



Grade 2

**Think Smart
for Smarter Balanced Assessments**

Benchmark Assessments



**Assessing the California
Common Core State Standards**

SESSION 1

Read the passage. Then answer the questions.

A Very Special Celebration

"I have a surprise for you," Mr. Black told his class. "The Thanksgiving holiday is coming soon. We will have a class Thanksgiving party. Everyone can bring a special dish their family makes for Thanksgiving."

The children cheered and clapped. Mike said he would bring sliced turkey. Pam said she would ask her grandfather to make his pumpkin pie. Don promised to bring his mother's tasty stuffing. All the children were busy planning the party, except Lang. She was silent and did not share any ideas.

When Lang got home from school, she ran into the house looking for her mother. "What is the matter, Lang?" Mom asked. "You look unhappy."

"We are having a Thanksgiving party at school. I don't know what Thanksgiving is," said Lang.

"Of course you don't know. We only moved to the United States a few months ago. We haven't had an American Thanksgiving yet," Mom explained.

"Mr. Black said to bring Thanksgiving food. We don't know how to make Thanksgiving food," Lang said.

"Don't worry. We'll think of something to do," Mom promised her.

Mom told Lang, "Long ago, people from Europe came to the United States. Native Americans already lived here. They taught the new people how to farm the land. In the summer, the people gathered their crops. In the fall, the new people

GO ON →

and the Native Americans had a party. They were happy for the food they had grown. They celebrated their harvest."

"So Thanksgiving is like our Mid-Autumn Festival in Vietnam! They both celebrate the harvest. I could share some of our traditions at the party," said Lang. Mom smiled.

The next day, Lang could not wait to get to school. Mr. Black was excited about Lang's idea. He told the class, "We will mix together American and Vietnamese customs at our party. Lang will bring moon cakes. She will show us how to make lanterns. She will help us make paper masks."

Claudio raised his hand. "My family came from Puerto Rico when I was five. We had a special holiday in the fall. We celebrated the plantain harvest. I could bring some plantain dishes. They are like bananas. They are yummy!"

Then Kami told the class that his grandma had just come to live with them. "She is from India," Kami said. "She told me about the Indian harvest festival. They eat pongal. It is a sweet rice dish. She can make some for us."

On the day of the party, families came to school with their children. Everyone carried dishes of food. Lang brought in a huge tray of moon cakes. The children put up decorations. They shared materials for crafts. They taught each other games. They danced to music from many places.

At the end of the day, Mr. Black said, "I want to share a tradition. My family does something special on Thanksgiving. We take turns telling something we are thankful for. Who wants to start?"

Lang raised her hand. "I'm thankful for new friends in my new country."



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Name: _____ Date: _____

- 1 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** tells what Lang learns in the passage?

- Ⓐ Thanksgiving is a celebration of harvest foods.
- Ⓑ Thanksgiving is best celebrated by eating a turkey.
- Ⓒ Thanksgiving can be a good time to make new friends.
- Ⓓ Thanksgiving can be celebrated in many different ways.

Part B: Which sentence from the passage **best** helps you answer part A?

- Ⓐ "Mr. Black said to bring Thanksgiving food."
- Ⓑ "They both celebrate the harvest."
- Ⓒ "We will mix together American and Vietnamese customs at our party."
- Ⓓ "I'm thankful for new friends in my new country."

- 2 Read the sentence from the passage.

She was silent and did not share any ideas.

What does the word silent **most likely** mean?

- Ⓐ angry
- Ⓑ quiet
- Ⓒ sad
- Ⓓ loud

- 3 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the paragraph from the passage.

“So Thanksgiving is like our Mid-Autumn Festival in Vietnam! They both celebrate the harvest. I could share some of our traditions at the party,” said Lang. Mom smiled.

Which sentence **best** states the main message of the paragraph?

- Ⓐ Thanksgiving is a celebration of the harvest.
- Ⓑ People in Vietnam also celebrate Thanksgiving.
- Ⓒ Thanksgiving is also called the Mid-Autumn Festival.
- Ⓓ Other countries have holidays that are like Thanksgiving.

Part B: Which sentence or phrase from the passage **best** helps you answer part A?

- Ⓐ “So Thanksgiving is like our Mid-Autumn Festival in Vietnam!”
- Ⓑ “They both celebrate the harvest.”
- Ⓒ “I could share some of our traditions at the party.”
- Ⓓ Mom smiled.

