

Directions

Read this story. Then answer questions 1 through 6.

Daisy's teacher loves words, and so does Daisy. When Daisy finds out her teacher is moving away, she decides to find the perfect word to give her as a gift. Tonight, Daisy is with her friend Emma, her little sister Lily, and her dad.

Excerpt from *Daisy's Perfect Word*

by Sandra V. Feder

- 1 "How's your word search going?" Daisy's dad asked.
- 2 "I've found some great words, but not the perfect one for Miss Goldner," Daisy said.
- 3 "Sometimes, when I have a problem I'm trying to solve, I give myself a little time off from thinking about it," her dad said. . . .
- 4 Daisy wasn't so sure that taking time off from her quest to find the perfect word for Miss Goldner was a good idea, but she was tired of looking and didn't feel much closer to finding the right word than when she'd begun. Besides, she didn't want to miss out on a minute of the fun she and Emma had planned. "I'll just take a little break," Daisy said.
- 5 So after dinner, the girls listened to music and danced around the living room. They made a tunnel out of cushions for Lily to crawl through. They watched a silly show on television and ate brownies. After that, Daisy offered to put Lily to bed, because sometimes just being with Lily made Daisy feel better.
- 6 They read Lily's favorite story, about a fairy who has trouble turning a prince back into a frog. Daisy tucked Lily in. "Here comes the tickle monster!" Daisy whispered, holding up her hands and wiggling her fingers. As Daisy tickled her, Lily laughed and laughed. And that's when it came to Daisy—the perfect word for Miss Goldner! Daisy couldn't believe her good luck. She kissed Lily good-night and ran back to her room. The word was so perfect that she wrote it in her notebook on its very own page.

GO ON

7 The next day at school, Samantha handed Miss Goldner a big package wrapped in silver paper. Miss Goldner opened the box and admired the vase inside. Some of the other children brought gifts, too—bubble bath, a little container in the shape of an apple, a hand-made picture frame, a football and lots of wonderful homemade cards with lovely messages written inside.

8 Miss Goldner thanked all the children and told them how much she would miss them, especially when she needed a dance break. Then her eyes got a little misty and a couple of tears rolled down her cheeks.

9 Daisy knew it was time. She took a deep breath and raised her hand.

10 “I got you a present, too,” she said. Miss Goldner looked around. “Oh, it’s not in a box or an envelope,” Daisy said.

11 Miss Goldner looked surprised.

12 “I found you the perfect word,” Daisy said proudly.

13 “That’s ridiculous,” said Samantha. “There’s no such thing as a perfect word.” Daisy wanted to hum, but she didn’t. This moment was too important.

14 “This word is perfect for Miss Goldner,” Daisy said. “It’s great for saying loudly and for whispering softly. It’s not too long or too short, and I know both kids and grown-ups like it. It’s not a made-up word, but it sounds like it could be, and it sure feels good in your mouth.”

15 “Well,” said Miss Goldner, wiping her eyes, “I can hardly wait.”

16 “What is it?” Miss Goldner asked, leaning in close to make sure she could hear.

17 “Giggle,” Daisy said.

18 Then she extended both her hands toward Miss Goldner with a little flourish and said, “Now, you try.”

flourish = wave

19 “*Giggle*,” said Miss Goldner, smiling.

20 “*Giggle*,” said Emma, breaking into a grin.

21 “*Giggle*,” said Ben, starting to giggle.

22 By the time the rest of the students tried it, the whole class was laughing, even Samantha.

23 Soon there was such laughter coming from Room 8 that the principal, Mrs. Joseph, came walking briskly down the hall. When she entered the room, all the children tried their best to stop laughing. But it was no use.

24 “It’s my gift,” Daisy tried to explain. “The word *giggle*,” she managed to get out before she burst into another round of giggles.

25 Mrs. Joseph wasn’t at all sure she understood what was going on in Room 8, but she loved her students to be happy and these children certainly were happy. In fact they were so happy they were all laughing—every single one.

26 So Mrs. Joseph let out a big laugh herself and returned to her office.

27 That afternoon Daisy and Emma walked home from school with Samantha. They talked about the day at school, and Samantha used words like *great* and *fun*. Daisy didn’t hum at all.

28 Emma left them at the corner to go to her house.

29 “ ’Bye, Daisy,” Samantha said as she turned to walk up her driveway.
“Yours was the best gift of all.”

