***Grade 5***

***Semester A***

***Unit PracticeTest***

Choose the correct choices from the drop-down menus.

You         jump off the pool ledge like that.          have to tell your mother.         her number?         she have a new number?

Choose the correct choices from the drop-down menus.

  and                         is new.

Which are the correct plural nouns? Choose three answers.

****A. axes

****B. rashes

****C. deskes

****D. taxs

****E. benchs

****F. families

Select the sentence that shows the correct capitalization of nouns.

****A. My Dad is the Photographer for the daily Newspaper here in Detroit.

****B. Sid's Uncle used to write Feature Articles for a leading Magazine.

****C. Lori's mom is the copy editor for our local newspaper, the Star Tribune.

****D. Juan's Grandmother writes a Recipe Column that has many followers in our Neighborhood Newsletter.

from **The Time Machine**

by H. G. Wells

The Time Machine tells a story about a time traveler. In this passage, the narrator tells about traveling into the future and the first creatures he meets.

**1** ‘In a circular opening, high up in the wall of the nearer house, I saw a group of figures clad in rich soft robes. They had seen me, and their faces were directed towards me.

**2** ‘Then I heard voices approaching me. . . . One of these emerged in a pathway leading straight to the little lawn upon which I stood with my machine. He was a slight creature—perhaps four feet high—clad in a purple tunic, girdled at the waist with a leather belt. Sandals or buskins 1—I could not clearly distinguish which—were on his feet; his legs were bare to the knees, and his head was bare. Noticing that, I noticed for the first time how warm the air was.

**3** ‘He struck me as being a very beautiful and graceful creature, but indescribably frail. . . . At the sight of him I suddenly regained confidence. I took my hands from the machine. . . .

**4** ‘In another moment we were standing face to face, I and this fragile thing out of futurity. He came straight up to me and laughed into my eyes. The absence from his bearing of any sign of fear struck me at once. Then he turned to the two others who were following him and spoke to them in a strange and very sweet and liquid tongue.

**5** ‘There were others coming, and presently a little group of perhaps eight or ten of these exquisite creatures were about me. One of them addressed me. It came into my head, oddly enough, that my voice was too harsh and deep for them. So I shook my head, and, pointing to my ears, shook it again. He came a step forward, hesitated, and then touched my hand. Then I felt other soft little tentacles upon my back and shoulders. They wanted to make sure I was real. There was nothing in this at all alarming. Indeed, there was something in these pretty little people that inspired confidence—a graceful gentleness, a certain childlike ease. . . . Happily then, when it was not too late, I thought of a danger I had hitherto forgotten, and reaching over the bars of the machine I unscrewed the little levers that would set it in motion, and put these in my pocket. . . .

**6** ‘As they made no effort to communicate with me, but simply stood round me smiling and speaking in soft cooing notes to each other, I began the conversation. I pointed to the Time Machine and to myself. Then hesitating for a moment how to express time, I pointed to the sun. At once a quaintly pretty little figure in checkered purple and white followed my gesture, and then astonished me by imitating the sound of thunder.

**7** ‘For a moment I was staggered, though the import of his gesture was plain enough. The question had come into my mind abruptly: were these creatures fools? You may hardly understand how it took me. You see I had always anticipated that the people of the year Eight Hundred and Two Thousand odd would be incredibly in front of us in knowledge, art, everything. Then one of them suddenly asked me a question that showed him to be on the intellectual level of one of our five-year-old children—asked me, in fact, if I had come from the sun in a thunderstorm! . . . A flow of disappointment rushed across my mind. For a moment I felt that I had built the Time Machine in vain.

**8** ‘I nodded, pointed to the sun, and gave them such a vivid rendering of a thunderclap as startled them. They all withdrew a pace or so and bowed. Then came one laughing towards me, carrying a chain of beautiful flowers altogether new to me, and put it about my neck. The idea was received with melodious applause; and presently they were all running to and fro for flowers, and laughingly flinging them upon me until I was almost smothered with blossom. . . .’

### Part A

Read the sentence from paragraph 4.

Then he turned to the two others who were following him and spoke to them in a strange and very sweet and liquid tongue.

What does the phrase**liquid tongue** suggest about the creature?

****A. His voice makes damp or wet sounds.

****B. His words flow into each other.

****C. His voice sounds like moving water.

****D. His words have no real meaning.

### Part B

Which detail from paragraph 6 helps the reader understand the meaning of the phrase **liquid tongue**?