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- 4 Choose the words that **best** complete the sentences about Lang and her mother.

When Lang tells her mother about the class party, Lang feels _____. After talking together, Lang and her mother _____.

- Ⓐ angry, cannot decide what to bring
- Ⓑ excited, work to find an answer
- Ⓒ lazy, do not know what is needed for the party
- Ⓓ sad, have different ideas about parties

- 5 What can the reader tell about Lang's feelings about the classroom Thanksgiving celebration at the end of the story? Use details from the story in your answer.

Read the passage. Then answer the questions.

Do Not Smell These Flowers!

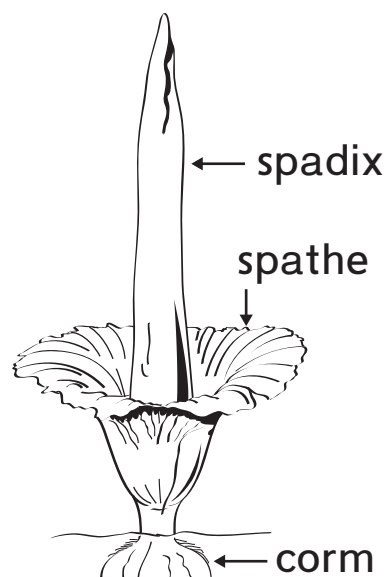
Smell the roses. Smell the lilac bush. But do not smell the flowers of the titan arum plant! They smell awful! These flowers smell like a dead animal or bad meat. People have nicknamed it the “corpse plant” because it smells like something that has died.

Corpse plants grow in the rainforest. Many live to be 40 years old. They grow quickly. They can grow as much as a few inches a day. Some grow to be 10 feet tall. The plant shoots out of a round bulb under the soil. This bulb is called a corm. Just this one part of the plant can weigh 200 pounds.

The size of these plants makes them unusual. But their smell is the real story. They do not make flowers until they are about 10 years old. First, the bud opens. That is when the awful smell begins. The bud is called the spathe. Inside the spathe is another part. It looks like a long stick. It is called the spadix. Flowers grow from the spadix. Then the flowers produce cherry-sized red fruits.

The corpse plant’s odor makes you want to hold your nose. But some kinds of beetles and flies like it. They fly to the flower to smell more. It is important for insects to come to the plant. They get the plant’s pollen on their feet. They carry it to other plants. This is what helps new plants to grow.

To make sure many insects come to it, the plant heats itself up. This helps the smell spread out, just as the smell of a scented candle does.



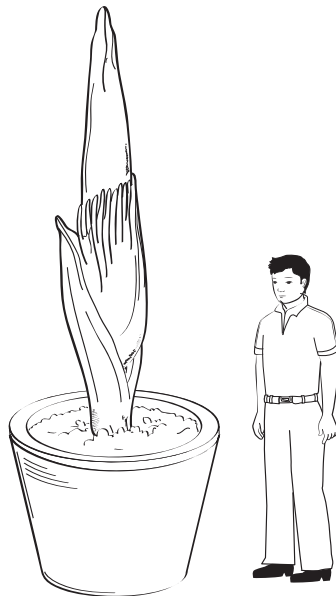
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It takes a lot of energy for the corpse plant to bloom and spread its smell. That is the reason the flowers only last for a day. It is also why the plants only bloom every two or three years. The plant goes through resting times and growing times. Every year, it makes one big leaf with a funny shape. The leaf looks like a giant green umbrella.

This plant does not grow in nature in the United States. But once in a blue moon, some scientists can grow it from seeds to learn more about it. The first corpse plant flower bloomed in this country at a public garden in New York in 1937. Since then, only about 100 corpse flowers have bloomed here.

One corpse plant at a public garden in California bloomed in 1999. It bloomed again in 2002 and 2009. A plant at a college in Illinois bloomed in 2011. A museum in Texas has two corpse plants. Visitors have named them Lois and Audrey.

The blooming of these plants is very special. People come to see how they look. They come to find out how bad the smell is. Scientists come to study them, too. For the first time, in 2011, a scientist collected some of the disgusting scent to study. His work may help us know more about this amazing plant.



- 6** The following question has two parts. First, answer part A. Then, answer part B.

Part A: How does the author connect ideas about the corpse plant in the passage?

