

STAR Test Sample Questions

5th Grade English - Language Arts

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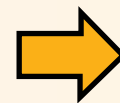
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STAR Test Sample Questions

5th Grade English - Language Arts

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Standardized Testing and Reporting - STAR

Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Advanced) – Question 01

A Winning Team

- 1 Jamal's main ambition was to play big-league baseball like his favorite catcher, Billy Hawkins. Jamal's baseball glove was always either on his hand or close by: under his desk at school, under his chair when he ate, or under his pillow while he slept.
- 2 Jamal's teacher, Ms. Sampson, asked his parents to come in for a meeting. "Mr. and Mrs. Wilkins," she said, "Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted." It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.
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10 That Saturday afternoon at the stadium, Jamal bought a souvenir baseball. After the game, he asked his hero to sign it. It read, "To Jamal: Keep working hard in school. See you in the big leagues! Billy Hawkins."

What is Billy Hawkins' long-range motive for handing out copies of a magazine article?

A to allow students to cut out pictures of baseball players

B to allow students to answer the second question

C to allow students to understand the value of reading

D to allow students to find out more about his career



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Advanced) – Question 02

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young



Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.

2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the *Katie Hinds*. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the *Katie Hinds* in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young employee's skills and experience on ocean voyages, so he introduced Peary to Henson. Henson and Peary liked each other instantly. They had a great deal in common, including their love of the sea.

5 Using his map-reading and sailing skills, Henson proved himself to be a worthy and intelligent seaman. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true.

Continue



- 6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.
- 7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.
- 8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's instruments showed they were standing at the North Pole. Together Henson and Peary planted the American flag in the snow.
- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

On their trip to the North Pole, Matthew Henson and Robert Peary could best be compared to

- A knights on a quest in a foreign land.
- B treasure hunters seeking vast fortunes.
- C soldiers going to war to save their freedom.
- D princes seeking power over another country.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Advanced) – Question 03

Yoshiko Writes

1 Where do most writers get their ideas? For Yoshiko Uchida, it all began with Brownie, a five-month-old puppy. So excited was Yoshiko by Brownie's arrival that she started keeping a journal, using the blank book with the shiny cover of silver and gold gift wrapping that she had made at school. Yoshiko wrote about all the wonderful things Brownie did and the progress he made.

Important People

2 Soon she was writing about other memorable events in her life, too, like the day her family got their first refrigerator. She also began writing stories, thanks to one of her teachers. One day at school, Miss Wolfard put magazine pictures on the bulletin board and encouraged her students to write about them. Yoshiko wrote stories about animal characters such as Jimmy Chipmunk and Willie the Squirrel. She made little booklets out of brown wrapping paper and copied her stories into them. Yoshiko Uchida kept on writing, sharing the kitchen table with her mother, who wrote poems on scraps of paper and the backs of envelopes.

3 Yoshiko grew up in the 1930s in Berkeley, California. Her parents, both of whom had been born in Japan, provided a loving and happy home for Yoshiko and her sister. They also provided a stream of visitors to their home who later found their way into Yoshiko's stories. The visitors were usually Japanese students or new arrivals to America who had no family here. Her parents would invite them to lunch on Sundays after church to help them feel just a little less homesick. Yoshiko's mother would spend hours preparing Japanese meals for them. One visitor who later appeared in several of Yoshiko's stories was grouchy Mr. Toga, who lived above the church that her family attended. Mr. Toga would scold anyone who displeased him. The children all feared him and loved to tell stories about how mean he was and how his false teeth rattled when he talked.

Continue



Important Places

- 4 Yoshiko also included in her stories some of the places she visited and the experiences she had. One of her favorite places was a farm her parents took her to one summer. The owners of the farm, the Okubos, showed Yoshiko and her sister how to pump water from the well and how to gather eggs in the hen house. They fed the mules, Tom and Jerry, that later pulled a wagon loaded with hay while Yoshiko and the others rode in the back, staring up at the stars shimmering in the night sky. Yoshiko, who lived in the city, had never seen such a sight. The images of that hayride stayed with her long after the summer visit ended, and she used them in several of her stories.
- 5 The experiences Yoshiko had growing up and the parade of people who marched through her young life became a part of the world she created in over twenty books for young people, books such as The Best Bad Thing and A Jar of Dreams. Because of such books, we can all share just a little bit of the world and the times in which she grew up.

Which statement is a theme of this story?

- A People who live in the city should spend as much time as they can in the country.
- B To become a writer like Yoshiko Uchida, you must visit with many other writers.
- C Those who move to the United States often miss their homelands for many years.
- D Writers like Yoshiko Uchida look to the richness of their lives for material.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Advanced) – Question 04

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Read this sentence about paragraph 4 of the story.

As Yoshiko gazed up at the stars, she was filled with hope and excitement about her life.

As expressed in this sentence and in many other stories, stars are a symbol of

A family closeness.

B terror in the night.

C limitless possibilities.

D sacrifice to benefit others.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 01

A Winning Team

- 1 Jamal's main ambition was to play big-league baseball like his favorite catcher, Billy Hawkins. Jamal's baseball glove was always either on his hand or close by: under his desk at school, under his chair when he ate, or under his pillow while he slept.
- 2 Jamal's teacher, Ms. Sampson, asked his parents to come in for a meeting. "Mr. and Mrs. Wilkins," she said, "Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted." It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.
- 3 Jamal's parents told him to leave his glove at home. Jamal became depressed. He was lost without his glove. He stopped talking in class. At recess, he stood around with sad eyes and drooping shoulders. His parents said, "There must be a better way than this." They came up with a plan and secretly set it in motion.
- 4 One day, Ms. Sampson introduced a special guest to the class—Billy Hawkins! Jamal was thrilled! Billy Hawkins said, "If you want to be a ball player, it's important to study hard in school."
- 5 Jamal was puzzled. "What does school have to do with baseball?" he asked.
- 6 "I'll show you by giving you a little baseball test," said Billy. "I'll ask you three questions. Each student who answers all three questions correctly will win two tickets to a Leopards game!"



Continue



7 Jamal was sure he would be able to answer the questions, but there were some surprises in store. The first question was, "How do you figure out a player's batting average?" Jamal wasn't sure how to do the math on that one. For the second question, Billy Hawkins handed out copies of a magazine article about baseball. It contained several words that Jamal didn't understand. The third question asked which team had won the World Series in the year George Bush became President of the United States. Though Jamal knew about the World Series winners, he didn't know much about Presidents.

8 He wasn't the only one who had trouble. No one got all three answers right. Luckily, the students would have another chance the following week. "If you combine your efforts," Billy Hawkins said, "maybe everyone will win tickets to the game."

9 That week, they all helped each other. Jamal told his classmates what he knew about batting averages and the World Series. The students who were good with numbers taught the others how to figure the averages. The strong readers helped with the difficult words, and the best history students helped the others learn important dates and names. When they took the second baseball test, they were able to answer all of the questions correctly, and the whole class won tickets to the next Leopards game!

10 That Saturday afternoon at the stadium, Jamal bought a souvenir baseball. After the game, he asked his hero to sign it. It read, "To Jamal: Keep working hard in school. See you in the big leagues! Billy Hawkins."

Which of these is used in the story as a symbol of Jamal's goal to be a baseball player?

A his glove

B his souvenir baseball

C the magazine article

D the tickets to the Leopards game



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 02

A Winning Team

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For Jamal, the baseball at the end of the story will most likely be a symbol of

- A his parents' concern.
- B his new attitude about school.
- C his knowledge of history.
- D his time in Ms. Sampson's class.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 03

Shades of Silence

1 Elijah Raine sat scratching his name into the hard-packed dirt with a pointed stick. High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.



2 "Elijah!" his mother called. Elijah glared at the yellow farmhouse that was now supposed to be his home. His mother stood in the doorway. She called him again. As he finished the last letter, he noticed something in the curve of the "h" he had written. Something metal glinted in the rosy late-afternoon sunlight. Elijah picked it up: a rusty old key. He stuck it in his pocket and walked down the hill.

3 Grandpa Joseph had passed away last year, leaving the house and farm to his daughter Rebeccah, Elijah's mother. Elijah had hoped that she would just sell it and use the money to buy a house in the city. She had chosen instead to quit her job at the newspaper and move to the farm. She could write in the country, she said. Elijah had been very unhappy about leaving his friends, his school, and the third-story apartment where he had always lived.

4 In the city, dinnertime had always been an opportunity for conversation between Elijah and his mother. Here, though, he had nothing to say. He knew his silence hurt his mother, but surely it was better than the angry stream of words that lay in wait behind it. It was best to keep quiet. After gobbling up a plateful of spaghetti, his favorite dinner, he quickly muttered, "Thanks," and went to his room.

5 Later, he went down the creaky stairs to look for something to read. In the deep silence, his mother sat alone on the living-room sofa. On her lap lay a photograph album. Looking up, she smiled hopefully and said, "See what I found in the attic?" He nodded but remained standing at the bottom of the stairs.

Continue



6 “Here’s your great-grandfather Elijah, the one you were named after,” Rebecca said. “He’s about your age in this picture. Do you think you look like him?”

7 Elijah stuffed his hands into his pockets and shrugged. He felt the old key.

8 “Here he is a few years later,” Rebecca said. “It’s his wedding day. He’s all dressed up, standing next to his bride, Frederica.”

9 Elijah moved closer and glanced down at the photograph. Then something else caught his eye. “What’s that?” he asked, pointing to a painted wooden box on the coffee table in front of her.

10 “It’s a silent music box,” Rebecca said softly. She put down the album and took the box gently with both hands. “Years ago, when I was a little girl, my brother took the key away. He was just teasing; he didn’t mean to lose it. But he ran outside and dropped it out there somewhere.” She gazed out the window at the vast darkness. “We searched and searched but never found it.”

11 Elijah sat down beside her and opened his hand.

12 Suddenly his mother’s eyes sparkled. “That’s it! How did you—?” Elijah took a tissue from the box on the end table. He rubbed some rust and dirt off of the key, and then he handed it to her.

13 With trembling hands, Rebecca fit the key into the slot and wound up the music box. As its sweet melody played, mother and son listened together.

14 “It has been silent for a long, long time,” Rebecca said.

15 “It’s so clear!” said Elijah. “It sounds as good as new.” The silence had been broken.

The author uses details like “creaky stairs” to show that the house

A should not be lived in anymore.

B did not have very good stairs.

C was not located in the city.

D has been home to several generations.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 04

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What is Elijah's main problem in the story?

- ☐ A The key his mother needs is old and rusty.
- ☐ B He is angry because his mother made him leave his life in the city.
- ☐ C His mother no longer talks to him at dinnertime.
- ☐ D He does not want to come home when his mother calls to him.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 05

Yoshiko Writes

1 Where do most writers get their ideas? For Yoshiko Uchida, it all began with Brownie, a five-month-old puppy. So excited was Yoshiko by Brownie's arrival that she started keeping a journal, using the blank book with the shiny cover of silver and gold gift wrapping that she had made at school. Yoshiko wrote about all the wonderful things Brownie did and the progress he made.

Important People

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In paragraph 3, why does the author tell about Mr. Toga's false teeth?

- A to show that health care was not good enough in Berkeley during the 1930s
- B to provide an interesting detail about one of the people in Yoshiko's life and stories
- C to show that Yoshiko's young life was difficult and frightening
- D to tell about a beloved relative who helped Yoshiko learn how to write



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 01

A Winning Team

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- 2 Jamal's teacher, Ms. Sampson, asked his parents to come in for a meeting. "Mr. and Mrs. Wilkins," she said, "Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted." It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.
- 3 Jamal's parents told him to leave his glove at home. Jamal became depressed. He was lost without his glove. He stopped talking in class. At recess, he stood around with sad eyes and drooping shoulders. His parents said, "There must be a better way than this." They came up with a plan and secretly set it in motion.
- 4 One day, Ms. Sampson introduced a special guest to the class—Billy Hawkins! Jamal was thrilled! Billy Hawkins said, "If you want to be a ball player, it's important to study hard in school."
- 5 Jamal was puzzled. "What does school have to do with baseball?" he asked.
- 6 "I'll show you by giving you a little baseball test," said Billy. "I'll ask you three questions. Each student who answers all three questions correctly will win two tickets to a Leopards game!"



Continue



7 Jamal was sure he would be able to answer the questions, but there were some surprises in store. The first question was, "How do you figure out a player's batting average?" Jamal wasn't sure how to do the math on that one. For the second question, Billy Hawkins handed out copies of a magazine article about baseball. It contained several words that Jamal didn't understand. The third question asked which team had won the World Series in the year George Bush became President of the United States. Though Jamal knew about the World Series winners, he didn't know much about Presidents.

8 He wasn't the only one who had trouble. No one got all three answers right. Luckily, the students would have another chance the following week. "If you combine your efforts," Billy Hawkins said, "maybe everyone will win tickets to the game."

9 That week, they all helped each other. Jamal told his classmates what he knew about batting averages and the World Series. The students who were good with numbers taught the others how to figure the averages. The strong readers helped with the difficult words, and the best history students helped the others learn important dates and names. When they took the second baseball test, they were able to answer all of the questions correctly, and the whole class won tickets to the next Leopards game!

10 That Saturday afternoon at the stadium, Jamal bought a souvenir baseball. After the game, he asked his hero to sign it. It read, "To Jamal: Keep working hard in school. See you in the big leagues! Billy Hawkins."

To help the students correctly answer all the questions, Billy Hawkins suggests that they

A go home and ask their parents.

B conduct research at the library.

C work together as a group.

D watch more baseball on television.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 02

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What is the main problem in this story?

A Jamal is more interested in baseball than in school.

B Jamal is disappointed when he meets Billy Hawkins.

C Jamal's parents are upset that he wants to be a baseball player.

D Jamal doesn't fully understand how to determine baseball batting averages.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 03

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What do Jamal's parents have in common with Billy Hawkins?

- ☐ A They are related to each other.
- ☐ B They are friends of Ms. Sampson.
- ☐ C They are interested in professional baseball.
- ☐ D They want the students to understand the importance of school.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 04

Monarchs

by Ann Heiskell Rickey

- Winds go chill in late September
Hinting frost, foretelling snow.
Monarchs one and all remember
Summer's going. They must go.
- 5 One last drink of honey nectar,
One last taste of pollen. Then,
Pointing on a southwest vector,
Monarchs take to wing again.
Hard the journey they've begun,
- 10 Long the way: two thousand miles.
There's a race that must be won
Whether nature frowns or smiles.
Thousands join them one by one.
Men look up and shade their eyes.
- 15 Something's blotting out the sun—
A cloud? A cloud of butterflies.
Now they're flying treetop low,
Now they flutter, now they glide.
If a norther starts to blow
- 20 Up they rise and take a ride.
Carried fast before the storm,
Aided by the frigid flow,
Always heading toward the warm,
Heading south to Mexico.
- 25 Over mountains, over plains,
Over water, desert land,
There's a compass in their brains
No mere man can understand.
With, against, across the wind,
- 30 Buffeted, they never stray;
Like an army disciplined
Not to turn and run away.



Continue



Oh, they are determined things,
Dawn to dusk and dusk to dawn,
35 Testing tiring, fragile wings
Traveling, traveling, traveling on.
Flying true and flying fast
Though it takes a hundred days
'Til they've reached the spot at last
40 Where they'll rest and drink and laze.
(You can visit; they're on view,
Millions in their winter home.
Take a jet. An hour or two
Covers all the miles they've flown.)
45 April now. No snows are falling
On the fields they used to know.
Softer days are calling, calling.
Summer's coming. They must go.
One last sip of honey nectar
50 One last taste of pollen. Then,
Pointing on a northeast vector
Monarchs take to wing again.
Hard the journey they've begun
Long the way . . . long the way . . .

"Monarchs" by Ann Heiskell Rickey from "Bugs & Critters I Have Known." Copyright © 1999 Lamar Hawkins. Used by permission of Old Canyon Press.

Read these lines from the poem.

Like an army disciplined
Not to turn and run away.

This simile makes the monarchs seem

- A brave.
- B small.
- C childlike.
- D frightened.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 05

Shades of Silence

1 Elijah Raine sat scratching his name into the hard-packed dirt with a pointed stick. High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.



2 "Elijah!" his mother called. Elijah glared at the yellow farmhouse that was now supposed to be his home. His mother stood in the doorway. She called him again. As he finished the last letter, he noticed something in the curve of the "h" he had written. Something metal glinted in the rosy late-afternoon sunlight. Elijah picked it up: a rusty old key. He stuck it in his pocket and walked down the hill.

3 Grandpa Joseph had passed away last year, leaving the house and farm to his daughter Rebeccah, Elijah's mother. Elijah had hoped that she would just sell it and use the money to buy a house in the city. She had chosen instead to quit her job at the newspaper and move to the farm. She could write in the country, she said. Elijah had been very unhappy about leaving his friends, his school, and the third-story apartment where he had always lived.

