each bullet point represents a different main idea quoted from the article (shown in bold type and quotation marks) along with statements that support the main idea (shown in plain type).

- **Life cycle: “Lobsters go through a life cycle that has several stages, in which they are very vulnerable to predators.”** Lobsters develop from thousands of eggs in the female. The eggs are pushed out of the female’s body into the water where they hatch and are known as larvae. Larvae float or swim at or near the surface of the water; they do not have permanent shelters to live in. Because of this, there need to be thousands of eggs to hatch thousands of larvae, because the larvae are preyed upon by seabirds and various species of fish and crustaceans.

After the larvae stage, lobsters grow to become juvenile lobsters and then adult lobsters. “In order for adult lobsters to grow larger, they must shed their shells and grow new, larger ones. This process is called molting.”

Name: \_\_\_\_\_

Date: \_\_\_\_\_



- **Environment: “Lobsters need cold salt water to survive....”** Salinity concentrations of at least 20 ppt (parts of salt per thousand units of water) are preferred by lobsters...”; “Adult lobsters prefer water temperatures ranging from 8 to 14 degrees C (46 to 53 degrees F).”
- **Geography: “Lobsters can be found in bodies of cold salt water from Labrador to North Carolina.”**
- **Habitats: “Because juvenile and adult lobsters live at the bottom of the water, they are prey for bottom or reef inhabiting species such as sculpin, cod, sharks, rays, skates, octopus and crabs. Predators also include lobster fishermen.”** To protect themselves from these predators, lobsters prefer crevices and niches on the bottom made up of small clusters of rocks called cobble (that resemble cobblestones) that frequently sit on sandy or muddy bottoms in areas in rivers, bays and areas of the ocean that are near shore. Areas with substantial underwater plant life are also suitable habitats.
- **Value to consumers: “Lobsters are an expensive delicacy today, but they were not always so highly valued or regarded.”** Hundreds of years ago, lobsters were so plentiful and easy to catch in shallow water near the shoreline that Native Americans used them to fertilize their fields and to bait their hooks for fishing. In colonial times, lobsters were considered “poverty food” and harvested by hand along the shoreline to be served to prisoners and indentured servants, and to widows and children dependent on charitable donations.
- **Protection of the species: “What has resulted in measures and techniques to prevent overfishing.”** What has resulted are measures and techniques to prevent overfishing. First, the introduction of rules that lobster fishermen must follow, such as minimum size limits, requirements to throw back females carrying eggs and periods during the year when lobstering is not allowed. Second is the availability of live lobsters, instead of canned lobster meat, because of the construction of lobster pounds with circulating fresh salt water.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Supporting Statements*.

**Categories** About 4 results (0.006 seconds)

- Apps (1)
- Free Lessons (1)
- Questions (1)
- Videos (1)
- Popular Searches ▾
- Recent Searches ▾

Grade 5 ELA: Theme of a Story RL.5.1, RL.5.2, SL.5.1



**Resource:** Videos

This English Language Arts Common Core video features fifth grade students from John F. Kennedy Intermediate School located in Deer Park, New York. This lesson features: Focus Standard RL.5.1: Quote ...

+



## *Supporting Statements*

URL	QR Code
<a href="http://www.lumoslearning.com/a/rl51">http://www.lumoslearning.com/a/rl51</a>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Read the poem below and answer the questions:**

What is this life if, full of care,  
We have no time to stand and stare?

No time to stand beneath the boughs  
And stare as long as sheep or cows.

No time to see, when woods we pass,  
Where squirrels hide their nuts in grass

No time to see, in broad daylight,  
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,  
And watch her feet, how they can dance.

No time to wait till her mouth can  
Enrich that smile her eyes began.

A poor life if, full of care,  
We have no time to stand and stare.

-- W. H. Davies

**1. Where can you find the answer to the question in the first stanza?**

- Ⓐ In the first stanza
- Ⓑ In the fourth stanza
- Ⓒ In the last stanza
- Ⓓ The poet does not answer the question.