- (A)** The author points out that the plant is very large, but its smell is what makes it really special.
- (B)** The author points out that the plant grows quickly, but its flowers are the most important thing about it.
- (C)** The author points out that the plant grows to be forty years old, but the weight of its bulb is the most unusual thing about it.
- (D)** The author points out that the plant's flowers do not last long, but the fact that scientists want to study it makes it really special.

Part B: Which sentence from the passage **best** helps you answer part A?

- (A)** Just this one part of the plant can weigh 200 pounds.
- (B)** But their smell is the real story.
- (C)** That is the reason the flowers only last for a day.
- (D)** But once in a blue moon, some scientists can grow it from seeds to learn more about it.

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- 7** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the passage.

The size of these plants makes them unusual.

Which word **best** states the meaning of unusual?

- (A)** bad
- (B)** different
- (C)** exciting
- (D)** large

Part B: Which sentence from the passage **best** helps you answer part A?

- (A)** Just this one part of the plant can weigh 200 pounds.
- (B)** They smell awful!
- (C)** They do not make flowers until they are about 10 years old.
- (D)** Then the flowers produce cherry-sized red fruits.

- 8** Read the sentences from the passage.

This plant does not grow in nature in the United States. But once in a blue moon, some scientists can grow it from seeds to learn more about it.

What does the phrase “once in a blue moon” **most likely** mean?

- (A)** without a lot of trouble
- (B)** usually
- (C)** not very often
- (D)** not able to be done

- 9** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What is the author’s **main** purpose for writing about the corpse plant?

- (A)** to ask the reader to go see corpse plants
- (B)** to tell the reader how insects use corpse plants
- (C)** to give the reader information about corpse plants
- (D)** to entertain the reader with stories about corpse plants

Part B: Which sentence from the passage **best** helps you answer part A?

- (A)** Corpse plants grow in the rainforest.
- (B)** First, the bud opens.
- (C)** They fly to the flower to smell more.
- (D)** People come to see how they look.

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- 10** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Why did the author think that using pictures was important to understanding the corpse plant in the passage?

- (A)** The pictures give the reader an idea of where the corpse flower lives.
- (B)** The pictures give the reader an idea of what the corpse flower looks like.
- (C)** The pictures give the reader an idea of how bad the corpse flower smells.
- (D)** The pictures give the reader an idea of the people who study the corpse flower.

Part B: Which sentence from the passage **best** helps you answer part A?

- (A)** They smell awful!
- (B)** Corpse plants grow in the rainforest.
- (C)** Some grow to be 10 feet tall.
- (D)** Scientists come to study them, too.

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11 Which sentences from the passage **best** tell an effect of the corpse plant using a lot of energy? Pick **two** choices.

- ☐ (A) That is the reason the flowers only last for a day.
- ☐ (B) It is also why the plants only bloom every two or three years.
- ☐ (C) Every year, it makes one big leaf with a funny shape.
- ☐ (D) The leaf looks like a giant green umbrella.
- ☐ (E) Since then, only about 100 corpse flowers have bloomed here.
- ☐ (F) The blooming of these plants is very special.

12 How do corpse plants use insects to help grow new plants? Place the steps in the correct order.

_____ The plant heats itself.

_____ Insects come to the plant.

_____ The plant's smell spreads.

_____ Insects carry pollen to other plants.

_____ Insects get pollen on their feet.

- 13** Read the paragraph from the passage. Then answer the question.

Corpse plants grow in the rainforest. Many live to be 40 years old. They grow quickly. They can grow as much as a few inches a day. Some grow to be 10 feet tall. The plant shoots out of a round bulb under the soil. This bulb is called a corm. Just this one part of the plant can weigh 200 pounds.

What is the main idea in this paragraph?

- (A)** Corpse plants are very large.
- (B)** Corpse plants grow daily.
- (C)** Corpse plants need rain.
- (D)** Corpse plants live a long time.

Read the directions. Then answer the questions.

- 14** A student is writing a report about reading. She found a source. Read **Source #1**. Then read the directions that follow.

Source #1

Reading by yourself is very important. Children get better grades when the teacher lets them read alone. Students are happier when they can choose their own reading books. Teachers do not have to teach new words. Students can learn new words when they read by themselves. That way, the teacher does not have so much work to do.

The student found a second source about reading. Choose **two** sentences from **Source #2** that support the author's opinion in **Source #1**.