4 In the city, dinnertime had always been an opportunity for conversation between Elijah and his mother. Here, though, he had nothing to say. He knew his silence hurt his mother, but surely it was better than the angry stream of words that lay in wait behind it. It was best to keep quiet. After gobbling up a plateful of spaghetti, his favorite dinner, he quickly muttered, "Thanks," and went to his room.

5 Later, he went down the creaky stairs to look for something to read. In the deep silence, his mother sat alone on the living-room sofa. On her lap lay a photograph album. Looking up, she smiled hopefully and said, "See what I found in the attic?" He nodded but remained standing at the bottom of the stairs.

Continue



6 "Here's your great-grandfather Elijah, the one you were named after," Rebecca said. "He's about your age in this picture. Do you think you look like him?"

7 Elijah stuffed his hands into his pockets and shrugged. He felt the old key.

8 "Here he is a few years later," Rebecca said. "It's his wedding day. He's all dressed up, standing next to his bride, Frederica."

9 Elijah moved closer and glanced down at the photograph. Then something else caught his eye. "What's that?" he asked, pointing to a painted wooden box on the coffee table in front of her.

10 "It's a silent music box," Rebecca said softly. She put down the album and took the box gently with both hands. "Years ago, when I was a little girl, my brother took the key away. He was just teasing; he didn't mean to lose it. But he ran outside and dropped it out there somewhere." She gazed out the window at the vast darkness. "We searched and searched but never found it."

11 Elijah sat down beside her and opened his hand.

12 Suddenly his mother's eyes sparkled. "That's it! How did you—?" Elijah took a tissue from the box on the end table. He rubbed some rust and dirt off of the key, and then he handed it to her.

13 With trembling hands, Rebecca fit the key into the slot and wound up the music box. As its sweet melody played, mother and son listened together.

14 "It has been silent for a long, long time," Rebecca said.

15 "It's so clear!" said Elijah. "It sounds as good as new." The silence had been broken.

From the beginning to the end of this story, how does Elijah's attitude change?

A from grief to relief

B from fear to amazement

C from boredom to confusion

D from disappointment to understanding



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 06

Shades of Silence

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How does Elijah begin to solve his problem?

- ☐ A He considers his mother's feelings.
- ☐ B He decides to go back to the city.
- ☐ C He finds a key that opens a secret room.
- ☐ D He has fun playing outside on the farm.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 07

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14 "It has been silent for a long, long time," Rebecca said.

15 "It's so clear!" said Elijah. "It sounds as good as new." The silence had been broken.

In paragraph 13, why are Rebecca's hands "trembling"?

A She is afraid of what she might find inside the wooden box.

B She hopes that the music will make Elijah happy to live on the farm.

C She is thrilled that Elijah found the music box key and gave it to her.

D She is upset that the key has become so old and rusty from being outside.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 08

Shades of Silence

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When the music box plays again, it is a symbol of

A hope.

B imagination.

C sacrifice.

D jealousy.



Grade 5: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 09

Yoshiko Writes

1 Where do most writers get their ideas? For Yoshiko Uchida, it all began with Brownie, a five-month-old puppy. So excited was Yoshiko by Brownie's arrival that she started keeping a journal, using the blank book with the shiny cover of silver and gold gift wrapping that she had made at school. Yoshiko wrote about all the wonderful things Brownie did and the progress he made.

Important People

2 Soon she was writing about other memorable events in her life, too, like the day her family got their first refrigerator. She also began writing stories, thanks to one of her teachers. One day at school, Miss Wolfard put magazine pictures on the bulletin board and encouraged her students to write about them. Yoshiko wrote stories about animal characters such as Jimmy Chipmunk and Willie the Squirrel. She made little booklets out of brown wrapping paper and copied her stories into them. Yoshiko Uchida kept on writing, sharing the kitchen table with her mother, who wrote poems on scraps of paper and the backs of envelopes.

3 Yoshiko grew up in the 1930s in Berkeley, California. Her parents, both of whom had been born in Japan, provided a loving and happy home for Yoshiko and her sister. They also provided a stream of visitors to their home who later found their way into Yoshiko's stories. The visitors were usually Japanese students or new arrivals to America who had no family here. Her parents would invite them to lunch on Sundays after church to help them feel just a little less homesick. Yoshiko's mother would spend hours preparing Japanese meals for them. One visitor who later appeared in several of Yoshiko's stories was grouchy Mr. Toga, who lived above the church that her family attended. Mr. Toga would scold anyone who displeased him. The children all feared him and loved to tell stories about how mean he was and how his false teeth rattled when he talked.

Continue



Important Places

- 4 Yoshiko also included in her stories some of the places she visited and the experiences she had. One of her favorite places was a farm her parents took her to one summer. The owners of the farm, the Okubos, showed Yoshiko and her sister how to pump water from the well and how to gather eggs in the hen house. They fed the mules, Tom and Jerry, that later pulled a wagon loaded with hay while Yoshiko and the others rode in the back, staring up at the stars shimmering in the night sky. Yoshiko, who lived in the city, had never seen such a sight. The images of that hayride stayed with her long after the summer visit ended, and she used them in several of her stories.
- 5 The experiences Yoshiko had growing up and the parade of people who marched through her young life became a part of the world she created in over twenty books for young people, books such as The Best Bad Thing and A Jar of Dreams. Because of such books, we can all share just a little bit of the world and the times in which she grew up.

What is the author trying to show in paragraph 1?

- A It is important for young writers to have pets.
- B A single event can start a person on a lifelong path.
- C Parents and their children should write together.
- D Some students do interesting art projects in school.



Grade 5: English-Language Arts

Reading Comprehension (Focus on Informational Materials) (Performance Level: Advanced) – Question 01

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.



2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the Katie Hinds. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the Katie Hinds in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young employee's skills and experience on ocean voyages, so he introduced Peary to Henson. Henson and Peary liked each other instantly. They had a great deal in common, including their love of the sea.

5 Using his map-reading and sailing skills, Henson proved himself to be a worthy and intelligent seaman. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true.

Continue



- 6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.
- 7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.
- 8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's instruments showed they were standing at the North Pole. Together Henson and Peary planted the American flag in the snow.
- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

Which statement is an opinion from the passage?

- A Baltimore was the nearest large seaport.
- B By the time he left the Katie Hinds in 1885, Henson was well educated and had become an excellent seaman.
- C Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C.
- D In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole.



Grade 5: English-Language Arts

Reading Comprehension (Focus on Informational Materials) (Performance Level: Advanced) – Question 02

The First Roads
by Adrian A. Paradis

- 1 The earliest roads in America were trails found on the plains in the Midwest and in the forests along the east coast. Those on the plains were trails worn through the tall grasses by buffalo and other animals. The animals took the easiest routes to reach their feeding grounds, water holes, or nearby streams.
- 2 Along the east coast, the trails were made by the Native Americans who lived in the forests. Most Native American trails or paths were eighteen or twenty inches wide. They seemed to wander from place to place without reason.
- 3 A Native American path usually followed a stream. When the path came to a shallow pool, a person could wade through the water or jump across from rock to rock. Then the trail led into the woods again.
- 4 The first settlers who came to America discovered that Native Americans did not walk straight up the steepest part of a hill. Instead, the Native Americans followed trails which wound snake-like through the woods along the side of a slope. This made climbing much easier because the incline was more gradual. A Native American hardly knew he was going uphill. In a short time, he would find himself at the top. Looking down through the trees, he could see how far he was from his starting point.
- 5 The early colonists used the Native American trails for roads as they went by foot or on horseback from village to village. Gradually the trails were made wider as trees were chopped down. Then they were called roads.

Continue



- 6 So travelers would know what kind of a road it was, the colonists marked each trail. A blaze, or ax mark, was made on some of the trees where a road began. One ax mark meant it was a one-chop road, and only wide enough for horseback riders to use. When the road was widened so that two wagons could pass, two marks were cut into trees and it was called a two-chop road. Later, if the roadbed was made smooth enough for coaches, it was known as a three-chop road. Then the trees showed three ax marks.
- 7 To build the first two-chop roads, rocks and tree stumps were removed. The earth was made as smooth and as hard as possible. But this did not help. No matter what the season, there was trouble traveling on these roads. In the summer, the horses' hoofs kicked up clouds of dust. During autumn, heavy rains soaked the dirt and turned most of the roads into muddy paths. Throughout the winter, the roads in the northern colonies were covered with snow. Then farmers had to use wide shovels to clear paths. Many times they had just finished shoveling when another storm dumped more snow and blocked all travel again!
- 8 Spring was the worst season of all. For weeks, melting snow and spring rains almost made roads into swamps. Ruts a foot or more deep were common. Drivers had to walk ahead of their carts to guide the horse. They had to watch for the safest ruts to use so the wheels would not sink below their hubs. . . .
- 9 In some places where the ground was dry but very uneven, the colonists built log or plank roads. They laid logs side by side, but instead of filling in the cracks, they covered the logs with dirt to form a hard smooth surface. Heavy rains, however, would usually wash away the dirt.
- 10 Some of the roads that stretched between Boston and New York City were known as post roads. Farmers and travelers who were going a short distance used these roads. They were also used by riders who carried mail between a few towns. By 1673, riders could carry the mail on post roads all the way from Boston to New York City.
- 11 For many years, the post roads were used mainly by the mail riders and a few travelers. Some wagons and carts owned by farmers and merchants who shipped goods went along the bumpy roads too. By 1722, the Boston post roads were made smooth and safe enough for stagecoaches.



12 In those days, coaches were called stagecoaches because they advanced by stages, covering a certain distance each day. The horses had to pull heavy loads, and they tired quickly. It was necessary to change teams often at a coaching stop. Here, fresh horses were hitched to the stagecoach. After a long trip, the passengers were glad to reach a large town or city where the roads would be smoother. However, although these roads were better than those in the country, most of them became just as muddy in wet weather. Some towns paved their streets with bricks, blocks and planks of wood, flat stones, or gravel. But many years would pass before the streets in cities and towns were paved as they are today.

"The First Roads" from TRAILS TO SUPERHIGHWAYS by Adrian A. Paradis, copyright © 1971. Reprinted by permission of Pearson Education.

Which statement is a fact?

- ☐ A Native American trails seemed to wind around without reason.
- ☐ B Shoveling snow was an exciting activity.
- ☐ C Drivers felt frustrated about having to walk ahead of their carts.
- ☐ D Ruts in a road measured one foot or more in depth.



Grade 5: English-Language Arts

Reading Comprehension (Focus on Informational Materials) (Performance Level: Proficient) – Question 01

Halley's Comet

1 For centuries comets have been one of our biggest mysteries. They are among the most beautiful and interesting sights in the universe. People from all over the world have been surprised—and often scared—by the sight of a comet blazing across the sky. Edmund Halley, an astronomer in the late 1600s, was very interested in comets. He studied them for most of his life.



2 Part of Halley's studies involved measuring the paths of comets through the night sky. Halley learned that comets move around the Sun in the path of an ellipse. (An ellipse is like a circle that has been stretched out in one direction.) He ascertained that because comets travel in an elliptical path, the same comet could be seen from Earth again and again. This was a brand new concept during his time.

3 In 1682, Halley noticed a comet that was especially bright and large. He spent a long time studying it. Then it disappeared from view. Based on his calculations, Halley predicted that this bright comet would return in 1758 or 1759. This was about 75 years after he first saw the comet. However, Halley died in 1742. Thus, he was not able to see that he was correct. This same bright comet returned right on time. Not long after that, because Halley had learned so much about it, the comet was named "Halley's comet" in his honor.

4 Scientists who had been following Halley's work began to look back through history. They learned that for centuries there had been mention of a comet in the sky about every 75 years, going all the way back to 467 B.C. Often, the return of Halley's comet seemed to coincide with important events in history. For many years people believed that Halley's comet caused catastrophes, from sicknesses to war.

Continue



- 5 Since then, scientists have learned more about comets. They now know that comets do not cause bad events. They have also learned what comets are like. All comets consist of a head and a tail. Some comet tails are longer than others. The head is made mostly of ice, plus some dust and pieces of rock. U.S. astronomer Fred Whipple coined the phrase “dirty snowballs” to describe comets. Comets move through the sky very quickly. However, their speed depends on how close they are to the Sun. When Halley’s comet is farthest from the Sun, or at its aphelion, it moves about 2,040 miles per hour. When it is closest to the Sun, or at its perihelion, it moves at an amazing 122,000 miles per hour!
- 6 For a long time scientists wondered where comets came from. Today, most scientists believe that comets come from an unseen cloud of particles called the Oort cloud. This cloud probably surrounds our solar system. It may contain somewhere between 10 and 100 trillion comets.
- 7 People today remain fascinated by this celestial time-traveler. The most recent visit from Halley’s comet was in 1985-1986. This time, scientists all over the world studied the comet. Two Soviet spacecraft, the Vega 1 and Vega 2, got a close look at the comet as it raced around the Sun. Halley’s comet should next return in 2061. Who knows what high-tech equipment will be around to study it then? However, other comets are periodically discovered making a once-in-a-lifetime visit. If you get the chance to study one of these stellar fireballs, do so. You’ll be thrilled!

Timeline

Edmund Halley is born	Halley observes the comet for the first time	Halley visits Isaac Newton to discuss the laws of gravity	Halley focuses on the study of comets	Halley dies	The comet returns to view as Halley predicted
1656	1682	1684	1704	1742	1759



References

Anderson, Norman, and Walter Brown. Halley's Comet. New York: Dodd Mead Company, 1981.

"Halley's Comet" 12 July 2001 <<http://www.britannica.com>>.

Winter, Frank H. Comet Watch: The Return of Halley's Comet. Minneapolis: Lerner Publications Company, 1986.

Which of these is a fact from this passage?

- ☐ A Comets cause catastrophes.
- ☐ B Comets are beautiful and interesting.
- ☐ C People are fascinated by comets.
- ☐ D Halley's comet last visited in 1985-1986.



Grade 5: English-Language Arts

Reading Comprehension (Focus on Informational Materials) (Performance Level: Proficient) – Question 02

Halley's Comet

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Which of these is an opinion from this passage?

A Halley's comet should return next in 2061.

B Halley's comet returns about every 75 years.

C Comets are made mostly of ice, dust, and rocks.

D You'll be thrilled by the sight of a comet.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 01

Digging Up the Past

1 Like detectives, archaeologists use evidence to solve mysteries. Detectives look for clues to solve crimes. Archaeologists seek clues to help them understand how people lived long ago. In fact, the word “archaeology” means “the study of ancient things.” One type of evidence used to learn about the past is pottery.



2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.

3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.

4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.

Continue



- 5 Some of the earliest pots were made quite simply. A lump of clay was hollowed out and shaped into a bowl. It was then heated at a low temperature. Perhaps it was placed in dry straw and set on fire. The finished pot was rough, irregular, and often undecorated. This type of pot may have been used for cooking.
- 6 Later, coiled pots were made. These were made by first rolling the clay into a long snake shape. The coil was then wound in circles, around and upward to form a pot. The lines of the coils were smoothed out with pieces of cloth or leather. Coiled pots were formed into many different objects, like pitchers and drinking vessels. They were often decorated in various ways. These pots were heated at high temperatures in ovens called “kilns.” The higher the temperature, the harder and longer-lasting the pot. Further improvements in pottery making developed at different times and places. These included wheels, molds, fancier decorations, and better kilns.
- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.
- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

To form a coiled pot, what did a potter do just after rolling a snake of clay around and upward?

- A erase the lines by rubbing them smooth with leather or cloth
- B heat the pot by placing it on a pile of straw and setting it on fire
- C flatten the clay using stones over a large sheet of cloth or leather
- D set the clay into an already-formed pot so that it would have that shape



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 02

Digging Up the Past

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3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.

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- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

When is temper added to the clay?

- A after the pot is heated
- B when the clay is smoothed out
- C while the pot is being decorated
- D before the clay is shaped



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 03

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.



2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the Katie Hinds. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the Katie Hinds in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young employee's skills and experience on ocean voyages, so he introduced Peary to Henson. Henson and Peary liked each other instantly. They had a great deal in common, including their love of the sea.

5 Using his map-reading and sailing skills, Henson proved himself to be a worthy and intelligent seaman. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true.

Continue



- 6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.
- 7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.
- 8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's instruments showed they were standing at the North Pole. Together Henson and Peary planted the American flag in the snow.
- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

In this nonfiction passage, the author mainly

- A describes the beauty of the Arctic.
- B encourages readers to explore.
- C shows the effects of harsh weather.
- D tells about an interesting life.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 04

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- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

Approximately how much time elapses in this passage?

