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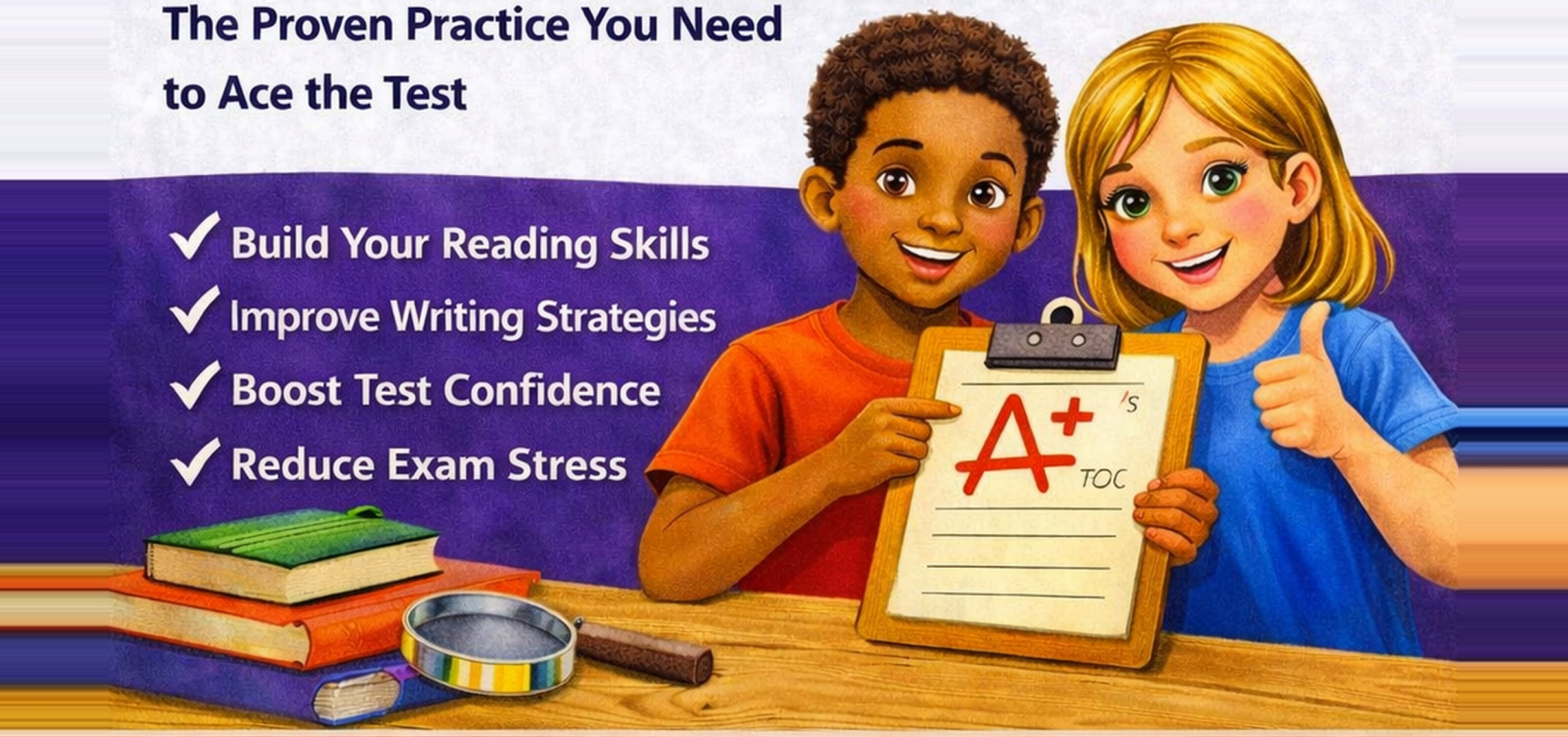
8 Connecticut Smarter Balanced

Grade 5

English Language Arts (ELA)

Practice Tests

The Proven Practice You Need to Ace the Test



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8 Connecticut Grade 5 English Language Arts (ELA) Practice Tests

