

Grade 5
English Language Arts/Literacy
Literary Analysis Task

2017 Released Items

2017 Released Items: Grade 5 Literary Analysis Task

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2017 blueprint for grade 5 Literary Analysis Task includes Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt.

Included in this document:

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

Additional related materials not included in this document:

- Sample scored student responses with annotations and practice papers
- Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

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

Text Type: LAT		
Passage(s): from <i>Freddy in Peril</i> , Part 1 / from <i>Freddy in Peril</i> , Part 2		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
VF880342	Item Type: EBSR Part A: B Part B: C	RL 5.1.1 L 5.4.1
VF880346	Item Type: EBSR Part A: D Part B: D	RL 5.1.1 RL 5.5.1
VF880349	Item Type: EBSR Part A: D Part B: A, F	RL 5.1.1 RL 5.2.2
VF880351	Item Type: EBSR Part A: A Part B: C	RL 5.1.1 RL 5.4.1 L 5.4.1
VF880353	Item Type: TECR Part A: C Part B: <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">Evidence to show how Freddy reacts</p> <p style="border: 1px solid gray; padding: 5px; margin: 0;">"He's inside! He's coming!" (paragraph 21)</p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">Evidence to show how Sir William reacts</p> <p style="border: 1px solid gray; padding: 5px; margin: 0;">"You?" Sir William stared down at me, shaking his head. "My dear Freddy, you'll have to explain. Why on earth would anyone—" (paragraph 19)</p> </div>	RL 5.1.1 RL 5.3.1
VF880367	Item Type: EBSR Part A: D Part B: B	L 5.4.1 RL 5.1.1 RL 5.4.1
VF882724	Item Type: PCR Refer to Grade 5 Scoring Rubric	RL 5.1.1 RL 5.6.1

Today you will analyze a passage from *Freddy in Peril, Part 1* and a passage from *Freddy in Peril, Part 2*. As you read these texts, you will gather information and answer questions about the influence of the narrator’s point of view so you can write an essay.

Read the passage from *Freddy in Peril, Part 1*. Then answer the questions.

from *Freddy in Peril, Part 1*

by Dietlof Reiche

- 1** It all started that night.
- 2** It had started before that, of course, but that was the night I realized whose life was at stake: mine. Professor Fleischkopf was after me—he aimed to get me in his clutches.
- 3** I WAS IN MORTAL DANGER.
- 4** It must have been around midnight. Enrico and Caruso, the singing guinea pigs, had finally shut up, and Sir William, the civilized tomcat, had retired to his blanket. Mr. John wasn’t there. He’d had to go away for a few days.
- 5** I was seated at the keyboard of the Mac, working on a short story. Nights are my favorite time for writing. For one thing, because we golden hamsters are always wide awake at that hour (science teachers describe us as “nocturnally active”), and, for another, because it’s when I have the Mac all to myself (Mr. John normally uses it for his translations during the day). What I was writing that night is beside the point (okay, it was a horror story titled “The Curse of the Weasel”). In any event, my paws were typing away briskly.
- 6** I worked away in silence.
- 7** Of course, there were all kinds of noises to be heard. The ticking of Mr. John’s alarm clock, for instance, and the purring of the fridge in

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the kitchen, the dull roar of the traffic on the street below, and the hum of the Mac and the click of the keys as I pressed them down with my paws. But none of these noises sounded particularly loud, even to a hamster’s highly sensitive ears, and besides, they were normal at that time of night.

- 8** I continued working in silence.
- 9** And then, just as I was rereading what I’d typed on the screen, I heard the front door open downstairs. This wasn’t unusual in itself. We live in a big apartment building (on the very top floor), and people sometimes come home late. Besides, the door to the street is never locked. In a moment I was sure I would hear it shut, followed by footsteps on the stairs and the sound of a neighbor’s door being opened.
- 10** But no, this time it was nothing like that.
- 11** The front door must have been closed so carefully, not even I had heard it. I strained my ears. Then came the sound of very soft footsteps. Someone was tiptoeing up the stairs.
- 12** The footsteps drew nearer. They didn’t come to a halt outside any of the apartments below us, but continued to climb, growing louder and louder.
- 13** They reached the top of the stairs.
- 14** I stiffened.
- 15** Silence.
- 16** There was a sudden, faint jingling sound, as if someone had removed a bunch of keys from his pocket.
- 17** Another silence.
- 18** Then two things happened: First, I heard someone insert something in the lock; second, a smell hit me.
- 19** A sudden, acrid stench of sulfur.

