

Grade 5 Literature Mini-Assessment

Two Versions of the Same Story

This grade 5 mini-assessment is based on “The Town Mouse and the Country Mouse” by Aesop and an abridged version of “The Tale of Johnny Town-Mouse” by Beatrix Potter. These texts are considered to be texts worthy of students’ time to read and also meet the expectations for text complexity at grade 5. Assessments aligned to the CCSS will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are 13 questions that address the Reading Standards listed below and one constructed-response question that addresses Reading, Writing, and Language Standards.

We encourage educators to give students the time that they need to read closely and write to the sources. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students’ ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:
www.achievethecore.org

Grade 5 Mini-Assessment – Two versions of Town Mouse/Country Mouse

Today you will read two stories: “The Town Mouse and the Country Mouse” by Aesop and an abridged version of “The Tale of Johnny Town-Mouse” by Beatrix Potter. You will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back to Part A if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when may have additional time.

Now read the passages and answer the questions. I encourage you to write notes in the margin as you read.

Text 1: “The Town Mouse and the Country Mouse” by Aesop

Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: “I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country. Come home with me and I’ll show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life.” No sooner said than done: the two mice set off for the town and arrived at the Town Mouse’s residence late at night. “You will want some refreshment after our long journey,” said the polite Town Mouse, and took his friend into the grand dining room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. “What is that?” asked the Country Mouse. “It is only the dogs of the house,” answered the other. “Only!” said the Country Mouse. “I do not like that music at my dinner.” Just at that moment the door flew open, and in came two huge dogs, and the two mice had to scamper down and run off. “Good-bye, Cousin,” said the Country Mouse. “What! Going so soon?” asked the other. “Yes,” he replied. “Better beans and bacon in peace than cakes and ale in fear.”

PUBLIC DOMAIN

Text 2: "The Tale of Johnny Town-Mouse" by Beatrix Potter

- 1 Johnny Town-mouse was born in a cupboard. Timmy Willie was born in a garden. Timmy Willie was a little country mouse who went to town by mistake, in a hamper. The gardener sent vegetables to town once a week by carrier; he packed them in a big hamper.



- 2 The gardener left the hamper by the garden gate, so that the carrier could pick it up when he passed. Timmy Willie crept in through a hole in the wicker-work, and after eating some peas-- Timmy Willie fell fast asleep.
- 3 He awoke in a fright, while the hamper was being lifted into the carrier's cart. Then there was a jolting, and a clattering of horse's feet; other packages were thrown in; for miles and miles--jolt--jolt--jolt! and Timmy Willie trembled amongst the jumbled up vegetables. At last the cart stopped at a house, where the hamper was taken out, carried in, and set down.
- 4 Timmy Willie, who had lived all his life in a garden, was almost frightened to death. Presently the cook opened the hamper and began to unpack the vegetables. Out sprang the terrified Timmy Willie.
- 5 Up jumped the cook on a chair, exclaiming "A mouse! A mouse! Call the cat! Fetch me the poker, Sarah!" Timmy Willie did not wait for Sarah with the poker; he rushed along the skirting board till he came to a little hole, and in he popped.

- 6 He dropped half a foot, and crashed into the middle of a mouse dinner party, breaking three glasses. "Who in the world is this?" inquired Johnny Town-mouse. But after the first exclamation of surprise he instantly recovered his manners.



- 7 With the utmost politeness he introduced Timmy Willie to nine other mice, all with long tails and white neckties. Timmy Willie's own tail was insignificant. Johnny Town-mouse and his friends noticed it; but they were too well bred to make personal remarks; only one of them asked Timmy Willie if he had ever been in a trap?

- 8 The dinner was eight courses; not much of anything, but truly elegant. All the dishes were unknown to Timmy Willie, who would have been a little afraid of tasting them; only he was very hungry, and very anxious to behave with company manners.

- 9 "Why don't those youngsters come back with the dessert?" It should be explained that two young mice, who were waiting on the others, went skirmishing upstairs to the kitchen between courses. Several times they had come tumbling in, squeaking and laughing; Timmy Willie learned with horror that they were being chased by the cat. His appetite failed, he felt faint.



10 "Try some jelly?" said Johnny Town-mouse. "No? Would you rather go to bed? I will show you a most comfortable sofa pillow."

11 The sofa pillow had a hole in it. Johnny Town-mouse quite honestly recommended it as the best bed, kept exclusively for visitors. But the sofa smelt of cat. Timmy Willie preferred to spend a miserable night under the fender.