- A 10 years
- B 100 years
- C two weeks
- D one lifetime



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 05

Monarchs

by Ann Heiskell Rickey

- Winds go chill in late September
Hinting frost, foretelling snow.
Monarchs one and all remember
Summer's going. They must go.
- 5 One last drink of honey nectar,
One last taste of pollen. Then,
Pointing on a southwest vector,
Monarchs take to wing again.
Hard the journey they've begun,
- 10 Long the way: two thousand miles.
There's a race that must be won
Whether nature frowns or smiles.
Thousands join them one by one.
Men look up and shade their eyes.
- 15 Something's blotting out the sun—
A cloud? A cloud of butterflies.
Now they're flying treetop low,
Now they flutter, now they glide.
If a norther starts to blow
- 20 Up they rise and take a ride.
Carried fast before the storm,
Aided by the frigid flow,
Always heading toward the warm,
Heading south to Mexico.
- 25 Over mountains, over plains,
Over water, desert land,
There's a compass in their brains
No mere man can understand.
With, against, across the wind,
- 30 Buffeted, they never stray;
Like an army disciplined
Not to turn and run away.



Continue



Oh, they are determined things,
Dawn to dusk and dusk to dawn,
35 Testing tiring, fragile wings
Traveling, traveling, traveling on.
Flying true and flying fast
Though it takes a hundred days
'Til they've reached the spot at last
40 Where they'll rest and drink and laze.
(You can visit; they're on view,
Millions in their winter home.
Take a jet. An hour or two
Covers all the miles they've flown.)
45 April now. No snows are falling
On the fields they used to know.
Softer days are calling, calling.
Summer's coming. They must go.
One last sip of honey nectar
50 One last taste of pollen. Then,
Pointing on a northeast vector
Monarchs take to wing again.
Hard the journey they've begun
Long the way . . . long the way . . .

"Monarchs" by Ann Heiskell Rickey from "Bugs & Critters I Have Known." Copyright © 1999 Lamar Hawkins. Used by permission of Old Canyon Press.

This poem is mainly about

- ☐ A the life of one monarch butterfly.
- ☐ B the importance of preserving monarch habitats.
- ☐ C the migration of the monarchs.
- ☐ D the appearance of monarch butterflies.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 06

The First Roads
by Adrian A. Paradis

- 1 The earliest roads in America were trails found on the plains in the Midwest and in the forests along the east coast. Those on the plains were trails worn through the tall grasses by buffalo and other animals. The animals took the easiest routes to reach their feeding grounds, water holes, or nearby streams.
- 2 Along the east coast, the trails were made by the Native Americans who lived in the forests. Most Native American trails or paths were eighteen or twenty inches wide. They seemed to wander from place to place without reason.
- 3 A Native American path usually followed a stream. When the path came to a shallow pool, a person could wade through the water or jump across from rock to rock. Then the trail led into the woods again.
- 4 The first settlers who came to America discovered that Native Americans did not walk straight up the steepest part of a hill. Instead, the Native Americans followed trails which wound snake-like through the woods along the side of a slope. This made climbing much easier because the incline was more gradual. A Native American hardly knew he was going uphill. In a short time, he would find himself at the top. Looking down through the trees, he could see how far he was from his starting point.
- 5 The early colonists used the Native American trails for roads as they went by foot or on horseback from village to village. Gradually the trails were made wider as trees were chopped down. Then they were called roads.

Continue



- 6 So travelers would know what kind of a road it was, the colonists marked each trail. A blaze, or ax mark, was made on some of the trees where a road began. One ax mark meant it was a one-chop road, and only wide enough for horseback riders to use. When the road was widened so that two wagons could pass, two marks were cut into trees and it was called a two-chop road. Later, if the roadbed was made smooth enough for coaches, it was known as a three-chop road. Then the trees showed three ax marks.
- 7 To build the first two-chop roads, rocks and tree stumps were removed. The earth was made as smooth and as hard as possible. But this did not help. No matter what the season, there was trouble traveling on these roads. In the summer, the horses' hoofs kicked up clouds of dust. During autumn, heavy rains soaked the dirt and turned most of the roads into muddy paths. Throughout the winter, the roads in the northern colonies were covered with snow. Then farmers had to use wide shovels to clear paths. Many times they had just finished shoveling when another storm dumped more snow and blocked all travel again!
- 8 Spring was the worst season of all. For weeks, melting snow and spring rains almost made roads into swamps. Ruts a foot or more deep were common. Drivers had to walk ahead of their carts to guide the horse. They had to watch for the safest ruts to use so the wheels would not sink below their hubs. . . .
- 9 In some places where the ground was dry but very uneven, the colonists built log or plank roads. They laid logs side by side, but instead of filling in the cracks, they covered the logs with dirt to form a hard smooth surface. Heavy rains, however, would usually wash away the dirt.
- 10 Some of the roads that stretched between Boston and New York City were known as post roads. Farmers and travelers who were going a short distance used these roads. They were also used by riders who carried mail between a few towns. By 1673, riders could carry the mail on post roads all the way from Boston to New York City.
- 11 For many years, the post roads were used mainly by the mail riders and a few travelers. Some wagons and carts owned by farmers and merchants who shipped goods went along the bumpy roads too. By 1722, the Boston post roads were made smooth and safe enough for stagecoaches.



12 In those days, coaches were called stagecoaches because they advanced by stages, covering a certain distance each day. The horses had to pull heavy loads, and they tired quickly. It was necessary to change teams often at a coaching stop. Here, fresh horses were hitched to the stagecoach. After a long trip, the passengers were glad to reach a large town or city where the roads would be smoother. However, although these roads were better than those in the country, most of them became just as muddy in wet weather. Some towns paved their streets with bricks, blocks and planks of wood, flat stones, or gravel. But many years would pass before the streets in cities and towns were paved as they are today.

"The First Roads" from TRAILS TO SUPERHIGHWAYS by Adrian A. Paradis, copyright © 1971. Reprinted by permission of Pearson Education.

Based on the passage, why were some Native American trails built in a snake-like way?

A to allow travelers to walk up a hill more easily

B so that travelers could avoid dangerous rocks

C so that travelers could follow streams

D to provide travelers with shade from trees



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 07

The First Roads
by Adrian A. Paradis

- 1 The earliest roads in America were trails found on the plains in the Midwest and in the forests along the east coast. Those on the plains were trails worn through the tall grasses by buffalo and other animals. The animals took the easiest routes to reach their feeding grounds, water holes, or nearby streams.
- 2 Along the east coast, the trails were made by the Native Americans who lived in the forests. Most Native American trails or paths were eighteen or twenty inches wide. They seemed to wander from place to place without reason.
- 3 A Native American path usually followed a stream. When the path came to a shallow pool, a person could wade through the water or jump across from rock to rock. Then the trail led into the woods again.
- 4 The first settlers who came to America discovered that Native Americans did not walk straight up the steepest part of a hill. Instead, the Native Americans followed trails which wound snake-like through the woods along the side of a slope. This made climbing much easier because the incline was more gradual. A Native American hardly knew he was going uphill. In a short time, he would find himself at the top. Looking down through the trees, he could see how far he was from his starting point.
- 5 The early colonists used the Native American trails for roads as they went by foot or on horseback from village to village. Gradually the trails were made wider as trees were chopped down. Then they were called roads.

Continue



- 6 So travelers would know what kind of a road it was, the colonists marked each trail. A blaze, or ax mark, was made on some of the trees where a road began. One ax mark meant it was a one-chop road, and only wide enough for horseback riders to use. When the road was widened so that two wagons could pass, two marks were cut into trees and it was called a two-chop road. Later, if the roadbed was made smooth enough for coaches, it was known as a three-chop road. Then the trees showed three ax marks.
- 7 To build the first two-chop roads, rocks and tree stumps were removed. The earth was made as smooth and as hard as possible. But this did not help. No matter what the season, there was trouble traveling on these roads. In the summer, the horses' hoofs kicked up clouds of dust. During autumn, heavy rains soaked the dirt and turned most of the roads into muddy paths. Throughout the winter, the roads in the northern colonies were covered with snow. Then farmers had to use wide shovels to clear paths. Many times they had just finished shoveling when another storm dumped more snow and blocked all travel again!
- 8 Spring was the worst season of all. For weeks, melting snow and spring rains almost made roads into swamps. Ruts a foot or more deep were common. Drivers had to walk ahead of their carts to guide the horse. They had to watch for the safest ruts to use so the wheels would not sink below their hubs. . . .
- 9 In some places where the ground was dry but very uneven, the colonists built log or plank roads. They laid logs side by side, but instead of filling in the cracks, they covered the logs with dirt to form a hard smooth surface. Heavy rains, however, would usually wash away the dirt.
- 10 Some of the roads that stretched between Boston and New York City were known as post roads. Farmers and travelers who were going a short distance used these roads. They were also used by riders who carried mail between a few towns. By 1673, riders could carry the mail on post roads all the way from Boston to New York City.
- 11 For many years, the post roads were used mainly by the mail riders and a few travelers. Some wagons and carts owned by farmers and merchants who shipped goods went along the bumpy roads too. By 1722, the Boston post roads were made smooth and safe enough for stagecoaches.



12 In those days, coaches were called stagecoaches because they advanced by stages, covering a certain distance each day. The horses had to pull heavy loads, and they tired quickly. It was necessary to change teams often at a coaching stop. Here, fresh horses were hitched to the stagecoach. After a long trip, the passengers were glad to reach a large town or city where the roads would be smoother. However, although these roads were better than those in the country, most of them became just as muddy in wet weather. Some towns paved their streets with bricks, blocks and planks of wood, flat stones, or gravel. But many years would pass before the streets in cities and towns were paved as they are today.

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Based on the passage, which statement most accurately summarizes early travel?

- ☐ A Before 1722, post roads were bumpy and dangerous.
- ☐ B Before 1673, post roads were used only by mail riders.
- ☐ C Between 1673 and 1722, stagecoaches made non-stop trips between big cities.
- ☐ D Between 1673 and 1722, stagecoaches carried only people and their belongings.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 01

Digging Up the Past

1 Like detectives, archaeologists use evidence to solve mysteries. Detectives look for clues to solve crimes. Archaeologists seek clues to help them understand how people lived long ago. In fact, the word “archaeology” means “the study of ancient things.” One type of evidence used to learn about the past is pottery.



2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.

3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.

4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.

Continue



- 5 Some of the earliest pots were made quite simply. A lump of clay was hollowed out and shaped into a bowl. It was then heated at a low temperature. Perhaps it was placed in dry straw and set on fire. The finished pot was rough, irregular, and often undecorated. This type of pot may have been used for cooking.
- 6 Later, coiled pots were made. These were made by first rolling the clay into a long snake shape. The coil was then wound in circles, around and upward to form a pot. The lines of the coils were smoothed out with pieces of cloth or leather. Coiled pots were formed into many different objects, like pitchers and drinking vessels. They were often decorated in various ways. These pots were heated at high temperatures in ovens called “kilns.” The higher the temperature, the harder and longer-lasting the pot. Further improvements in pottery making developed at different times and places. These included wheels, molds, fancier decorations, and better kilns.
- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.
- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

Why are the words “potsherds” and “temper” written in quotation marks in paragraphs 2 and 4?

- A to make sure the reader pronounces these words clearly and correctly
- B to show that both words usually have other meanings
- C to introduce them as words that may be unfamiliar to the reader
- D to show that these words are in languages other than English



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 02

Digging Up the Past

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2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.

3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.

4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.

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- 6 Later, coiled pots were made. These were made by first rolling the clay into a long snake shape. The coil was then wound in circles, around and upward to form a pot. The lines of the coils were smoothed out with pieces of cloth or leather. Coiled pots were formed into many different objects, like pitchers and drinking vessels. They were often decorated in various ways. These pots were heated at high temperatures in ovens called “kilns.” The higher the temperature, the harder and longer-lasting the pot. Further improvements in pottery making developed at different times and places. These included wheels, molds, fancier decorations, and better kilns.
- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.
- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

What is the main idea of this passage?

- A The clues that archaeologists use to learn about the past include buildings, clothing, and coins.
- B Some pots are decorated with pictures that show events from ancient myths and legends.
- C Ancient pottery can teach us about the lives of the people who made and used it.
- D Both detectives and archaeologists solve mysteries by using clues that have been left behind.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 03

Digging Up the Past

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2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.

3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.

4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.

Continue



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- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.
- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

By examining an ancient pot, an archaeologist can tell all of the following except

- A which person made the pot.
- B where the pot came from.
- C roughly how old the pot is.
- D what substances were added to the clay.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 04

Halley's Comet

1 For centuries comets have been one of our biggest mysteries. They are among the most beautiful and interesting sights in the universe. People from all over the world have been surprised—and often scared—by the sight of a comet blazing across the sky. Edmund Halley, an astronomer in the late 1600s, was very interested in comets. He studied them for most of his life.



2 Part of Halley's studies involved measuring the paths of comets through the night sky. Halley learned that comets move around the Sun in the path of an ellipse. (An ellipse is like a circle that has been stretched out in one direction.) He ascertained that because comets travel in an elliptical path, the same comet could be seen from Earth again and again. This was a brand new concept during his time.

3 In 1682, Halley noticed a comet that was especially bright and large. He spent a long time studying it. Then it disappeared from view. Based on his calculations, Halley predicted that this bright comet would return in 1758 or 1759. This was about 75 years after he first saw the comet. However, Halley died in 1742. Thus, he was not able to see that he was correct. This same bright comet returned right on time. Not long after that, because Halley had learned so much about it, the comet was named "Halley's comet" in his honor.

4 Scientists who had been following Halley's work began to look back through history. They learned that for centuries there had been mention of a comet in the sky about every 75 years, going all the way back to 467 B.C. Often, the return of Halley's comet seemed to coincide with important events in history. For many years people believed that Halley's comet caused catastrophes, from sicknesses to war.

Continue



- 5 Since then, scientists have learned more about comets. They now know that comets do not cause bad events. They have also learned what comets are like. All comets consist of a head and a tail. Some comet tails are longer than others. The head is made mostly of ice, plus some dust and pieces of rock. U.S. astronomer Fred Whipple coined the phrase “dirty snowballs” to describe comets. Comets move through the sky very quickly. However, their speed depends on how close they are to the Sun. When Halley’s comet is farthest from the Sun, or at its aphelion, it moves about 2,040 miles per hour. When it is closest to the Sun, or at its perihelion, it moves at an amazing 122,000 miles per hour!
- 6 For a long time scientists wondered where comets came from. Today, most scientists believe that comets come from an unseen cloud of particles called the Oort cloud. This cloud probably surrounds our solar system. It may contain somewhere between 10 and 100 trillion comets.
- 7 People today remain fascinated by this celestial time-traveler. The most recent visit from Halley’s comet was in 1985-1986. This time, scientists all over the world studied the comet. Two Soviet spacecraft, the Vega 1 and Vega 2, got a close look at the comet as it raced around the Sun. Halley’s comet should next return in 2061. Who knows what high-tech equipment will be around to study it then? However, other comets are periodically discovered making a once-in-a-lifetime visit. If you get the chance to study one of these stellar fireballs, do so. You’ll be thrilled!

Timeline

Edmund Halley is born	Halley observes the comet for the first time	Halley visits Isaac Newton to discuss the laws of gravity	Halley focuses on the study of comets	Halley dies	The comet returns to view as Halley predicted
1656	1682	1684	1704	1742	1759



Back

Continue



References

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"Halley's Comet" 12 July 2001 <<http://www.britannica.com>>.

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The timeline helps the reader to

A find out about comets throughout history.

B quickly locate events in Halley's life.

C learn how Halley made his predictions.

D know who Halley's friends were.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 05

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young



Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.

2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the *Katie Hinds*. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the *Katie Hinds* in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young employee's skills and experience on ocean voyages, so he introduced Peary to Henson. Henson and Peary liked each other instantly. They had a great deal in common, including their love of the sea.

5 Using his map-reading and sailing skills, Henson proved himself to be a worthy and intelligent seaman. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true.

Continue



- 6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.
- 7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.
- 8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's instruments showed they were standing at the North Pole. Together Henson and Peary planted the American flag in the snow.
- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

Which of the following contributed the most to Henson's reaching the North Pole?

- A his determination to achieve a goal
- B his ability to make friends quickly
- C his ability to navigate the sea
- D his desire to become famous



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 06

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young

Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.



2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the *Katie Hinds*. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the *Katie Hinds* in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

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Continue



- 6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.
- 7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.
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- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

In paragraph 1, the author shows how Henson became

- A highly educated.
- B a skilled seaman.
- C employed in a restaurant.
- D interested in exploring.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 07

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young



Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.

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Continue 

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- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

Why did the author include paragraph 3 in the passage?

