



Grade 5

**Think Smart
for Smarter Balanced Assessments**

Benchmark Assessments



**Assessing the California
Common Core State Standards**

SESSION 1

Read the text. Then answer the questions.

The Problem of Pickles

Shakira had always wanted a dog, but her family had never been able to have one. They moved a lot because of Shakira's mother's job, and sometimes they lived in places that didn't allow pets.

Right now the family was living in central Iowa; they had a big house with a yard. Shakira thought her dream might finally come true. She saw a newspaper listing for puppies in need of homes, and she fell instantly in love with the profile of an adorable little mutt named Meadow, but when Shakira shared the description of Meadow with her parents, their expressions darkened.

"I'm sorry, sweetie," said her mother sadly. "I want a dog, too, but we'll probably only be in this house for a year before my next promotion. By the time you start junior high school, we should be in one place for good, and then I promise you we'll get a wonderful dog."

The next day, Shakira was sitting at a table in the school cafeteria with her friend Zoe, whose family was in the same boat: Zoe's mother was a sergeant in the military, so she had to relocate a lot, as well.

Instead of laughing and talking a mile a minute as they usually did, both girls sat staring glumly at the mac and cheese on their plates.

"What's wrong?" asked Zoe.

"I have the same old problem as always," sighed Shakira. "I want a puppy, but my parents say we can't get one until we stop moving, and that won't be for a few more years. What is bothering you?"

"My situation is even worse," sighed Zoe. "I have the absolute greatest dog in the world, but the military is sending my mom overseas to Germany for six months. I have to move in with my grandmother. Grandma lives in a town house that doesn't allow pets, so we might have to give Pickles up for adoption—forever!" Zoe cried and dabbed at her tears with a napkin.

"That's terrible!" exclaimed Shakira sympathetically, but then a light bulb went off in her head. "But wait, what if my family and I take care of Pickles while your mom is away? We'll be here until at least June, much more than six months, we have a fenced yard, and I would take such good care of her!"

GO ON →

Zoe stopped crying, but her expression was still sad as she said, "Knowing that I wouldn't have to say good-bye to Pickles forever would mean a lot, but I'll still have to go months and months without seeing her because my grandmother lives far away, in Connecticut. It will be just terrible to miss my mom and my dog at the same time!"

A light shone in Shakira's eyes and she laughed, saying "Maybe you can still see Pickles! We have a camera on our computer that we use when we call my grandparents. I could use it to call you every day after school, and you could see Pickles online!"

"Wow!" said Zoe. "That sounds perfect."

That night at dinner, Shakira took a deep breath before presenting her plan to her parents. She explained that she wanted to adopt a dog temporarily for a friend whose mother was a soldier, and that the dog was house-trained, well-behaved, and it would need a home for just six months.

"That way I get to enjoy a dog while we're here in Iowa, and Zoe doesn't have to lose her best friend in the whole world!"

She held her breath while her parents looked at each other.

Then her mom smiled and said, "That is a wonderful plan, Shakira. Since your friend's mother is sacrificing a great deal for our country, we would be proud to help her. But are you sure you will be okay giving up this dog when the time comes?"

Shakira nodded and said, "It may be hard, but I'll be happy knowing that Pickles is back with Zoe. Besides, I can always visit with her online!"

Name: _____ Date: _____

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

Part A: Read the sentence from the text.

She explained that she wanted to adopt a dog temporarily for a friend whose mother was a soldier, and that the dog was house-trained, well behaved, and it would need a home for just six months.

What is the meaning of the word temporarily as it is used in the sentence?

- (A) for a short time
- (B) as soon as possible
- (C) when the time comes
- (D) for as long as necessary

Part B: Which detail from the text **best** supports your answer in part A?

- (A) "we should be in one place for good, and then I promise you we'll get a wonderful dog."
- (B) "we might have to give Pickles up for adoption—forever!"
- (C) "I could use it to call you every day"
- (D) "it would need a home for just six months."