12 It was just the same the next day. Timmy Willie longed to be at home in his peaceful nest in a sunny bank. The food disagreed with him, and the noise prevented him from sleeping. In a few days he grew so thin that Johnny Town-mouse noticed it and questioned him. He listened to Timmy Willie's story and inquired about the garden. "It sounds rather a dull place. What do you do when it rains?"

13 "When it rains, I sit in my little sandy burrow and shell corn and seeds from my autumn store. And when the sun comes out again, you should see my garden and the flowers--roses and pinks and pansies--no noise except the birds and bees and the lambs in the meadows."



14 "There goes that cat again!" exclaimed Johnny Town-mouse. When they had taken refuge in the coal-cellar he resumed the conversation. "I confess I am a little disappointed; we have endeavored to entertain you, Timothy William."

15 "Oh yes, yes, you have been most kind; but I do feel so ill," said Timmy Willie.

16 "It may be that your teeth and digestion are unaccustomed to our food; perhaps it might be wiser for you to return in the hamper."

17 "Oh? Oh!" cried Timmy Willie.

18 "Why of course! We could have sent you back last week," said Johnny rather huffily. "Did you not know that the hamper goes back empty on Saturdays?"

- 19 So Timmy Willie said good-bye to his new friends and hid in the hamper with a crumb of cake and a withered cabbage leaf; and after much jolting, he was set down safely in his own garden.
- 20 Sometimes on Saturdays he went to look at the hamper lying by the gate, but he knew better than to get in again. And nobody got out, though Johnny Town-mouse had half promised a visit.
- 21 The winter passed; the sun came out again; Timmy Willie sat by his burrow warming his little fur coat and sniffing the smell of violets and spring grass. He had nearly forgotten his visit to town. When up the sandy path all spick and span with a brown leather bag came Johnny Town-mouse!
- 22 Timmy Willie received him with open arms. "You have come at the best of all the year. We will have herb pudding and sit in the sun."
- 23 "H'm'm! It is a little damp," said Johnny Town-mouse, who was carrying his tail under his arm, out of the mud. "What is that fearful noise?" he started violently.
- 24 "That?" said Timmy Willie, "that is only a cow; they are quite harmless, unless they happen to lie down upon you. How are all our friends?"
- 25 Johnny explained why he was paying his visit so early in the season; the family had gone to the sea-side for Easter. The cook was doing spring cleaning, with particular instructions to clear out the mice. There were four kittens, and the cat had killed the canary.
- 26 "They say we did it; but I know better," said Johnny Town-mouse. "Whatever is that fearful racket?"
- 27 "That is only the lawn-mower; I will fetch some of the grass clippings presently to make your bed. I am sure you will never want to live in town again," said Timmy Willie.
- 28 But he did. He went back in the very next hamper of vegetables; he said it was too quiet!

PUBLIC DOMAIN

QUESTIONS

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is the meaning of the word *residence* in Text 1, *The Town Mouse and the Country Mouse*?

- A. village
- B. headquarters
- C. house
- D. address

Part B: Which detail from Text 1 best helps the reader determine the meaning of the word *residence*?

- A. “in the country”
- B. “long journey”
- C. “grand dining room”
- D. “two huge dogs”

2. When the narrator of Text 1 states that Town Mouse “rather turned up his long nose at this country fare,” what does it show about his point of view toward Town Mouse?

- A. He feels sorry for Town Mouse, who is confused about what he will be eating because he has never seen the types of foods Country Mouse is serving.
- B. He admires Town Mouse for his fine taste and polite manners in handling a difficult situation caused by Country Mouse’s preference for simple food.
- C. He feels that Town Mouse is interested in the food Country Mouse is serving and is eagerly sniffing it in anticipation.
- D. He thinks Town Mouse looks down on others and is unappreciative of Country Mouse’s kindness in sharing his food.

3. How does the scene where the two dogs enter the room fit into the overall structure of Text 1?

- A. It establishes that despite some differences in the settings for each mouse’s home, danger is present in both locations.
- B. It develops the theme of the story by showing that Country Mouse realizes that despite the elegance of Town Mouse’s environment, his home is the best place for him.
- C. It explains the reason that Country Mouse decided to visit Town Mouse in the first place, because Country Mouse had been lonely and Town Mouse was surrounded by other animals.
- D. It helps develop the characters by showing how Town Mouse did not really want Country Mouse to stay in town for long.