30 Samantha’s words fell like little presents on Daisy’s ears.

GO ON

1 What does the word “quest” mean as used in paragraph 4?

- A** difficult assignment
- B** determined search
- C** favorite activity
- D** careful planning

2 Which sentence **best** states a theme of paragraph 7?

- A** Giving someone a gift is just as much fun as receiving a gift.
- B** Buying a gift from a store is easier than making a gift.
- C** Cards with messages inside create wonderful memories.
- D** There are many ways to show someone that you care.

3 How does paragraph 14 relate to paragraphs 19 through 22?

- A** Paragraph 14 explains the setting in paragraphs 19 through 22.
- B** Paragraph 14 describes the cause for the events in paragraphs 19 through 22.
- C** Paragraph 14 introduces a character developed in paragraphs 19 through 22.
- D** Paragraph 14 gives a problem that is solved in paragraphs 19 through 22.

4 In paragraph 18, why does Daisy ask Miss Goldner to try saying the word?

- A** She wants Miss Goldner to pronounce the word for the class.
- B** She wants to make sure Miss Goldner heard the word correctly.
- C** She wants everyone to see how much Miss Goldner loves the word.
- D** She wants Miss Goldner to see how fun the word is to say and hear.

5 Which detail **best** shows how Samantha changes from the beginning to the end of the story?

- A** Samantha walks home with Daisy and Emma.
- B** Samantha says that Daisy brought the best gift.
- C** Samantha worries that Mrs. Joseph will be upset.
- D** Samantha thinks of different words to describe the day.

6 What point is the author making in the story?

- A** Words can be powerful.
- B** Learning can be fun.
- C** Learning is easier with friends.
- D** Words should be spoken loudly.

GO ON

Directions

Read this article. Then answer questions 19 through 25.

Jane Goodall is a famous primatologist who studied animals like chimpanzees, monkeys, and apes.

Excerpt from *A Welcome Thief*

by Brenda Haugen

- 1 Someone had stolen the bananas that Jane Goodall was going to have with her evening meal. If she was concerned, it was only for a moment. Her heart leapt when she learned the identity of the culprit—David Greybeard, one of the chimpanzees she'd been studying. According to Goodall's camp cook, the chimpanzee had spent about an hour eating fruit from one of the oil palms that grew nearby. After having his fill of the nutlike fruit, he went into Goodall's tent and took her bananas.
- 2 It was the summer of 1961. For a year, Goodall had been studying the chimps living in Gombe Stream Reserve near Lake Tanganyika in Central Africa. She watched the chimps, observed their unique features, and gave them each his or her own name. But every time she drew closer to them, the chimps ran away in fear. The day a chimp actually visited her camp and was brave enough to enter her tent marked a breakthrough in her work. With hope that David Greybeard would reappear the next day, Goodall put out some bananas and stayed in camp instead of going into the forest as she normally would.
- 3 The morning passed without any sign of a chimp. As the afternoon dragged on, Goodall grew disappointed. She feared that David Greybeard's visit might have been a one-time event. However, at around 4 p.m., Goodall heard a noise in the bushes across from her tent. She watched as David Greybeard entered the camp. Just like the day before, he went to one of the oil palms and began eating nuts. When he'd had his fill, the chimp took the bananas that Goodall had left for him.

GO ON

- 4 During the next five days, the calm and curious chimp came to Goodall's camp to eat nuts three times. Each time he visited, he'd also help himself to bananas that she put out for him. About a month later, David Greybeard began feasting on the nuts that he spotted in another tree at camp. During one of these visits, the big chimp with the dense white beard showed even more trust toward his camp host. He took a banana right from Goodall's hand.
- 5 David Greybeard's trust in Goodall made her research a great deal easier. The chimp no longer feared her and even approached her out in the forest. After seeing him interacting with Goodall, the other chimps became less afraid. In time, they let her get closer to them, too.
- 6 As Goodall continued her studies of the chimps, she made discoveries about the animals that surprised the scientific community. She found that chimps are more like human beings than scientists had once believed. Today, more than 45 years after she first set foot in Gombe, Goodall's research continues, and she's known worldwide as the foremost expert on the behavior of chimpanzees. Goodall's career began as a childhood wish to see African animals in their natural environments. As an adult, she made that wish come true through hard work and perseverance. She also opened the door for other women to become ethnologists, scientists who study animal behavior.

perseverance = the quality that allows someone to continue trying to do something even though it is difficult

GO ON

19

What is the meaning of the word “breakthrough” as it is used in paragraph 2 of the article?

- A** funny story
- B** strange event
- C** difficult challenge
- D** important change

20

What is a central idea of paragraph 4?