- 2 Draw a line from each character to the way she responds to the main problem in the text.

Shakira	worried about the challenges of raising Pickles
Shakira's mother	able to make hard choices in order to keep Pickles forever
Zoe	willing to overcome problems to get what she wants

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

Part A: Which sentence **best** identifies the theme of the text?

- (A)** Friends can plan together to find what is best for everyone.
- (B)** A single dog can bring happiness to many different children.
- (C)** Everyone should help the families of soldiers when possible.
- (D)** People who move a lot should not have pets.

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

- (A)** "'I could use it to call you every day after school, and you could see Pickles online!'"
- (B)** "'That way I get to enjoy a dog while we're here in Iowa, and Zoe doesn't have to lose her best friend in the whole world!'"
- (C)** "'Since your friend's mother is sacrificing a great deal for our country, we would be proud to help her.'"
- (D)** "'But are you sure you will be okay giving up this dog when the time comes?'"

- 4** Describe how the characters solve their problem. Use details from the text to support your answer.

Name: _____ Date: _____

5 How have events in the lives of Shakira and Zoe been different, and how have they been alike?

- (A)** Zoe has a pet and Shakira does not; both move because of their mothers' jobs.
- (B)** Shakira has lived in Iowa a long time, Zoe has not; both have to live with their grandmothers from time to time.
- (C)** Shakira's situation is worse than Zoe's; both attend the same school.
- (D)** Zoe has a dog and Shakira doesn't; They both have big backyards for pets to play in.

Read the text. Then answer the questions.

The Dust Bowl

On April 14, 1935, many people in the Southern Plains of the United States feared the world was coming to an end. A dense black cloud sped toward them like a giant locomotive. It reached from the ground more than 100 feet into the sky. But it was not a rain cloud.

It was made up of millions of particles of fine dust, a thick blanket that blocked out the sun. Everyone rushed to get inside so they would not choke on the dirt. Winds of more than 60 miles per hour drove the dust against cars and buildings. It came into houses through the tiniest cracks, even when the doors and windows were closed and locked. That day was called “Black Sunday.” It brought the worst of the storms in the area called the Dust Bowl.

Wheat Will Win the War!

During and after World War I, from about 1917–1930, there was a great demand for wheat. Wheat is used to make flour for bread and other products. Huge areas of farmland in Europe were destroyed by the fighting there. People around the world needed wheat from the United States.

The United States government announced that “Wheat Will Win the War!” Americans and their allies would be well fed while their opponents did not have enough food. Farmers knew they could sell all the wheat they raised, and at fair prices.

The Southern Plains offered a perfect spot for wheat farms. The land was flat and covered with low grass and shrubs. With new, powerful tractors, farmers could plow under the grass, leaving the soil ready for planting long, straight rows of wheat. So many people began to grow wheat that some called the period The Great Plow-Under. There was a great demand for American beef, too, as cattle ranchers increased the size of their herds. The cattle ate so much of the grass that the land was almost as bare as the land for planting wheat.

Drought and Dust

The Southern Plains was a great place to farm, but in 1931, everything changed. It simply stopped raining. One dry year led into the next. It was not until 1939 that regular rains began again. By that time, much of the soil had blown away.

Without rain to grow wheat and grass, the upper layer of soil became dry and dusty. There were few trees and plants to hold down this layer. So when the wind raced across the flat fields, the soil was easily blown away. Dust storms became common during the 1930s.

During this period, adults and children wore face masks outside to keep the dust out of their mouths and lungs. Many people became sick and some died from “dust pneumonia” triggered when they breathed in too much dust. Animals in fields died when their stomachs filled with dust.

After years of dust storms, with no crops or income, many people left their farms. They abandoned their land and moved away. They had little money and few household possessions. By the end of the period, one-fourth of all the people had left the area. So many people went to California that guards were sent to the state’s borders to try to keep them out.