Name: \_\_\_\_\_

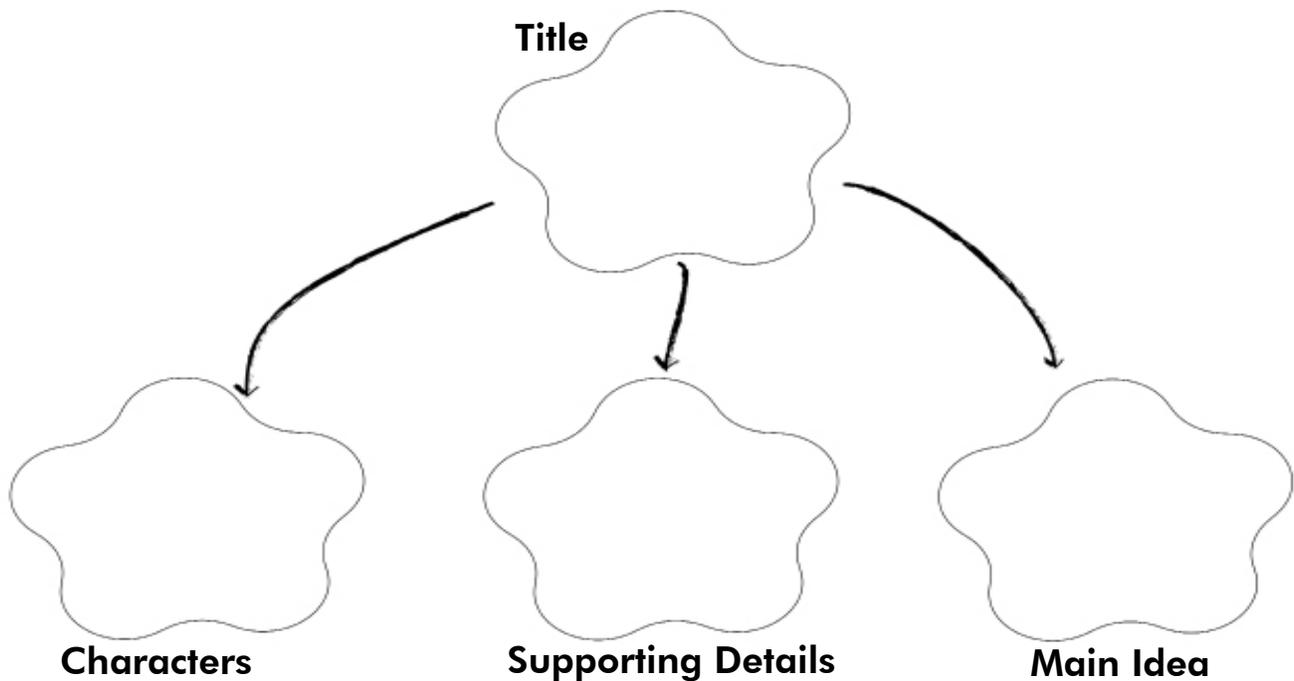
Date: \_\_\_\_\_

Once there was a severe drought. There was little water in Tony's well, and he didn't know what would happen to the fruit trees in his garden. Just then, he noticed three men looking intently at his house. He was certain that the three strangers were planning to rob his house. He acted quickly. He shouted out to his son, "My son, due to the drought, money has become scarce. There are many thieves. Let us protect our valuables, and put all of our jewels in a box and throw them into the well. They will be safe there." He quickly told his son to put some large stones in a box and throw them into the well. The thieves heard the sound of the box falling into the well and were happy.

That night they came to the well. The box was heavy and had landed deep down in the well. To get it, they would have to take out some of the water. They started drawing water from the well and pouring it onto the ground. Tony had made arrangements to make sure that the water reached his fruit trees. He had channels leading from the well to each of the trees.

By the time thieves found the box, they had drawn out enough water to water the trees. It was almost dawn. Tony sent for the soldiers, and just as the thieves were trying to open the box, they were caught red-handed.

**After reading the story, enter the details in the map below. This will help you to answer the questions with ease.**



**2. What would be an appropriate title for the above story?**

- Ⓐ "Cunning Tony"
- Ⓑ "The Thieves"
- Ⓒ "The Well"
- Ⓓ "A Clever Idea"

**3. What did Tony secretly ask his son to do?**

- Ⓐ To put the clothes in the box
- Ⓑ To put the jewels in the box
- Ⓒ To put the papers in the box
- Ⓓ To put large stones in the box

**4. The fruit trees got enough water because \_\_\_\_\_.**

- Ⓐ the thieves drew the water from the well and poured it on the ground.
- Ⓑ the thieves did not draw the water from the well.
- Ⓒ the thieves watered the garden.
- Ⓓ Tony watered the garden.

**5. What happened to the thieves as they were trying to open the box?**

- Ⓐ They found the jewels.
- Ⓑ They were caught red-handed.
- Ⓒ They did not find the box.
- Ⓓ They took the money.

**6. Part A**

**What is the main purpose of the first paragraph in the above story?**

- Ⓐ It introduces us to the story and the characters in the story.
- Ⓑ It introduces us to the situation in the story.
- Ⓒ It lays the setting or the foundation for the story.
- Ⓓ All of the above.

**6. Part B**

**Which details in the above story tells us that the country was going through a difficult time?**

- Ⓐ Once there was a severe drought.
- Ⓑ There was little water in Tony's well.
- Ⓒ He shouted out to his son, "My son, because of the drought, money has become scarce."
- Ⓓ All of the above.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Glass Cupboard

There was a king who had a cupboard that was made entirely of glass. It was a special cupboard. It looked empty, but you could always take out anything you wanted. There was only one thing that had to be remembered. Whenever something was taken out of it, something else had to be put back in, although nobody knew why.

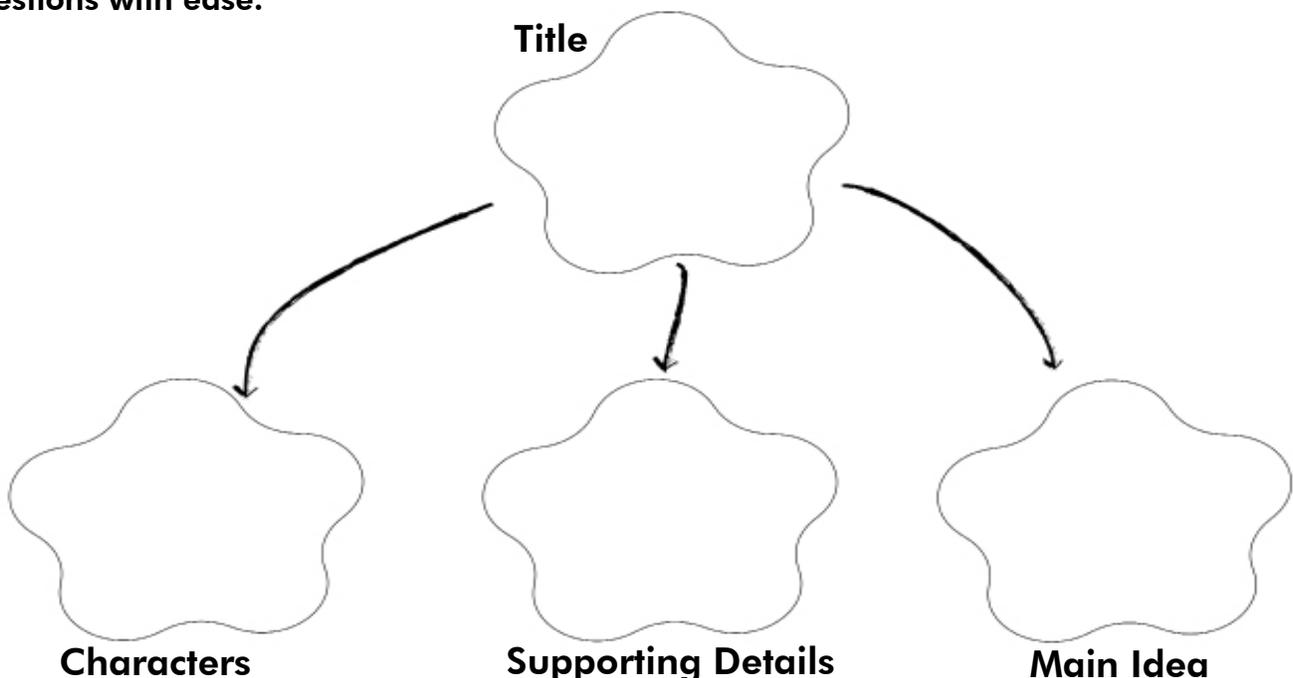
One day some thieves broke into the palace and stole the cupboard. "Now, we can have anything we want," they said. One of the thieves said, "I want a large bag of gold," and he opened the glass cupboard and got it. The other two did the same, and they, too, got exactly what they wanted. The thieves forgot one thing. Not one of them put anything back inside the cupboard.