- A** David Greybeard had fun looking through Goodall’s campsite.
- B** Goodall’s actions helped her build trust with David Greybeard.
- C** David Greybeard spent most of each day looking for and eating food.
- D** Goodall was so still and quiet that David Greybeard was unaware of her.

21

How does paragraph 5 support a central idea of the article?

- A** By explaining that Goodall’s work became easier over time, it shows that repeating her tasks eventually made her an expert.
- B** By telling that she was able to come close to the chimps, it shows that Goodall’s thoughtful and patient study of the animals was a success.
- C** By demonstrating how Goodall was able to become friendly with David Greybeard, it shows that Goodall learned how to communicate with chimps.
- D** By detailing the different steps in the process of her work, it shows that Goodall did the same work as other scientists but got better results.

GO ON

22

Which detail from the article shows how Goodall affected future researchers?

- A “According to Goodall’s camp cook, the chimpanzee had spent about an hour eating fruit from one of the oil palms that grew nearby.” (paragraph 1)
- B “It was the summer of 1961. For a year, Goodall had been studying the chimps living in Gombe Stream Reserve near Lake Tanganyika in Central Africa.” (paragraph 2)
- C “Goodall’s career began as a childhood wish to see African animals in their natural environments.” (paragraph 6)
- D “She also opened the door for other women to become ethnologists, scientists who study animal behavior.” (paragraph 6)

23

How does the structure of the article help the reader understand the events?

- A By explaining the sequence of events over time, it shows how each small step was important to Goodall’s work.
- B By comparing Goodall’s thoughts about her work at different times, it shows how she changed her research over time.
- C By providing a description of the camp, it shows why Goodall’s work was special and important.
- D By listing the problems and solutions of studying chimpanzees, it shows why Goodall’s work changed ideas in science.

GO ON

24

This question is worth 2 credits.

According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

25

This question is worth 2 credits.

In “Excerpt from *A Welcome Thief*,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use **two** details from the article to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

STOP

Directions

Read this article. Then answer questions 26 through 31.

Turkey Tug-of-War

by Rebecca Katzman

- 1 From gobbling down turkey to spending time with family to watching football, Thanksgiving is filled with traditions. But one of the most popular—pulling the wishbone—dates back centuries.
- 2 The upside-down V-shaped bone is actually called the furcula. It is an elastic bone located between a turkey's neck and its breast. *Furcula* means “little fork” in Latin. All birds have a wishbone. It helps support a bird as it flies.
- 3 For humans, though, the wishbone serves a more lighthearted purpose. At Thanksgiving, the tradition is for two people to hold one end of the bone, make a wish, and then tug. The winner is the person who ends up with the bigger piece. If you believe the legend, the winner’s wish will come true.

Through the Ages

- 4 How did this bone-ripping tradition get started? The practice of making a wish on a bird’s furcula dates back to the ancient Etruscans, a people who lived in what is today northern Italy. They believed birds were powerful and divine creatures. After killing a chicken, an Etruscan would leave the wishbone in the sun to dry. Passersby would pick it up, stroke it for good luck, and make a wish. That is how the furcula got the name “wishbone.”
- 5 The Etruscans passed the ritual along to the Romans. Soon, the practice of making a wish on a chicken’s furcula became popular in ancient Rome. According to legend, it was so widespread that there weren’t enough chickens or wishbones to go around. So the Romans began breaking the wishbone in two. Now, twice as many people could make wishes.

GO ON

6 Then the English picked up the tradition. In the 16th century, English settlers brought the practice to the New World. There, they found an abundance of wild turkeys. So they started using a turkey furcula for their wishes. Today a wishbone tug-of-war is as much a part of Thanksgiving as is gobbling down turkey smothered in gravy.

Mastering the Turkey Tug

7 When it comes time to pull apart the wishbone, different people have different tactics for ending up with the biggest piece. But there are a few tips that may help you get the upper hand.