Government Action

Hugh Bennett was the head of the United States government agency that tried to protect farmland. He had struck out in his earlier attempts to get the government to take action, however, the “Black Sunday” storm reached into the Midwest and East. When the storm hid the sun in Washington, D.C., Bennett announced to Congress, “This, gentlemen, is what I have been talking about.”

Congress passed the Soil Conservation Act soon afterward. The government paid farmers to change their methods of farming so that the topsoil could not be so easily blown away. Farmers rotated their crops and plowed the land in curves instead of straight lines. They also planted trees to slow down the wind. These and other methods reduced by 65% the amount of soil blown away.

The Future

Once the rains returned in 1939, much of the Southern Plains gradually returned to valuable farmland. Some land is still barren and dusty. There is currently no way to prevent a drought. Modern farming techniques, however, are able to prevent the return of the Black Blizzards of the 1930s.

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

Part A: Read the sentence from the text.

A dense black cloud sped toward them like a giant locomotive.

What effect does the author create by using this simile?

- (A)** a sense of curiosity
- (B)** a sense of danger
- (C)** a sense of wonder
- (D)** a sense of mystery

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

- (A)** "But it was not a rain cloud."
- (B)** "It was made up of millions of particles of fine dust"
- (C)** "Winds of more than 60 miles per hour drove the dust"
- (D)** "It came into houses through the tiniest cracks"

- 7** Read the sentence from the text.

Congress passed the Soil Conservation Act soon afterward.

What led Congress to pass this act?

- (A)** the dust storm that reached the Midwest and East
- (B)** the many people who moved to California
- (C)** the early attempts of Hugh Bennet to protect farmland
- (D)** the deaths of animals in the fields

- 8** Read the sentence from the text.

After years of dust storms, with no crops or income, many people abandoned their land and moved west.

Indicate the words or phrases that have the same meaning as the word abandoned. Choose **two** options.

- (A)** sold
- (B)** had left
- (C)** had little
- (D)** went to
- (E)** were sent
- (F)** keep them out

- 9 Read the sentence from the text.

Modern farming techniques, however, are able to prevent the return of the Black Blizzards of the 1930s.

The word techniques means “methods or ways of doing things.” Which **three** phrases from the text are examples of farming techniques?

- (A) “sell all the wheat they raised”
- (B) “wore face masks”
- (C) “abandoned their land”
- (D) “rotated their crops”
- (E) “plowed the land in curves instead of straight lines”
- (F) “planted trees to slow down the wind”

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

Part A: Which statement best describes the problem that World War I caused the people of the Southern Plains?

- (A) The war destroyed huge areas of American farmland.
- (B) The war forced the people to plow under their wheat crops.
- (C) The war caused a need for food that the people met by growing more wheat.
- (D) The war caused the people to feed their extra wheat to larger herds of cattle.

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

- (A) “During and after World War I, from about 1917–1930, there was a great demand for wheat.”
- (B) “Farmers knew they could sell all the wheat they raised, and at fair prices.”
- (C) “So many people began to grow wheat that some called the period The Great Plow-Under.”
- (D) “There was a great demand for American beef, too, as cattle ranchers increased the size of their herds.”

GO ON →

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

Part A: Which conclusion can be made about the author's opinion of the people of the Dust Bowl?

- ☐ **A** The author believes the people were not willing to work hard.
- ☐ **B** The author believes the people were proud to live in the Southern Plains.
- ☐ **C** The author sees the people as suffering from the damage to their environment.
- ☐ **D** The author sees the people as tough cattle ranchers and stubborn farmers.

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

- ☐ **A** "It simply stopped raining."
- ☐ **B** "So many people went to California that guards were sent to the state's border to keep them out."
- ☐ **C** "They had little money and few household possessions."
- ☐ **D** "After years of dust storms, with no crops or income, many people abandoned their land and moved west."

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

Part A: Which statement **best** summarizes the main idea of the text?