This went on and on for weeks and months. At last, the leader of the thieves could bear it no longer. He took a hammer and smashed the glass cupboard into a million pieces, and then all three thieves fell down dead.

When the king returned home, he ordered his servants to search for the cupboard. When the servants found it and the dead thieves, they filled sixty great carts with the gold and took it back to the king. He said, "If those thieves had only put something back into the cupboard, they would be alive to this day."

He ordered his servants to collect all of the pieces of glass and melt into a globe of the world with all the countries on it; this was to remind himself and others, to give back something in return when someone shows an act of kindness or gives us something

**After reading the story, enter the details in the map below. This will help you to answer the questions with ease.**



**7. What happened when the king was away?**

- Ⓐ There was a storm, and it smashed the glass cupboard.
- Ⓑ The people in the palace accidentally broke the glass cupboard.
- Ⓒ Some thieves broke into the palace and stole the glass cupboard.
- Ⓓ None of the above

**8. What did the thieves take out of the cupboard?**

- Ⓐ They took out bags of gold.
- Ⓑ They took out bags of silver.
- Ⓒ They took out bags of diamonds.
- Ⓓ They took out bags of stones.

**9. What did the thieves forget to do?**

- Ⓐ They forgot to take out everything that was in the cupboard every time.
- Ⓑ They forgot to break the cupboard each time they took something out.
- Ⓒ They forgot to take out the jewels.
- Ⓓ They forgot to put something back each time they took something out.

## The Traveler

A weary traveler stopped at Sam's house and asked him for shelter for the night. Sam was a friendly soul. He not only agreed to let the traveler stay for the night; he decided to treat his guest to some curried chicken. So he bought a couple of chickens from the market and gave them to his wife to cook. Then he went off to buy some fruit.

Now Sam's wife could not resist food. She had a habit of eating as she cooked. So, as she cooked the meat, she smelled the rich steam and could not help tasting a piece. It was tender and delicious, and she decided to have another piece. Soon there was only a tiny bit left. Her little son, Kevin, ran into the kitchen. She gave him that little piece.

Kevin found it so tasty that he begged his mother for more. But there was no more chicken left. The traveler, who had gone to have a wash, returned. The woman heard him coming and had to think of a plan quickly. She began to scold her son loudly. "Your father has taught you a shameful and disgusting habit. Stop it, I tell you!" The traveler was curious. "What habit has his father taught the child?" he asked.

"Oh," said the woman, "Whenever a guest arrives, my husband cuts off their ears and roasts them for my son to eat."



Name: \_\_\_\_\_

Date: \_\_\_\_\_

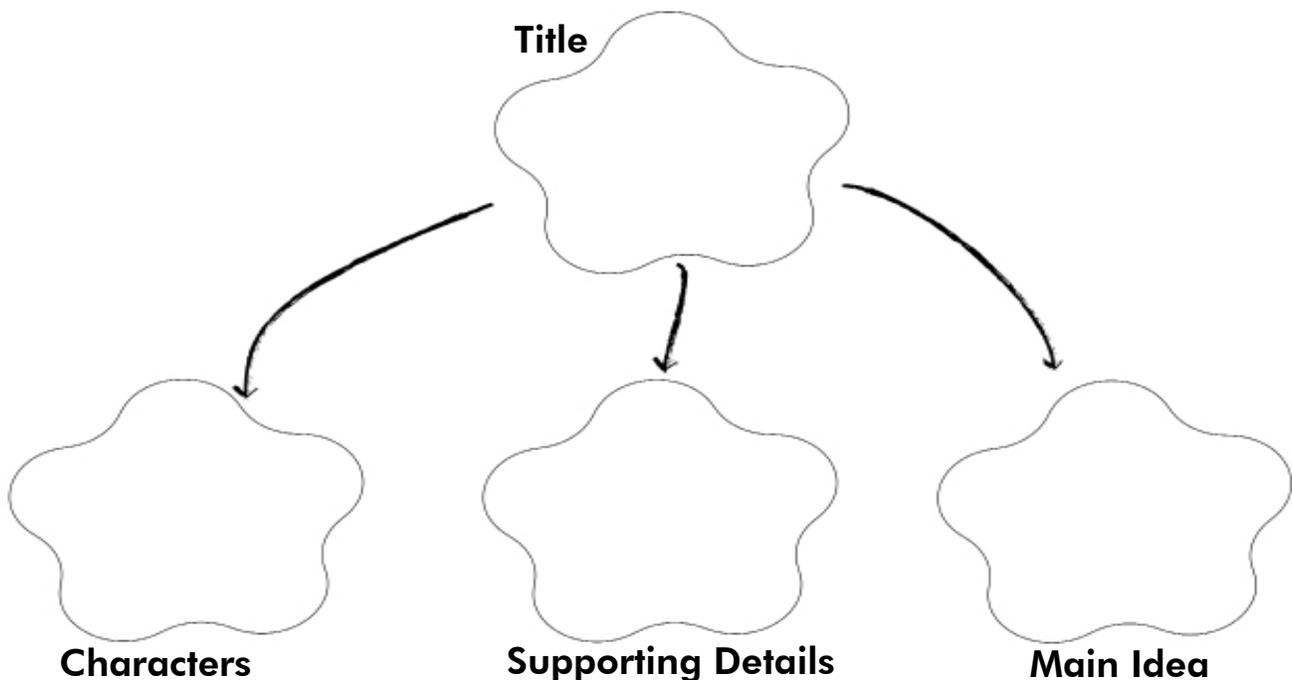
The traveler was shocked. He picked up his shoes and fled.

