

**Grade 5**  
**English Language Arts/Literacy**  
**Research Simulation Task**

**2019 Released Items**

## **2019 Released Items: Grade 5 Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

The 2019 blueprint for the grade 5 Research Simulation 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

Note: This item set contains items with embedded multimedia (audio and/or video). The multimedia will NOT play when viewing the PDF through a browser window. To access the multimedia, download the PDF to your computer and open the file with Adobe Acrobat. Click the “play” arrow to start the multimedia for the item.

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

<b>Text Type:</b> RST		
<b>Passage(s):</b> from "Understanding Insects as Friends or Foes"/from "Grasshopper Plague of 1874"/Pollinators and Beneficial Insects		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
<b>C1617</b>	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	L 5.4.1 RL 5.1.1
<b>C1618</b>	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI 5.1.1 RI 5.3.3
<b>C1619</b>	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A</b>	RI 5.1.1 RI 5.8.2
<b>C1623</b>	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	L 5.4.1 RI 5.1.1 RI 5.4.1
<b>C1624</b>	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C, D</b>	RI 5.1.1 RI 5.2.1 RI 5.2.2
<b>C1625</b>	<b>Item Type: TECR</b>  <div style="border: 1px solid #ccc; padding: 10px; margin: 5px 0;"> <p align="center">Author's Point: The government considered whether it could assist the settlers.</p> <div style="border: 1px solid #add8e6; padding: 5px; margin: 5px 0;"> <p align="center">"In September the governor convened an extra session of the legislature hoping to find a way to help Kansans survive the calamity."</p> </div> <div style="border: 1px solid #add8e6; padding: 5px; margin: 5px 0;"> <p align="center">"The legislature determined that it did not have the power to take money directly from the state's treasury to help with the emergency."</p> </div> </div>	RI 5.1.1 RI 5.8.3

<b>C1627</b>	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B</b>	RI 5.1.1 L 5.4.1
<b>C1630</b>	<b>Item Type: TECR</b>  <p style="text-align: center;">Key Ideas for a Summary</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Nectar attracts pollinators and "good guy" insects to the garden.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Avoid the use of pesticides with strong toxins that will kill all insects in the garden.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Many gardeners buy "good guy" insects for use in their gardens.</div> <div style="border: 1px solid black; padding: 2px;">Pollinators will help gardens grow more fruits and vegetables.</div> </div> <div style="width: 45%; border: 1px solid black; background-color: #e0ffff; padding: 10px; text-align: center;"> <b>Draggers are correct in any order.</b> </div> </div>	RI 5.1.1 RI 5.2.3
<b>C1631</b>	<b>Item Type: PCR</b> <b>Refer to Grade 5 Scoring Rubric</b>	RI 5.1.1 RI 5.6.2 RI 5.9.1
<b>C1616</b>	<b>Item Type: EBSR (additional item)</b> <b>Part A: A</b> <b>Part B: C</b>	RI 5.1.1 L 5.4.1

**Today you will read two passages from the articles “Understanding Insects as Friends or Foes” and “Grasshopper Plague of 1874.” You will also watch a video about beneficial insects. As you read these texts and watch the video, you will gather information to help you understand ideas about insects. At the end of the task, you will be asked to write an analytical essay comparing the points of view in the texts and video.**

Read the passage from “Understanding Insects as Friends or Foes.” Then answer the questions.

from “Understanding Insects as Friends or Foes”

*by Michigan Department of Agriculture and Rural Development*

**1** Insects can be found nearly everywhere. Some insects are helpful to people. Other insects are harmful and cause damage to trees and crops. Farmers and gardeners need to know which insects are friends and which are not. Insects can carry diseases, damage crops, make fruits and vegetables look bad and can even destroy entire crops, which limits the amount of food available for people and animals to eat. Integrated pest management (IPM) is a pest management system that focuses on managing pests with the least possible impact on people, property, and the environment. Farmers use tools like crop rotation, sprays or good bugs to help their crops. Using traps, scouting and identifying insects, and controlling bugs are all important tools for farmers to use.