- (A)** The Dust Bowl led to new farming practices.
- (B)** Congress helped to solve the problems in the Dust Bowl.
- (C)** The return of drought to the Southern Plains remains a threat.
- (D)** The Dust Bowl greatly affected farms on the Southern Plains.

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

- (A)** "Congress passed the Soil Conservation Act soon afterward."
- (B)** "These and other methods reduced by 65% the amount of soil blown away."
- (C)** "There is currently no way to prevent a drought."
- (D)** "Dust storms become common during the 1930s."

- 13** How does the author organize the section "Drought and Dust"?

- (A)** by stating the pros and cons of raising wheat
- (B)** by tracing the causes and effects of dust storms
- (C)** tracing the causes and effects of droughts
- (D)** listing in importance the characteristics of an effective leader

Read the directions. Then answer the questions.

- 14** A student is writing a research report about the Mars *Curiosity* Rover, and she has found a source. Read **Source 1** and the directions that follow.

Source 1

The Mars *Curiosity* Rover is part of NASA's Mars Exploration Program: a multi-year effort to explore Mars using robots. Earlier Mars rovers cost about \$1 billion; *Curiosity* cost over \$2.5 billion. *Curiosity* is looking for tiny forms of life called microbes. The rover carries instruments to study the soil and rocks on Mars.

The robot is trying to learn whether the planet is fit for life. It has a lab to carry out experiments and send information back to Earth. The rover will likely find life. Even if no life is found, the project is worth the expense.

The student found information about the Mars *Curiosity* Rover in a second source. Which sentences from the second source support the author's opinion in **Source 1**? Select **two** options.

- (A)** Over its nine-year life, *Curiosity* will cost each American just \$8.
- (B)** Despite some budget cuts, NASA has a budget of more than \$17 billion.
- (C)** The mission of *Curiosity* is to find evidence that Mars supported life in the past.
- (D)** In December 2014, the *Curiosity* Rover discovered evidence of water on Mars, and where there is water there is life.
- (E)** When the first close-up pictures of Mars were published in 1965, NASA knew it had to start a Mars exploration program.
- (F)** Like all Mars Exploration Program missions, future missions will be driven by science-based questions that come from information gained from earlier missions.

- 15** A student made a plan for a research report. Read the plan and the directions that follow.

Research Report Plan

Topic: Mars *Curiosity* Rover

Audience: students at my school

Purpose: to inform

Research Question: How will *Curiosity* find evidence of life on Mars?

The student found a source for the research report. Read the source. Then complete the sentence.

(1) The Mars *Curiosity* Rover is part of NASA's Mars Exploration Program: a multi-year effort to explore Mars using robots. (2) Earlier Mars rovers cost about \$1 billion; *Curiosity* cost over \$2.5 billion. (3) *Curiosity* is looking for tiny forms of life called microbes. (4) The rover carries instruments to study the soil and rocks on Mars.

(5) The robot is trying to learn if the planet is fit for life. (6) It has a lab to carry out experiments and send information back to Earth. (7) The rover will likely find life. (8) Even if no life is found, the project is worth the expense.

Which sentences from the source **best** answer the research question? Select **two** choices.

- ☐ **A** Sentence 1
- ☐ **B** Sentence 2
- ☐ **C** Sentence 3
- ☐ **D** Sentence 4
- ☐ **E** Sentence 5
- ☐ **F** Sentence 6

- 16** A student needs to write a report about tropical plants that are easy to grow.

Research Report Plan

Topic: Tropical Plants

Audience: first-time gardeners

Purpose: to inform

Research Question: What tropical plants are easy to grow?

Which of these books is **most likely** a useful source for the information needed to write the report?

- (A)** *Adventures in the Tropical Jungles*
- (B)** *Tropical Plants: New Medical Discoveries*
- (C)** *The Tropical Garden: A Beginner's Guide*
- (D)** *Tropical Flowers and Trees of the Amazon*

- 17** A student is writing a report about the history of air travel. The student found the following sources. Which website is **most likely** a useful source of information for the report?