“Why has our guest left in such a hurry?” asked Sam when he came back.

“A fine guest indeed!” exclaimed his wife. “He snatched the chickens out of my pot and ran off with them!”

“The chickens!” exclaimed Sam. He ran after his guest, shouting. “Let me have one, at least; you may keep the other!” But his guest only ran faster!

**After reading the story, enter the details in the map below. This will help you to answer the question with ease.**



**10. Part A**

**Why did Sam run after the guest?**

- Ⓐ Sam wanted the traveler’s ears.
- Ⓑ Sam wanted the traveler’s shoes.
- Ⓒ Sam wanted the guest to stay.
- Ⓓ Sam wanted one of his chickens.

**10. Part B**

**Which details in the above paragraph support the fact that the traveler was scared?**

- Ⓐ The traveler was curious.
- Ⓑ The traveler was shocked. He picked up his shoes and fled.
- Ⓒ The traveler, who had gone to have a wash, returned.
- Ⓓ None of the above.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# **Answer Key and Detailed Explanations**

## **Chapter 2: Reading: Literature**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Lesson 1: Supporting Statements

Question No.	Answer	Detailed Explanations
1	C	In the first stanza, the poet asks a question as shown with the question mark at the end. Beginning in each of the other stanzas the poet begins each one with the phrase "No time." He is telling all of the things that one may not have time to do. However, in the final stanza, the poet answers the question using a statement that begins with "A poor life."
2	D	The word "cunning" means one who is full of tricks. In the beginning of the passage, Tony would be best described as "cautious", because he was trying to prevent the thieves from robbing him. The "well" is just an element in the story that creates the problem. The "thieves" are the villains in the story. At the end, Tony does become clever and outwits the thieves. However, the best title for this story is "The Clever Idea," because it sums up what was done to catch "the thieves" and solve the problem.
3	D	The passage shows that Tony asks his son "to put all of the valuables in the box." The passage does not mention clothes. However, when Tony refers to their valuables, he calls them jewels. Tony also ordered his son to load another box with stones and to throw it into the well. This is the box that the thieves would get while the family's valuables are protected.
4	A	The passage supports the correct answer to how Tony's fruit trees got water, because "the thieves" drew water from the well and poured it on the ground. The thieves nor Tony directly watered the fruit trees. The word "not" in the answer choice "the thieves did not draw water from the well" makes that choice incorrect.
5	B	The correct answer is that "the thieves were caught red-handed," and the passage supports the answer. However, the passage states that the jewels were protected in another box. The passage mentions that money was scarce, and there wasn't any in the box that the thieves pulled from the well. The answer choice "the thieves did not find the box" is incorrect, because they actually drew the box up from the bottom of the well, but did not open it.
6 Part A	D	In the first paragraph of the passage, there is direct evidence to the "all of the above" answer, because we know that there has been a severe drought situation. It also introduces the characters Tony, his son, and the thieves. It also states that the thieves have overheard Tony talking with his son about protecting their valuables, so they have a plan to get that box. This becomes the problem that the reader is waiting to be solved.

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Question No.	Answer	Detailed Explanations
6 Part B	D	The correct answer is all of the above, because one may conclude from each of the detailed choices in the passage that there was a severe drought, little water in the well, and money was scarce. This is evidence that the country was going through a difficult time.
7	C	There isn't any evidence in the passage that indicates that there was a storm that crashed the cupboard when the king was gone. The statement that people in the passage accidentally broke the glass cupboard is not accurate. However, it does say that the thieves broke into the palace and stole the glass cupboard. "None of the above" does not apply.
8	A	There is evidence in the passage that correctly supports the answer that the thieves took gold out of the cupboard. However, there isn't evidence that there was silver, diamonds, or stones taken from the cupboard, so these answer choices are incorrect.
9	D	There isn't evidence in the passage to support that the thieves were told to take everything out of the cupboard, to break the cupboard, or to take gold out of the cupboard. However, there is evidence to support that the thieves should have remembered to put something back into the cupboard each time that they took something out.
10 Part A	D	There is evidence in the passage to support the correct answer that Sam ran after the traveler to get one of his chickens. However, there is no evidence to support that Sam ran after the traveler because he wanted him to stay, or to get one of the traveler's ears or shoes.
10 Part B	B	The passage indicates that the traveler picked up his shoes and ran out of the house because he was scared. However, when the traveler went to wash up, the wife was supposed to have chicken cooked and ready for the traveler to eat. The passage indicates that the traveler was weary or tired, but there isn't evidence to support that the traveler was curious. He was frightened into running off. None of the above is incorrect, because there is an answer from the given choices.