4. The moral of Text 1 is “Better beans and bacon in peace than cakes and ale in fear.” What is another way to summarize the moral of the story?
- A. You should be satisfied with living simply and safely rather than risking everything for things you do not really need.
 - B. You should enjoy what you have because you do not know what trouble tomorrow brings.
 - C. You should not be jealous of your neighbors because you do not know if they are happy or not.
 - D. You should not value fancy people and expensive possessions over intelligence and kindness.
5. The characters in Text 1 are very different from each other. Complete the chart below by first writing in which word from the Descriptions Box best describes each character’s personality overall. Then choose a sentence from the Evidence Box that helps illustrate why the description you chose for each mouse is accurate.

Character	Character Description	Evidence to support the Description
Town Mouse		
Country Mouse		

Description Box: Word Choices for Character Description	Evidence Box
Patient Snobby Courageous Joyous Generous Curious	“Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country.” “Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely.” “I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country.” ““What is that?” asked the Country Mouse.” ““What! Going so soon?” asked the other.” “I do not like that music at my dinner.”

6. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 12 of Text 2, “The Tale of Johnny Town-mouse,” what is Johnny Town-mouse doing when he *inquires* about the garden?

- A. demanding information
- B. providing directions
- C. describing carefully
- D. seeking answers

Part B: Circle the two underlined parts of the paragraph that help the reader determine what it means to *inquire*.

12 It was just the same the next day. Timmy Willie longed to be at home in his peaceful nest in a sunny bank. The food disagreed with him, and the noise prevented him from sleeping. In a few days he grew so thin that Johnny Town-mouse noticed it and questioned him. He listened to Timmy Willie's story and inquired about the garden. "It sounds rather a dull place. What do you do when it rains?"

7. Complete the chart below by writing the sentence from the Evidence Box that best helps develop each setting in Text 2.

Setting	Evidence That <u>Best</u> Develops the Setting
Timmy Willie’s home	
Johnny Town-mouse’s home	

Evidence Box
<p>“Johnny Town-mouse was born in a cupboard.”</p> <p>““And when the sun comes out again, you should see my garden and the flowers--roses and pinks and pansies--no noise except the birds and bees and the lambs in the meadows.””</p> <p>“Timmy Willie was a little country mouse who went to town by mistake, in a hamper.”</p> <p>“It should be explained that two young mice, who were waiting on the others, went skirmishing upstairs to the kitchen between courses.”</p> <p>““I will show you a most comfortable sofa pillow.””</p> <p>“The family had gone to the sea-side for Easter.”</p>

8. In Text 2, how does the scene of Timmy Willie eating with Johnny Town-mouse and his friends in (paragraphs 7 and 8) fit with the scene of Timmy Willie making Johnny Town-mouse a bed of grass clippings (paragraph 27) to create the overall structure of the text?
- A. The two scenes illustrate that the meal with Johnny Town-mouse caused Timmy Willie feel like he needed to pay Johnny back for his kindness so Timmy made him the best bed he could offer.
 - B. The two scenes show the contrast between the fancy life Johnny Town-mouse lives and the simple life Timmy Willie lives.
 - C. The two scenes show a contrast between the manners of Johnny Town-mouse and Timmy Willie, developing the theme of the text.
 - D. The two scenes offer a comparison of how important friendship is to Johnny Town-mouse but how being alone in nature is important to Timmy Willie, developing the theme of the text.
9. Below are several sentences about Text 2. To create a summary of the text, choose from the sentences below. Remember that summaries should allow people who have not read the story to understand what it is about, so the order of the sentences is as important as the sentences you include. You will not use all of the sentences.

Sentences you can choose from to create a summary of <i>The Tale of Johnny Town-mouse</i>	
	Timmy Willie decided his country home was better for him than Johnny Town-mouse's home.
	Timmy Willie loved the wonderful things Johnny Town-mouse's house offered.
	Johnny Town-mouse decided his home in town was the best place for him.
	Johnny Town-mouse needed a safe place to stay for a bit so he went to see Timmy Willie
	Timmy Willie hid out in a hamper so he could go see his friend Johnny Town-mouse.
	Johnny Town-mouse visited the country because he missed Timmy Willie.
	Johnny Town-mouse and Timmy Willie were both easily frightened.
	Timmy Willie made a new friend when he accidentally ended up making a trip to town.