- A to show why Matthew Henson went to the hat shop
- B to show how Matthew Henson met Robert Peary
- C to show how Robert Peary knew that Matthew Henson had sea experience
- D to show why Matthew Henson stopped working on the Katie Hinds



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 08

The First Roads
by Adrian A. Paradis

- 1 The earliest roads in America were trails found on the plains in the Midwest and in the forests along the east coast. Those on the plains were trails worn through the tall grasses by buffalo and other animals. The animals took the easiest routes to reach their feeding grounds, water holes, or nearby streams.
- 2 Along the east coast, the trails were made by the Native Americans who lived in the forests. Most Native American trails or paths were eighteen or twenty inches wide. They seemed to wander from place to place without reason.
- 3 A Native American path usually followed a stream. When the path came to a shallow pool, a person could wade through the water or jump across from rock to rock. Then the trail led into the woods again.
- 4 The first settlers who came to America discovered that Native Americans did not walk straight up the steepest part of a hill. Instead, the Native Americans followed trails which wound snake-like through the woods along the side of a slope. This made climbing much easier because the incline was more gradual. A Native American hardly knew he was going uphill. In a short time, he would find himself at the top. Looking down through the trees, he could see how far he was from his starting point.
- 5 The early colonists used the Native American trails for roads as they went by foot or on horseback from village to village. Gradually the trails were made wider as trees were chopped down. Then they were called roads.

Continue



- 6 So travelers would know what kind of a road it was, the colonists marked each trail. A blaze, or ax mark, was made on some of the trees where a road began. One ax mark meant it was a one-chop road, and only wide enough for horseback riders to use. When the road was widened so that two wagons could pass, two marks were cut into trees and it was called a two-chop road. Later, if the roadbed was made smooth enough for coaches, it was known as a three-chop road. Then the trees showed three ax marks.
- 7 To build the first two-chop roads, rocks and tree stumps were removed. The earth was made as smooth and as hard as possible. But this did not help. No matter what the season, there was trouble traveling on these roads. In the summer, the horses' hoofs kicked up clouds of dust. During autumn, heavy rains soaked the dirt and turned most of the roads into muddy paths. Throughout the winter, the roads in the northern colonies were covered with snow. Then farmers had to use wide shovels to clear paths. Many times they had just finished shoveling when another storm dumped more snow and blocked all travel again!
- 8 Spring was the worst season of all. For weeks, melting snow and spring rains almost made roads into swamps. Ruts a foot or more deep were common. Drivers had to walk ahead of their carts to guide the horse. They had to watch for the safest ruts to use so the wheels would not sink below their hubs. . . .
- 9 In some places where the ground was dry but very uneven, the colonists built log or plank roads. They laid logs side by side, but instead of filling in the cracks, they covered the logs with dirt to form a hard smooth surface. Heavy rains, however, would usually wash away the dirt.
- 10 Some of the roads that stretched between Boston and New York City were known as post roads. Farmers and travelers who were going a short distance used these roads. They were also used by riders who carried mail between a few towns. By 1673, riders could carry the mail on post roads all the way from Boston to New York City.
- 11 For many years, the post roads were used mainly by the mail riders and a few travelers. Some wagons and carts owned by farmers and merchants who shipped goods went along the bumpy roads too. By 1722, the Boston post roads were made smooth and safe enough for stagecoaches.



12 In those days, coaches were called stagecoaches because they advanced by stages, covering a certain distance each day. The horses had to pull heavy loads, and they tired quickly. It was necessary to change teams often at a coaching stop. Here, fresh horses were hitched to the stagecoach. After a long trip, the passengers were glad to reach a large town or city where the roads would be smoother. However, although these roads were better than those in the country, most of them became just as muddy in wet weather. Some towns paved their streets with bricks, blocks and planks of wood, flat stones, or gravel. But many years would pass before the streets in cities and towns were paved as they are today.

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What is a main idea of this passage?

- ☐ A how weather conditions affected early roads
- ☐ B how early road builders identified kinds of roads
- ☐ C how mail was moved from city to city in the late 1600s
- ☐ D how roads improved with the changing needs of travelers



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 09

The First Roads
by Adrian A. Paradis

- 1 The earliest roads in America were trails found on the plains in the Midwest and in the forests along the east coast. Those on the plains were trails worn through the tall grasses by buffalo and other animals. The animals took the easiest routes to reach their feeding grounds, water holes, or nearby streams.
- 2 Along the east coast, the trails were made by the Native Americans who lived in the forests. Most Native American trails or paths were eighteen or twenty inches wide. They seemed to wander from place to place without reason.
- 3 A Native American path usually followed a stream. When the path came to a shallow pool, a person could wade through the water or jump across from rock to rock. Then the trail led into the woods again.
- 4 The first settlers who came to America discovered that Native Americans did not walk straight up the steepest part of a hill. Instead, the Native Americans followed trails which wound snake-like through the woods along the side of a slope. This made climbing much easier because the incline was more gradual. A Native American hardly knew he was going uphill. In a short time, he would find himself at the top. Looking down through the trees, he could see how far he was from his starting point.
- 5 The early colonists used the Native American trails for roads as they went by foot or on horseback from village to village. Gradually the trails were made wider as trees were chopped down. Then they were called roads.

Continue



- 6 So travelers would know what kind of a road it was, the colonists marked each trail. A blaze, or ax mark, was made on some of the trees where a road began. One ax mark meant it was a one-chop road, and only wide enough for horseback riders to use. When the road was widened so that two wagons could pass, two marks were cut into trees and it was called a two-chop road. Later, if the roadbed was made smooth enough for coaches, it was known as a three-chop road. Then the trees showed three ax marks.
- 7 To build the first two-chop roads, rocks and tree stumps were removed. The earth was made as smooth and as hard as possible. But this did not help. No matter what the season, there was trouble traveling on these roads. In the summer, the horses' hoofs kicked up clouds of dust. During autumn, heavy rains soaked the dirt and turned most of the roads into muddy paths. Throughout the winter, the roads in the northern colonies were covered with snow. Then farmers had to use wide shovels to clear paths. Many times they had just finished shoveling when another storm dumped more snow and blocked all travel again!
- 8 Spring was the worst season of all. For weeks, melting snow and spring rains almost made roads into swamps. Ruts a foot or more deep were common. Drivers had to walk ahead of their carts to guide the horse. They had to watch for the safest ruts to use so the wheels would not sink below their hubs. . . .
- 9 In some places where the ground was dry but very uneven, the colonists built log or plank roads. They laid logs side by side, but instead of filling in the cracks, they covered the logs with dirt to form a hard smooth surface. Heavy rains, however, would usually wash away the dirt.
- 10 Some of the roads that stretched between Boston and New York City were known as post roads. Farmers and travelers who were going a short distance used these roads. They were also used by riders who carried mail between a few towns. By 1673, riders could carry the mail on post roads all the way from Boston to New York City.
- 11 For many years, the post roads were used mainly by the mail riders and a few travelers. Some wagons and carts owned by farmers and merchants who shipped goods went along the bumpy roads too. By 1722, the Boston post roads were made smooth and safe enough for stagecoaches.



12 In those days, coaches were called stagecoaches because they advanced by stages, covering a certain distance each day. The horses had to pull heavy loads, and they tired quickly. It was necessary to change teams often at a coaching stop. Here, fresh horses were hitched to the stagecoach. After a long trip, the passengers were glad to reach a large town or city where the roads would be smoother. However, although these roads were better than those in the country, most of them became just as muddy in wet weather. Some towns paved their streets with bricks, blocks and planks of wood, flat stones, or gravel. But many years would pass before the streets in cities and towns were paved as they are today.

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Based on the passage, which event occurred first?

- ☐ A Colonists began building plank roads to create smooth surfaces for travel.
- ☐ B Native Americans made trails which followed rivers and streams.
- ☐ C Most streets in cities and towns became paved.
- ☐ D Riders carried mail between Boston and New York City on post roads.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 01

Digging Up the Past

1 Like detectives, archaeologists use evidence to solve mysteries. Detectives look for clues to solve crimes. Archaeologists seek clues to help them understand how people lived long ago. In fact, the word “archaeology” means “the study of ancient things.” One type of evidence used to learn about the past is pottery.



2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.

3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.

4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.

Continue



- 5 Some of the earliest pots were made quite simply. A lump of clay was hollowed out and shaped into a bowl. It was then heated at a low temperature. Perhaps it was placed in dry straw and set on fire. The finished pot was rough, irregular, and often undecorated. This type of pot may have been used for cooking.
- 6 Later, coiled pots were made. These were made by first rolling the clay into a long snake shape. The coil was then wound in circles, around and upward to form a pot. The lines of the coils were smoothed out with pieces of cloth or leather. Coiled pots were formed into many different objects, like pitchers and drinking vessels. They were often decorated in various ways. These pots were heated at high temperatures in ovens called “kilns.” The higher the temperature, the harder and longer-lasting the pot. Further improvements in pottery making developed at different times and places. These included wheels, molds, fancier decorations, and better kilns.
- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.
- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

What is the last step in making a pot?

- A hollowing out a lump of clay
- B adding water to the clay
- C heating the pot in a kiln
- D crushing old pottery to use as temper



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 02

Halley's Comet

1 For centuries comets have been one of our biggest mysteries. They are among the most beautiful and interesting sights in the universe. People from all over the world have been surprised—and often scared—by the sight of a comet blazing across the sky. Edmund Halley, an astronomer in the late 1600s, was very interested in comets. He studied them for most of his life.



2 Part of Halley's studies involved measuring the paths of comets through the night sky. Halley learned that comets move around the Sun in the path of an ellipse. (An ellipse is like a circle that has been stretched out in one direction.) He ascertained that because comets travel in an elliptical path, the same comet could be seen from Earth again and again. This was a brand new concept during his time.

3 In 1682, Halley noticed a comet that was especially bright and large. He spent a long time studying it. Then it disappeared from view. Based on his calculations, Halley predicted that this bright comet would return in 1758 or 1759. This was about 75 years after he first saw the comet. However, Halley died in 1742. Thus, he was not able to see that he was correct. This same bright comet returned right on time. Not long after that, because Halley had learned so much about it, the comet was named "Halley's comet" in his honor.

4 Scientists who had been following Halley's work began to look back through history. They learned that for centuries there had been mention of a comet in the sky about every 75 years, going all the way back to 467 B.C. Often, the return of Halley's comet seemed to coincide with important events in history. For many years people believed that Halley's comet caused catastrophes, from sicknesses to war.

Continue



- 5 Since then, scientists have learned more about comets. They now know that comets do not cause bad events. They have also learned what comets are like. All comets consist of a head and a tail. Some comet tails are longer than others. The head is made mostly of ice, plus some dust and pieces of rock. U.S. astronomer Fred Whipple coined the phrase “dirty snowballs” to describe comets. Comets move through the sky very quickly. However, their speed depends on how close they are to the Sun. When Halley’s comet is farthest from the Sun, or at its aphelion, it moves about 2,040 miles per hour. When it is closest to the Sun, or at its perihelion, it moves at an amazing 122,000 miles per hour!
- 6 For a long time scientists wondered where comets came from. Today, most scientists believe that comets come from an unseen cloud of particles called the Oort cloud. This cloud probably surrounds our solar system. It may contain somewhere between 10 and 100 trillion comets.
- 7 People today remain fascinated by this celestial time-traveler. The most recent visit from Halley’s comet was in 1985-1986. This time, scientists all over the world studied the comet. Two Soviet spacecraft, the Vega 1 and Vega 2, got a close look at the comet as it raced around the Sun. Halley’s comet should next return in 2061. Who knows what high-tech equipment will be around to study it then? However, other comets are periodically discovered making a once-in-a-lifetime visit. If you get the chance to study one of these stellar fireballs, do so. You’ll be thrilled!

Timeline

Edmund Halley is born	Halley observes the comet for the first time	Halley visits Isaac Newton to discuss the laws of gravity	Halley focuses on the study of comets	Halley dies	The comet returns to view as Halley predicted
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References

Anderson, Norman, and Walter Brown. Halley's Comet. New York: Dodd Mead Company, 1981.

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Winter, Frank H. Comet Watch: The Return of Halley's Comet. Minneapolis: Lerner Publications Company, 1986.

In 1759, the comet returned and was

A blamed for a catastrophe.

B studied by Isaac Newton.

C called a "dirty snowball."

D named after Halley.



Grade 5: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 03

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.



2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the Katie Hinds. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the Katie Hinds in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young employee's skills and experience on ocean voyages, so he introduced Peary to Henson. Henson and Peary liked each other instantly. They had a great deal in common, including their love of the sea.

5 Using his map-reading and sailing skills, Henson proved himself to be a worthy and intelligent seaman. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true.

Continue



6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.

7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.

8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's instruments showed they were standing at the North Pole. Together Henson and Peary planted the American flag in the snow.

9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

The challenges that Matthew Henson faced as a child caused him to be

A afraid and cautious.

B strong and independent.

C lonely and misunderstood.

D jolly and carefree.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Advanced) – Question 01

Which of these is a synonym for the word remark?

A decision

B attempt

C comment

D benefit

Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Advanced) – Question 02

A Winning Team

- 1 Jamal's main ambition was to play big-league baseball like his favorite catcher, Billy Hawkins. Jamal's baseball glove was always either on his hand or close by: under his desk at school, under his chair when he ate, or under his pillow while he slept.
- 2 Jamal's teacher, Ms. Sampson, asked his parents to come in for a meeting. "Mr. and Mrs. Wilkins," she said, "Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted." It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.
- 3 Jamal's parents told him to leave his glove at home. Jamal became depressed. He was lost without his glove. He stopped talking in class. At recess, he stood around with sad eyes and drooping shoulders. His parents said, "There must be a better way than this." They came up with a plan and secretly set it in motion.
- 4 One day, Ms. Sampson introduced a special guest to the class—Billy Hawkins! Jamal was thrilled! Billy Hawkins said, "If you want to be a ball player, it's important to study hard in school."
- 5 Jamal was puzzled. "What does school have to do with baseball?" he asked.
- 6 "I'll show you by giving you a little baseball test," said Billy. "I'll ask you three questions. Each student who answers all three questions correctly will win two tickets to a Leopards game!"



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7 Jamal was sure he would be able to answer the questions, but there were some surprises in store. The first question was, "How do you figure out a player's batting average?" Jamal wasn't sure how to do the math on that one. For the second question, Billy Hawkins handed out copies of a magazine article about baseball. It contained several words that Jamal didn't understand. The third question asked which team had won the World Series in the year George Bush became President of the United States. Though Jamal knew about the World Series winners, he didn't know much about Presidents.

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9 That week, they all helped each other. Jamal told his classmates what he knew about batting averages and the World Series. The students who were good with numbers taught the others how to figure the averages. The strong readers helped with the difficult words, and the best history students helped the others learn important dates and names. When they took the second baseball test, they were able to answer all of the questions correctly, and the whole class won tickets to the next Leopards game!

10 That Saturday afternoon at the stadium, Jamal bought a souvenir baseball. After the game, he asked his hero to sign it. It read, "To Jamal: Keep working hard in school. See you in the big leagues! Billy Hawkins."

Which of these is the best synonym for the word souvenir as it is used in the last paragraph of this story?

A history

B authenticity

C burden

D keepsake



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Advanced) – Question 03

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Read this sentence from paragraph 1.

Edmund Halley, an astronomer in the late 1600s, was very interested in comets.

The origin of the word astronomer is the Greek word astro meaning

A comet.

B light.

C mystery.

D star.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Advanced) – Question 04

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young



Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.

2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the *Katie Hinds*. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the *Katie Hinds* in 1885, Henson was well educated and had become an excellent seaman.

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- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

Read the following sentence.

The years of hardship and suffering in the arctic cold had taken their toll on both men.

The phrase taken their toll means that the years Peary and Henson spent exploring in the Arctic had

- A helped them.
- B satisfied them.
- C weakened them.
- D enlightened them.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 01

A Winning Team

1 Jamal's main ambition was to play big-league baseball like his favorite catcher, Billy Hawkins. Jamal's baseball glove was always either on his hand or close by: under his desk at school, under his chair when he ate, or under his pillow while he slept.



2 Jamal's teacher, Ms. Sampson, asked his parents to come in for a meeting. "Mr. and Mrs. Wilkins," she said, "Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted." It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.

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In paragraph 7, the phrase "in store" means

A on the way.

B to place away.

C in a storage container.

D inside a shopping area.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) - Question 02

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The word distracted is derived from the Latin root tract, meaning "to draw."

Based on this information, the reader can tell the literal meaning of to distract is

- ☐ A to be unhappy with.
- ☐ B to draw poorly.
- ☐ C to draw away.
- ☐ D to be confused.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 03

Digging Up the Past

1 Like detectives, archaeologists use evidence to solve mysteries. Detectives look for clues to solve crimes. Archaeologists seek clues to help them understand how people lived long ago. In fact, the word “archaeology” means “the study of ancient things.” One type of evidence used to learn about the past is pottery.