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# Chapter 3 - Reading Informational Text

The objective of the Reading Informational Text standards is to ensure that each student is able to read and comprehend informational text (history/social studies, science, and technical texts) related to Grade 5.

This section is to support students to master the necessary skills, an example which will help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in-depth understanding of these concepts. EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student to refer to key points that help in answering the questions with ease.



## Chapter 3

### Lesson 1: Inferences and Conclusions

Inferences from a text: After reading a text, an inference is an idea or conclusion that the reader has made or reached that was not in the text but is based on information that was in the text.

*Let us understand the concept with an example.*

#### **Facts about the North American Lobster**

The lobster is a fascinating marine creature. It can be found in bodies of salt water from Labrador to North Carolina. Lobsters are scavengers – they eat other fish and marine animals like clams and mussels – dead or alive. They are also considered a delicacy by many people.

The female lobster produces a sweet-smelling liquid (think of it as perfume in human terms) to attract the attention of the male lobster. The male lobster is needed in order for the female to produce eggs. Once eggs are developed inside the female, the eggs are pushed out of the female's body into the water where they hatch and are known as larvae. Larvae float or swim at or near the surface of the water; they do not have permanent shelters to live in. Because of this, they are preyed on by seabirds and various species of fish and crustaceans.

After the larvae stage, lobsters grow to become juvenile lobsters and then adult lobsters. Juvenile and adult lobsters live at the bottom of the water where they are prey for bottom or reef inhabiting species such as sculpin, cod, sharks, rays, skates, octopus and crabs. Predators also include lobster fishermen. To protect lobster populations to decrease severely from overfishing, there are rules that lobster fishermen must follow, such as minimum size limits and periods during the year when lobstering is not allowed. Human-caused pollution is a threat to the health of lobsters.

Juvenile and adult lobsters live in the bottom of salt water bays, rivers and oceans, because there is always water there regardless of the changes in depth from the tide. Lobsters need salt water to survive, and salinity is a measure of how much salt is in salt water. Salinity concentrations of at least 20 ppt (parts of salt per thousand units of water) are preferred by lobsters. Adult lobsters prefer water temperatures ranging from 8 to 14 degrees C (46 to 53 degrees F). Water temperature is a major factor influencing lobster activity levels and migrations.

Lobsters prefer crevices and niches on the bottom made up of small clusters of rocks called cobble (that resemble cobblestones) that frequently sit on sandy or muddy bottoms in areas in rivers, bays and areas of the ocean that are near shore. Areas with substantial underwater plant life are also suitable habitats.



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Adult and juvenile lobsters are primarily nocturnal – that is, most active at dusk and during the night until dawn, spending most of their time searching for food. They tend to stay in their shelters during the day, but some studies have shown that lobsters may also be active during daylight hours. In order for adult lobsters to grow larger, they must shed their shells and grow new, larger ones. This process is called molting.

Lobsters migrate nearer to the coast when the water warms up as summer approaches. This migration is especially important for egg-bearing female lobsters, because eggs mature faster and hatch sooner in warmer water. Warmer water is also beneficial for the hatching of eggs, molting and mating, which is why these events occur primarily in the springtime and early summer in shallow coastal waters.

Lobsters are an expensive delicacy today, but they were not always so highly valued or regarded. Hundreds of years ago, lobsters were so plentiful and easy to catch in shallow water near the shoreline that Native Americans used them to fertilize their fields and to bait their hooks for fishing. In colonial times, lobsters were considered “poverty food” and harvested by hand along the shoreline to be served to prisoners and indentured servants, and to widows and children dependent on charitable donations.

Until about 1840, the lobster industry was fairly localized to the areas where the lobsters were caught, because lobster meat would spoil easily if not refrigerated, and there were no refrigerated trucks or air freight capabilities or dry ice sufficient to protect them in shipment. But then a new food manufacturing process changed all that.

What manufacturing process are we referring to? It is believed that the single most important factor which resulted in the exploitation of the lobster resource was the sudden success of the canning industry. The spreading fame of Maine lobsters and the lack of adequate facilities for distribution of fresh product were the factors that stimulated the beginning of the canning industry in 1840. The number of canneries grew, and the canneries were very efficient at processing.

Why, then, did the lobster meat canning industry collapse 40 years later? Because they were so efficient and canned so many pounds of the larger lobsters, there reached a time when the only lobsters being caught were smaller lobsters. Only twenty years later, the canneries were stuffing meat from half-pound lobsters into the tins for processing, a sign that the fishery had been overfished by then. The success of the canning industry made obvious the need for preservation and law enforcement if the fishery was to survive. Following the collapse of the canning industry, the fresh lobster industry took over the commercialization of the fishery. This meant the building of lobster pounds. Using the circulating salt water facilities at the pounds for storing lobsters live, dealers could wait for the price of lobster to increase or allow a newly-molted lobster time to harden its shell. These live-storage facilities became the backbone of the modern lobster industry.

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*Your assignment:* Explain any inferences and conclusions you reach after reading the text. Use quotes from the text as support for your inferences and conclusions.

### **This is what you might write.**

Note that we have chosen a numbered format to use to present inferences and conclusions. Inferences and conclusions are displayed in bold type.

#### **1. "The lobster is a fascinating marine creature."**

- The female produces a sweet-smelling liquid (think of it as perfume in human terms) to attract the attention of the male lobster.
- Lobsters are scavengers – they eat other fish and marine animals like clams and mussels – dead or alive."
- Even though they are scavengers willing to eat dead creatures, lobsters are now considered a delicacy by many people. What is surprising is that hundreds of years ago, lobsters were so plentiful and easy to catch in shallow water near the shoreline that Native Americans used them to fertilize their fields and to bait their hooks for fishing. In colonial times, lobsters were considered "poverty food" and harvested by hand along the shoreline to be served to prisoners and indentured servants, and to widows and children dependent on charitable donations.
- Nature has provided the female lobster with the ability to produce thousands of eggs, from which hatch thousands of lobster larvae. Thousands are needed because the larvae are defenseless and many are eaten by seabirds and various species of fish and crustaceans.
- In order for adult lobsters to grow larger, they must shed their shells and grow new, larger ones. This process is called molting.