**Farmers/Growers use:**

**2 Chemical crop sprays or powders**—farmers use as little as needed, to protect the environment and to protect the water and food supplies. Pesticide applications are a useful tool, when applied according to label instructions by registered and certified pesticide applicators.

**3 Crop Rotation**—farmers do not grow the same crop every year, but instead rotate which crops they plant in each field. For instance, one year a farmer may grow a field of corn. The next year, the farmer may grow alfalfa hay in that field. Farmers do this because certain bugs like certain crops. By growing different crops year after year, bugs will leave. Crop rotation is a common practice on sloping soils because of its potential for saving soil. Rotation also reduces fertilizer needs, because alfalfa and other legumes replace some of the nitrogen corn and other grain crops remove. With crop rotation, pesticide costs may be reduced by naturally breaking the cycles of weeds, insects and diseases. As added benefits, grass and legumes in a rotation protect water quality by preventing excess nutrients or chemicals from entering water supplies; meadow or small grains cut soil erosion dramatically; and crop rotations add diversity to a farming operation.

**4 Good Insects**—farmers also use “good” or beneficial insects to protect their crops and get rid of harmful insects. Some insects can do a lot of damage to crops and orchards. An insect’s worst enemies are other insects. Of the millions of insects that eat animals instead of plants, most feed on other insects. Using insects to control insects is called a “biocontrol” method. Biological control is the use of naturally occurring organisms that act as natural enemies to the pests in question. These approaches to pest management may be used to reduce pesticide use. The introduction and encouragement of natural predators is a highly effective method of controlling many bugs. Some quick biocontrol definitions: Pest—an unwanted insect or weed; Pathogen—bacterium or fungus that causes disease in a pest; Parasite—an insect that feeds in a living pest; and Predator—an insect that eats pests. When used effectively, biocontrol methods can be a safe and effective approach to pest management.

**5 Scouting/Trapping**—farmers must watch their fields or orchards closely. Farmers look on the leaves of the trees or plants for bugs. This is called scouting. To help find the insects, farmers use traps. When pests are found that could damage the crop, the farmer must

choose the best way to get rid of the pest. Traps are hung in fruit trees, in greenhouses and on posts in fields for other crops. A scent, called a pheromone, is used inside the trap. This attracts the bugs to the trap. The trap is sticky inside, so when the bugs fly into the trap to smell the pheromone they get stuck. Killing adult bugs stops the cycle of egg laying or larval development and reduces pest populations. Sometimes farmers need help identifying the insects they find. They use a key, or guide. A key uses color, the number of legs or other things to determine what bug they have found.

- 6** In addition to the pest management tools listed above, keeping things clean goes a long way toward reducing pest problems, especially indoor pests like cockroaches, ants and houseflies. Cleanliness is also important on farms for pest control, especially around feed piles and manure-prone areas.
- 7** The most important thing you can do to control bugs is to learn as much as you can about the life cycles and preventative treatments for bugs that are bugging you.

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**1. Part A**

What is the meaning of the word **identifying** as it is used in paragraphs 1 and 5 of “Understanding Insects as Friends or Foes”?

- A. capturing
- B. controlling
- C. recognizing
- D. selecting

**Part B**

Which detail from paragraph 5 helps the reader understand the meaning of **identifying**?

- A. “. . . farmer must choose the best way . . .”
- B. “. . . attracts the bugs to the trap.”
- C. “. . . stops the cycle of egg laying . . .”
- D. “. . . to determine what bug they have found.”

**2. Part A**

According to “Understanding Insects as Friends or Foes,” how is the scouting/trapping method related to controlling insects?

- A. The method allows farmers to locate insects.
- B. The method attracts insects to certain scents.
- C. The method allows farmers to identify certain kinds of insects.
- D. The method decreases the number of insects.

**Part B**

Which evidence from paragraph 5 supports the answer to Part A?