Full-Length Practice for Smarter Balanced Preparation and Academic Confidence

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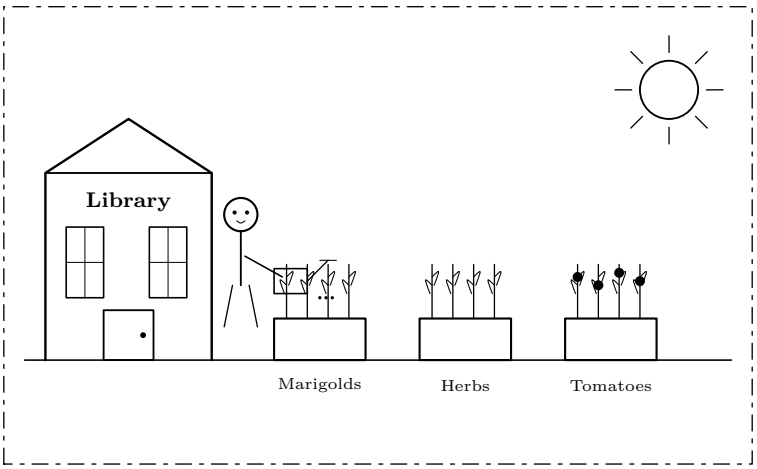
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Read the passage below. Then answer questions 1–8.

The Garden Beside the Library



1 Behind Maple Street Library, a narrow strip of ground once held more weeds than flowers. Now raised beds sit beside the back walk, bees move through marigolds, and tomato vines climb their stakes. On many afternoons, children pause before going inside, as if the garden were inviting them to linger a little longer.

2 The project began when Mrs. Ramos, the librarian, noticed how often students checked out books about insects, seeds, and trees. She had an idea. Instead of leaving the patch behind the building unused, why not turn it into a place where reading and science could meet? Families, teachers, and neighbors soon arrived with seed packets, trowels, and old watering cans.

3 Every Saturday morning, volunteers take care of the beds. Some pull weeds or loosen the soil. Others water seedlings or repaint signs that label the plants. A few of the signs include small facts for young visitors: sunflowers turn toward light, and mint smells stronger when its leaves are rubbed. The garden teaches even when no class is gathered there.



Kind rows?
Proof in text.

Scan Me

4 During the school year, teachers bring students outside to observe the beds. Younger children count petals, measure stems, and watch butterflies settle on blossoms. Older students keep notebooks in which they record what changed since the week before. They compare which plants grew fastest and which insects appeared most often.

5 The harvest helps more than the school. In summer, baskets of tomatoes and herbs are shared with nearby families, and neighbors often rest on the bench beside the beds before heading home. Some visitors stop there to read for a few quiet minutes. Others simply enjoy a place that feels cool, green, and calm in the middle of the block.

6 Mrs. Ramos says the garden has become another kind of reading room. When she sees a child kneeling in the soil with a book tucked under one arm, she is reminded that learning does not stay in one building. It can begin in a story and continue beside a row of marigolds warming in the sun.

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1) Which sentence best states the **central idea** of the article?

(A) Volunteers only work in the garden on Saturday mornings.
(B) Maple Street Library is the oldest building in the neighborhood.
(C) The garden beside the library helps people learn, share, and enjoy nature.
(D) Mrs. Ramos likes flowers more than books.

Use the article "The Garden Beside the Library" to answer this question.

2) In paragraph 2, what does the word *idea* mean?

(A) A plan or thought
(B) A type of library book
(C) A garden tool
(D) A kind of flower

Use the article "The Garden Beside the Library" to answer this question.

3) Why did the author include the details about the colorful signs in paragraph 3?

(A) To explain why weeds are hard to pull
(B) To prove that flowers grow faster than vegetables
(C) To show that the library sells seeds
(D) To show that the garden is used for learning

Use the article "The Garden Beside the Library" to answer this question.

4) How is the article mainly organized?

(A) By telling a make-believe story about a garden
(B) By comparing two libraries
(C) By giving steps for planting a garden
(D) By describing how a garden began and why it matters

Use the article "The Garden Beside the Library" to answer this question.