#### **2. The lobster is in danger of being caught and eaten by predators.**

- Larvae float or swim at or near the surface of the water and are preyed on by seabirds and various species of fish and crustaceans.
- After the larvae stage, juvenile and adult lobsters live at the bottom of the water where they are prey for bottom or reef inhabiting species such as sculpin, cod, sharks, rays, skates, octopus and crabs. Predators also include lobster fishermen.
- At one time in the 1800's, lobsters were in danger of becoming extinct because of overfishing and efficient processing by the canning industry.
- To protect themselves, lobsters prefer to live in crevices and niches made up of small clusters of rocks that frequently sit on sandy or muddy bottoms in areas in rivers, bays and areas of the ocean that are near shore.



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### 3. The North American lobster is now protected from becoming an endangered species

- While canned lobster meat is still available, live lobsters have become the favored choice of consumers, now that lobster pounds with fresh circulating salt water are available.
- To protect lobster populations from severely decreasing because of overfishing, there are rules that lobster fishermen must follow, such as minimum size limits, throwing back females bearing eggs and periods during the year when lobstering is not allowed. With these legal protections in place, we can infer that lobsters will be available for years to come.

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Inferences and Conclusions*.

Categories
About 4 results (0.005 seconds)

Questions (2)

Videos (2)

Popular Searches ▾

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eSpark Learning: Quoting Text Instructional Video (5.RI.1)

**Resource:** Videos

This eSpark Learning video aligns with Common Core Standard 5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. For more infor...

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## Inferences and Conclusions

URL	QR Code
<a href="http://www.lumoslearning.com/a/ri51">http://www.lumoslearning.com/a/ri51</a>	

Name: \_\_\_\_\_

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It was a cool, crisp morning. Lucy threw her backpack over her shoulders, jumped on her bicycle, and pedaled down Pine Street. Her tires made soft crunching noises as she drove through piles of brown, yellow, and orange leaves.

**1. In the paragraph above, what time of year do you think it was?**

- Ⓐ fall
- Ⓑ spring
- Ⓒ summer
- Ⓓ winter

**2. Where do you think Lucy is going?**

- Ⓐ to her home
- Ⓑ to visit friends
- Ⓒ to school
- Ⓓ to the supermarket

Mrs. Davis lived in a great big apartment on the top floor of her building. As the doctor walked into her spacious, clean apartment, he noticed fine, leather furniture and expensive works of art. Mrs. Davis sat up in her large, king-sized bed wearing a beautiful, silk robe. Dr. Thomas took Mrs. Davis's temperature and listened to her heart. "You seem to be feeling better this afternoon, Mrs. Davis," commented the doctor.

**3. What can you infer about Mrs. Davis after reading the passage above?**

- Ⓐ Mrs. Davis is a wealthy woman.
- Ⓑ Mrs. Davis is an intelligent woman.
- Ⓒ Mrs. Davis is a beautiful woman.
- Ⓓ Mrs. Davis is a young woman.

**4. After reading the paragraph above, what can you infer about the reason for Dr. Thomas's visit?**

- Ⓐ Dr. Thomas is visiting Mrs. Davis because she was sick.
- Ⓑ Dr. Thomas is visiting Mrs. Davis because he is her new neighbor.
- Ⓒ Dr. Thomas is visiting Mrs. Davis because he needs a favor.
- Ⓓ Dr. Thomas is visiting Mrs. Davis because it is her birthday.



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**5. Based on the sentence below, draw a conclusion about the way that Jan feels about the creature.**

Jan took one look at the hideous creature and ran away as fast as she could.

- Ⓐ She thinks the creature is cute.
- Ⓑ She thinks the creature is scary.
- Ⓒ She feels sorry for the creature.
- Ⓓ None of the above

**6. Select the phrase that best completes the sentence.**

Kara's mother wakes up at 5:30 A.M. every morning so she'll have time to study for her college classes. This is the only time she has to study before she has to go to work. She takes college classes two nights a week. Every weekend, she volunteers at the local homeless shelter. She has been helping out there for the past three years.

From the information in the paragraph above, one can infer that Kara's mother is probably \_\_\_\_\_.

- Ⓐ married to a college professor
- Ⓑ a very hard-working woman
- Ⓒ tired of going to college
- Ⓓ None of the above

**7. Select the phrase that best complete the sentence.**

Victor took off his reading glasses and rubbed his eyes. He picked up his walking cane. Then he slowly used the cane to help himself up from the bench. Every day, it takes him a little bit longer to stand up. Every day, it becomes more difficult for him to walk.

From the information in the paragraph above, you can infer that Victor is \_\_\_\_\_.

- Ⓐ a young man
- Ⓑ happy
- Ⓒ an old man
- Ⓓ in good health

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**8. Select the phrase that best completes the sentence.**

You can infer from the paragraph that \_\_\_\_\_.

- Ⓐ Victor was reading before he decided to stand up.
- Ⓑ It is difficult for Victor to get up from the bench.
- Ⓒ Victor doesn't walk very well.
- Ⓓ All of the above.

**9. What conclusion can you draw about Corky from the sentences below?**

**Circle the correct answer choice**

Corky waddled toward the lake. When he reached the water, he flapped his wings, quacked, and jumped in.