2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.

3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.

4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.

Continue



- 5 Some of the earliest pots were made quite simply. A lump of clay was hollowed out and shaped into a bowl. It was then heated at a low temperature. Perhaps it was placed in dry straw and set on fire. The finished pot was rough, irregular, and often undecorated. This type of pot may have been used for cooking.
- 6 Later, coiled pots were made. These were made by first rolling the clay into a long snake shape. The coil was then wound in circles, around and upward to form a pot. The lines of the coils were smoothed out with pieces of cloth or leather. Coiled pots were formed into many different objects, like pitchers and drinking vessels. They were often decorated in various ways. These pots were heated at high temperatures in ovens called “kilns.” The higher the temperature, the harder and longer-lasting the pot. Further improvements in pottery making developed at different times and places. These included wheels, molds, fancier decorations, and better kilns.
- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.
- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

Read this sentence from the passage.

When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made.

Which word is a synonym for the underlined word?

- ☐ A studying
- ☐ B questioning
- ☐ C searching
- ☐ D discovering



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 04

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young

Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.



2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the *Katie Hinds*. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the *Katie Hinds* in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young employee's skills and experience on ocean voyages, so he introduced Peary to Henson. Henson and Peary liked each other instantly. They had a great deal in common, including their love of the sea.

5 Using his map-reading and sailing skills, Henson proved himself to be a worthy and intelligent seaman. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true.

Continue



- 6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.
- 7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.
- 8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's instruments showed they were standing at the North Pole. Together Henson and Peary planted the American flag in the snow.
- 9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

Read this sentence from paragraph 8.

With four Inuit guides, they made a mad dash straight across the ice toward the pole.

The phrase mad dash means that they traveled

- ☐ A with much anger.
- ☐ B crazy with fear.
- ☐ C at a fast pace.
- ☐ D filled with joy.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 05

Monarchs

by Ann Heiskell Rickey

- Winds go chill in late September
Hinting frost, foretelling snow.
Monarchs one and all remember
Summer's going. They must go.
- 5 One last drink of honey nectar,
One last taste of pollen. Then,
Pointing on a southwest vector,
Monarchs take to wing again.
Hard the journey they've begun,
- 10 Long the way: two thousand miles.
There's a race that must be won
Whether nature frowns or smiles.
Thousands join them one by one.
Men look up and shade their eyes.
- 15 Something's blotting out the sun—
A cloud? A cloud of butterflies.
Now they're flying treetop low,
Now they flutter, now they glide.
If a norther starts to blow
- 20 Up they rise and take a ride.
Carried fast before the storm,
Aided by the frigid flow,
Always heading toward the warm,
Heading south to Mexico.
- 25 Over mountains, over plains,
Over water, desert land,
There's a compass in their brains
No mere man can understand.
With, against, across the wind,
- 30 Buffeted, they never stray;
Like an army disciplined
Not to turn and run away.



Continue



Oh, they are determined things,
Dawn to dusk and dusk to dawn,
35 Testing tiring, fragile wings
Traveling, traveling, traveling on.
Flying true and flying fast
Though it takes a hundred days
'Til they've reached the spot at last
40 Where they'll rest and drink and laze.
(You can visit; they're on view,
Millions in their winter home.
Take a jet. An hour or two
Covers all the miles they've flown.)
45 April now. No snows are falling
On the fields they used to know.
Softer days are calling, calling.
Summer's coming. They must go.
One last sip of honey nectar
50 One last taste of pollen. Then,
Pointing on a northeast vector
Monarchs take to wing again.
Hard the journey they've begun
Long the way . . . long the way . . .

"Monarchs" by Ann Heiskell Rickey from "Bugs & Critters I Have Known." Copyright © 1999 Lamar Hawkins. Used by permission of Old Canyon Press.

Read this line from the poem.

Something's blotting out the sun—

Which word is a synonym for blotting out as used in the line above?

- ☐ A lifting
- ☐ B shining
- ☐ C blinking
- ☐ D covering



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 06

Shades of Silence

1 Elijah Raine sat scratching his name into the hard-packed dirt with a pointed stick. High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

2 "Elijah!" his mother called. Elijah glared at the yellow farmhouse that was now supposed to be his home. His mother stood in the doorway. She called him again. As he finished the last letter, he noticed something in the curve of the "h" he had written. Something metal glinted in the rosy late-afternoon sunlight. Elijah picked it up: a rusty old key. He stuck it in his pocket and walked down the hill.



3 Grandpa Joseph had passed away last year, leaving the house and farm to his daughter Rebeccah, Elijah's mother. Elijah had hoped that she would just sell it and use the money to buy a house in the city. She had chosen instead to quit her job at the newspaper and move to the farm. She could write in the country, she said. Elijah had been very unhappy about leaving his friends, his school, and the third-story apartment where he had always lived.

4 In the city, dinnertime had always been an opportunity for conversation between Elijah and his mother. Here, though, he had nothing to say. He knew his silence hurt his mother, but surely it was better than the angry stream of words that lay in wait behind it. It was best to keep quiet. After gobbling up a plateful of spaghetti, his favorite dinner, he quickly muttered, "Thanks," and went to his room.

5 Later, he went down the creaky stairs to look for something to read. In the deep silence, his mother sat alone on the living-room sofa. On her lap lay a photograph album. Looking up, she smiled hopefully and said, "See what I found in the attic?" He nodded but remained standing at the bottom of the stairs.

6 "Here's your great-grandfather Elijah, the one you were named after," Rebeccah said. "He's about your age in this picture. Do you think you look like him?"

Continue



- 7 Elijah stuffed his hands into his pockets and shrugged. He felt the old key.
- 8 “Here he is a few years later,” Rebecca said. “It’s his wedding day. He’s all dressed up, standing next to his bride, Frederica.”
- 9 Elijah moved closer and glanced down at the photograph. Then something else caught his eye. “What’s that?” he asked, pointing to a painted wooden box on the coffee table in front of her.
- 10 “It’s a silent music box,” Rebecca said softly. She put down the album and took the box gently with both hands. “Years ago, when I was a little girl, my brother took the key away. He was just teasing; he didn’t mean to lose it. But he ran outside and dropped it out there somewhere.” She gazed out the window at the vast darkness. “We searched and searched but never found it.”
- 11 Elijah sat down beside her and opened his hand.
- 12 Suddenly his mother’s eyes sparkled. “That’s it! How did you—?” Elijah took a tissue from the box on the end table. He rubbed some rust and dirt off of the key, and then he handed it to her.
- 13 With trembling hands, Rebecca fit the key into the slot and wound up the music box. As its sweet melody played, mother and son listened together.
- 14 “It has been silent for a long, long time,” Rebecca said.
- 15 “It’s so clear!” said Elijah. “It sounds as good as new.” The silence had been broken.

Read this sentence from paragraph 1.

High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

The author uses the phrase in the middle of nowhere to show that

- ☐ A the hill is so tall that Elijah is as high up as the hawk.
- ☐ B Elijah imagines that he is at the center of the world.
- ☐ C the closest house to Elijah is at least one hundred miles away.
- ☐ D Elijah feels very far away from everything that is familiar to him.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 01

Monarchs

by Ann Heiskell Rickey

- Winds go chill in late September
Hinting frost, foretelling snow.
Monarchs one and all remember
Summer's going. They must go.
- 5 One last drink of honey nectar,
One last taste of pollen. Then,
Pointing on a southwest vector,
Monarchs take to wing again.
Hard the journey they've begun,
- 10 Long the way: two thousand miles.
There's a race that must be won
Whether nature frowns or smiles.
Thousands join them one by one.
Men look up and shade their eyes.
- 15 Something's blotting out the sun—
A cloud? A cloud of butterflies.
Now they're flying treetop low,
Now they flutter, now they glide.
If a norther starts to blow
- 20 Up they rise and take a ride.
Carried fast before the storm,
Aided by the frigid flow,
Always heading toward the warm,
Heading south to Mexico.
- 25 Over mountains, over plains,
Over water, desert land,
There's a compass in their brains
No mere man can understand.
With, against, across the wind,
- 30 Buffeted, they never stray;
Like an army disciplined
Not to turn and run away.



Continue



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Dawn to dusk and dusk to dawn,
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Though it takes a hundred days
'Til they've reached the spot at last
40 Where they'll rest and drink and laze.
(You can visit; they're on view,
Millions in their winter home.
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Softer days are calling, calling.
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Long the way . . . long the way . . .

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Read this line from the poem.

Up they rise and take a ride.

In which sentence below does the word rise have the same meaning as in the line from the poem?

- A The house was located at the top of a rise.
- B Josie's brothers complained about the rise in the cost of food.
- C When I became captain of my team, my mom said I would rise to the task.
- D The balloons began to rise into the sky.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 02

Shades of Silence

1 Elijah Raine sat scratching his name into the hard-packed dirt with a pointed stick. High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

2 "Elijah!" his mother called. Elijah glared at the yellow farmhouse that was now supposed to be his home. His mother stood in the doorway. She called him again. As he finished the last letter, he noticed something in the curve of the "h" he had written. Something metal glinted in the rosy late-afternoon sunlight. Elijah picked it up: a rusty old key. He stuck it in his pocket and walked down the hill.



3 Grandpa Joseph had passed away last year, leaving the house and farm to his daughter Rebeccah, Elijah's mother. Elijah had hoped that she would just sell it and use the money to buy a house in the city. She had chosen instead to quit her job at the newspaper and move to the farm. She could write in the country, she said. Elijah had been very unhappy about leaving his friends, his school, and the third-story apartment where he had always lived.

4 In the city, dinnertime had always been an opportunity for conversation between Elijah and his mother. Here, though, he had nothing to say. He knew his silence hurt his mother, but surely it was better than the angry stream of words that lay in wait behind it. It was best to keep quiet. After gobbling up a plateful of spaghetti, his favorite dinner, he quickly muttered, "Thanks," and went to his room.

5 Later, he went down the creaky stairs to look for something to read. In the deep silence, his mother sat alone on the living-room sofa. On her lap lay a photograph album. Looking up, she smiled hopefully and said, "See what I found in the attic?" He nodded but remained standing at the bottom of the stairs.

6 "Here's your great-grandfather Elijah, the one you were named after," Rebeccah said. "He's about your age in this picture. Do you think you look like him?"

Continue



7 Elijah stuffed his hands into his pockets and shrugged. He felt the old key.

8 “Here he is a few years later,” Rebecca said. “It’s his wedding day. He’s all dressed up, standing next to his bride, Frederica.”

9 Elijah moved closer and glanced down at the photograph. Then something else caught his eye. “What’s that?” he asked, pointing to a painted wooden box on the coffee table in front of her.

10 “It’s a silent music box,” Rebecca said softly. She put down the album and took the box gently with both hands. “Years ago, when I was a little girl, my brother took the key away. He was just teasing; he didn’t mean to lose it. But he ran outside and dropped it out there somewhere.” She gazed out the window at the vast darkness. “We searched and searched but never found it.”

11 Elijah sat down beside her and opened his hand.

12 Suddenly his mother’s eyes sparkled. “That’s it! How did you—?” Elijah took a tissue from the box on the end table. He rubbed some rust and dirt off of the key, and then he handed it to her.

13 With trembling hands, Rebecca fit the key into the slot and wound up the music box. As its sweet melody played, mother and son listened together.

14 “It has been silent for a long, long time,” Rebecca said.

15 “It’s so clear!” said Elijah. “It sounds as good as new.” The silence had been broken.

Read this sentence from the story.

With trembling hands, Rebecca fit the key into the slot and wound up the music box.

In which sentence does the underlined word have the same meaning?

A Harsh words can wound a child’s confidence.

B The man wound the clock every day at the same time.

C Lita wound the string around the spool.

D This wound will heal in a few days if it is kept clean and dry.



Grade 5: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 03

Yoshiko Writes

1 Where do most writers get their ideas? For Yoshiko Uchida, it all began with Brownie, a five-month-old puppy. So excited was Yoshiko by Brownie's arrival that she started keeping a journal, using the blank book with the shiny cover of silver and gold gift wrapping that she had made at school. Yoshiko wrote about all the wonderful things Brownie did and the progress he made.

Important People

2 Soon she was writing about other memorable events in her life, too, like the day her family got their first refrigerator. She also began writing stories, thanks to one of her teachers. One day at school, Miss Wolfard put magazine pictures on the bulletin board and encouraged her students to write about them. Yoshiko wrote stories about animal characters such as Jimmy Chipmunk and Willie the Squirrel. She made little booklets out of brown wrapping paper and copied her stories into them. Yoshiko Uchida kept on writing, sharing the kitchen table with her mother, who wrote poems on scraps of paper and the backs of envelopes.

3 Yoshiko grew up in the 1930s in Berkeley, California. Her parents, both of whom had been born in Japan, provided a loving and happy home for Yoshiko and her sister. They also provided a stream of visitors to their home who later found their way into Yoshiko's stories. The visitors were usually Japanese students or new arrivals to America who had no family here. Her parents would invite them to lunch on Sundays after church to help them feel just a little less homesick. Yoshiko's mother would spend hours preparing Japanese meals for them. One visitor who later appeared in several of Yoshiko's stories was grouchy Mr. Toga, who lived above the church that her family attended. Mr. Toga would scold anyone who displeased him. The children all feared him and loved to tell stories about how mean he was and how his false teeth rattled when he talked.

Continue



Important Places

- 4 Yoshiko also included in her stories some of the places she visited and the experiences she had. One of her favorite places was a farm her parents took her to one summer. The owners of the farm, the Okubos, showed Yoshiko and her sister how to pump water from the well and how to gather eggs in the hen house. They fed the mules, Tom and Jerry, that later pulled a wagon loaded with hay while Yoshiko and the others rode in the back, staring up at the stars shimmering in the night sky. Yoshiko, who lived in the city, had never seen such a sight. The images of that hayride stayed with her long after the summer visit ended, and she used them in several of her stories.
- 5 The experiences Yoshiko had growing up and the parade of people who marched through her young life became a part of the world she created in over twenty books for young people, books such as The Best Bad Thing and A Jar of Dreams. Because of such books, we can all share just a little bit of the world and the times in which she grew up.

Read this part of a sentence from the last paragraph of the story.

. . . the parade of people who marched through her young life became a part of the world she created . . .

The phrase “people who marched through her young life” means that Yoshiko

- A loved to write about parades.
- B met many interesting people.
- C liked to go for long walks with others.
- D preferred to talk to her pets instead of to people.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 01

The following is a rough draft of a student's story, which may contain errors.

Abuelita Sees the Ocean

- (1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lotsof ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico City.
- (7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink.
- (8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there.
- (12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun.
- (15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish.
- (17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Continue 

Read this sentence.

Abuelita should also experience the beautiful beach.

If the student wanted to add the above sentence to the story, in which paragraph should it be placed?

A first

B third

C fourth

D fifth



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 02

Here is the first draft of Jasmine's essay. It may contain errors.

Cleaning Crescent Beach

- 1 It was Saturday, so the Green Valley Kickers were supposed to practice soccer as usual. Instead, our coach had volunteered our team to participate in Finvale County's Biannual Beach Cleanup. Twice each year, before and after the summer season, people gather at the beaches to pick up garbage. Some of us, including me, didn't think it was fair that Coach Simms was making us do this. After all, we had signed up for soccer, not trash cleanup!
- 2 We met at Crescent Beach, a long sandy beach shaped like a sliver of moon. Coach Simms passed out rubber gloves and shiny yellow garbage bags. A marine biologist named Dr. Torrez thanked us for agreeing to work. He gave us an article to read called "Beach Garbage." The article explained that each year fourteen billion pounds of garbage go into the world's oceans! Some of this begins as trash thrown on beaches. Some of it starts as garbage dumped into the ocean. All of it ends up as one big mess that needs to be removed.
- 3 Dr. Torrez held up a plastic six-pack ring from soda cans and said, "Fish, sea otters, and even sea lions can get stuck in these." Then he showed us a long piece of fishing line. "Sea life can get entangled in this and die," he said. "In addition, it makes many ocean animals sick when they eat garbage, mistaking it for food. It can kill them."
- 4 As I filled my bag with trash, I couldn't believe how much junk I was finding. I could see why it was a good idea to get rid of all this stuff before summer arrived. People come from near and far to enjoy the warm sand and ocean waves. It was not only ugly but also dangerous. There were broken bottles and rusty cans that people could step on with their bare feet. There were broken toys, cigarette butts, matchbooks, and all kinds of food and drink containers.
- 5 My soccer team filled twenty-five bags with trash! The beach looked so much better when we left. We felt proud of our hard work. I couldn't wait to spend the summer's first sunny day at Crescent Beach.

Continue



The setting of this essay is best described in the first sentence of which paragraph?

A 1

B 2

C 3

D 4



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 03

The following is a rough draft of a student's report. It contains errors.