SUMMARY OF <i>The Tale of Johnny Town-mouse</i>	
First sentence of summary	
Second sentence of summary	
Third sentence of summary	
Last sentence of summary	

- 10. How does the illustration after paragraph 1 help the reader understand Text 2?**
- A. It shows how bored Timmy Willie was when he lived in the garden, explaining why he took a trip.
 - B. It clarifies the meaning of the word *hamper* and helps explain how Timmy Willie got to town.
 - C. It shows the beauty of where Timmy Willie lives, which explains why Johnny Town-mouse decides to visit.
 - D. It clarifies that the story was written long ago, and how things were different back then.
- 11. How does the illustration after paragraph 6 contribute to the meaning of Text 2?**
- A. It helps develop the personalities of the main characters by showing how confused Timmy Willie is and how arrogant Johnny Town-mouse is.
 - B. It shows how happy Timmy Willie is to find food, explaining that his hunger was the main reason he left the garden.
 - C. It shows all the friends Johnny Town-mouse has, explaining the main reason he returns to his house after later visiting Timmy Willie.
 - D. It helps show how very different the two main characters are by providing details about their appearance.
- 12. What two important roles does fear play in both Texts 1 and 2?**
- A. Fear forces at least one main character in each text to find many possible solutions to a problem.
 - B. Fear prevents at least one main character in each text from understanding what benefits each location offers.
 - C. Fear makes the main characters in both texts get angry with each other.
 - D. Fear causes the main characters in both texts to decide to return to their homes.
 - E. Fear makes at least one main character in each text look for a new place to live.
 - F. Fear prevents the main characters in both texts from making new friends.
- 13. What theme is shared by both texts?**
- A. People always think they would be happier in a different set of circumstances.
 - B. Don't assume you will get what you want before you actually get it.
 - C. Everyone has different preferences, and it is fine to be grateful for what you have.
 - D. Do not worry about things that might or might not happen in the future.

Information for Teachers: Quantitative and Qualitative Analyses of the Text

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The excerpts for this mini-assessment have been placed at grade 5, and the process used to determine this grade level placement is described below. Appendix A and the Supplement to Appendix A: New Research on Text Complexity lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a grade **band** based on at least one¹ quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a grade-level based on a qualitative analysis.

Quantitative Analysis

“The Town Mouse and the Country Mouse” by Aesop (noted in orange)	Quantitative Measure #1	Quantitative Measure #2
	FK: 4.6	RMM: 4.5
“The Tale of Johnny Town-mouse” By Beatrix Potter (noted in blue)	Quantitative Measure #1	Quantitative Measure #2
	FK: 4.7	RMM: 7.5

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.coresetandards.org/resources) and determine the grade **band** of the text. **Note: With literature, it is sometimes true that the quantitative measures indicate grade bands that are lower than one would expect. In these rare cases, qualitative reviews will show the text really belongs in a higher grade band.**

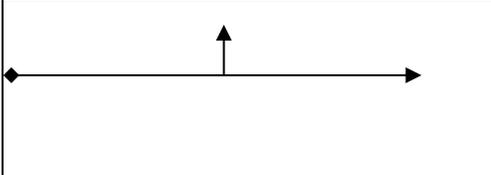
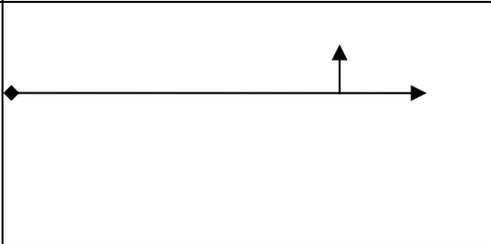
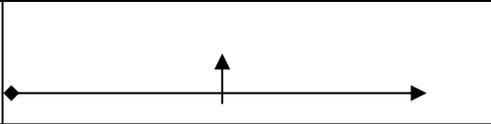
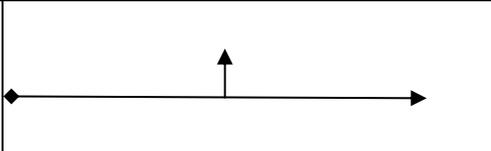
Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from Flesch-Kincaid and the RMM measure were converted to grade bands.

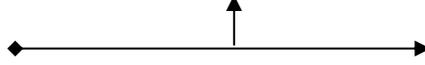
Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid ^d	The Lexile Framework [®]	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