- Ⓐ Corky is a dog.
- Ⓑ Corky is a duck.
- Ⓒ Corky is a fish.
- Ⓓ Corky is a horse.

**10. What do you think "read between the lines" means?**

**Circle the correct answer choice**

Authors help readers make inferences by giving certain details. However, authors expect readers to "read between the lines."

- Ⓐ Figure out what text means.
- Ⓑ Look for evidence in text to make inferences.
- Ⓒ Come up with ideas or opinions of your own based on what you read.
- Ⓓ All of the above



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# **Answer Key and Detailed Explanations**

## **Chapter 3: Reading: Informational Text**



## Lesson 1: Inferences and Conclusions

Question No.	Answer	Detailed Explanations
1	A	The following clues in the passage hint that it is fall: "cool, crisp morning," and "piles of brown, yellow, and orange leaves." In the fall, mornings are typically cool. Also, leaves change from green to brown, and yellow and orange during the fall.
2	C	Lucy is likely going to school. Clues from the passage are "morning" and "threw her backpack over her shoulder." Students go to school during the morning and they also take a backpack. Choice A is incorrect, because students would be going home during the afternoon, not in the morning. Choices B and C are incorrect, because Lucy probably wouldn't take her backpack to visit friends or to the supermarket.
3	A	In this passage, the writer implies that Mrs. Davis is a wealthy woman. The following pieces of evidence are clues that she is wealthy: "great big apartment on the top floor," "fine, leather furniture," "expensive works of art," and "silk robe."
4	A	Dr. Thomas is visiting Mrs. Davis, because she had been sick. The following clues from the passage help readers make this inference: Mrs. Davis was in bed. Dr. Thomas commented that she seems to be feeling better, which implies that she had been sick.
5	B	Jan must have been scared of the creature. Choice A is incorrect, because the sentence said the creature was "hideous," not cute. Choice C is incorrect, because running away is not a reaction Jan would have if she actually felt sorry for the creature. Choice B "She thinks the creature is scary" is the best answer, because of the fact that the creature is "hideous" and Jan's reaction was to run away.
6	B	Choice B is correct. Choice A is incorrect, because the paragraph does not mention a husband. Choice C is incorrect, because the paragraph does not imply that Kara's mother is tired. Choice B is correct, because there is evidence in the paragraph that Kara's mother is hard-working such as the fact that she wakes up early to study, works at a job during the day, takes college classes at night, and volunteers on the weekends.



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Question No.	Answer	Detailed Explanations
7	C	Victor is probably an old man, because he wears reading glasses, uses a cane to walk, and has trouble standing up and walking. Choice B is incorrect, because the paragraph does not state or imply that Victor is happy or unhappy. Choice D is incorrect, because the paragraph says that Victor has a difficult time standing and walking, meaning that he is not in good health.
8	D	Choice D, all of the above, is the correct choice. All of the choices are supported by evidence from the paragraph.
9	B	If Corky has wings, waddles, quacks, and likes water, he must be a duck. This is a logical conclusion about Corky.
10	D	Readers do all of these behaviors when they read, helping them to make inferences or draw conclusions. This is called "reading between the lines."

Name: \_\_\_\_\_

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# Chapter 4 - Language

The objective of the Language standards is to ensure that the student is able to accurately use grade appropriate general academic and domain specific words and phrases related to Grade 5.

To support each student to master the necessary skills, we encourage the student to go through the resources available online on EdSearch to gain an in-depth understanding of these concepts. EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.



Name: \_\_\_\_\_

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## Chapter 4

### Lesson 1: Pronoun-Antecedent Agreement

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Pronoun-Antecedent Agreement*



### ***Pronoun-Antecedent Agreement***

URL

QR Code

<http://www.lumoslearning.com/a/l51>



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**1. Someone has dropped \_\_\_\_\_ wallet.**

**Select the correct antecedent to complete the sentence.**

- (A) his
- (B) her
- (C) their
- (D) his or her

**2. If a singular pronoun is used, a \_\_\_\_\_ antecedent must be used.**

**Select the word that best completes the sentence.**

- (A) singular
- (B) plural
- (C) advanced
- (D) regular

**3. Which sentence has the correct pronoun and antecedent usage?**

- (A) Margaret called their mother to come to the mall.
- (B) Bill picked up a new tool for his garage today.
- (C) This is Kelsey's house.
- (D) Jose and his friends brought his phones with them.

**4. Fruits begin to appear on the orange trees when they are three years old. Flowers and fruits may appear throughout the year. A very tasty and healthy kind of honey can be made from \_\_\_\_\_.**

**Select the correct antecedent to complete the sentence.**

- (A) it
- (B) her
- (C) they
- (D) them

**5. Which sentence has a correct pronoun and antecedent usage?**

- (A) My grandmother came to visit me and my sister to the mall, and she took us to the mall.
- (B) My grandmother came to visit my sister and I to the mall, and she took us to the mall.
- (C) My grandmother came to visit my sister and me, and she took us to the mall.
- (D) None of these sentences are correct.



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**6. In order to finish the Halloween costume, Alyssa and \_\_\_\_\_ went to the mall.  
Select the word that correctly completes the sentence.**

- Ⓐ me
- Ⓑ her
- Ⓒ I
- Ⓓ them

**7. According to pronoun rules, when do you use the subject pronoun 'I' in a compound sentence?**

- Ⓐ You use it before the other pronoun or noun.
- Ⓑ You use it after the other pronoun or noun.
- Ⓒ You use it after the adjective.
- Ⓓ You use it after the verb.