- (A)** Students can control what they choose to read.
- (B)** Reading on their own helps students to remember better.
- (C)** Students feel more comfortable when they can read by themselves.
- (D)** Reading time for second graders should be about 20 minutes every day.
- (E)** Schools with reading time for students have teachers who do more work.
- (F)** Students learn less when they read on their own than students who do not.

- 15** A student is writing a report about gym class. He is looking for information about how long to exercise. Choose **two** sentences that have information about how long to exercise.
- Ⓐ Gym class lasts for one hour.
 - Ⓑ Gym class lasts longer than recess.
 - Ⓒ Students can stay fit during gym class.
 - Ⓓ Students can go to recess for 15 minutes.
 - Ⓔ Students should exercise for about one hour.
 - Ⓕ Students should move around for 15 minutes at a time.
- 16** A student is writing a report about how to make a treehouse. Which website is **most likely** to be a useful source of information for her report?
- Ⓐ www.welovetreehouses.com Read about how children love treehouses.
 - Ⓑ www.mytreehouseisfun.com Read about two friends who play in a treehouse.
 - Ⓒ www.treehouseplan.com Read about how to choose a tree for a treehouse.
 - Ⓓ www.costtobuildtreehouses.com Read about people who discuss the cost to build a treehouse.

- 17 A student is writing a report about frogs. Read the sentences from his report and the directions that follow.

The bumps on some frogs can be dangerous. The bumps contain poison. The poison can irritate the mouth of animals who might try to eat the frog. It is best to leave frogs alone.

Which source would **most likely** give the student more information about the ideas he has written?

- Ⓐ a website about the life cycle of frogs
- Ⓑ a journal entry about catching frogs
- Ⓒ a fact book about the features of different frogs
- Ⓓ a magazine article about saving frogs from other animals

- 18** A student is writing a story for his teacher about a boy who goes to a baseball game for the first time. Read the draft of the story and complete the task that follows.

Dale was excited. He was going to his first baseball game! His whole family was going. It was a beautiful, sunny day. The stadium was huge! First, the family got some snacks. Dale got a hot dog and soda. Then, the family found their seats. Soon, the game started. It was a close game!

Write one or two paragraphs that add description about what happens during and at the end of the game.

- 19 A student is writing an opinion letter for the school paper about morning recess. The student wants to revise the draft to improve the end of the letter. Read the draft of the letter. Then complete the task that follows.

Dear Miss Henry:

I think the second grade students should get a morning recess. We could go outside when the first graders do. We need to run around and get some exercise. It is good to be outside. It keeps our bodies healthy. It is almost four hours from when school starts to lunch recess. That is too long to sit still. If we get a morning recess, it will be a good break for our bodies. We need a recess, so give one to us!

Thank you,

Rowan Thornton

Choose the sentence that would **best** improve the ending, or underlined part, of the letter.

- Ⓐ A good principal would give us a morning recess.
- Ⓑ The teachers want us to have a morning recess, too.
- Ⓒ It is not fair that the first graders get a morning recess.
- Ⓓ A morning recess will help us work harder all day in school.

- 20** A student is writing a report for her teacher about good habits. The student wants to revise the draft to use words that help explain how ideas are connected. Read the draft of the report. Then complete the task that follows.

It's a good habit to work before playing. When you get home from school, have a snack. Do your homework. If your parents ask you to do some chores, do them right away after your homework. Finally, take some time to relax. You can play a game or watch TV. Just make sure you do your work before playing!

Choose the **best** word to connect the underlined sentences.

- Ⓐ But
- Ⓑ Finally,
- Ⓒ Soon,
- Ⓓ Then,



SESSION 2

Read the passage. Then answer the questions.

Arno's Neighbor

Arno's next-door neighbor is Mrs. Wills. She is 80 years old. Mrs. Wills lives alone, except for her dog Scooter. Arno likes to visit his neighbor. First, he takes Scooter for a walk. Mrs. Wills has trouble with her legs and cannot walk her dog. Arno likes walking Scooter because he does not have a dog of his own. Then he comes back and talks with Mrs. Wills for a while.

Mrs. Wills is an interesting person. She tells Arno stories about her childhood. It was very different from Arno's life. She and her family grew a lot of their own food in a garden. She lived in the country far from a town. She walked miles to get to school. Many of her toys were things her parents made for her. When she was really little, their house had no electricity!