Hurricanes Versus Tornadoes

- (1) Have you ever called a storm a hurricane when it really was a tornado? (2) This mistake occurs all the time, but it does not have to happen. (3) It is easy to understand the difference.
- (4) Hurricanes are storms that form over tropical waters in the atlantic ocean.
(5) Hurricanes form when winds in a tropical storm begin swirling in a counter clockwise motion and reach speeds of over 75 miles per hour. (6) To better track tropical storms and hurricanes, weather experts decided to name them. (7) Weather experts alternate the names of these hurricanes between male and female names.
- (8) Tornadoes, on the other hand, are different from hurricanes in shape and speed.
(9) Tornadoes are dark clouds with winds that can reach 200 to 300 miles per hour. (10) Their usually much smaller than hurricanes but also much more harmful. (11) When the tail of a tornado touches the ground, it can cause great damage and hardship.
- (12) In general, hurricanes happen over the ocean, while tornadoes happen on land.
(13) Also, the winds of a tornado can reach higher speeds than those of a hurricane.

Which of these sentences should be added at the beginning of the fourth paragraph?

- A Why don't hurricanes and tornadoes have winds that reach the same rate?
- B Tornadoes, not hurricanes, are often called twisters.
- C Tornadoes and hurricanes are similar in many ways.
- D What are the biggest differences between hurricanes and tornadoes?

Continue



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 04

Read this sentence.

His early work with locomotives focused on hauling loads in the mines.

A student looked up the word focus in a dictionary and found this entry.

- focus** n. 1. center of attention
n. 2. a point where light comes together
v. 3. to fix on, concentrate
v. 4. to make clear, sharpen

Which definition *best fits* the meaning of the underlined word in the sentence?

A definition 1

B definition 2

C definition 3

D definition 4



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 05

The following is a rough draft of a student's report. It contains errors.

Wonderful Bats

- 1 Bats are interesting, unusual, and helpful mammals. There are more than 950 different species, or kinds, of bats. They live in all parts of the world except Antarctica, the Arctic, very dry desert places, and some islands. Like other mammals, bats give birth to their babies instead of hatching them from eggs.
- 2 Bats are different from other mammals because they can fly. Their hands are their wings. Each hand has four long finger bones and a smaller bone for a thumb. Webbing between the bones forms a wing. Bats are in the scientific group called Chiroptera, which means "hand and wing."
- 3 Unlike most animals, bats are night creatures. This means that their activity occurs mainly at night. During the day, they are sleeping or resting. While most other animals are sleeping, bats are hunting for food.
- 4 A few kinds of bats feed on small animals such as fish, lizards, and frogs. Three species in Central and South America feed on blood from animals. Bats feed mostly on insects. One type of bat might devour 500 to 600 mosquitoes in an hour. Bats help lower the insect population. Some of these insects destroy crops and spread disease. This is one way that bats help humans.
- 5 When bats eat fruit, they carry bits of the fruit with them from place to place. As they eat their juicy food, they may drop some of the seeds, or the seeds may be come a part of their waste and be carried far from the parent plant. Many of these seeds could not have grown under the covering of the parent plant. Because of the seed droppings of fruit bats, there are many different kinds of plants growing again on ground that had been cleared.

Continue



6 Bats that eat fruit also drink the nectar or eat the pollen from the plants' flowers.

These bats carry some of the pollen on their fur to another flower. The second flower uses this pollen to make seeds and grow more flowers and fruit.

7 Bats are interesting mammals that help people. They fly at night and feed on insects that might otherwise cause harm. They help spread the seeds of plants by eating fruit. By eating nectar and pollen, they carry some of the pollen to other plants, like bees do. All efforts to protect bats should be encouraged. For example, people can build bat houses in their yards. It is also helpful to tell others the good things bats do.

The student found a book in the library called Bats, Wonderful Bats.

In which part of the book would the student most likely find the titles of other books about bats?

A the table of contents

B the bibliography

C the copyright page

D the appendix that discusses the places where bats live



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 01

The following is a rough draft of a student's report, which may contain errors.

Cats in Ancient Egypt

- (1) Many of us love cats. (2) They're beautiful, soft, intelligent, and loving. (3) The ancient Egyptians considered cats to be extremely important and honored them with great respect. (4) There were good reasons for this attitude. (5) For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.
- (6) In addition, without cats Egypt could not have been the important grain-growing center that it was. (7) In grain fields all along the Nile River, cats caught rats and mice that ate crops. (8) Though I don't know what other pets the Egyptians had, cats were probably the most important. (9) Cats were also trained to help hunters by picking up birds that had been shot with bows and arrows.
- (10) The Egyptians appreciated cats so much that Bast, an Egyptian goddess, was pictured in the form of a cat. (11) Bast appears in artwork. (12) She was the protector of the house. (13) This idea made a special connection between cats and children. (14) That's why most Egyptian families had cats for good luck.
- (15) The safety and preservation of all cats were of great concern to ancient Egyptians. (16) There were even laws against removing a cat from Egypt. (17) Foreigners sometimes smuggled cats out of Egypt. (18) They took the cats to other lands. (19) They traded them for treasures in these lands. (20) Egyptian soldiers were sent to pick up cats found in other countries and bring them back home to Egypt.

Continue



Which sentence should be removed from the report because it has the least to do with the topic?

A For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.

B Though I don't know what other pets the Egyptians had, cats were probably the most important.

C That's why most Egyptian families had cats for good luck.

D There were even laws against removing a cat from Egypt.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 02

The following is a rough draft of a student's report, which may contain errors.

Cats in Ancient Egypt

- (1) Many of us love cats. (2) They're beautiful, soft, intelligent, and loving. (3) The ancient Egyptians considered cats to be extremely important and honored them with great respect. (4) There were good reasons for this attitude. (5) For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.
- (6) In addition, without cats Egypt could not have been the important grain-growing center that it was. (7) In grain fields all along the Nile River, cats caught rats and mice that ate crops. (8) Though I don't know what other pets the Egyptians had, cats were probably the most important. (9) Cats were also trained to help hunters by picking up birds that had been shot with bows and arrows.
- (10) The Egyptians appreciated cats so much that Bast, an Egyptian goddess, was pictured in the form of a cat. (11) Bast appears in artwork. (12) She was the protector of the house. (13) This idea made a special connection between cats and children. (14) That's why most Egyptian families had cats for good luck.
- (15) The safety and preservation of all cats were of great concern to ancient Egyptians. (16) There were even laws against removing a cat from Egypt. (17) Foreigners sometimes smuggled cats out of Egypt. (18) They took the cats to other lands. (19) They traded them for treasures in these lands. (20) Egyptian soldiers were sent to pick up cats found in other countries and bring them back home to Egypt.

Continue



How can sentence 18 and sentence 19 best be combined?

A They took the cats, but then they traded them for treasures in other lands.

B Taking the cats to other lands, then trading them for treasures there.

C They took the cats to other lands, where they traded them for treasures.

D To other lands taking the cats, while trading them for treasures there.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 03

The following is a rough draft of a student's report, which may contain errors.

Cats in Ancient Egypt

- (1) Many of us love cats. (2) They're beautiful, soft, intelligent, and loving. (3) The ancient Egyptians considered cats to be extremely important and honored them with great respect. (4) There were good reasons for this attitude. (5) For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.
- (6) In addition, without cats Egypt could not have been the important grain-growing center that it was. (7) In grain fields all along the Nile River, cats caught rats and mice that ate crops. (8) Though I don't know what other pets the Egyptians had, cats were probably the most important. (9) Cats were also trained to help hunters by picking up birds that had been shot with bows and arrows.
- (10) The Egyptians appreciated cats so much that Bast, an Egyptian goddess, was pictured in the form of a cat. (11) Bast appears in artwork. (12) She was the protector of the house. (13) This idea made a special connection between cats and children. (14) That's why most Egyptian families had cats for good luck.
- (15) The safety and preservation of all cats were of great concern to ancient Egyptians. (16) There were even laws against removing a cat from Egypt. (17) Foreigners sometimes smuggled cats out of Egypt. (18) They took the cats to other lands. (19) They traded them for treasures in these lands. (20) Egyptian soldiers were sent to pick up cats found in other countries and bring them back home to Egypt.

Continue



If the student adds a concluding paragraph at the end of the report, it should

A list the sources used to write the report.

B explain how pets bring enjoyment into people's lives.

C summarize the main points from the report.

D mention other interesting details about ancient Egypt.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 04

Here is the first draft of Jasmine's essay. It may contain errors.

Cleaning Crescent Beach

- 1 It was Saturday, so the Green Valley Kickers were supposed to practice soccer as usual. Instead, our coach had volunteered our team to participate in Finvale County's Biannual Beach Cleanup. Twice each year, before and after the summer season, people gather at the beaches to pick up garbage. Some of us, including me, didn't think it was fair that Coach Simms was making us do this. After all, we had signed up for soccer, not trash cleanup!
- 2 We met at Crescent Beach, a long sandy beach shaped like a sliver of moon. Coach Simms passed out rubber gloves and shiny yellow garbage bags. A marine biologist named Dr. Torrez thanked us for agreeing to work. He gave us an article to read called "Beach Garbage." The article explained that each year fourteen billion pounds of garbage go into the world's oceans! Some of this begins as trash thrown on beaches. Some of it starts as garbage dumped into the ocean. All of it ends up as one big mess that needs to be removed.
- 3 Dr. Torrez held up a plastic six-pack ring from soda cans and said, "Fish, sea otters, and even sea lions can get stuck in these." Then he showed us a long piece of fishing line. "Sea life can get entangled in this and die," he said. "In addition, it makes many ocean animals sick when they eat garbage, mistaking it for food. It can kill them."
- 4 As I filled my bag with trash, I couldn't believe how much junk I was finding. I could see why it was a good idea to get rid of all this stuff before summer arrived. People come from near and far to enjoy the warm sand and ocean waves. It was not only ugly but also dangerous. There were broken bottles and rusty cans that people could step on with their bare feet. There were broken toys, cigarette butts, matchbooks, and all kinds of food and drink containers.
- 5 My soccer team filled twenty-five bags with trash! The beach looked so much better when we left. We felt proud of our hard work. I couldn't wait to spend the summer's first sunny day at Crescent Beach.

Continue



Which sentence could Jasmine add at the end of paragraph 5 to help summarize her essay?

A I also looked forward to the end of September when I would help to clean it up again.

B There are many other beautiful beaches in our county, too.

C Many bags of garbage were filled at Crescent Beach that day.

D We usually play soccer on Saturdays, but one time we did something else.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 05

Here is the first draft of Jasmine's essay. It may contain errors.

Cleaning Crescent Beach

- 1 It was Saturday, so the Green Valley Kickers were supposed to practice soccer as usual. Instead, our coach had volunteered our team to participate in Finvale County's Biannual Beach Cleanup. Twice each year, before and after the summer season, people gather at the beaches to pick up garbage. Some of us, including me, didn't think it was fair that Coach Simms was making us do this. After all, we had signed up for soccer, not trash cleanup!
- 2 We met at Crescent Beach, a long sandy beach shaped like a sliver of moon. Coach Simms passed out rubber gloves and shiny yellow garbage bags. A marine biologist named Dr. Torrez thanked us for agreeing to work. He gave us an article to read called "Beach Garbage." The article explained that each year fourteen billion pounds of garbage go into the world's oceans! Some of this begins as trash thrown on beaches. Some of it starts as garbage dumped into the ocean. All of it ends up as one big mess that needs to be removed.
- 3 Dr. Torrez held up a plastic six-pack ring from soda cans and said, "Fish, sea otters, and even sea lions can get stuck in these." Then he showed us a long piece of fishing line. "Sea life can get entangled in this and die," he said. "In addition, it makes many ocean animals sick when they eat garbage, mistaking it for food. It can kill them."
- 4 As I filled my bag with trash, I couldn't believe how much junk I was finding. I could see why it was a good idea to get rid of all this stuff before summer arrived. People come from near and far to enjoy the warm sand and ocean waves. It was not only ugly but also dangerous. There were broken bottles and rusty cans that people could step on with their bare feet. There were broken toys, cigarette butts, matchbooks, and all kinds of food and drink containers.
- 5 My soccer team filled twenty-five bags with trash! The beach looked so much better when we left. We felt proud of our hard work. I couldn't wait to spend the summer's first sunny day at Crescent Beach.

Continue



Which sentence could Jasmine add at the end of paragraph 1 to help develop the situation?

A Our coach always insisted that we arrive at soccer practice on time.

B She told us, however, that being a good sport wasn't always about playing sports.

C Last year I had played baseball, but this year I had decided to play soccer.

D The beaches in Finvale County are wellknown for their fine swimming water.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 06

Tomás's teacher asked the students to write about an inventor and his or her invention. The following is a rough draft of Tomás's report. It may contain errors.

Garrett Morgan

- 1 When you're in a hurry, traffic signals can seem like a bother. You might wish they weren't there sometimes. The truth is that traffic signals help keep things moving. The traffic signal was invented by Garrett Morgan, a famous African American inventor. It greatly improved the safety of America's streets and roadways. The traffic lights that we use today are based on Morgan's ideas.
- 2 Born in Kentucky in 1877, Morgan was already an accomplished inventor when he came up with the idea for traffic signals after witnessing a terrible accident. In the early 1900s, people were just beginning to use cars. It was common for bicycles, horses, and people to share the same streets. One day Morgan saw a car and a horse-drawn wagon crash into each other. Both the driver of the car and the horse were seriously hurt.
- 3 Morgan decided that something must be done. There had to be a better way for people and cars to move through the streets. He set out to find a way of directing traffic automatically.
- 4 In 1923 Morgan's work was complete. He had developed a new invention, the traffic signal. It was a tall, T-shaped pole with three signs. One sign said STOP. One said GO. The third sign told all traffic to stop so that people who were walking could cross the street. The signal automatically rose and lowered the signs at set intervals.
- 5 Garrett Morgan's traffic management device was used across the United States until it was replaced by the red, green, and yellow traffic lights that we use now. Shortly before his death, the United States government gave Morgan a special award for the invention of the traffic signal.

Continue



6 Although Morgan is best known for his traffic signal, it was just one of many inventions that he made and sold over the years. He also developed the gas mask. The gas mask helped firefighters breathe inside smoke-filled buildings.

7 Garrett Morgan died in 1963, after living a long and successful life. His work and ideas made the world a safer place. The next time your at a traffic signal, remember Garrett Morgan.

If Tomás added a sentence to paragraph 6, it would most likely be about

A Morgan's other inventions.

B what Morgan did with his money.

C other inventions that help firefighters.

D how Morgan died.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 07

Tomás's teacher asked the students to write about an inventor and his or her invention. The following is a rough draft of Tomás's report. It may contain errors.

Garrett Morgan

- 1 When you're in a hurry, traffic signals can seem like a bother. You might wish they weren't there sometimes. The truth is that traffic signals help keep things moving. The traffic signal was invented by Garrett Morgan, a famous African American inventor. It greatly improved the safety of America's streets and roadways. The traffic lights that we use today are based on Morgan's ideas.
- 2 Born in Kentucky in 1877, Morgan was already an accomplished inventor when he came up with the idea for traffic signals after witnessing a terrible accident. In the early 1900s, people were just beginning to use cars. It was common for bicycles, horses, and people to share the same streets. One day Morgan saw a car and a horse-drawn wagon crash into each other. Both the driver of the car and the horse were seriously hurt.
- 3 Morgan decided that something must be done. There had to be a better way for people and cars to move through the streets. He set out to find a way of directing traffic automatically.
- 4 In 1923 Morgan's work was complete. He had developed a new invention, the traffic signal. It was a tall, T-shaped pole with three signs. One sign said STOP. One said GO. The third sign told all traffic to stop so that people who were walking could cross the street. The signal automatically rose and lowered the signs at set intervals.
- 5 Garrett Morgan's traffic management device was used across the United States until it was replaced by the red, green, and yellow traffic lights that we use now. Shortly before his death, the United States government gave Morgan a special award for the invention of the traffic signal.

Continue



6 Although Morgan is best known for his traffic signal, it was just one of many inventions that he made and sold over the years. He also developed the gas mask. The gas mask helped firefighters breathe inside smoke-filled buildings.

7 Garrett Morgan died in 1963, after living a long and successful life. His work and ideas made the world a safer place. The next time your at a traffic signal, remember Garrett Morgan.

Read these sentences from Tomás's report.

You might wish they weren't there sometimes.
The truth is that traffic signals help keep things moving.

Which of these is the best way to combine these sentences?

A You might wish they weren't there sometimes, and the truth is that traffic signals help keep things moving.

B Because the truth is that traffic signals help keep things moving, you might wish they weren't there sometimes.

C You might wish they weren't there sometimes, but the truth is that traffic signals help keep things moving.