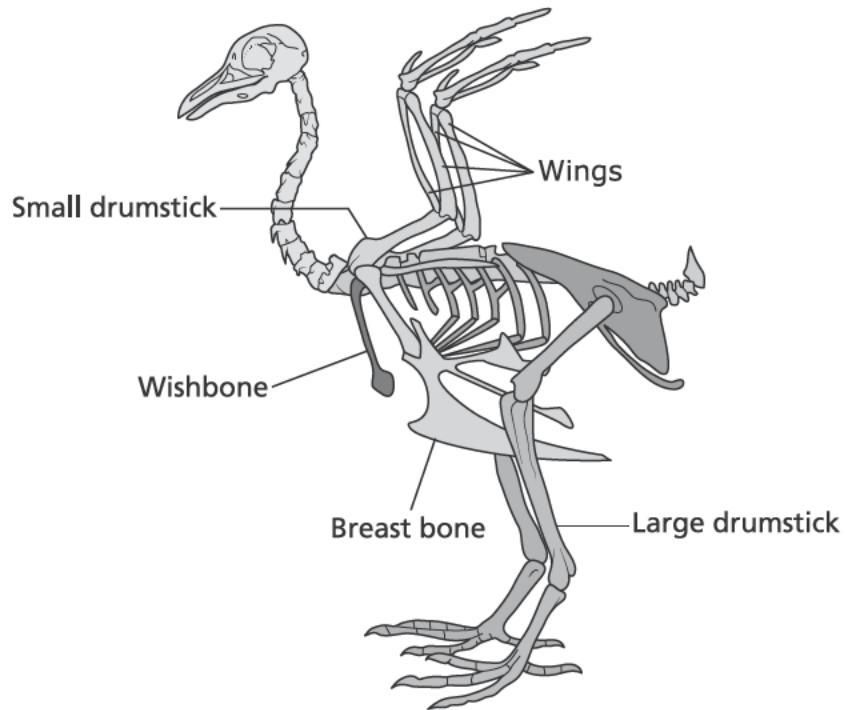
8 First, make sure your hands are dry. Next, make sure you hold the wishbone the right way. Take it between your thumb and index finger and place your thumb as close to the center of the bone as possible. Finally, get some leverage. The more pressure you can apply to your side of the wishbone, the better chance you have of winning the battle.

leverage = a good hold

9 Will your wish come true on Thanksgiving? Whether you end up with the larger or the smaller piece of the furcula is ultimately a matter of luck. But a tight grip probably couldn't hurt.

GO ON

PARTS OF A TURKEY



GO ON

26

How does the illustration support the information in paragraph 2?

- A It shows parts of the bird that are usually eaten.
- B It shows why the furcula has an unusual name.
- C It shows why all birds have wishbones.
- D It shows where the furcula is on the body.

27

Read this sentence from paragraph 1.

But one of the most popular—pulling the wishbone—dates back centuries.

Which sentence from the article **best** supports this claim?

- A “The winner is the person who ends up with the bigger piece.”
(paragraph 3)
- B “The practice of making a wish on a bird’s furcula dates back to the ancient Etruscans, a people who lived in what is today northern Italy.”
(paragraph 4)
- C “Passersby would pick it up, stroke it for good luck, and make a wish.”
(paragraph 4)
- D “Today a wishbone tug-of-war is as much a part of Thanksgiving as is gobbling down turkey smothered in gravy.” (paragraph 6)

GO ON

28 How are the details in paragraphs 4 through 6 organized?

- A** by presenting descriptions of some points
- B** by presenting a problem and a solution
- C** by comparing and contrasting events
- D** by listing events in the order they happened

29 How does the information in the section “Through the Ages” support a central idea of the article?

- A** It shows that today turkey and gravy are eaten for Thanksgiving.
- B** It shows that some people believed birds had unusual powers.
- C** It shows that there were many wild turkeys in the New World.
- D** It shows that many people share the history of the wishbone.

30 Which sentence **best** explains how to win at tug-of-war with a turkey wishbone?

- A** “At Thanksgiving, the tradition is for two people to hold one end of the bone, make a wish, and then tug.” (paragraph 3)
- B** “But there are a few tips that may help you get the upper hand.” (paragraph 7)
- C** “The more pressure you can apply to your side of the wishbone, the better chance you have . . .” (paragraph 8)
- D** “Whether you end up with the larger or the smaller piece of the furcula is ultimately a matter of luck.” (paragraph 9)

GO ON

31

Which detail would be **most** important to include in a summary of the article?

- A** Breaking a wishbone is just one of many Thanksgiving traditions.
- B** All birds have a wishbone that helps to support the birds as they fly.
- C** Making wishes with a wishbone is a tradition that began thousands of years ago.
- D** There was once a shortage of chickens in Rome because the wishbone tradition was so popular.

GO ON

Directions

Read this article. Then answer questions 32 and 33.

Excerpt from *Walt Disney*

by Sarah Tieck

1 Walt Disney is a famous artist and businessman. His ideas changed the world of cartoons and movies. He won many awards for his work. . . .

2 Walter Elias “Walt” Disney was born on December 5, 1901, in Chicago, Illinois. His parents were Flora and Elias Disney. Walt had three brothers and one sister.

3 When Walt was young, the Disneys moved to a farm in Marceline, Missouri. There, Walt came to love drawing. After a few years, his family moved to Kansas City, Missouri.