¹ For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

To find the grade-level of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Qualitative Analysis	"The Town Mouse and the Country Mouse" by Aesop	Where to place within the band?				
Category	Notes and comments on text, support for placement in this band	Too low for grade band	Early to mid-4	Mid-4 to early 5	Mid-5 to end 5	Too high for grade band
Structure (both story structure or form of piece)	The underlying structure is chronological, showing the various events that occur when Town Mouse first visits Country Mouse and then the events that occur when later Country Mouse visits Town Mouse. There is also a structure of comparison/contrast in regard to thinking about the similarities and differences of the two locations, which is more important to the development of the theme.					
Language Clarity and Conventions	Some of the language of the text is somewhat archaic (e.g., "rough and ready," "turned up his long nose at this country fare," "eating up jellies and cakes,") and some is figurative (e.g., "I do not like that music at my dinner," and "Better beans and bacon in peace than cakes and ale in fear.") However, the context for the language is clear and the development of the concepts sufficient to lead to student understanding. There are several complex sentences that drive up the complexity.					
Knowledge Demands (life, content, cultural/literary)	No prior knowledge is needed to understand the story.					
Levels of Meaning/ Purpose	The text has one message: Individuals have unique preferences and should be happy with what they have.					
Overall placement: Grade 5	The language, sentence complexity, and two structures might prove challenging for some students so despite the low knowledge demands and single purpose, this text is most appropriate for grade 5.					

Qualitative Analysis	“The Tale of Johnny Town-Mouse” by Beatrix Potter	Where to place within the band?				
Category	Notes and comments on text, support for placement in this band	Too low for grade band	Early to mid-4	Mid-4 to early 5	Mid-5 to end 5	Too high for grade band
Structure (both story structure or form of piece)	The underlying structure is chronological, showing the various events that occur when Timmy Willie first visits Johnny Town-mouse and then the events that occur when later Johnny Town-mouse visits Timmy Willie. The text also uses a structure of comparison/contrast in regard to the similarities and differences of the two, town and country; it is this structure that is more important to the development of the theme.					
Language Clarity and Conventions	Some terms, such as “cupboard,” “hamper,” and “wicker-work” will likely be less familiar to students than other words, but the illustrations and context will help facilitate comprehension. The sentences are mostly simple or compound, and although some punctuation follows older rules in English grammar, the text is still accessible.					
Knowledge Demands (life, content, cultural/literary)	No prior knowledge is needed to understand the text, as the challenging words mentioned above are clarified throughout.					
Levels of Meaning/ Purpose	The theme is singular: We all have our preferences and should be grateful for what we have.					
Overall placement: Grade 5	Despite some challenging vocabulary and dual structures, this text should be easily accessed by grade 5 students because of the lack of demand for prior knowledge and single, well developed theme.					