D Since you might wish they weren't there, the truth is that traffic signals sometimes help keep things moving.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 08

The following is a rough draft of a student's report. It contains errors.

Hurricanes Versus Tornadoes

- (1) Have you ever called a storm a hurricane when it really was a tornado? (2) This mistake occurs all the time, but it does not have to happen. (3) It is easy to understand the difference.
- (4) Hurricanes are storms that form over tropical waters in the atlantic ocean.
(5) Hurricanes form when winds in a tropical storm begin swirling in a counter clockwise motion and reach speeds of over 75 miles per hour. (6) To better track tropical storms and hurricanes, weather experts decided to name them. (7) Weather experts alternate the names of these hurricanes between male and female names.
- (8) Tornadoes, on the other hand, are different from hurricanes in shape and speed.
(9) Tornadoes are dark clouds with winds that can reach 200 to 300 miles per hour. (10) Their usually much smaller than hurricanes but also much more harmful. (11) When the tail of a tornado touches the ground, it can cause great damege and hardship.
- (12) In general, hurricanes happen over the ocean, while tornadoes happen on land.
(13) Also, the winds of a tornado can reach higher speeds than those of a hurricane.

Which sentence should be added as the last sentence of the first paragraph to state the topic of the report?

- A Although hurricanes and tornadoes are both storms, they differ in many ways.
- B Many people do not know a lot about the weather.
- C Hurricanes are a kind of storm that begins over the ocean and may come to land.
- D People should learn about tornadoes and how to know they are approaching.

Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 09

Here is the first draft of Jasmine's essay. It may contain errors.

Cleaning Crescent Beach

- 1 It was Saturday, so the Green Valley Kickers were supposed to practice soccer as usual. Instead, our coach had volunteered our team to participate in Finvale County's Biannual Beach Cleanup. Twice each year, before and after the summer season, people gather at the beaches to pick up garbage. Some of us, including me, didn't think it was fair that Coach Simms was making us do this. After all, we had signed up for soccer, not trash cleanup!
- 2 We met at Crescent Beach, a long sandy beach shaped like a sliver of moon. Coach Simms passed out rubber gloves and shiny yellow garbage bags. A marine biologist named Dr. Torrez thanked us for agreeing to work. He gave us an article to read called "Beach Garbage." The article explained that each year fourteen billion pounds of garbage go into the world's oceans! Some of this begins as trash thrown on beaches. Some of it starts as garbage dumped into the ocean. All of it ends up as one big mess that needs to be removed.
- 3 Dr. Torrez held up a plastic six-pack ring from soda cans and said, "Fish, sea otters, and even sea lions can get stuck in these." Then he showed us a long piece of fishing line. "Sea life can get entangled in this and die," he said. "In addition, it makes many ocean animals sick when they eat garbage, mistaking it for food. It can kill them."
- 4 As I filled my bag with trash, I couldn't believe how much junk I was finding. I could see why it was a good idea to get rid of all this stuff before summer arrived. People come from near and far to enjoy the warm sand and ocean waves. It was not only ugly but also dangerous. There were broken bottles and rusty cans that people could step on with their bare feet. There were broken toys, cigarette butts, matchbooks, and all kinds of food and drink containers.
- 5 My soccer team filled twenty-five bags with trash! The beach looked so much better when we left. We felt proud of our hard work. I couldn't wait to spend the summer's first sunny day at Crescent Beach.

Continue



Jasmine might use these sentences in her essay.

The beaches in our area were once clean. They are not clean anymore.

Jasmine looks up the word clean in a thesaurus and finds this entry.

clean adj. 1. pure, unspoiled, spotless.

2. even, regular.

3. thorough, complete.

4. honest, fair.

In the second sentence, Jasmine wants to replace clean with a synonym.

Which word should she use?

A complete

B even

C unspoiled

D honest



Back

Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 10

The following is a rough draft of a student's report. It contains errors.

Navajo Weavers

- (1) Navajo folklore relates a legend about how the Navajo people began to weave. (2) On the Navajo reservation in Arizona there is a rock named Spider rock. (3) A legendary figure called Spider Man appeared on the rock and told the Navajo people how to make a loom, while Spider Woman taught them how to weave on it. (4) Spider Man created the loom from poles of earth and sky, sun rays, rock crystals, lightning, and white shells.
- (5) Many Navajo legends, traditions, and beliefs are expressed in their weaving. (6) The Navajos have been weaving for hundreds of years and are known throughout the world for their beautiful woven rugs. (7) Today, new patterns are mixed with the handed-down designs to make creative and exciting works of art.
- (8) Women do most of the weaving. (9) Navajo girls are taught to weave by their grandmothers, mothers, or aunts. (10) A young girl often begins by watching an older weaver. (11) She may also help to prepare and dye the yarn. (12) When the girl has mastered the art, she is congratulated and given a gift. (13) The older weaver presents her with a small loom, and the girl is ready to weave.
- (14) In the past, all Navajo girls learned to weave. (15) Fewer girls are learning to weave today because there are different opportunities open to them. (16) Nonetheless, children in Navajo schools today are taught about the art of weaving, from preschool all the way to college. (17) "People are invited to compare a fine Navajo weaving with a fine oil painting," explains a Navajo weaving instructor.

Continue



What is the best way to write sentence 13?

- A Ready to weave, the older weaver presents her with a small loom.
- B The older weaver, when a girl is ready to weave, presents her with a small loom.
- C When a girl is ready to weave, the older weaver presents her with a small loom.
- D A girl who is ready to weave is presented by the older weaver with a small loom.



Back

Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 11

The following is a rough draft of a student's journal entry. It may contain errors.

August 21, 2003

- (1) The house next door stood vacant for almost a month, but yesterday everything changed. (2) Mom and Dad told my brother Luke that the Wilson family bought the vacant home this summer. (3) Luke told me the news, but we had not seen anyone move in yet. (4) Early yesterday morning, however, a moving truck pulled up to the front of the home. (5) Luke and I quickly ate breakfast and decided to go outside to play catch; we hoped to see the new family that purchased the home next door. (6) A few minutes later, a car pulled up next door. (7) Trying not to act too excited, I casually set down my ball and glove and sat on the steps outside our front door. (8) Luke joined me, but the people in the car did not see him or me. (9) I watched five people walk up to the front of the home: a man, a woman, and three children.
- (10) The family stopped next to the big oak tree. (11) A man carried a large brown box that was almost too big for him to hold. (12) The man reached into the box and pulled out a large tire. (13) "A tire!" Luke exclaimed as he quickly jumped up.
- (14) The man reached into the box and took out a long rope. (15) He tied one end of the rope to the tire and the other end to a tree branch. (16) The family stepped back to admire the tire. (17) The two younger children began taking turns swinging on it. (18) The older brother looked around. (19) He spotted my ball and glove where they lay on the grass. (20) Then his head turned toward Luke and me.
- (21) I looked at Luke and smiled. (22) We stood up and walked over to meet our new neighbors.

Continue



Which sentence could best be added to the end of the second paragraph to help develop the plot of the story?

A I am looking forward to starting another school year with my new neighbors.

B For breakfast that morning, Luke and I ate eggs and toast.

C The big oak tree next to my house provides shade on sunny days.

D Luke and I patiently watched and wondered how they were going to use an old fire.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 12

The following is a rough draft of a student's journal entry. It may contain errors.

August 21, 2003

- (1) The house next door stood vacant for almost a month, but yesterday everything changed. (2) Mom and Dad told my brother Luke that the Wilson family bought the vacant home this summer. (3) Luke told me the news, but we had not seen anyone move in yet. (4) Early yesterday morning, however, a moving truck pulled up to the front of the home. (5) Luke and I quickly ate breakfast and decided to go outside to play catch; we hoped to see the new family that purchased the home next door. (6) A few minutes later, a car pulled up next door. (7) Trying not to act too excited, I casually set down my ball and glove and sat on the steps outside our front door. (8) Luke joined me, but the people in the car did not see him or me. (9) I watched five people walk up to the front of the home: a man, a woman, and three children.
- (10) The family stopped next to the big oak tree. (11) A man carried a large brown box that was almost too big for him to hold. (12) The man reached into the box and pulled out a large tire. (13) "A tire!" Luke exclaimed as he quickly jumped up.
- (14) The man reached into the box and took out a long rope. (15) He tied one end of the rope to the tire and the other end to a tree branch. (16) The family stepped back to admire the tire. (17) The two younger children began taking turns swinging on it. (18) The older brother looked around. (19) He spotted my ball and glove where they lay on the grass. (20) Then his head turned toward Luke and me.
- (21) I looked at Luke and smiled. (22) We stood up and walked over to meet our new neighbors.

Continue



Which sentence could best be added to the journal entry to better end the story?

A I was really curious about the box that the man carried.

B Luke and I have played with the children next door every day since they arrived.

C One of the children was wearing a bright red shirt and blue jeans.

D Luke and I really enjoy swinging on our new neighbors' tire swing.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 13

The following is a rough draft of a student's report. It contains errors.

Wonderful Bats

- 1 Bats are interesting, unusual, and helpful mammals. There are more than 950 different species, or kinds, of bats. They live in all parts of the world except Antarctica, the Arctic, very dry desert places, and some islands. Like other mammals, bats give birth to their babies instead of hatching them from eggs.
- 2 Bats are different from other mammals because they can fly. Their hands are their wings. Each hand has four long finger bones and a smaller bone for a thumb. Webbing between the bones forms a wing. Bats are in the scientific group called Chiroptera, which means "hand and wing."
- 3 Unlike most animals, bats are night creatures. This means that their activity occurs mainly at night. During the day, they are sleeping or resting. While most other animals are sleeping, bats are hunting for food.
- 4 A few kinds of bats feed on small animals such as fish, lizards, and frogs. Three species in Central and South America feed on blood from animals. Bats feed mostly on insects. One type of bat might devour 500 to 600 mosquitoes in an hour. Bats help lower the insect population. Some of these insects destroy crops and spread disease. This is one way that bats help humans.
- 5 When bats eat fruit, they carry bits of the fruit with them from place to place. As they eat their juicy food, they may drop some of the seeds, or the seeds may become a part of their waste and be carried far from the parent plant. Many of these seeds could not have grown under the covering of the parent plant. Because of the seed droppings of fruit bats, there are many different kinds of plants growing again on ground that had been cleared.

Continue



6 Bats that eat fruit also drink the nectar or eat the pollen from the plants' flowers.

These bats carry some of the pollen on their fur to another flower. The second flower uses this pollen to make seeds and grow more flowers and fruit.

7 Bats are interesting mammals that help people. They fly at night and feed on insects that might otherwise cause harm. They help spread the seeds of plants by eating fruit. By eating nectar and pollen, they carry some of the pollen to other plants, like bees do. All efforts to protect bats should be encouraged. For example, people can build bat houses in their yards. It is also helpful to tell others the good things bats do.

Which sentence in the conclusion summarizes the ideas in paragraph 5?

A For example, people can build bat houses in their yards.

B They help spread the seeds of plants by eating fruit.

C It is also helpful to tell others the good things bats do.

D They fly at night and feed on insects that might otherwise cause harm.



Grade 5: English-Language Arts

Writing Strategies (Performance Level: Basic) – Question 01

The following is a rough draft of a student's report. It contains errors.

Wonderful Bats

- 1 Bats are interesting, unusual, and helpful mammals. There are more than 950 different species, or kinds, of bats. They live in all parts of the world except Antarctica, the Arctic, very dry desert places, and some islands. Like other mammals, bats give birth to their babies instead of hatching them from eggs.
- 2 Bats are different from other mammals because they can fly. Their hands are their wings. Each hand has four long finger bones and a smaller bone for a thumb. Webbing between the bones forms a wing. Bats are in the scientific group called Chiroptera, which means "hand and wing."
- 3 Unlike most animals, bats are night creatures. This means that their activity occurs mainly at night. During the day, they are sleeping or resting. While most other animals are sleeping, bats are hunting for food.
- 4 A few kinds of bats feed on small animals such as fish, lizards, and frogs. Three species in Central and South America feed on blood from animals. Bats feed mostly on insects. One type of bat might devour 500 to 600 mosquitoes in an hour. Bats help lower the insect population. Some of these insects destroy crops and spread disease. This is one way that bats help humans.
- 5 When bats eat fruit, they carry bits of the fruit with them from place to place. As they eat their juicy food, they may drop some of the seeds, or the seeds may be come a part of their waste and be carried far from the parent plant. Many of these seeds could not have grown under the covering of the parent plant. Because of the seed droppings of fruit bats, there are many different kinds of plants growing again on ground that had been cleared.

Continue



6 Bats that eat fruit also drink the nectar or eat the pollen from the plants' flowers.

These bats carry some of the pollen on their fur to another flower. The second flower uses this pollen to make seeds and grow more flowers and fruit.

7 Bats are interesting mammals that help people. They fly at night and feed on insects that might otherwise cause harm. They help spread the seeds of plants by eating fruit. By eating nectar and pollen, they carry some of the pollen to other plants, like bees do. All efforts to protect bats should be encouraged. For example, people can build bat houses in their yards. It is also helpful to tell others the good things bats do.

Which sentence is the topic sentence for the report?

A Bats are interesting, unusual, and helpful mammals.

B There are more than 950 different species, or kinds, of bats.

C Like other mammals, bats give birth to their babies instead of hatching them from eggs.

D Bats are different from other mammals because they can fly.



Back

Grade 5: English-Language Arts

Writing Strategies (Performance Level: Basic) – Question 02

The following is a rough draft of a student's report. It contains errors.

Wonderful Bats

- 1 Bats are interesting, unusual, and helpful mammals. There are more than 950 different species, or kinds, of bats. They live in all parts of the world except Antarctica, the Arctic, very dry desert places, and some islands. Like other mammals, bats give birth to their babies instead of hatching them from eggs.
- 2 Bats are different from other mammals because they can fly. Their hands are their wings. Each hand has four long finger bones and a smaller bone for a thumb. Webbing between the bones forms a wing. Bats are in the scientific group called Chiroptera, which means "hand and wing."
- 3 Unlike most animals, bats are night creatures. This means that their activity occurs mainly at night. During the day, they are sleeping or resting. While most other animals are sleeping, bats are hunting for food.
- 4 A few kinds of bats feed on small animals such as fish, lizards, and frogs. Three species in Central and South America feed on blood from animals. Bats feed mostly on insects. One type of bat might devour 500 to 600 mosquitoes in an hour. Bats help lower the insect population. Some of these insects destroy crops and spread disease. This is one way that bats help humans.
- 5 When bats eat fruit, they carry bits of the fruit with them from place to place. As they eat their juicy food, they may drop some of the seeds, or the seeds may be come a part of their waste and be carried far from the parent plant. Many of these seeds could not have grown under the covering of the parent plant. Because of the seed droppings of fruit bats, there are many different kinds of plants growing again on ground that had been cleared.

Continue



6 Bats that eat fruit also drink the nectar or eat the pollen from the plants' flowers.

These bats carry some of the pollen on their fur to another flower. The second flower uses this pollen to make seeds and grow more flowers and fruit.

7 Bats are interesting mammals that help people. They fly at night and feed on insects that might otherwise cause harm. They help spread the seeds of plants by eating fruit. By eating nectar and pollen, they carry some of the pollen to other plants, like bees do. All efforts to protect bats should be encouraged. For example, people can build bat houses in their yards. It is also helpful to tell others the good things bats do.

Read these sentences from paragraph 4.

A few kinds of bats feed on small animals such as fish, lizards, and frogs. Three species in Central and South America feed on blood from animals. Bats feed mostly on insects.

Which transitional word is best used at the beginning of the sentence “Bats feed mostly on insects” to link it to the previous two sentences?

A Likewise,

B Next,

C However,

D Also,



Back

Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 01

The following is a rough draft of a student's story, which may contain errors.

Abuelita Sees the Ocean

- (1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lotsof ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico City. (7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink. (8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there. (12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun. (15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish. (17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Continue



What is the correct spelling of the underlined word in sentence 19?

A begginning

B beggining

C beginning

D Leave as is.



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 02

Tomás's teacher asked the students to write about an inventor and his or her invention. The following is a rough draft of Tomás's report. It may contain errors.