****A. “'. . . no effort to communicate . . .'”

****B. “'. . . stood round me smiling . . .'”

****C “'. . . speaking in soft cooing notes . . .'”

****D. “'. . . imitating the sound of thunder.'”

Select **one** word that describes how the narrator feels and **one** word that describes how the creature feels. Then select **one** quotation that provides evidence for **each** description. Drag and drop the answers into the correct boxes.

"He came straight up to me and laughed into my eyes." added to

* **"They all withdrew a pace or so and bowed."**

* **"So I shook my head, and, pointing to my ears, shook it again."**
  + **"A flow of disappointment rushed across my mind."**

* **"Then I felt other soft little tentacles upon my back and shoulders."**

* **terrified**

* **unconcerned**
  + **amused**
  + **saddened**

* **weary**
  + **"He came straight up to me and laughed into my eyes."**
* **Narrator's feelings**

* **Support for Narrator's feelings**

* **Creature's feelings**

* **Support for Creature's feelings**

**A Future Paradise**

They said it couldn’t be done,

But I’m hurling in time and space.

I invented an actual time machine.

It’s the future that I will embrace.

With a violent shake I go,

thunderous roar in my wake.

I leave behind the twenty-first century.

A blank path to a new age I take.

Landing in a lush, green sea,

I glide through a grassy meadow.

The butterflies flit from flower to flower

As the soft breeze wafts to and fro.

I open the door and look

At the birds flitter through the trees.

I see the plants laden with fruits and flowers

That are visited by friendly bees.

Small figures land upon me,

A green fly and a purple bug.

I don’t think anything about it until

My ear starts to feel a gentle tug.

“Welcome to Earth!” says the fly,

“But what are you doing out here?”

“I’ve traveled far from the distant past,” I say,

“I’m looking for a human, a peer.

This place is a paradise,

The water so pure and so clean!

Pollution is missing from all that exists.

Please tell me, what made this lovely scene?”

She says, “Ah! Not who you think.

Once, humans spread chemicals here.

They killed almost all of the species you see,

And they ruined the water and air.

Soon they had no food to eat.

They traveled through space far away.

We haven’t seen or heard a thing from them since,

That is, until you came I should say.”

“Please, what happened then?” I asked.

“Can this story really be true?”

She smiled as she said, “With nothing to kill us,

We were able to make life anew.

For you see, my human friend,

Without insects, you can’t survive.

But without humans we are perfectly fine,

Even better than that, we can thrive.

Nature finds a way to win

And guard the land that she protects.

Whatever harm humans are able to do,

Nature can eventually correct.”

“I take my leave then,” I say.

“And I’ll take your warning as well.

I’ll warn humankind everywhere in the world.

It’s this story that I will retell.”

So I board my time machine.

With a heavy heart I return.

I wonder will people believe me at all,

And this lesson we all need to learn.

**Part A**

What does the word**lush** mean as it is used in line 9 of the poem?

****A.having many insects

****B.empty and unending

****C.blown about in a messy way

****D. covered with healthy green plants

**Part B**

Which**two** phrases support the answer to Part A?

****A.“Landing in a . . .” (line 9)

****B.“. . . green sea . . .” (line 9)

****C.“I glide through . . .” (line 10)

****D.“. . . a grassy meadow . . .” (line 10)

****E.“The butterflies flit . . .” (line 11)

****F.“. . . the soft breeze . . .” (line 12)

### Part A

Which sentence**best** states a theme of the poem?

****A. Plants and animals know a lot about Earth.

****B. Insects and plants will one day rule the world.

****C. You can learn about pollution by visiting the future.

****D. The Earth is deeply affected by our actions.

### Part B

Which lines from the poem **best** support the answer to Part A?

****A. lines 1–4

****B. lines 13–16

****C.lines 29–32

****D. lines 49–52

**The Gateway Arch**

The Gateway Arch is a steel arch rising 630 feet over St. Louis. That makes it the tallest arch in the world. It is also the tallest monument in the Western Hemisphere. And, since people can go up to its observation deck at the tallest part of the Arch, it is the state of Missouri’s tallest building.

Also called The Gateway to the West, the arch is part of the Jefferson National Expansion Memorial, and it honors not only the United States’ third president, Thomas Jefferson, but the westward expansion of the United States that he helped usher in.

In 1803, President Jefferson bought the vast lands stretching from the Mississippi River to the Rocky Mountains from the French government. The following year, Jefferson commissioned an expedition to the new territories. His goal for the expedition was to map the region that would become known as the American West.

Explorers Meriwether Lewis and William Clark led a troop of U.S. Army volunteers on a nearly three-year journey. They departed from St. Louis in May, and over the course of their long journey they found huge plains, forests, and mountain ranges. In September of 1806, exhausted and injured but alive, Lewis and Clark returned to St. Louis to report to President Jefferson all that they had seen.