She tells him about her favorite books. He tells her about his favorite books. Sometimes she recites funny poems for him. Arno likes this one:

In the Night

*The night was growing old
As she trudged through snow and sleet;
Her nose was long and cold,
And her shoes were full of feet.*

Mrs. Wills likes to hear about Arno's life. She asks what he is doing in school. She talks with him about baseball.

One spring day, Arno was thinking that he would like to do something nice for Mrs. Wills. When he got back from walking Scooter, Mrs. Wills was making her dinner. She opened a can of soup. Then she poured it into a pan to heat up. That gave Arno an idea.

When Arno got home, he told his mother and father about Mrs. Wills' soup and the garden she used to have.

"I bet she would really like some fresh vegetables and fruits this summer," said Arno.

"Do you have an idea?" Mom asked.

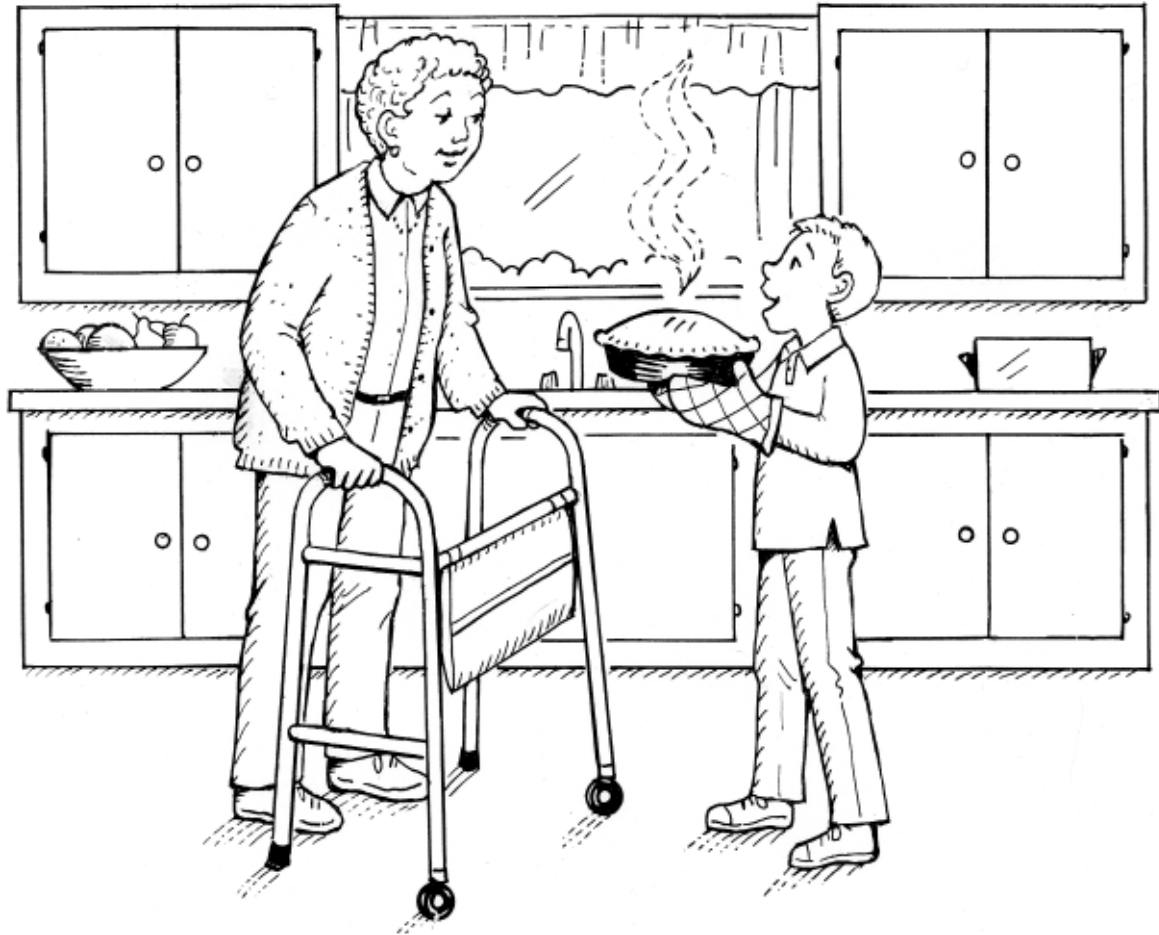
"My friend Lily's family rents a space in the city garden plot. They grow vegetables and fruits there. We could get a plot and grow food. We could use some, and we could give some to Mrs. Wills."