Early Life

4 In 1917, the Disneys returned to Chicago. There, Walt worked to become a better artist. He drew cartoons and took pictures for his high school newspaper. Walt also took classes at the Chicago Academy of Fine Arts. . . .

5 In 1923, Walt moved to Los Angeles, California. There, he started the Walt Disney Company with his brother Roy.

6 Walt made short animated cartoons. These movies are created by drawing many pictures. Each picture is a little different from the next. When filmed quickly in a row, the pictures appear to move. . . .

7 In 1925, Walt’s company hired an artist named Lillian “Lilly” Bounds. Walt and Lilly fell in love. They married that year on July 13. . . .

Working Artist

8 Around 1927, Walt created Mickey Mouse. Mickey would become one of the world’s most famous cartoon characters!

9 At first, Walt called his character Mortimer Mouse. But, Lilly thought Mickey was a better name and Walt agreed.

GO ON

10 In 1928, Walt made a cartoon called *Steamboat Willie*. It stars Mickey Mouse.

11 At this time, many movies and cartoons were silent. *Steamboat Willie* had sound that went with the pictures. Walt provided the voice of Mickey. . . .

provided the voice = spoke the words

12 In 1932, Walt won his first Academy Award for *Flowers and Trees*. This cartoon used a new color process. Walt often tried new technology to improve his cartoons. . . .

Academy Award = award given each year to honor movies and the people who make them

13 By 1940, Walt's company had made *Pinocchio* and *Fantasia*. These popular movies took much effort to make. So, Walt opened a work space in Burbank, California. He hired more than 1,000 workers!

14 In Walt's lifetime, his company would create 81 feature films. These include *Bambi*, *Cinderella*, and *Mary Poppins*. Over the years, Walt won more than 25 Academy Awards!

feature films = long movies shown in theaters

32

This question is worth 2 credits.

People who do special things usually have many people helping them. How do the details in “Excerpt from *Walt Disney*” support this idea? Use **two** details from the article to support your response.

GO ON

33

This question is worth 2 credits.

What is a central idea of “Excerpt from *Walt Disney*”? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 34 and 35.

Edwin Binney and his cousin Harold Smith started a company to make school supplies, and their company made their first crayons in 1903.

Excerpt from *Edwin Binney: The Founder of Crayola Crayons*

by Jennifer Blizin Gillis

- 1 Edwin Binney did not invent crayons—but he did invent better and cheaper crayons. Edwin was good at knowing what people needed, and getting people to work together.
- 2 Edwin was a good father. He liked spending time with his family. He was a good boss, too. He treated his workers fairly. He did what he could to make the towns he lived in better.
- 3 Edwin was born on November 24, 1866, in Shrub Oak, New York. Edwin's mother was named Annie Conklin. His father, Joseph, was from Great Britain.
- 4 Joseph had a good education. In 1864, he started a company called the Peekskill Chemical Works. He made inks, dyes, and paints. . . .

dyes = things used to add or change color

Marriage and Family

- 5 In the 1880s, Edwin and Harold started to sell school supplies in New York City. In 1886, Edwin married a teacher named Alice Stead. Edwin built a big house in Sound Beach, Connecticut for them to live in. . . .
- 6 In 1900 Edwin bought a mill in Easton, Pennsylvania. He and his cousin, Harold, began making slate pencils there. . . .

GO ON

The First Crayons

- 7 Alice told Edwin that schoolchildren needed good crayons. In those days, children had to draw with lumps of colored clay or chalk. In 1903 Edwin's company invented colored wax crayons that were easier for children to use.
- 8 Alice made up the word "Crayola." A box of eight Crayola crayons cost five cents.
- 9 Schools all over the United States began buying Crayola crayons for their students. Soon, Edwin's company made boxes of sixteen crayons. These cost ten cents.
- 10 In 1904 there was a World's Fair in St. Louis, Missouri. People who visited could see new inventions. Edwin and Harold's "dustless chalk" won a gold medal for being a good new invention. . . .
- 11 Crayola crayons are still made the same way. All the colors begin as powders that are heated. Then they are mixed with wax and poured into crayon molds.

molds = containers used to form something into a shape

- 12 More than 120 billion Crayola crayons have been sold since 1903. Today, people can visit a museum at the Crayola Factory at Two Rivers Landing in Easton, Pennsylvania.

GO ON

34

This question is worth 2 credits.

What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

GO ON

35

This question is worth 4 credits.

The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
 - describe how Binney became successful
 - use details from **both** articles to support your response

GO ON