Question Annotations: Correct Answers and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1, Part A	C		<p>A. Although a “residence” can be in a village, the word “residence” itself does not mean village.</p> <p>B. Although “headquarters” is a place, it is not a place of where someone lives, a “residence.”</p> <p>C. This is the correct answer. In Text 1, the word “residence” is used to refer to Town Mouse’s house.</p> <p>D. Although a “residence” would likely have an address, the word “residence” in Text 1 refers to Town Mouse’s house.</p>
1, Part B	C	RL.5.4, RL.5.1	<p>A. Although some “residences” are in the country, the term “residence” in Text 1 is in the city so “in the country” does not provide useful context to determine the meaning of the tested word.</p> <p>B. Although one might need to take a “long journey” to get to someone’s place of “residence,” in this text those words do not provide useful context to determine the meaning of “residence.”</p> <p>C. This is the correct answer. “Grand dining room” shows that the “residence” is somewhere people live and eat: a house.</p> <p>D. Although “two huge dogs” might live in a house, those words do not provide useful context to determine the meaning of “residence.”</p>
2	D	RL.5.6, RL.5.1	<p>A. There is no textual evidence that supports the idea that the narrator feels sorry for Town Mouse, as the narrator does not imply that beans and bacon, cheese and bread are unappetizing.</p> <p>B. There is no textual evidence that supports the idea that the narrator admires Town Mouse’s taste in food or how he handles his interactions with Country Mouse.</p> <p>C. There is no textual evidence that supports the idea that the narrator thinks Town Mouse is interested in the food Country Mouse is serving.</p> <p>D. This is the correct answer. The narrator uses the words “rather turned up his long nose at this country fare” to show that Town Mouse is disapproving of the offering and is being snobbish. The idea is further developed when Town Mouse says, “I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country.”</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
3	B	RL.5.5, RL.5.1	<p>A. Although danger is present in the city, as evidenced by the appearance of the dogs, there is no evidence of danger in the country.</p> <p>B. This is the correct answer. The scene where the two dogs enter the room helps Country Mouse realize that even though Town Mouse’s home is lovely, he likes his own home better.</p> <p>C. There is no textual evidence to support the idea that Country Mouse went to visit Town Mouse because he was lonely and knew that Town Mouse was surrounded by other animals. In fact, Country Mouse is surprised by the “growling and barking.”</p> <p>D. The scene where the two dogs enter the room does not relate to Town Mouse’s feelings about Country Mouse staying in his home. In fact, Town Mouse says, “What! Going so soon?” to express his disappointment and surprise that Country Mouse is leaving.</p>
4	A	RL.5.2, RL.5.1	<p>A. This is the correct answer. “Better beans and bacon” versus “cakes and ale” speaks to living simply and “in peace” and “in fear” speaks to living safety and not taking risks.</p> <p>B. Although the sentence mentions “fear,” which might relate to trouble, the moral does not imply trouble coming or living for the moment.</p> <p>C. The moral does not speak to jealousy as it is clear each mouse is satisfied with what he has.</p> <p>D. The moral does not speak to intelligence or kindness but rather living simply and being safe.</p>
5	See right column.	RL.5.3, RL.5.1	<p>Town Mouse: Snobby: “I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country.”</p> <p><i>Rationale: This sentence shows that Town Mouse thinks less of what the country has to offer and is being snobby. Town Mouse “cannot understand” his cousin’s “poor food.”</i></p> <p>Country Mouse: Generous: “Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely.”</p> <p><i>Rationale: “He offered them freely” shows that although Country Mouse only had “beans and bacon, cheese and bread,” he was very willing to share, demonstrating his generous nature.</i></p> <p><i>The other sentences in the Evidence Box do not help develop the character descriptions of each mouse.</i></p>
6, Part A	D	RL.5.4, RL.5.1	<p>A. Although “demanding information” would likely lead to some answers, Johnny Town-mouse is not demanding but rather seeking specific answers to specific questions.</p> <p>B. “Providing directions” is a form of giving information, not a form of “seeking answers” or “inquiring.”</p> <p>C. “Describing carefully” is a form of giving information, not a form of “seeking answers” or “inquiring.”</p> <p>D. This is the correct answer. Johnny Town-mouse “questioned” Timmy Willie and asked specifically about an event in the garden.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
6, Part B	"questioned him" and "What do you do when it rains?"		<p>Both "questioned him" and "What do you do when it rains?" provide context to help students determine the meaning of "inquires" because both terms show that Johnny Town-mouse is "seeking answers."</p> <p>"In his peaceful nest in a sunny bank" and "noise prevented him from sleeping" both help develop the setting rather than Johnny Town-mouse's inquiring nature.</p> <p>"Johnny Town-mouse noticed it" and "It sounds rather a dull place" show Johnny Town-mouse's observant and opinionated nature but do not show that he is "seeking answers" or "inquiring."</p>