- 20** I realized who was standing outside the door.
- 21** It was yesterday’s visitor—the man who had suddenly appeared in Mr. John’s study.
- 22** It was Professor Fleischkopf.

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1. Part A

What does the phrase **nocturnally active** mean as it is used in paragraph 5?

- A. to be alone at night
- B. to be alert at night
- C. to be quiet at night
- D. to never sleep at night

Part B

Which phrase from paragraph 5 **best** supports the answer to Part A?

- A. “. . . on a short story.”
- B. “. . . my favorite time for writing.”
- C. “. . . always wide awake at that hour . . .”
- D. “. . . typing away briskly.”

2. Part A

How do paragraphs 7 through 10 help to create the overall structure of the passage?

- A. They show the narrator's action through cause and effect.
- B. They reveal the plot using comparison and contrast.
- C. They list the narrator's actions in order of importance.
- D. They build suspense through descriptive details.

Part B

Which paragraph of the passage supports the answer to Part A?

- A. paragraph 5
- B. paragraph 6
- C. paragraph 12
- D. paragraph 18

3. Part A

Which sentences **best** summarize the passage from *Freddy in Peril*, Part 1?

- A. Many strange sounds disturb Freddy as he works on his story in the middle of the night. He tries to focus on his writing to take his mind off his fear.
- B. Freddy meets a man named Professor Fleischkopf and thinks that he is trying to hurt him. He comes up with an escape plan, but it may be too late.
- C. Freddy waits for Enrico and Caruso to stop singing so that he can finally start writing his story. However, soon another noise disturbs his work.
- D. While trying to work on a story, Freddy was interrupted by many noises. He immediately thinks it is Professor Fleischkopf, a person Freddy believes is out to get him.

Part B

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

- A. "Professor Fleischkopf was after me—he aimed to get me in his clutches." (paragraph 2)
- B. "Enrico and Caruso, the singing guinea pigs, had finally shut up, and Sir William, the civilized tomcat, had retired to his blanket." (paragraph 4)
- C. "And then, just as I was rereading what I'd typed on the screen, I heard the front door open downstairs." (paragraph 9)
- D. "Then two things happened: First, I heard someone insert something in the lock; second, a smell hit me." (paragraph 18)
- E. "A sudden, acrid stench of sulfur." (paragraph 19)
- F. "It was yesterday's visitor—the man who had suddenly appeared in Mr. John's study." (paragraph 21)

Read the passage from *Freddy in Peril*, Part 2. Then answer the questions.

from *Freddy in Peril*, Part 2

by Dietlof Reiche

- 1** Now, in the middle of the night, I detected that smell again. It was seeping into the apartment through the cracks around the front door. Professor Fleischkopf had to be standing just outside.
- 2** What was more, he'd inserted something in the lock.
- 3** HE WAS TRYING TO BREAK IN!
- 4** I rose on my hind legs, fur bristling.
- 5** I was paralyzed at first, but then I pulled myself together. Darting to the opposite end of the desk, I climbed down my miniature rope ladder at top speed, reached the floor, and scurried into the room next door, where Sir William was lying on his cat blanket. He was fast asleep.
- 6** "Sir William!" I hissed.
- 7** No reaction.
- 8** "Sir William!"
- 9** A subdued snore, then silence again.
- 10** I listened hard. Faint scraping, rattling sounds were coming from the direction of the front door. Professor Fleischkopf was evidently trying to open it with a skeleton key.
- 11** "Sir William!"
- 12** Still no response.
- 13** So I bit him. I bit his paw—not very hard, but it worked. Sir William woke up with a start.
- 14** "Freddy!" he said, wringing his paw. "Are you out of your mind? What

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do you mean by—” He broke off and pricked his ears. “There’s someone there. Outside the front door.”