- A. “. . . look on the leaves of the trees or plants for bugs.”
- B. “. . . to smell the pheromone they get stuck.”
- C. “. . . stops the cycle of egg laying or larval development and reduces pest populations.”
- D. “. . . the number of legs or other things to determine what bug they have found.”

**3. Part A**

How does the author support the point in paragraph 4 of “Understanding Insects as Friends or Foes” that there is a way to get rid of insects without using pesticides?

- A. by explaining how insects are used in biocontrol
- B. by hinting that some insects behave in unexpected ways
- C. by listing insects that are harmful
- D. by explaining how insects cause disease

**Part B**

Which evidence from paragraph 4 **best** supports the answer to Part A?

- A. “. . . farmers also use ‘good’ or beneficial insects. . . .”
- B. “. . . insects can do a lot of damage to crops and orchards.”
- C. “Of the millions of insects that eat animals instead of plants . . .”
- D. “Pest—an unwanted insect . . .”

Read the passage from "Grasshopper Plague of 1874." Then answer the questions.

from "Grasshopper Plague of 1874"

by The Kansas Historical Society

- 1 Following the Civil War, many settlers came to Kansas in hopes of finding inexpensive land and a better life. By 1874, many of these newly arrived families had broken the prairie and planted their crops. During the spring and early summer months of that year the state experienced sufficient rains. Eagerly the farmers looked forward to the harvest. However during the heat of summer a drought occurred. Yet this was not the most devastating thing to happen to the farmers that summer.
- 2 The invasion began in late July when without warning millions of grasshoppers, or Rocky Mountain locusts, descended on the prairies from the Dakotas to Texas. The insects arrived in swarms so large they blocked out the Sun and sounded like a rainstorm. Crops were eaten out of the ground, as well as the wool from live sheep, and clothing off people's backs. Paper, tree bark, and even wooden tool handles were devoured. Hoppers were reported to have been several inches deep on the ground and locomotives could not get traction because the insects made the rails too slippery.



**A fig tree stripped of its foliage and bark from a locust plague**

- 3 As a whole, Kansans refused to be defeated. The settlers did their best to stop the hoppers by raking them into piles, like leaves, and burning them. But these efforts were in vain because of the sheer numbers of the pests.

Inventive citizens built hopper dozers or grasshopper harvesters to combat future visitations. The hoppers usually stayed from two days to a week and then left as they had come, on the wind.



**Americans try to flag thousands of invading locusts into a trap.**

- 4 The areas hit the worst were where most of the settlers were new arrivals, not having had the time to establish themselves in their new homes. The needs of the newly arrived immigrants in the western counties of Kansas were greater than the more settled eastern portion. They needed grain for their next year's crops and to feed their work animals. They also needed provisions and clothing to make it through the coming winter.
- 5 In September the governor convened an extra session of the legislature hoping to find a way to help Kansans survive the calamity. The legislature determined that it did not have the power to take money directly from the state's treasury to help with the emergency. The plea for help went across America. Soon aid for the destitute. Kansans began to arrive. Railroads provided free transportation of the barrels, boxes, and bales of supplies such as beans, pork, and rice. America's farmers even donated railcars full of barley and corn to assist Kansans with the next year's planting.

### **Glossary**

calamity = disaster; destitute = needy

From "Grasshopper Plague of 1874" by Kansas Historical Society from KANSAS HISTORICAL SOCIETY/KANSAPEDIA. © 2003; modified 2011.

Photos 1 and 2: © American Colony Photographers/National Geographic Society/Corbis

**4. Part A**

What is the meaning of the word **descended** as it is used in paragraph 2 of “Grasshopper Plague of 1874”?

- A. surprised
- B. destroyed
- C. came down
- D. went below

**Part B**

Which evidence from paragraph 2 **best** helps the reader understand the meaning of **descended**?