7	See last column	RL.5.3, RL.5.1	<p>Correct Answers:</p> <p>Timmy Willie's home: "And when the sun comes out again, you should see my garden and the flowers--roses and pinks and pansies--no noise except the birds and bees and the lambs in the meadows." <i>Rationale: The setting of Timmy Willie's home is the country, which is developed by mentioning the garden and the various flowers that grow there, as well as explaining how quiet it is and that he is surrounded by animals.</i></p> <p>Johnny Town-mouse's home: "It should be explained that two young mice, who were waiting on the others, went skirmishing upstairs to the kitchen between courses." <i>Rationale: The setting of Johnny Town-mouse's home is a well populated house, which is developed by the mention of "two young mice, who were waiting on the others" as well as the mention of an "upstairs" area and a "kitchen."</i></p> <p>Incorrect answers:</p> <p>"Johnny Town-mouse was born in a cupboard." <i>Rationale: Although Johnny Town-mouse was born in a cupboard, which is inside a house, a piece of furniture is not the main setting of the story.</i></p> <p>"Timmy Willie was a little country mouse who went to town by mistake, in a hamper." <i>Rationale: Although this sentence mentions the country, it is to tell where Timmy Willie is from rather than to provide specific details about the setting.</i></p> <p>"I will show you a most comfortable sofa pillow." <i>Rationale: Although a pillow is mentioned as part of the setting of the Town Mouse's home, the pillow does not develop the setting as well as the correct answer mentioned above that provides details about multiple mice and various areas of the house.</i></p> <p>"The family had gone to the sea-side for Easter." <i>Rationale: The sea-side is mentioned only to show why Johnny Town-mouse decided to travel and does not imply that his home is near the sea since the family must take a trip to get there.</i></p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options								
8	B	RL.5.5, RL.5.1	<p>A. There is not a cause/effect relationship between the scene of the mice sharing a meal and Timmy Willie later making a bed for Johnny Town-mouse, and cause/effect is not the overall structure of Text 2.</p> <p>B. This is the correct answer. The scene of Timmy Willie eating with Johnny Town-mouse and his friends shows the kind of extravagance Johnny Town-mouse is used to, and the scene with Timmy Willie making a bed of grass for Johnny Town-mouse shows the simplicity Timmy Willie is used to, developing the contrast structure of Text 2.</p> <p>C. The theme is not related to a contrast of manners of the two mice, and therefore these two scenes do not help develop a structure of contrast related to theme.</p> <p>D. The theme is not related to the importance of friendship or importance of alone time to the two mice, and therefore does not develop a structure of comparison related to the theme.</p>								
9	See last column	RL.5.2, RL.5.1	<p>SUMMARY OF <i>The Tale of Johnny Town-Mouse</i></p> <table border="1" data-bbox="764 646 1948 976"> <tr> <td data-bbox="764 646 1045 727">First sentence of summary</td> <td data-bbox="1045 646 1948 727">Timmy Willie made a new friend when he accidentally ended up making a trip to town.</td> </tr> <tr> <td data-bbox="764 727 1045 808">Second sentence of summary</td> <td data-bbox="1045 727 1948 808">Timmy Willie decided his country home was better for him than Johnny Town-mouse’s home.</td> </tr> <tr> <td data-bbox="764 808 1045 889">Third sentence of summary</td> <td data-bbox="1045 808 1948 889">Johnny Town-mouse needed a safe place to stay for a bit so he went to see Timmy Willie.</td> </tr> <tr> <td data-bbox="764 889 1045 971">Last sentence of summary</td> <td data-bbox="1045 889 1948 971">Johnny Town-mouse decided his home in town was the best place for him.</td> </tr> </table> <p>Sentences NOT used</p> <p>Timmy Willie loved the wonderful things Johnny Town-mouse’s house offered. Timmy Willie hid out in a hamper so he could go see his friend Johnny Town-mouse. Johnny Town-mouse visited the country because he missed Timmy Willie. Johnny Town-mouse and Timmy Willie were both easily frightened.</p> <p><i>Rationale: The last sentence represents a minor detail that is too small to be included in a summary. The other sentences represent misreadings of Text 2 and do not belong in a summary.</i></p>	First sentence of summary	Timmy Willie made a new friend when he accidentally ended up making a trip to town.	Second sentence of summary	Timmy Willie decided his country home was better for him than Johnny Town-mouse’s home.	Third sentence of summary	Johnny Town-mouse needed a safe place to stay for a bit so he went to see Timmy Willie.	Last sentence of summary	Johnny Town-mouse decided his home in town was the best place for him.
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Last sentence of summary	Johnny Town-mouse decided his home in town was the best place for him.										