Arno's parents agreed. By June, Arno was picking berries, lettuce, and peas. Later in the summer, he gathered tomatoes, squash, and melons. Every day, he took some food to Mrs. Wills. She was excited about the treats he brought her.

Mrs. Wills got out some old recipes. She used to make these dishes for her family. Arno helped her make them. She kept some of the food for dinner and sent some home with Arno. Sometimes Arno's family went to Mrs. Wills' house, or she went to theirs. Then they enjoyed the delicious meals together.

One day, Arno and Mrs. Wills were making a big bowl of steaming vegetables with cheese on top. Mrs. Wills said, "You know, Arno, this was a very nice idea you had. You grow all this food and share it with me."

"But you have taught us all kinds of new recipes and ways to cook, too," said Arno. "We are helping each other!"



- 21** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What conclusion can be drawn about Arno in paragraph 1 of the passage?

- Ⓐ Arno helps Mrs. Wills.
- Ⓑ Arno walks with Mrs. Wills.
- Ⓒ Arno visits Mrs. Wills every day.
- Ⓓ Arno wants Mrs. Wills to give him the dog.

Part B: Which sentence from paragraph 1 of the passage **best** helps you answer part A?

- Ⓐ Arno's next-door neighbor is Mrs. Wills.
- Ⓑ Arno likes to visit his neighbor.
- Ⓒ First, he takes Scooter for a walk.
- Ⓓ Then he comes back and talks with Mrs. Wills for a while.

- 22** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** tells the main message of the passage?

- Ⓐ Mrs. Wills and Arno need extra food.
- Ⓑ Mrs. Wills and Arno have an exciting life.
- Ⓒ Mrs. Wills and Arno share with each other.
- Ⓓ Mrs. Wills and Arno enjoy fruits and vegetables.

Part B: Which sentence from the passage **best** helps you answer part A?

- Ⓐ Mrs. Wills is an interesting person.
- Ⓑ "We could get a plot and grow food."
- Ⓒ Later in the summer, he gathered tomatoes, squash, and melons.
- Ⓓ Then they enjoyed the delicious meals together.

- 23** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentences from the passage.

She tells him about her favorite books. He tells her about his favorite books. Sometimes she recites funny poems for him. Arno likes this one:

In the Night

*The night was growing old
As she trudged through snow and sleet;
Her nose was long and cold
And her shoes were full of feet.*

Which of these **best** tells why the author **most likely** included a poem in the passage?

- ☐ (A) to show that Mrs. Wills likes to read
- ☐ (B) to explain that Mrs. Wills is an older woman
- ☐ (C) to tell the reader about what Mrs. Wills does at night
- ☐ (D) to let the reader know that Mrs. Wills has a good memory

Part B: Which sentence from the passage **best** helps you answer part A?

- ☐ (A) She is 80 years old.
- ☐ (B) She tells Arno stories about her childhood.
- ☐ (C) She lived in the country far from a town.
- ☐ (D) She tells him about her favorite books.

- 24 Read the poem from the passage.

*The night was growing old
As she trudged through snow and sleet;
Her nose was long and cold,
And her shoes were full of feet.*

Which of these could **best** replace the last line of the poem and keep the same rhythm?

- Ⓐ She had no heat.
- Ⓑ And her home was down the street.
- Ⓒ And there was a person she wanted to meet.
- Ⓓ And her hair was the color of golden wheat.

- 25** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What can the reader tell about Mrs. Wills from the passage?

- Ⓐ She misses having a garden.
- Ⓑ She knows that cooking takes time.
- Ⓒ She likes eating canned soup in the evening.
- Ⓓ She learns that helping friends is a lot of work.

Part B: Which sentence from the passage **best** helps you answer part A?

- Ⓐ When he got back from walking Scooter, Mrs. Wills was making dinner.
- Ⓑ When Arno got home, he told his mother and father about Mrs. Wills' soup and the garden she used to have.
- Ⓒ Mrs. Wills got out some old recipes.
- Ⓓ She kept some of the food for dinner and sent some home with Arno.

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- 26** Choose the words that **best** complete the sentence about the passage.

In the _____ of the story, once Arno gets home he _____.

- Ⓐ beginning, calls his friend
- Ⓑ beginning, cooks soup
- Ⓒ middle, talks to his parents
- Ⓓ end, plants a garden

- 27** Choose the words that **best** complete the sentences about the events in the passage.