5) Which detail best supports the idea that the garden helps the neighborhood?

(A) Children stop to look at the garden before going inside.
(B) Families brought seeds, tools, and watering cans.
(C) Students write down which plants grow fastest.
(D) Baskets of tomatoes and herbs are shared with nearby families.



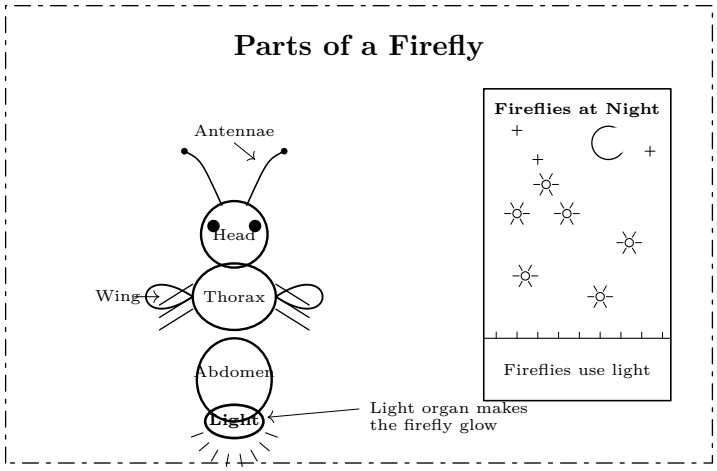
Use both "The Kite with the Golden Tail" and "Hilltop Wind" to answer this question.

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

(A) Kites should only be flown in winter.
(B) Hills are dangerous places for children.
(C) People should not spend much time outdoors.
(D) Wind can turn an ordinary moment into something special.

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

Why Fireflies Glow



1 On warm summer evenings, tiny lights sometimes blink above the grass or drift along the edge of a field. They belong to fireflies. Although many people call them bugs, fireflies are actually a type of beetle.

2 A firefly makes light inside its body through a chemical reaction. In simple terms, certain materials mix together and produce light. The glow gives off very little heat, which is why scientists sometimes call it "cold light."

3 Fireflies do not flash just to be noticed. Their light helps them communicate. One firefly may blink in a certain pattern, and another answers with a matching pattern. These signals help fireflies find others of their own kind.

4 Different kinds of fireflies flash in different ways. Some blink once and pause. Others give several quick flashes in a row. In a few places, large groups even blink together. When that happens, the dark woods can seem sprinkled with moving stars.

5 Fireflies spend much of their lives as larvae before they become flying adults. During that stage, they stay near the ground and feed on tiny insects, snails, and slugs. Adult fireflies live only a short time, but their lights make summer nights feel busy and alive.

6 Fireflies need the right habitat to survive. Tall grass, damp soil, and dark nights help them send and see signals. Bright porch lights, streetlights, and lawns cut too short can make that harder. People who want to help fireflies can leave some wild spaces in the yard and turn off extra outdoor lights when they are not needed.

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

(A) Scientists use fireflies as light bulbs.
(B) Fireflies are dangerous insects that should be avoided.
(C) Fireflies spend all their lives flying over grass.
(D) Fireflies make light, use it to communicate, and need safe habitats.

Use the article "Why Fireflies Glow" to answer this question.

21) What does the word *pattern* mean in paragraph 3?

(A) A place to hide
(B) A kind of bright color
(C) A sound made by insects
(D) A repeated way something happens

Use the article "Why Fireflies Glow" to answer this question.

22) Why does the author include the information about "cold light" in paragraph 2?

(A) To prove that fireflies are not beetles
(B) To explain that fireflies only glow in winter
(C) To show that fireflies feel cold at night
(D) To help readers understand that a firefly's light is different from a light bulb's

Use the article "Why Fireflies Glow" to answer this question.

23) Which detail best supports the idea that fireflies use light to communicate?

(A) Fireflies live close to the ground as larvae.
(B) Adult fireflies usually live only a short time.
(C) Fireflies are a kind of beetle.
(D) One firefly may blink in a certain pattern, and another answers with a matching pattern.

Epic gags? Scan for seas. Scan Me