- A. “. . . began in late July when without warning . . .”
- B. “. . . arrived in swarms so large they blocked out the Sun . . .”
- C. “. . . were eaten out of the ground . . .”
- D. “. . . have been several inches deep on the ground . . .”

**5. Part A**

Select a statement that includes main ideas of “Grasshopper Plague of 1874.”

- A. Many farmers found ways to fight the grasshopper invasion, and newer farms suffered more than older farms.
- B. Grasshoppers were thick on the ground, and trains had difficulty because the rails were slippery.
- C. The grasshoppers only stayed for a few days, and western Kansas was hit harder than anywhere else.
- D. People asked for help after the grasshopper invasion, and grain was provided for planting.

**Part B**

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

- A. “. . . hopes of finding inexpensive land and a better life.” (paragraph 1)
- B. “. . . reported to have been several inches deep . . .” (paragraph 2)
- C. “Inventive citizens built hopper dozers. . . .” (paragraph 3)
- D. “. . . areas hit the worst were where most of the settlers were new arrivals. . . .” (paragraph 4)
- E. “The legislature determined that it did not have the power. . . .” (paragraph 5)
- F. “. . . farmers even donated railcars full of barley and corn to assist Kansans. . . .” (paragraph 5)

6. Select and place in the box **two** sentences from paragraph 5 that best support the author’s point that the government considered whether it could assist the settlers.

“In September the governor convened an extra session of the legislature hoping to find a way to help Kansans survive the calamity.”

“The legislature determined that it did not have the power to take money directly from the state’s treasury to help with the emergency.”

“The plea for help went across America.”

“Soon aid for the destitute Kansans began to arrive.”

“Railroads provided free transportation of the barrels, boxes, and bales of supplies such as beans, pork, and rice.”

“America’s farmers even donated railcars full of barley and corn to assist Kansans with the next year’s planting.”

**Author’s Point: The government considered whether it could assist the settlers.**

Watch the video *Pollinators and Beneficial Insects*. Then answer the questions.

*Pollinators and Beneficial Insects*

by William Moss of the National Gardening Association

Copyright restrictions prevent the video POLLINATORS AND BENEFICIAL INSECTS from being displayed in this format. The content was available on the YouTube website, accessible via the Internet, as of August 1, 2019. You may also check your local library for other sources of this video.

**7. Part A**

What does the word **harsh** mean as it is used in the video *Pollinators and Beneficial Insects* (1:17–1:21)?

- A. attractive
- B. different
- C. particular
- D. destructive

**Part B**

Which quotation helps the reader understand the meaning of **harsh**?

- A. “. . . bring in the good guys to help fight. . .” (1:12–1:14)
- B. “. . . will take out not just the bad guys . . .” (1:22–1:24)
- C. “. . . on specific bad guys . . .” (1:30–1:31)
- D. “. . . by planting lots of beautiful flowers . . .” (1:33–1:35)

8. Select and place into the boxes **four** key ideas from *Pollinators and Beneficial Insects* to be used to develop a summary.

Key Ideas for a Summary

Nectar attracts pollinators and “good guy” insects to the garden.

Avoid the use of pesticides with strong toxins that will kill all insects in the garden.

Many gardeners buy “good guy” insects for use in their gardens.

Planting flowers will prevent “bad guy” insects from eating the garden.

Pollinators will help gardens grow more fruits and vegetables.

Pollinators will eat the “bad guy” insects on the flowers in the garden.

9. Write an essay that analyzes how the passages and video demonstrate similar points of view about controlling “bad” insects. Support your ideas with evidence from **at least two** sources.

**10. Part A**

What is the meaning of the word **rotate** as it is used in paragraph 3 of “Understanding Insects as Friends or Foes”?

- A. change
- B. move
- C. turn
- D. leave

**Part B**

Which evidence from paragraph 3 **best** helps the reader understand the meaning of **rotate**?

- A. “. . . same crop every year . . .”
- B. “. . . crops they plant in each field.”
- C. “. . . different crops year after year . . .”
- D. “. . . corn and other grain crops remove.”