- (A)** a website offering travel discounts
- (B)** a website of a major airline company
- (C)** a website about transportation in the past
- (D)** a website comparing air travel in various countries

- 18** A student is writing a report for a teacher about proper tooth and gum care. Read the introduction of the report and the student's notes. Then complete the task.

Taking care of your teeth and gums is called dental hygiene, and it is important because it can prevent tooth decay and gum disease. Good dental hygiene has other benefits, too. It can keep you from having bad breath and make your smile look nicer. According to dentists, there are some ways in which you can take care of your teeth and prevent diseases and cavities. These include brushing and flossing every day, eating healthy foods, and visiting a dentist regularly.

Student notes:

- Floss once a day.
- Brush twice a day—30 minutes after eating.
- Plaque on teeth has bacteria—causes cavities if they come in contact with food.
- Visit dentist for a cleaning (every 6 months).
- Use toothpaste (pea-size drop) and soft bristle toothbrush.
- Candy/other sugary foods: make more acids in the mouth; can damage teeth.
- Plaque hardens into tartar (when on teeth too long)—only dentist can remove it.
- Brush the fronts and backs of all the teeth; also the crevices between the teeth.
- Flossing: gets rid of plaque and food between teeth.
- Avoid sugary snacks (or brush after eating them).
- Not flossing: tartar builds up on the teeth.

Write the body of a report that groups related information from the student's notes together.

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- 19** A student is writing an opinion essay for the school newspaper about a volunteer program at her school. The student wants to revise the draft so that all the details support the opinion. Read the draft of the opinion essay. Then complete the task that follows.

Recently the school has proposed starting one of two volunteer programs. We can either start a program that lets students train future assistance dogs, or we can start a reading buddies group. I believe that the first choice is the better one. Assistance dogs help people with disabilities complete daily tasks, and this gives these people more independence. Dogs can help people get around more easily or alert them to potential dangers. Helping train assistance dogs would be a big responsibility for a kid. Plus, what student wouldn't love playing with an adorable, lovable puppy?

Choose the **best** replacement for the underlined sentence in order to support the student's opinion.

- (A)** Teaching assistance dogs how to do things for people would be an interesting job for a kid to have.
- (B)** Training an assistance dog would teach a kid the importance of doing a good job and be fun at the same time.
- (C)** Kids may have trouble raising and training a puppy, but if they do, they can ask their parents to help them.
- (D)** Many assistance dogs are Labradors, but if kids are allergic to them, they may choose a breed such as a poodle.

- 20** A student is writing a narrative for class about learning a new game. The student wants to revise the draft to include a conclusion. Read the draft of the narrative. Then answer the question that follows.

One Saturday, Carly and I were watching cartoons when Mom came in and stood in front of the TV. She said, "I can't believe you'd rather sit inside instead of playing outside on a beautiful day!" Then she flipped the TV off. "When I was your age, I was outside playing Kick the Can."

"Kick the Can?" Carly asked, confused. "What's that?"

Smiling, Mom told us to follow her outside. I found an empty coffee can from the recycling bin, Carly rounded up the kids on our block, Mom explained the rules, and we spent the next two hours playing.

Which sentence is the **best** ending for the narrative?

- (A)** Although we still watch TV, we did not like playing Kick the Can.
- (B)** When we finished playing, we agreed the game was too dangerous for us.
- (C)** At the end of the game, Carly and I promised Mom we would never watch TV again.
- (D)** After that exciting afternoon with our friends, Carly and I play kick the can every Saturday.



SESSION 2

Read the text. Then answer the questions.

Ant Farm

Murphy's dad ran an excavating business. "Basically, this meant that he dug big holes," Murphy's older brother once told him. That line caused his dad to chuckle. But when Murphy was really little, watching his dad operate an excavator was his favorite thing in the whole world!