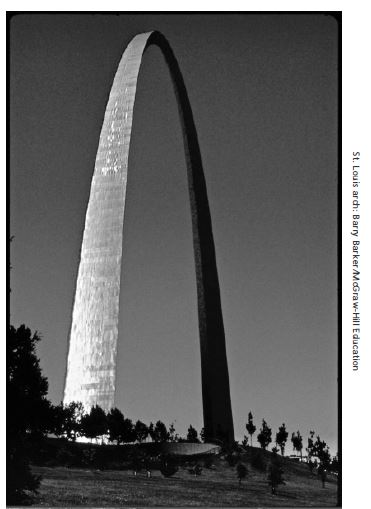
As a result of the expedition, eastern residents and new immigrants in search of a better life were able to travel to the West. These Americans sought land for farming, and they found it in abundance. Some also became lumberjacks in the forests and miners in the mountains. All of that resulted from an expedition that started out in the city of St. Louis.

Today, the Gateway Arch represents Jefferson’s effect on the United States. Because Jefferson opened the doors to the West, the arch is meant to look like a giant open gate. The size of it shows that all are welcome to come through St. Louis on the way to a better life.

Constructing the arch was difficult. The construction manager claimed that building the arch was harder than building a tower of the same height. This was because neither side of the arch supported the other until it was finished. Instead, support structures were built to prevent the two sides from falling toward each other.

When laying out the site, the engineers had to be especially careful. It was believed that the arch would fall if either side were even 1/64th of an inch off center. The lowest sections of the arch were measured over and over to make sure they were in just the right spots.

To make matters worse, no cranes were tall enough to lift the heavy metal pieces of the arch into place. Instead, the arch was built with tracks for large elevators, called “crawlers,” to move along, carrying the new pieces higher and higher. Once the new pieces were in place, workers extended the tracks so the crawlers could move even higher.



**10** Today, visitors to the site can take elevators on the same tracks used by the crawlers. The elevators go to the very top of the arch. From this point, visitors can look west at the city of St. Louis. Beyond the city, they can see beautiful countryside. Looking east, they can see the Mississippi River. On a clear day, they can see for miles in both directions. Sadly, the observation deck windows are quite small. The pressure caused by the two halves of the arch pushing against each other would shatter larger windows.

**11** While at the top, visitors might be scared by a slight sway. The arch moves a couple of inches back and forth in high winds. There is no need to worry, though. The arch is designed to sway slightly to take pressure off the structure. The swaying is perfectly safe and adds a little excitement to the visit.

**12** In addition to the slight sway, the designers also used other methods to protect the arch. The tracks and viewing platform are electrically insulated so that lightning cannot hurt the people inside. Each leg is also stuck in 26,000 tons of concrete so that it won’t blow over.

**13** The arch now stands as a reminder of the time before the West was won. Thanks to Jefferson and Americans’ hard-working spirit, we not only have the West but a beautiful monument to mark it.

### Part A

What does the word **commissioned** mean as it is used in paragraph 3 of the article?

****A. ordered

****B. built

****C. explored

****D. mapped

### Part B

Which detail from the article helps the reader understand the meaning of **commissioned**?

****A. “. . . westward expansion of the United States . . .” (paragraph 2)

****B. “In 1803, President Jefferson bought the vast lands . . .” (paragraph 3)

****C. “His goal for the expedition . . .” (paragraph 3)

****D. “. . . led a troop of U.S. Army volunteers . . .” (paragraph 4)

### Part A

How does the author support the idea that the expedition to explore the American West was extremely challenging?

****A. by describing the conditions of the journey

****B. by describing the preparations for the journey

****C.by describing the men’s status when they returned from the journey

****D. by describing the difficulties they encountered with people on their journey

### Part B

Which paragraph in the article **best** supports the answer to Part A?

****A. paragraph 3

****B. paragraph 4

****C. paragraph 5

****D. paragraph 6

### Part A

Which sentence **best** states a similarity in how information is presented in the two articles?

****A. Both the articles directly quote the historical figures at the center of each monument.

****B. Both the articles describe the difficulties encountered when trying to build the monuments.

****C. Both the articles make the argument that monuments are the best way to honor a great person.

****D. Both the articles make the argument that each monument was built to reflect the principles it embodies.

### Part B

Select **two** details from the articles that best support the answer to Part A. Select **one** detail from “The Gateway Arch” and **one** detail from “The Martin Luther King, Jr. Memorial.”