**8. My brother and I went to the movies, and we enjoyed \_\_\_\_\_.  
Select the correct antecedent to complete the sentence.**

- Ⓐ it
- Ⓑ they
- Ⓒ those
- Ⓓ them

**9. Billy and I play together every day. Yesterday, his mother came over and asked \_\_\_\_\_  
if we wanted to eat dinner together. We said yes.**

**Select the correct antecedent to complete the sentence.**

- Ⓐ he and I
- Ⓑ him and me
- Ⓒ he and me
- Ⓓ him and I

**10. Which sentence has the correct pronoun and antecedent usage?**

- Ⓐ My brother and I are going to rebuild our engine.
- Ⓑ My brother and I are going to rebuild an engine.
- Ⓒ Me and my brother are going to rebuild our engine.
- Ⓓ Myself and my brother are going to rebuild an engine.

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**11. Fill in the blank with the correct antecedent to complete the sentence.**

My big brother just got \_\_\_ first car, so perhaps he and I can finally spend some time together!

**12. Which sentence has the correct pronoun and antecedent usage?**

- Ⓐ A fish that is a great favorite with people is salmon. They begins its life in a small pool up a river.
- Ⓑ A fish that is a great favorite with people is salmon. Them begins its life in a small pool up a river.
- Ⓒ A fish that is a great favorite with people is salmon. It begins its life in a small pool up a river.
- Ⓓ A fish that is a great favorite with people is salmon. He begins its life in a small pool up a river.

**13. Which sentence has the correct pronoun and antecedent usage?**

- Ⓐ So as Sally cooked the meat, either smelled the rich steam and could not help tasting a piece.
- Ⓑ So as Sally cooked the meat, them smelled the rich steam and could not help tasting a piece.
- Ⓒ So as Sally cooked the meat, her smelled the rich steam and could not help tasting a piece.
- Ⓓ So as Sally cooked the meat, she smelled the rich steam and could not help tasting a piece.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# **Answer Key and Detailed Explanations**

## **Chapter 4: Language**



## Lesson 1: Pronoun-Antecedent Agreement

Question No.	Answer	Detailed Explanations
1	D	Choice D is correct. The indefinite pronoun someone, just like all pronouns that end with -one, -body, or -thing are considered singular. Therefore, to agree they need a singular antecedent, which is the noun or pronoun that identifies, explains or refers back to the pronoun. In this sentence, the someone could be a his or her (possessive pronoun) wallet. A and B are both correct, so the best answer is D.
2	A	Choice A is correct. A singular pronoun, just like a singular noun, must agree in number with the antecedent. A plural pronoun would require a plural antecedent. Choices C and D are incorrect because they do not refer to types of pronouns.
3	B	Choice B is correct because the singular noun Bill agrees with the singular antecedent, his. However, A is wrong because Margaret is singular and their is a plural antecedent. Choice C does not use a pronoun-antecedent. Choice D, with the plural subject being Jose and his friends (joined together with and) requires a plural antecedent of they.
4	D	Choice D is correct. The plural antecedent them refers to the plural nouns flowers and fruits in the previous sentence. It and her are singular. Because of the preposition "from," an object pronoun must follow, which should be them. If you try to read the sentence with "they," it doesn't sound correct.
5	C	Choice C is correct. The plural antecedent, my sister and me, agrees with the pronoun us. Choice A is incorrect because it should be written with (me, myself, or I) second. Choice B is incorrect because my sister and I are the object of the prepositional phrase to visit, which requires an object pronoun me, rather than the subject pronoun I.
6	C	Choice C is correct. Melissa and I are plural subject pronouns. In a compound subject of the sentence, a subject pronoun must be used. Me, her and them are object pronouns and should never be used as singular or plural subjects of a sentence.
7	B	Choice B is correct. Choice A breaks the rule that says that one should always put self (me, myself or I) last when combined with another noun or pronoun. Choices C and D are incorrect. You should use I, which is a singular subject pronoun, should be used after a linking verb. It may sound incorrect, but is correct. For example, Jerry hit (action verb) me.



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Question No.	Answer	Detailed Explanations
8	A	Choice A is correct. Here, we are talking about the experience of going to a movie and not to more than one movie. Hence, It which is singular needs to be used.
9	B	Choice B is correct. The action verb asked in the second sentence requires the use of object pronouns, so him and me are correct. He and I are subject pronouns and should not be used after action verbs.
10	A	Choice A is correct because the compound subject my brother and I require a plural pronoun antecedent, our. Choices B, C, and D have pronoun errors.
11	his	The singular subject brother, which is the antecedent of the first sentence, should agree with a singular possessive pronoun his (car). We and she are subject pronouns, and him is an object pronoun.
12	C	Choice C is correct. Salmon, the antecedent in the first sentence agrees with the pronoun it in the second sentence. They agree in number.
13	D	Choice D is correct. The pronoun antecedent Sally used as the subject in the first clause should agree with the subject pronoun she in the second sentence.  Either does not properly refer to Sally. Them and her are object pronouns and should not be used as the subject of a sentence.

# Progress Chart

Standard	Lesson	Page No.	Practice		Mastered	Re-practice /Reteach
			Date	Score		
<b>CCSS</b>						
RL.5.1	Supporting Statements	11				
RL.5.1	Drawing Inferences	21				
RL.5.2	Theme	31				
RL.5.2	Characters	42				
RL.5.2	Summarizing Texts	52				
RL.5.3	Events	64				
RL.5.3	Setting	75				
RL.5.4	Figurative Language	85				
RL.5.5	Structures of Text	90				
RL.5.6	Styles of Narration	97				
RL.5.7	Visual Elements	104				
RL.5.9	Compare and Contrast	110				
RI.5.1	Inferences and Conclusions	148				
RI.5.2	Main Idea and Supporting Details	155				
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RI.5.5	Text Structure	175				
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Standard	Lesson	Page No.	Practice		Mastered	Re-practice /Reteach
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<b>CCSS</b>						
L.5.1	Pronoun-Antecedent Agreement	222				
L.5.1.A	Prepositional phrases	226				
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