He loved the big yellow machines with their sticks and buckets and giant wheels; he admired the smooth way they turned around, and the way his dad could open and close the huge shovel from inside his cab. The best part was when his father used the excavator to pick up a giant rock as easily as if it were a tiny pebble.

When Murphy was three, his dad made him a video of the excavator in action, and Murphy used to watch it over and over until everyone in the family begged him to switch to something else.

Now that he was ten, Murphy had added to his list of interests.

He liked soccer and math. He had an ant farm, and he was excellent at electronic games. He had lots of friends. But sometimes on summer days, Murphy would accompany his father to a job site and watch a little excavation.

One July morning, Murphy was sitting at the desk in his bedroom, slurping down cereal and watching his ants. The farm was actually a big clear plastic box, and through the sides he could observe the insects making complicated tunnels and using their antennae to communicate. For the first time, it occurred to him that the ants were excavators, too.

"Murph," his father called from the foot of the stairs, "I'm going on a new assignment today. We're digging foundations for a housing development out in Fitchburg. Want to tag along?"

Murphy jumped up and said, "Bye, ants," and as he started to turn away, he could swear that one of the ants waved his feelers at Murphy. Sometimes it really felt as if he and the ants were talking to each other!

When they reached the job site, Dad looked around for a spot from which his son could watch the action. He always called this the Surveillance Circle, even though it wasn't really a circle; this time it was an upward-sloping, narrow piece of ground. It was a safe distance away from the area marked out for the foundation.

Dad knew that construction could be a dangerous business, and he made sure Murphy knew it, too. Murphy understood that if he ever ran onto the field near the machines, he would never get to come along again.

Murphy watched in anticipation as his father started up the excavator and began driving toward a marked-out area. This was the moment he had been looking forward to all morning. The other workers moved to a safe distance, and carefully observed his father. When his father arrived at the right spot, the engine roared. The machine's arm extended, the digger lowered, and Murphy waited for the first big satisfying scoop of dirt.

Instead, there was a loud, clanging noise like a toddler banging on a metal pot with a spoon. Instead of carving deeply into the ground, the excavator bounced along the surface. Dad tried the move again, but this time it made a louder clang.

Murphy was on pins and needles trying to figure out what was going on, but he knew better than to leave his post. When a tall man in a hard hat walked out to talk to his dad, Murphy could hear a few words of their conversation: "solid bedrock" . . . "find just the right spot" . . . "expensive!"

Something tickled Murphy's right leg. It was an ant. Murphy gently blew it away, but the ant turned back and tickled his leg again with its feelers. Curiously, Murphy bent over until his eyes were nearly level with the tiny creature, which was waving its feelers frantically as if trying to send the boy a message. Maybe it came from watching his ants at home for so long, but Murphy suddenly felt as if he could understand! The ant was waving its antennae in a certain direction. Murphy stood up and waved his arms in the air to get his father's attention. His father stuck his head out of the cab and yelled, "What is it?"

Murphy cupped his hands together to make his voice carry.

"Try backing up a little," he called. "I think you'll find a better spot to dig."

Dad stared for a second, looking baffled. Then he muttered, "Why not?" He backed up the excavator about five feet. The bucket swung through the air, dipped, and cut smoothly into the ground.

Murphy watched as Dad wiggled the bucket around. It reminded him of when he was six or seven and trying to extract one of his baby teeth that was about to come out.

Slowly the bucket rose up, removing the most gigantic rock Murphy had ever seen. Cheers broke out from all of the workers.

Later, Murphy's father asked, "How on Earth did you know I should approach that spot from a few feet back? That was weird."

Murphy thought hard. Should he open up and tell his father that he could understand insects? He decided against it. "I just, er, saw something," he mumbled.

"It's a good thing," his father said. "You just saved the boss a lot of money and earned me a bonus at the same time. I think you should get something out of this, too. Do you have any requests?"

"Ummm," said Murphy, "there's this new kind of ant farm . . ."

"If you say so, buddy," laughed his father.

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

Part A: Read the sentence from the text.