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
10	B	RL.5.7, RL.5.1	<p>A. The illustration does not show Timmy Willie being bored enough to leave the garden, and the text says he accidentally took a trip to town.</p> <p>B. This is a correct answer. The illustration shows a wicker hamper, helping the reader understand what a hamper is and how Timmy Willie got to town.</p> <p>C. Although the illustration shows that garden is clearly beautiful, the text notes that Johnny Town-mouse doesn't visit to see its beauty. He is simply trying to stay away from the cats during the housecleaning that happens when the family in the city goes on vacation.</p> <p>D. Although the story was written long ago, the illustration doesn't support that fact, as the objects in the picture are objects that are still around in present day.</p>
11	D	RL.5.7, RL.5.1	<p>A. The illustration does not contain enough detail to support the idea that Timmy Willie is confused or Johnny Town-mouse is arrogant, nor does Text 2 imply the characters possess those traits.</p> <p>B. The illustration does not contain enough detail to support the idea that Timmy Willie is happy to find the food, and the text explains he accidentally went to town, not that he was in search of food.</p> <p>C. Although the illustration shows there are many mice around the table, the idea that Johnny Town-mouse returns to his house later because of his friendships is not supported by the text.</p> <p>D. This is the correct answer. The illustration shows that Timmy Willie is not dressed up in the same fine clothing as Johnny Town-mouse, developing the idea that the characters differ in many ways.</p>
12	B, D	RL.5.9, RL.5.1	<p>A. Although fear is a key element in both texts, fear does not force a main character to find many possible solutions to a problem. In fact, the only solution each mouse explores is to return to his own home.</p> <p>B. This is a correct answer. In Text 1, Country Mouse fears the dogs. In Text 2, both mice find something to fear (Timmy Willie fears the cats and Johnny Town-mouse fears the "racket" from the lawn mower). Because of these fears, the characters cannot see the positive features of each other's homes.</p> <p>C. Although fear is a key element in both texts, the characters do not get angry with each other because of it.</p> <p>D. This is a correct answer. Only Town Mouse in Text 1 does not experience fear; because of their fears of either animals or trying new things, each of the other character decides he is better at his own home.</p> <p>E. Although fear is a key element in both texts, none of the characters are looking for a new place to live because of it.</p> <p>F. Although fear is a key element in both texts, it does not prevent the characters from making new friends. In Text 1, Town Mouse purposely visits his old friend, Country Mouse, and later invites him to his home. In Text 2, Johnny Town-mouse and Timmy Willie seem to be good enough friends to visit each other.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
13	C	RL.5.9, RL.5.1	<p>A. Although it might be true that some people think they'd be happier in different circumstances, this idea is not a theme developed by both texts. Each mouse prefers to return home to his familiar circumstances.</p> <p>B. Although some people assume they will get what they want before they actually get it, that is not a theme developed by these texts. Each mouse realizes that, to get what he wants, he must return home.</p> <p>C. This is the correct answer. Each mouse in the two texts has different tastes and they are happy with their own situation. The authors do not weigh in on whether one situation is better than the other. Therefore, a theme of the texts is that although we have different preferences, we should be grateful for what we have.</p> <p>D. Although in text 2, Johnny Town-mouse worries about being caught by the cat, which causes him to visit Timmy Willie, this is a plot detail, and not a theme developed by both texts.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
14	See last column.	RL.5.9, RL.5.1, W.5.3, W.5.4, W.5.9, L.5.1, L.5.2, L.5.3	<p>Top-score responses should include the following elements to demonstrate full understanding of the text(s):</p> <ul style="list-style-type: none"> • Town Mouse/Johnny Town-mouse: Each mouse thought that what he had was better than what Country Mouse/Timmy Willie had. <ul style="list-style-type: none"> ○ Town Mouse prefers his jellies and cakes over Country Mouse’s beans, bacon, cheese and bread. ○ Town Mouse implied the country life was no way to live. “. . . but of course you cannot expect anything better in the country. Come home with me and I’ll show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life.” ○ Johnny Town-mouse liked his dry house better than the dampness and mud at Timmy Willie’s house. ○ Johnny Town-mouse thinks the garden “sounds rather a dull place.” ○ Johnny Town-mouse views rain in the garden as a bad thing, wondering “What do you do when it rains?” ○ Johnny Town-mouse was used to the danger of the cats at his home but was frightened by the mooing of the cows and the noise of the lawnmowers at Timmy Willie’s house. ○ Johnny Town-mouse thought his sleeping arrangements were great, showing Timmy Willie a “most comfortable sofa pillow” but left after Timmy Willie presented him with a bed of “grass clippings.” • Country Mouse/Timmy Willie: Each mouse thought that what he had was better than what Town Mouse/Johnny Town-mouse had. <ul style="list-style-type: none"> ○ Country Mouse ate the “fine feast” at Town Mouse’s home, but left after the dogs came in because he’d rather have simple food and be safe instead of fancy food to eat when endangered. ○ Timmy Willie is not impressed with the food in Johnny Town-mouse’s home, and he only ate it because he was hungry and wanted to be polite. In fact, the food made him ill (“the food disagreed with him”). ○ Timmy Willie views rain in the garden as a good thing, allowing him to “sit in my little sandy burrow and shell corn and seeds from my autumn store.” He also enjoys looking out at the birds and seeing the garden after the rains and the lovely quietness it brings. ○ Timmy Willie was used to the noises of the cows and lawn mowers but was frightened of the cats at Johnny Town-mouse’s house. After hearing the young mice scamper away from the cats, “his appetite failed, he felt faint.” ○ Timmy Willie wanted his “peaceful nest in a sunny bank” instead of the sofa pillow that Johnny Town-mouse offered as a bed.

Using the Mini-Assessments with English Language Learners (ELLs)

Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging:* Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions:* Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge:* Mini-assessments often include multiple texts or stimuli on the same topic:
 - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
 - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.
- *Containing ideas that lend themselves to discussion from a variety of perspectives:* Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words:*
 - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:

- The meaning of Tier 2 academic words in context.
- The meaning of a figurative word/phrase in context.
- The impact of word choice on meaning and/or tone.
- MOST vocabulary items test Tier 2 words.
- All tested words are chosen because:
 - They are central to the meaning of the text.
 - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

Administration Guidelines for ELLs

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”
- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be available to students during their state’s summative assessment. For example, some states allow ELLs to use

a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.
- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.

Additional Resources For Assessment and CCSS Implementation

Shift 1 - Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on <http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions:
<http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf

Sample Scoring Rubric for Text-Based Writing Prompts:

http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf