7 Full-Length Oregon OSAS

English Language Arts (ELA) Practice Tests

A Complete Guide to Building Mastery and Excelling on the English Test

Grade 5



Practice Master Achieve

Reza Nazari

Grade 5 · Oregon · OSAS

7 Oregon Grade 5 English Language Arts (ELA) Practice Tests

Full-Length Practice for OSAS Preparation and Academic Confidence

Reza Nazari

Copyrighted Material

Copyright © 2026

Effortless Math Education Inc

Published by Effortless Math Education
www.effortlessmath.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law, including Section 107 or 108 of the 1976 United States Copyright Act.

This publication is independently produced and has no official connection to any state, district, or national testing program.

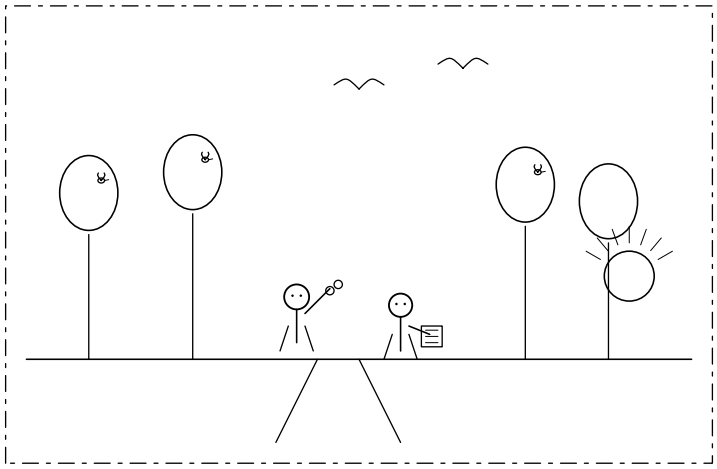
Test names and organizational names used herein are the property of their respective trademark holders.

Copyright © 2026

Copyrighted Material

Read the passage below. Then answer questions 1–8.

The Sunrise Bird Walk



1 Every Thursday before school, a small group of students meets at the park beside Oak Street. They call themselves the Sunrise Bird Walkers. While most of the neighborhood is still quiet, they step onto the path with notebooks, binoculars, and the kind of attention that early morning seems to invite.

2 Their teacher, Mr. Reed, started the club after noticing how active the park became just after sunrise. He explained that birds are often easiest to hear and see at that hour. The air is cooler, the paths are less crowded, and the birds are busy calling from branches, fence posts, and the edge of the pond.

3 On each walk, the students pause near the pond, the tall pine trees, and the open field. They listen for chirps, whistles, and trills, then try to match those sounds with the birds they can spot. Some mornings they see robins hopping through wet grass. On other days, bright finches flash through the branches too quickly to follow for long.



Ballad leads? Scan for pace.

Scan Me

4 The club keeps careful records of every walk. Students write down the weather, the time, and the birds they notice. They also sketch feathers, beaks, and wing shapes in their notebooks so they can compare one visit with another. Over time, they have learned that some birds return again and again while others appear only once in a while.

5 The Sunrise Bird Walk has helped the students in another way too. It has taught them to slow down and observe carefully. Instead of rushing past the trees, they now notice small details, such as a sudden flutter in the leaves, a call hidden high in the branches, or a nest tucked where they would once have walked by without seeing it.

6 Mr. Reed says the club is not only about birds. It is also about curiosity. When students ask questions, look carefully, and look again, an ordinary park can become full of discovery.

---

1) What is the **central idea** of the article?

(A) Robins are easier to see than other birds.
(B) Parks should only be visited in the morning.
(C) Notebooks are the most important school supply.
(D) A group of students takes early bird walks to observe birds and learn to notice nature more carefully.

Use the article "The Sunrise Bird Walk" to answer this question.

Scan Me
Mini grids? Ace every writing.

2) What does the word *trills* mean as it is used in paragraph 3?

(A) Types of trees
(B) Small nests
(C) Kinds of bird sounds
(D) Morning shadows

Use the article "The Sunrise Bird Walk" to answer this question.

3) Why does the author include the details in paragraph 4?