- 15** “Exactly,” I whispered. “He’s trying to get in.”
- 16** We listened. Something was withdrawn from the lock and something else inserted: Professor Fleischkopf was trying another skeleton key.
- 17** Sir William sniffed the air. “It’s that man from yesterday—the one with the disgusting shampoo. But what’s he doing here?”
- 18** “He’s come to get me.”
- 19** “You?” Sir William stared down at me, shaking his head. “My dear Freddy, you’ll have to explain. Why on earth would anyone—”
- 20** *Click!* went the door.
- 21** “He’s inside! He’s coming!”
- 22** “Quick, hide!” hissed Sir William. “Hide someplace. I’ll try to distract him. . . . No, wait!”
- 23** “He hasn’t broken in after all,” I whispered. “Not yet.”
- 24** “All right, go look for a hiding place. I’ll see what I can do.” Sir William sighed. “I wish I could bark. I never thought the day would come when I wished I could—”
- 25** “*Ssh!*” I listened. “Footsteps . . . on the stairs . . . going down . . . HE’S RETREATING! He’s given up.”
- 26** “Really?” Sir William listened too. “You’re right. Phew!” He lay down on his blanket again, then looked at me. “Well, I must say! Next time, my young friend, I suggest you administer excitement in slightly smaller doses. But now tell me, why do you think the man was after you?”
- 27** “It was those eyes of his,” I said, and I described how Professor Fleischkopf had focused his ice-cold gaze on me.

- 28** “Well, it certainly doesn’t sound like love at first sight,” said Sir William. “But the question is: Why? I mean, what does he want you for?” He thought a moment. “If this Professor Fleischkopf really wants to get you in his clutches, he’s bound to try again.”
- 29** Suddenly Sir William raised his head. “Hey! He introduced himself as Professor Schmidt. How do you know his name is Fleischkopf?”

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4. Part A

Read this sentence from paragraph 5 of the passage from *Freddy in Peril*, Part 2.

Darting to the opposite end of the desk, I climbed down my miniature rope ladder at top speed, reached the floor, and scurried into the room next door, where Sir William was lying on his cat blanket.

How does the meaning of **darting** help the reader understand Freddy's actions?

- A. He is moving quickly across the desk.
- B. He is climbing down a rope.
- C. He is throwing items onto the floor.
- D. He is jumping over objects on the desk.

Part B

Which phrase from the sentence **best** helps the reader understand the meaning of the word **darting** as it is used in paragraph 5?

- A. "opposite end"
- B. "climbed down"
- C. "top speed"
- D. "reached the floor"

5. Part A

Which statement **best** describes how Freddy and Sir William react to the professor trying to break in?

- A. Freddy remains calm while Sir William is alarmed.
- B. Freddy panics while Sir William remains sleeping.
- C. Freddy is terrified while Sir William is confused.
- D. Freddy is alert while Sir William is concerned.

Part B

From the list, drag **one** sentence from the passage that shows how Freddy reacts and **one** sentence that shows how Sir William reacts and drop them into the boxes.

“Exactly,” I whispered. “He’s trying to get in.”
(paragraph 15)

“He’s inside! He’s coming!” (paragraph 21)

“It was those eyes of his,” I said, and I described how Professor Fleischkopf had focused his ice-cold gaze on me. (paragraph 27)

“It’s that man from yesterday—the one with the disgusting shampoo. But what’s he doing here?”
(paragraph 17)

“You?” Sir William stared down at me, shaking his head. “My dear Freddy, you’ll have to explain. Why on earth would anyone—” (paragraph 19)

“All right, go look for a hiding place. I’ll see what I can do.” Sir William sighed. (paragraph 24)

Evidence to show how Freddy reacts

Evidence to show how Sir William reacts

6. Part A

What does the word **wringing** mean as it is used in paragraph 14 of the passage from *Freddy in Peril*, Part 2?

- A. wiping to make clean
- B. squeezing to make dry
- C. staring intently to cause fear
- D. rubbing together to relieve pain

Part B

Which detail from the passage **best** helps the reader understand the meaning of **wringing** in Part A?

- A. “. . . I climbed down. . . .” (paragraph 5)
- B. “I bit his paw. . . .” (paragraph 13)
- C. “. . . the disgusting shampoo.” (paragraph 17)
- D. “. . . focused his ice-cold gaze . . .” (paragraph 27)

7. You have read passages from Part 1 and Part 2 of *Freddy in Peril*. Explain how Freddy’s point of view influences how the events in the passages are described. Be sure to use details to support your answer from **both** *Freddy in Peril*, Part 1 and Part 2.