Arno tells his parents that he wants to _____. After they hear what Arno has to say, Arno's parents _____.

- Ⓐ walk Mrs. Wills' dog, feel Arno is too young
- Ⓑ grow food for Mrs. Wills, like Arno's idea
- Ⓒ read stories to Mrs. Wills, help with Arno's garden
- Ⓓ make dinner for Mrs. Wills, think Arno will give up

- 28** Read the paragraphs from the passage. Then answer the question that follows.

One day, Arno and Mrs. Wills were making a big bowl of steaming vegetables with cheese on top. Mrs. Wills said, "You know, Arno, this was a very nice idea you had. You grow all this food and share it with me."

"But you have taught us all kinds of new recipes and ways to cook, too," said Arno. "We are helping each other!"

What is the main message that Arno learns? Use details from the passage in your answer.

Read the passage. Then answer the questions.

Bald Eagles

Bald eagles are amazing! If you are lucky, you might see one. They live all over the United States. Bald eagles are pretty easy to spot. They aren't really bald. The adult birds have white heads, which stand out sharply against their brown bodies. They also have white tails and orange, hooked beaks. Bald eagles don't develop the white heads and tails until they are four years old.



Bald eagles are big birds. They can weigh up to 14 pounds. They also have a large wingspan. That's the distance from the tip of one wing to the tip of the other. An eagle's wingspan can be as much as eight feet. Their strong, wide wings help them soar for hours.

Bald eagles have good eyesight. Their eyes are much sharper than human eyes. They use their eyes when they hunt. Bald eagles eat rodents, small mammals, and other small birds, but they mostly eat fish. Spotting a tasty fish dinner is easy for an eagle. Bald eagles can snatch fish right out of the water. Sometimes they even steal fish from other birds! They can dive as fast as 50 miles per hour. When an eagle catches a fish, it holds on tightly. Bald eagles have strong claws, called "talons," on their feet. Their talons are orange, like their beaks.

These birds are beautiful and strong. But they are threatened in some places. Much of their habitat has been destroyed. People cut down trees where they built nests. In the past, people also used to hunt bald eagles. And many bald eagles were hurt by a chemical called DDT. For many years, farmers used DDT to kill bugs.

Now there are laws to keep eagles safe. Today, DDT isn't used anymore. It is also illegal to hunt bald eagles. The number of bald eagles is growing. Healthy bald eagles can live for up to 30 years. Eagles that pair up stay together for life. They can have many babies. Bald eagles use sticks to build huge nests high in trees. The nests can measure up to eight feet across. They can weigh almost a ton. These strong nests can withstand storms and last for a long time!

The bald eagle is a symbol of America. It was chosen for its strength, long life, and proud looks. The bald eagle can be seen on the great seal of the United States. It is also found on quarters, half dollars, and gold coins. Many states also have bald eagles on their flags. It is one of the most loved symbols of our country.

- 29** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which conclusion about the author's purpose is supported by the passage?

- Ⓐ The author wanted to teach about the biggest birds in the world.
- Ⓑ The author wanted to teach about bald eagles.
- Ⓒ The author wanted to teach about how bald eagles hunt.
- Ⓓ The author wanted to teach about birds that like to eat fish.

Part B: Which sentence from the passage **best** supports your answer in part A?

- Ⓐ Bald eagles are amazing!
- Ⓑ They can weigh up to 14 pounds.
- Ⓒ They use their eyes when they hunt.
- Ⓓ Spotting a tasty fish dinner is easy for an eagle.

- 30** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentences from the passage.

Spotting a tasty fish dinner is easy for an eagle. Bald eagles can snatch fish right out of the water. Sometimes they even steal fish from other birds! They can dive as fast as 50 miles per hour. When an eagle catches a fish, it holds on tightly."

What does the word snatch **most likely** mean?

- ☐ (A) grab
- ☐ (B) follow
- ☐ (C) hunt
- ☐ (D) see

Part B: Which phrase from the passage **best** supports your answer in part A?

- ☐ (A) Spotting a tasty fish is easy
- ☐ (B) Sometimes they even steal fish
- ☐ (C) dive as fast as 50 miles per hour
- ☐ (D) catches a fish, it holds on tightly

- 31** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentences from the passage.

