

Grade 5 Sample Items (Teacher Key)

Task Generation Model: 5A.4 Literary Analysis Task – Comparing themes and topics

Sample Texts for Grade 5: “Nature’s Violet Children” by Ellen Robena Field and “Buttercups and Daisies” by Mary Howitt

The Literature Analysis Task plays an important role in honing students’ ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay. This passage set represents a complete Literary Analysis Task for 5th Grade. The passage set includes seven items on comprehension and vocabulary, with six Evidence-Based Selected Response (EBSR) items and one Prose Constructed Response (PCR) item. Students read a purpose setting statement for the task and then read the first passage. After answering EBSR items, the students read the second passage. The students answer additional EBSR and finally respond to the PCR item.

This Literary Analysis Task aligns with standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, L.5.1, L.5.2, L.5.3, L.5.4, W.5.2, W.5.4, W.5.9

Today you will read one story and one poem. After you read the texts, you will answer questions and think about what the texts reveal about theme topics as they relate to nature. Finally, you will write an essay.

Read the story “Nature’s Violet Children” by Ellen Robena Field and answer the questions that follow.

- 1 Once on a sunny hill in the woods grew a little colony of violets. They had slept quietly through the long winter, tucked up snug and warm in the soft, white snowblankets that King Winter had sent Mother Nature for her flower babies. Jack Frost had gone pouting over the hills because the little sunbeams would not play with him, and spoiled his fancy pictures. The tiny raindrops knocked at the door of Mother Nature’s great, brown house; and the birds called to the flowers to wake up.
- 2 So the violets raised their strong, hardy leaves, lifted up their dainty heads, and were glad because spring had come. While they were so happy, a little girl came to the woods in search of wild flowers. “How pretty those violets are,” she said. “I wish I could stay and watch the buds open, but I will take some of them with me and keep them in water, and they will remind me of this sunny hill, and perhaps they will blossom.”
- 3 Then the violets were frightened and whispered, “Please don’t take us!” But Ruth did not hear them, and she pulled stem after stem till her small hands were quite filled. Then she said goodbye to the pretty place, and the little violets said goodbye, too.
- 4 When Ruth got home, she put the buds into a vase of water, and set them in an open window where they could see the blue sky and feel the kisses of the sunbeams. But the poor little violets drooped for a time, they were so homesick, and whispered to each other, “Let us give up and die!” A beautiful canary in a cage over their heads sang “cheer up! chirrup,!” but they would not listen to him at first.
- 5 By and by they said, “Why do you sing that to us? How can we be happy away from our beautiful home?”
- 6 Still the bird sang “cheer up! chirrup! The sun is smiling at you and I am singing to you. We are trying to make you glad. How nice it would be if you would only blossom and make some one happy instead of hanging your heads and trying to die. Do you think I like to be shut up here? If some one would leave the door of my cage open, I would spread my wings and fly out of the window, far away to the green woods and the blue sky. But while I am here, I may as well sing and be glad. Cheer up! chirrup!”
- 7 “Perhaps he is right,” said the buds, and they lifted up their heads and began to grow. One bright spring morning Mother Nature passed by the window and gave them each a lovely violet cap. Then they were, glad, and Ruth was happy, too, because her buds had blossomed.

- 8 The cheery canary sang his sweetest carol to them, and the whole day was bright because Mother Nature's little violet children had tried their best to be happy and so had made others happy, too.
- 9 As the great red sun went down into the west, he heard the happy bird still singing "cheer up! chirrup!"

The above text is Public Domain.

SAMPLE

1. Part A: What is the meaning of the word **hardy** as it is used in paragraph 2?

- A. joyous
- B. sturdy**
- C. lifeless
- D. delicate

Part B: Which detail helps the reader understand the meaning of **hardy**?

- A. "pulled stem after stem"
- B. "lifted up their dainty heads"
- C. "were glad because spring had come."
- D. "violets raised their strong"**

2. Part A: Choose the best theme statement for the text, "Nature's Violet Children."

A. Make the best of every situation.

- A. People create their beliefs based on experience.
- B. Natural resources cannot be replenished.
- C. Bringing happiness to others is priceless.