****A. “Because Jefferson opened the doors to the West, the arch is meant to look like a giant open gate.” (paragraph 6, “The Gateway Arch”)

****B. “The lowest sections of the arch were measured over and over to make sure they were in just the right spots.” (paragraph 8, “The Gateway Arch”)

****C. “Thanks to Jefferson and Americans’ hard-working spirit, we not only have the West but a beautiful monument to mark it.” (paragraph 13, “The Gateway Arch”)

****D. “It is located on the National Mall in Washington, D.C., in a spot where cherry blossoms come into bloom every year at the anniversary of his death.” (paragraph 1, “The Martin Luther King, Jr. Memorial”)

****E. “Not long after, the voting rights of all African Americans were guaranteed by law.” (paragraph 4, “The Martin Luther King, Jr. Memorial”)

****F. “The memorial to Dr. King is a 30-foot tall sculpture of the great man with a determined expression on his face.” (paragraph 6, “The Martin Luther King, Jr. Memorial”)

**A Tour of the World War II Memorial**

1 The National World War II Memorial stands on the National Mall in Washington, D.C. It recognizes the contributions all Americans made toward achieving victory in the war.

2 The first things you notice at the memorial are the 54 columns. There is one column for every state and territory in the United States at the time of World War II. These columns are linked with bronze ropes, showing how all Americans came together to support the war effort.

3 As you walk into the memorial, you can see the Rainbow Pool. This is a fountain with nozzles that create a perfect rainbow. The fountain was built before World War II and it was so beautiful that the architects decided to include it in the memorial.

4 As you walk around the memorial, you will see brass plaques telling the story of World War II. Most tell about the experiences of soldiers, workers, and medical staff during the war. Some show images from major battles, like Pearl Harbor and the Battle of the Bulge. One shows the women who worked in aircraft factories and another pictures farmers who helped feed the troops.

5 The most solemn part of the memorial is the wall of stars. When you look at it, remember that each gold star represents about 100 Americans who gave their lives. Altogether, the 4,048 stars represent the more than 400,000 soldiers and civilians who were killed in the war.

6 The memorial is not meant to be sad. It is a symbol of the strength of the American people when they all come together. It shows the choices and sacrifices made by the people of the United States to protect themselves and others.

Drag and drop the features of the World War II Memorial into the chart in the sequence in which they are described in the article.

* **54 columns**
* **brass plaques**
* **Rainbow Pool**
* **wall of stars**

### Part A

Which statement **best** describes a major difference between the structure of the articles “The Martin Luther King, Jr. Memorial” and “A Tour of the World War II Memorial”?

****A. “The Martin Luther King, Jr. Memorial” presents facts to support the argument to build a memorial to Dr. King, while the article “A Tour of the World War II Memorial” is told from the viewpoint of the narrator and depends on personal opinions about World War II and the memorial in Washington.

****B. “The Martin Luther King, Jr. Memorial” provides historical context about the man memorialized there and uses a photograph to help readers visualize the place, while the article “A Tour of the World War II Memorial” uses a chatty tone to describe the memorial and give readers the sense that they are on a private tour.

****C. “The Martin Luther King, Jr. Memorial” is a chronological account beginning with the life of one great man and ending with the erection of a monument in his honor, while the article “A Tour of the World War II Memorial” explains the causes and effects of World War II to help readers understand that time period.

****D. “The Martin Luther King, Jr. Memorial” compares and contrasts the King memorial with other memorials and defends the sculpture carved into the Stone of Hope, while the article “A Tour of the World War II Memorial” focuses on the historical moment of World War II to explain why that memorial was built.

### Part B

Choose **one** piece of evidence from **each** source that supports the answer in Part A.

****A. “During his life, legal segregation existed in many parts of the United States.” (paragraph 2, “The Martin Luther King, Jr. Memorial”)

****B. “This is the Mountain of Despair, from which the Stone of Hope was cut.” (paragraph 6, “The Martin Luther King, Jr. Memorial”)

****C. “Quotations from many of Dr. King’s most inspiring speeches are inscribed in the stone.” (caption, “The Martin Luther King, Jr. Memorial”)

****D. “It recognizes the contributions all Americans made toward achieving victory in the war.” (paragraph 1, “A Tour of the World War II Memorial”)

****E. “As you walk into the memorial, you can see the Rainbow Pool.” (paragraph 3, “A Tour of the World War II Memorial”)

****F. “Altogether, the 4,048 stars represent the more than 400,000 soldiers and civilians who were killed in the war.” (paragraph 5, “A Tour of the World War II Memorial”)