These birds are beautiful and strong. But they are threatened in some places. Much of their habitat has been destroyed. People cut down trees where they built nests. In the past, people also used to hunt bald eagles. And many bald eagles were hurt by a chemical called DDT. For many years, farmers used DDT to kill bugs.

Now there are laws to keep eagles safe. Today, DDT isn't used anymore. It is also illegal to hunt bald eagles. The number of bald eagles is growing. Healthy bald eagles can live for up to 30 years. Eagles that pair up stay together for life.

What is **one** cause why eagles are being threatened?

- ☐ (A) People have done things to hurt eagles.
- ☐ (B) Eagles are not laying enough healthy eggs.
- ☐ (C) Eagles cannot hunt well enough to find food.
- ☐ (D) People have not passed laws to protect eagles.

Part B: Which sentence from the passage **best** helps you answer part A?

- ☐ (A) These birds are beautiful and strong.
- ☐ (B) People cut down trees where they built nests.
- ☐ (C) Healthy bald eagles can live for up to 30 years.
- ☐ (D) Eagles that pair up stay together for life.

GO ON →

Name: _____ Date: _____

- 32** Match each main idea to its supporting detail from the passage.

Eagles are big.

Bald eagles can snatch fish right out of the water.

Eagles are threatened.

They can weigh up to 14 pounds.

Eagles are good hunters.

Much of their habitat has been destroyed.

Eagles are a symbol of America.

The bald eagle can be seen on the great seal of the United States.

- 33** Read the sentences from the passage.

Bald eagles are pretty easy to spot. They aren't really bald. The adult birds have white heads, which stand out sharply against their brown bodies.

What does the word spot **most likely** mean as it is used in the passage?

(A) stain

(C) see

(B) dot

(D) touch

Read the directions. Then answer the questions.

- 34** Read the sentence and the question that follows.

The boy was small and ran to his mother when he saw her.

Which **two** sentences are correct ways to change the sentence?

- Ⓐ The small boy saw his mother and ran to her.
- Ⓑ The mother saw the small boy and ran to her.
- Ⓒ The mother ran when she saw the small boy.
- Ⓓ The boy was small and ran when he saw his mother.
- Ⓔ The boy ran to hug his small mother when he saw her.
- Ⓕ The small boy ran to hug his mother when he saw her.

- 35** Which **two** sentences are written correctly?

- Ⓐ My older sister drove himself to the park.
- Ⓑ She should sing yourself to sleep at night.
- Ⓒ The tiny puppy sat on the step all by itself.
- Ⓓ The children tried to bake the cake themselves.
- Ⓔ My birds like to look at themselves in the mirror.
- Ⓕ The little boy was so happy he tied his shoes by myself.

- 36** Which word correctly completes the sentence?

The puppy ran _____ across the yard.

- Ⓐ fast
- Ⓑ fluffy
- Ⓒ happy
- Ⓓ quickly

- 37** A student is writing a report for her class about frogs. The writer wants to use a word that will make her meaning clear. Choose the word that **best** completes the sentence.

Frogs lay their eggs in water. The eggs _____ into baby tadpoles. They will look a lot like fish. As the tadpoles grow, they turn into frogs. The tadpoles must live in the water. After they turn into frogs, they can live on land or in water.

- Ⓐ become
- Ⓑ hatch
- Ⓒ open
- Ⓓ tear

- 38** A student is writing an opinion paper for his class about roller coasters. Read the draft of the paper. Then answer the question that follows.

Roller coasters are rides that can be found at parks and fairs. Some people are afraid to get on them. I think they are great! There are many different kinds of roller coasters. Some are wooden. Some go very fast. Some turn upside down. Riding them is an out of this world thing to do!

What is a clearer way to say the underlined phrase?

- Ⓐ a very different
- Ⓑ a very fun
- Ⓒ a dangerous
- Ⓓ a strange

Name: _____ Date: _____

- 39** A student is writing a report for his class about dinosaurs. Read the draft of the report and answer the question that follows.

Dinosaurs lived very long ago. All that is left of them now are bones. I think it would be cool to have a pet dinosaur. You could ride it to school. It could reach things on high shelves for you. No one would bother you if you had a dinosaur for a pet. A dinosaur would be the best pet ever.

The student has decided that the underlined word is not a clear or good choice for the report. Choose the word that **best** replaces the underlined word.

- Ⓐ troubling
- Ⓑ hard
- Ⓒ exciting
- Ⓓ wild