Garrett Morgan

- 1 When you're in a hurry, traffic signals can seem like a bother. You might wish they weren't there sometimes. The truth is that traffic signals help keep things moving. The traffic signal was invented by Garrett Morgan, a famous African American inventor. It greatly improved the safety of America's streets and roadways. The traffic lights that we use today are based on Morgan's ideas.
- 2 Born in Kentucky in 1877, Morgan was already an accomplished inventor when he came up with the idea for traffic signals after witnessing a terrible accident. In the early 1900s, people were just beginning to use cars. It was common for bicycles, horses, and people to share the same streets. One day Morgan saw a car and a horse-drawn wagon crash into each other. Both the driver of the car and the horse were seriously hurt.
- 3 Morgan decided that something must be done. There had to be a better way for people and cars to move through the streets. He set out to find a way of directing traffic automatically.
- 4 In 1923 Morgan's work was complete. He had developed a new invention, the traffic signal. It was a tall, T-shaped pole with three signs. One sign said STOP. One said GO. The third sign told all traffic to stop so that people who were walking could cross the street. The signal automatically rose and lowered the signs at set intervals.
- 5 Garrett Morgan's traffic management device was used across the United States until it was replaced by the red, green, and yellow traffic lights that we use now. Shortly before his death, the United States government gave Morgan a special award for the invention of the traffic signal.

Continue



6 Although Morgan is best known for his traffic signal, it was just one of many inventions that he made and sold over the years. He also developed the gas mask. The gas mask helped firefighters breathe inside smoke-filled buildings.

7 Garrett Morgan died in 1963, after living a long and successful life. His work and ideas made the world a safer place. The next time your at a traffic signal, remember Garrett Morgan.

Read this sentence from Tomás's report.

The next time your at a traffic signal, remember Garrett Morgan.

Which of the underlined words is misspelled?

A your

B traffic

C signal

D remember



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 03

Tomás's teacher asked the students to write about an inventor and his or her invention. The following is a rough draft of Tomás's report. It may contain errors.

Garrett Morgan

- 1 When you're in a hurry, traffic signals can seem like a bother. You might wish they weren't there sometimes. The truth is that traffic signals help keep things moving. The traffic signal was invented by Garrett Morgan, a famous African American inventor. It greatly improved the safety of America's streets and roadways. The traffic lights that we use today are based on Morgan's ideas.
- 2 Born in Kentucky in 1877, Morgan was already an accomplished inventor when he came up with the idea for traffic signals after witnessing a terrible accident. In the early 1900s, people were just beginning to use cars. It was common for bicycles, horses, and people to share the same streets. One day Morgan saw a car and a horse-drawn wagon crash into each other. Both the driver of the car and the horse were seriously hurt.
- 3 Morgan decided that something must be done. There had to be a better way for people and cars to move through the streets. He set out to find a way of directing traffic automatically.
- 4 In 1923 Morgan's work was complete. He had developed a new invention, the traffic signal. It was a tall, T-shaped pole with three signs. One sign said STOP. One said GO. The third sign told all traffic to stop so that people who were walking could cross the street. The signal automatically rose and lowered the signs at set intervals.
- 5 Garrett Morgan's traffic management device was used across the United States until it was replaced by the red, green, and yellow traffic lights that we use now. Shortly before his death, the United States government gave Morgan a special award for the invention of the traffic signal.

Continue



6 Although Morgan is best known for his traffic signal, it was just one of many inventions that he made and sold over the years. He also developed the gas mask. The gas mask helped firefighters breathe inside smoke-filled buildings.

7 Garrett Morgan died in 1963, after living a long and successful life. His work and ideas made the world a safer place. The next time your at a traffic signal, remember Garrett Morgan.

Here is a sentence Tomás thought about using in his report.

Garrett Morgan, a famous African American inventor was born in 1877.

What is the correct way to write this sentence?

A Garrett Morgan a famous African American inventor, was born in 1877.

B Garrett Morgan a famous African American inventor was born in 1877.

C Garrett Morgan, a famous African American inventor, was born in 1877.

D Leave as is.



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 04

The following is a rough draft of a student's report. It contains errors.

Navajo Weavers

- (1) Navajo folklore relates a legend about how the Navajo people began to weave. (2) On the Navajo reservation in Arizona there is a rock named Spider rock. (3) A legendary figure called Spider Man appeared on the rock and told the Navajo people how to make a loom, while Spider Woman taught them how to weave on it. (4) Spider Man created the loom from poles of earth and sky, sun rays, rock crystals, lightning, and white shells.
- (5) Many Navajo legends, traditions, and beliefs are expressed in their weaving. (6) The Navajos have been weaving for hundreds of years and are known throughout the world for their beautiful woven rugs. (7) Today, new patterns are mixed with the handed-down designs to make creative and exciting works of art.
- (8) Women do most of the weaving. (9) Navajo girls are taught to weave by their grandmothers, mothers, or aunts. (10) A young girl often begins by watching an older weaver. (11) She may also help to prepare and dye the yarn. (12) When the girl has mastered the art, she is congratulated and given a gift. (13) The older weaver presents her with a small loom, and the girl is ready to weave.
- (14) In the past, all Navajo girls learned to weave. (15) Fewer girls are learning to weave today because there are different opportunities open to them. (16) Nonetheless, children in Navajo schools today are taught about the art of weaving, from preschool all the way to college. (17) "People are invited to compare a fine Navajo weaving with a fine oil painting," explains a Navajo weaving instructor.

Continue



What is the correct way to write the underlined words in sentence 9?

A by their Grandmothers, Mothers, or Aunts.

B by their grandmothers, Mothers, or aunts.

C by their Grandmothers, Mothers, or aunts.

D by their grandmothers, mothers, or aunts.



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 01

Read this sentence.

Last night I wrote a funny poem called Song of the Early Riser.

What is the correct way to write the underlined part of the sentence?

A "Song" of the Early Riser

B "Song of the early Riser"

C "Song of the Early Riser"

D Leave as is.

Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 02

Read this sentence.

Mrs. Molloy teach us many interesting facts about California history last year.

What is the correct way to write the underlined verb in the sentence?

☐ A teaches

☐ B taught

☐ C teached

☐ D teaching

Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 03

The following is a rough draft of a student's story, which may contain errors.

Abuelita Sees the Ocean

- (1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lotsof ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico City. (7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink. (8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there. (12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun. (15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish. (17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Continue



How should sentence 18 be correctly written?

- A We had a big bottle full of Abuelita's ice-cold lemonade, as a result, it tasted even better than the day before.
- B We had a big bottle full of Abuelita's ice-cold lemonade, eventually it tasted even better than the day before.
- C We had a big bottle full of Abuelita's ice-cold lemonade, which tasted even better than the day before.
- D We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before.



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 04

Tomás's teacher asked the students to write about an inventor and his or her invention. The following is a rough draft of Tomás's report. It may contain errors.

Garrett Morgan

- 1 When you're in a hurry, traffic signals can seem like a bother. You might wish they weren't there sometimes. The truth is that traffic signals help keep things moving. The traffic signal was invented by Garrett Morgan, a famous African American inventor. It greatly improved the safety of America's streets and roadways. The traffic lights that we use today are based on Morgan's ideas.
- 2 Born in Kentucky in 1877, Morgan was already an accomplished inventor when he came up with the idea for traffic signals after witnessing a terrible accident. In the early 1900s, people were just beginning to use cars. It was common for bicycles, horses, and people to share the same streets. One day Morgan saw a car and a horse-drawn wagon crash into each other. Both the driver of the car and the horse were seriously hurt.
- 3 Morgan decided that something must be done. There had to be a better way for people and cars to move through the streets. He set out to find a way of directing traffic automatically.
- 4 In 1923 Morgan's work was complete. He had developed a new invention, the traffic signal. It was a tall, T-shaped pole with three signs. One sign said STOP. One said GO. The third sign told all traffic to stop so that people who were walking could cross the street. The signal automatically rose and lowered the signs at set intervals.
- 5 Garrett Morgan's traffic management device was used across the United States until it was replaced by the red, green, and yellow traffic lights that we use now. Shortly before his death, the United States government gave Morgan a special award for the invention of the traffic signal.

Continue



- 6 Although Morgan is best known for his traffic signal, it was just one of many inventions that he made and sold over the years. He also developed the gas mask. The gas mask helped firefighters breathe inside smoke-filled buildings.
- 7 Garrett Morgan died in 1963, after living a long and successful life. His work and ideas made the world a safer place. The next time your at a traffic signal, remember Garrett Morgan.

Read these sentences from paragraph 6.

He also developed the gas mask. The gas mask helped firefighters breathe inside smoke-filled buildings.

Which is the best way to combine these sentences?

A He also developed the gas mask, and the gas mask helped firefighters breathe in smokefilled buildings.

B He also developed the gas mask and helped firefighters breathe in smoke-filled buildings.

C He also developed the gas mask, which helped firefighters breathe inside smoke-filled buildings.

D He also developed the gas mask which helped firefighters because it helped them breathe in smoke-filled buildings.



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 05

The following is a rough draft of a student's report. It contains errors.

Hurricanes Versus Tornadoes

- (1) Have you ever called a storm a hurricane when it really was a tornado? (2) This mistake occurs all the time, but it does not have to happen. (3) It is easy to understand the difference.
- (4) Hurricanes are storms that form over tropical waters in the atlantic ocean.
(5) Hurricanes form when winds in a tropical storm begin swirling in a counter clockwise motion and reach speeds of over 75 miles per hour. (6) To better track tropical storms and hurricanes, weather experts decided to name them. (7) Weather experts alternate the names of these hurricanes between male and female names.
- (8) Tornadoes, on the other hand, are different from hurricanes in shape and speed.
(9) Tornadoes are dark clouds with winds that can reach 200 to 300 miles per hour. (10) Their usually much smaller than hurricanes but also much more harmful. (11) When the tail of a tornado touches the ground, it can cause great damege and hardship.
- (12) In general, hurricanes happen over the ocean, while tornadoes happen on land.
(13) Also, the winds of a tornado can reach higher speeds than those of a hurricane.

Continue



Read this sentence.

Their usually much smaller than hurricanes but also much more harmful.

Which of the underlined words in the sentence is used incorrectly?

A Their

B smaller

C than

D much



Back

Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 06

The following is a rough draft of a student's report, which may contain errors.

Cats in Ancient Egypt

- (1) Many of us love cats. (2) They're beautiful, soft, intelligent, and loving. (3) The ancient Egyptians considered cats to be extremely important and honored them with great respect. (4) There were good reasons for this attitude. (5) For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.
- (6) In addition, without cats Egypt could not have been the important grain-growing center that it was. (7) In grain fields all along the Nile River, cats caught rats and mice that ate crops. (8) Though I don't know what other pets the Egyptians had, cats were probably the most important. (9) Cats were also trained to help hunters by picking up birds that had been shot with bows and arrows.
- (10) The Egyptians appreciated cats so much that Bast, an Egyptian goddess, was pictured in the form of a cat. (11) Bast appears in artwork. (12) She was the protector of the house. (13) This idea made a special connection between cats and children. (14) That's why most Egyptian families had cats for good luck.
- (15) The safety and preservation of all cats were of great concern to ancient Egyptians. (16) There were even laws against removing a cat from Egypt. (17) Foreigners sometimes smuggled cats out of Egypt. (18) They took the cats to other lands. (19) They traded them for treasures in these lands. (20) Egyptian soldiers were sent to pick up cats found in other countries and bring them back home to Egypt.

Continue



What is the correct way to use capitalization in the underlined words in sentence 7?

A In Grain Fields all along the Nile river,

B In grain fields all along the Nile river,

C In Grain fields all along the Nile River,

D In grain fields all along the Nile River,



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 07

The following is a rough draft of a student's report. It contains errors.

Hurricanes Versus Tornadoes

- (1) Have you ever called a storm a hurricane when it really was a tornado? (2) This mistake occurs all the time, but it does not have to happen. (3) It is easy to understand the difference.
- (4) Hurricanes are storms that form over tropical waters in the atlantic ocean.
(5) Hurricanes form when winds in a tropical storm begin swirling in a counter clockwise motion and reach speeds of over 75 miles per hour. (6) To better track tropical storms and hurricanes, weather experts decided to name them. (7) Weather experts alternate the names of these hurricanes between male and female names.
- (8) Tornadoes, on the other hand, are different from hurricanes in shape and speed.
(9) Tornadoes are dark clouds with winds that can reach 200 to 300 miles per hour. (10) Their usually much smaller than hurricanes but also much more harmful. (11) When the tail of a tornado touches the ground, it can cause great damege and hardship.
- (12) In general, hurricanes happen over the ocean, while tornadoes happen on land.
(13) Also, the winds of a tornado can reach higher speeds than those of a hurricane.

Continue



Read this sentence.

Hurricanes are storms that form over tropical waters in the atlantic ocean.

What is the correct way to capitalize the words in the sentence?

A Hurricanes are storms that form over Tropical waters in the atlantic ocean.

B Hurricanes are storms that form over tropical waters in the Atlantic ocean.

C Hurricanes are storms that form over tropical waters in the Atlantic Ocean.

D Hurricanes are storms that form over Tropical waters in the Atlantic Ocean.



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 01

The following is a rough draft of a student's story, which may contain errors.

Abuelita Sees the Ocean

- (1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lotsof ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico City. (7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink. (8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there. (12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun. (15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish. (17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Continue



Which is the correct way to punctuate sentence 8?

A "Oh, have you been there, Abuelita asked?"

B "Oh, have you been there?" Abuelita asked.

C "Oh," have you been there? Abuelita asked.

D Oh, have you been there? "Abuelita asked."



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 02

The following is a rough draft of a student's report. It contains errors.

Hurricanes Versus Tornadoes

- (1) Have you ever called a storm a hurricane when it really was a tornado? (2) This mistake occurs all the time, but it does not have to happen. (3) It is easy to understand the difference.
- (4) Hurricanes are storms that form over tropical waters in the atlantic ocean.
(5) Hurricanes form when winds in a tropical storm begin swirling in a counter clockwise motion and reach speeds of over 75 miles per hour. (6) To better track tropical storms and hurricanes, weather experts decided to name them. (7) Weather experts alternate the names of these hurricanes between male and female names.
- (8) Tornadoes, on the other hand, are different from hurricanes in shape and speed.
(9) Tornadoes are dark clouds with winds that can reach 200 to 300 miles per hour. (10) Their usually much smaller than hurricanes but also much more harmful. (11) When the tail of a tornado touches the ground, it can cause great damege and hardship.
- (12) In general, hurricanes happen over the ocean, while tornadoes happen on land.
(13) Also, the winds of a tornado can reach higher speeds than those of a hurricane.

Continue



Read this sentence.

When the tail of a tornado touches the ground, it can cause great damege and hardship.

Which underlined word in the sentence is spelled incorrectly?

A tail

B touches

C damege

D hardship



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 03

The following is a rough draft of a student's story, which may contain errors.

Abuelita Sees the Ocean

- (1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lotsof ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico City. (7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink. (8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there. (12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun. (15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish. (17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Continue



What is the correct way to capitalize the underlined words in sentence 6?

A leaving mexico City

B Leaving Mexico City

C leaving mexico city

D leaving Mexico City



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Below Basic) – Question 01

Read this sentence.

Mr. Evans comes home from work at 530 and runs for at least an hour.

What is the correct way to write the underlined part of the sentence?

A 5-30

B 5:30

C 5/30

D Leave as is.

Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Below Basic) – Question 02

The following is a rough draft of a student's story, which may contain errors.

Abuelita Sees the Ocean

- (1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lotsof ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico City. (7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink. (8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there. (12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun. (15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish. (17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Continue



What is the correct way to write the underlined part of sentence 15?

A that is The Pacific ocean.

B that is The pacific ocean.

C that is the Pacific Ocean.

D that is the pacific ocean.



Grade 5: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Below Basic) – Question 03

The following is a rough draft of a student's report. It contains errors.

Navajo Weavers

- (1) Navajo folklore relates a legend about how the Navajo people began to weave. (2) On the Navajo reservation in Arizona there is a rock named Spider rock. (3) A legendary figure called Spider Man appeared on the rock and told the Navajo people how to make a loom, while Spider Woman taught them how to weave on it. (4) Spider Man created the loom from poles of earth and sky, sun rays, rock crystals, lightning, and white shells.
- (5) Many Navajo legends, traditions, and beliefs are expressed in their weaving. (6) The Navajos have been weaving for hundreds of years and are known throughout the world for their beautiful woven rugs. (7) Today, new patterns are mixed with the handed-down designs to make creative and exciting works of art.
- (8) Women do most of the weaving. (9) Navajo girls are taught to weave by their grandmothers, mothers, or aunts. (10) A young girl often begins by watching an older weaver. (11) She may also help to prepare and dye the yarn. (12) When the girl has mastered the art, she is congratulated and given a gift. (13) The older weaver presents her with a small loom, and the girl is ready to weave.
- (14) In the past, all Navajo girls learned to weave. (15) Fewer girls are learning to weave today because there are different opportunities open to them. (16) Nonetheless, children in Navajo schools today are taught about the art of weaving, from preschool all the way to college. (17) "People are invited to compare a fine Navajo weaving with a fine oil painting," explains a Navajo weaving instructor.

Continue



What is the correct way to capitalize the underlined part of sentence 2?

A spider Rock

B spider rock

C Spider Rock

D Spider rock