Part B: Choose one detail from the text that provides the best evidence for Part A.

- A. "When Ruth got home, she put the buds into a vase of water, and set them in an open window"
- B. "While they were so happy, a little girl came to the woods in search of wild flowers."
- C. "But while I am here, I may as well sing and be glad. Cheer up! chirrup!"**
- D. "So the violets raised their strong, hardy leaves, lifted up their dainty heads"

3. Create a summary of the story using three of the sentences listed below. Write the **three** sentence letter choices that describe key ideas from the story into the boxes titled "Summary." The sentences should describe key ideas from the story in the order they happen.

A. The violets were afraid of Ruth picking them from the field.

B. The bird tried to cheer up the violets by singing them a song.

C. The violets drooped and were unhappy to be away from their home, so the bird cheered them up.

D. The violets blossomed and Ruth was pleased.

E. The violets wilted because they missed their home.

F. Mother Nature helped the violets to bloom.

G. Ruth picked the violets from the field and took them home with her.

H. The violets were scared about leaving their home.

Summary	
1.	
2.	
3.	

Read the poem "Buttercups and Daisies" by Mary Howitt and answer the questions that follow.

Buttercups and daisies,
Oh, the pretty flowers,
Coming ere the spring time,
To tell of sunny hours.
5 While the trees are leafless,
While the fields are bare,
Buttercups and daisies
Spring up here and there.

Ere the snowdrop peepeth,
10 Ere the crocus bold,
Ere the early primrose
Opes its paly gold,
Somewhere on the sunny bank
Buttercups are bright;
15 Somewhere 'mong the frozen grass
Peeps the daisy white.

Little hardy flowers,
Like to children poor,
Playing in their sturdy health
20 By their mother's door,
Purple with the north wind,
Yet alert and bold;
Fearing not, and caring not,
Though they be a-cold!

25 What to them is winter!
 What are stormy showers!
 Buttercups and daisies
 Are these human flowers!
 He who gave them hardships
30 And a life of care,
 Gave them likewise hardy strength
 And patient hearts to bear.

The above text is Public Domain.

SAMPLE

4. Part A: What is the meaning of lines 21-24 in the poem “Buttercups and Daisies?”

- A. The children enjoy the cold weather.
- B. The children want to be outside.
- C. The children play in the snow.
- D. The children feel strong and alive.**

Part B: Which phrase best helps the reader understand the meaning of lines 21-24?

- A. “Purple with the north wind,”
- B. “Yet alert and bold;”**
- C. “Fearing not and caring not,”
- D. “Though they be a-cold!”

SAMPLE

5. Write the letters of the **three** details from the poem that help create the setting of this poem.

Details from the poem:

- A. **“While the fields are bare”**
- B. “To tell of sunny hours.”
- C. “Playing in their sturdy health”
- D. **“Somewhere on the sunny bank”**
- E. **“Ere the snowdrop peepeth”**
- F. “What to them is winter!”
- G. “Though they be a-cold.”
- H. “Are these human flowers!”

Detail 1	
Detail 2	
Detail 3	

6. Part A: Which statement best expresses a theme of the poem?

- A. Hardships can strengthen or weaken one's resolve.
- B. Patience is one way to continue through hardships.**
- C. Positivity is important even in gloomy situations.
- D. Fearlessness allows for growth.

Part B: Which detail from the poem provides the best evidence for the answer to Part A?

- A. "Little hardy flowers, Like to children poor"
- B. "He who gave them hardships And a life of care"
- C. "Fearing not, and caring not, Though they be a-cold!"
- D. "Gave them likewise hardy strength And patient hearts to bear."**

7. You have read two texts about nature, "The Violet Children" and "Buttercups and Daisies." Write an essay in which you determine a common theme for the texts. Use evidence from both texts to support your response.