(A) To show how the students keep track of what they learn
(B) To prove that every bird looks the same
(C) To show that the weather is always sunny
(D) To explain how to draw feathers

Use the article "The Sunrise Bird Walk" to answer this question.

4) How is the article mainly organized?

(A) By listing every bird in the park
(B) By telling a made-up story about talking birds
(C) By explaining how the club began and what students do and learn during the walks
(D) By comparing birds to squirrels

Use the article "The Sunrise Bird Walk" to answer this question.

5) Which detail best supports the idea that the club teaches students to observe carefully?

(A) Mr. Reed started the club.
(B) The path is calm in the morning.
(C) They sketch feathers, beaks, and wing shapes in their notebooks.
(D) The students meet before school.

Detail turns? Seal the deal.
Scan Me

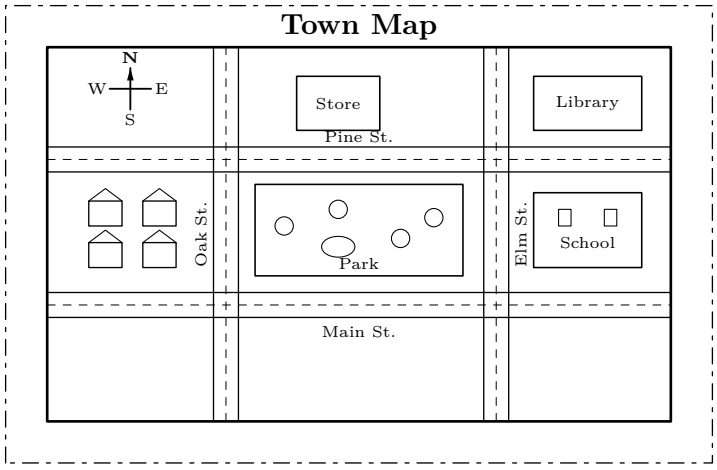
Use both "The Giant Bubble" and "Bubble Morning" to answer this question.

19) What important idea is found in both the story and the poem?

(A) Dogs do not like bubbles.
(B) Bubbles should always be caught by hand.
(C) Brief moments can still feel special and unforgettable.
(D) Rain is better than sunshine.

Read the passage below. Then answer questions 20–26.

How a Map Helps



1 A map is a drawing that shows where places are and how those places connect. It can help people understand how to travel from one point to another. Maps may show roads, parks, rivers, buildings, and many other features of a place.

2 A map is usually much smaller than the real place it represents. Because of this, mapmakers use symbols and labels to stand for real things. A blue shape might show a lake, and a small picture of a tree might stand for a park.



Myth posters? Feel the mood.
Scan Me

3 Many maps also include a compass rose. This symbol shows directions such as north, south, east, and west. Knowing direction helps a reader understand where places are located and how to move across the map from one area to another.

4 A map may also include a key. A key explains what the symbols on the map mean. Without one, a person might notice a shape, color, or small picture but not understand what it stands for.

5 People use maps in many ways. A family might use one to find a trail in a park. A traveler might use one to understand a new town. Students may use maps in class to study neighborhoods, states, or countries. In each case, the map turns a large space into something a person can read and use.

6 Maps are helpful because they turn large places into something people can read and understand. They help us see where things are, how places fit together, and which way to go.

---

20) What is the **central idea** of the article?

(A) Parks are the most important places on maps.
(B) Every map must be large and colorful.
(C) Travelers should never ask for directions.
(D) Maps help people understand where places are and how to move from one place to another.

Use the article "How a Map Helps" to answer this question.

21) What does the word *features* mean as it is used in paragraph 1?

(A) Weather problems
(B) Things that are part of a place
(C) Funny stories
(D) Kinds of paper

Use the article "How a Map Helps" to answer this question.

22) Why does the author include the information in paragraph 4?

(A) To prove that all maps look the same
(B) To show how to draw a compass rose
(C) To compare maps with books
(D) To explain why a map key is important

Use the article "How a Map Helps" to answer this question.

23) Which detail best supports the idea that maps use symbols?

(A) Maps may show roads.
(B) Maps are smaller than real places.
(C) A blue shape might stand for a lake.
(D) Travelers may use maps in new towns.

Use the article "How a Map Helps" to answer this question.

Rhyme words? Scan to start. Scan Me