“He always called this the Surveillance Circle, even though it wasn’t really a circle; this time it was an upward-sloping, narrow piece of ground.”

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

- ☐ (A) safety
- ☐ (B) construction
- ☐ (C) understanding
- ☐ (D) viewing

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

- ☐ (A) “When they reached the job site, Dad looked around for a spot from which his son could watch the action.”
- ☐ (B) “It was a safe distance away from the area marked out for the foundation.”
- ☐ (C) “Dad knew that construction could be a dangerous business, and he made sure Murphy knew it, too.”
- ☐ (D) “Murphy understood that if he ever ran onto the field near the machines, he would never get to come along again.”

- 22** Read the sentences from the text.

What is similar in Murphy watching the ant farm over breakfast and Murphy watching the workers at the job site?

- ☐ (A) both show boring activity
- ☐ (B) both show how excavators work
- ☐ (C) both show a problem that needs solving
- ☐ (D) both show how ants can help humans

- 23** Read the sentences from the text.

"Murphy was on pins and needles trying to figure out what was going on, but he knew better than to leave his post. When a tall man in a hard hat walked out to talk to his dad, Murphy could hear a few words of their conversation: 'solid bedrock' . . . 'find just the right spot' . . . 'expensive!'

What does the use of the phrase "on pins and needles" suggest about Murphy? Select **two** choices.

- ☐ **A** He wanted to understand why the excavator was not digging.
- ☐ **B** He was annoyed that the excavator was not digging properly.
- ☐ **C** He was not surprised because he had predicted this happening.
- ☐ **D** He felt so excited about the excavation that his hands were tingling.
- ☐ **E** He felt uncomfortable because the situation was suddenly tense.
- ☐ **F** His body ached from standing in one spot for so long.

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

Part A: Read the sentence from the text.

“Murphy watched in anticipation as his father started up the excavator and drove toward a marked-out area.”

What does the word anticipation mean in this sentence?

- ☐ **A** great fear
- ☐ **B** safety
- ☐ **C** hope
- ☐ **D** silence

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

- ☐ **A** “moved to”
- ☐ **B** “looking forward to”
- ☐ **C** “carefully observed”
- ☐ **D** “arrived at the right spot”

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

Part A: Read the sentence from the text.

“Should he open up and tell his father that he could understand insects? He decided against it.”

What does the idiom “open up” mean?

- ☐ **A** reveal a secret
- ☐ **B** act very quickly
- ☐ **C** proceed very slowly
- ☐ **D** ask his father’s permission

Part B: Which detail from the text **best** supports your answer in part A?

- ☐ **A** ““How on Earth did you know I should””
- ☐ **B** ““That was weird!””
- ☐ **C** “Murphy thought hard”
- ☐ **D** “tell his father that he could communicate”

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

Part A: Which statement **best** expresses the theme of the text?

- ☐ (A) Construction sites can be dangerous.
- ☐ (B) Ants and humans are both hard workers.
- ☐ (C) Solutions can come from unexpected sources.
- ☐ (D) Parents should always listen to their children.

Part B: Which detail from the text best supports your answer in part A?

- ☐ (A) "he admired the smooth way they turned around, and the way his dad could open and close the huge shovel from inside his cab."
- ☐ (B) "Murphy understood that if he ever ran onto the field near the machines, he would never get to come along again."
- ☐ (C) "Later, Murphy's father asked, 'How on Earth did you know I should approach that spot from a few feet back?'"
- ☐ (D) "Slowly the bucket rose up, removing the most gigantic rock Murphy had ever seen."

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

Part A: How does Murphy figure out how to solve his father's problem?

- ☐ (A) An ant communicates with him.
- ☐ (B) He talks to the man in the hard hat.
- ☐ (C) He looks carefully at the excavator.
- ☐ (D) He remembers something from a video.

Part B: Which detail from the text supports your answer to Part A?

- ☐ (A) "Murphy used to watch it over and over"
- ☐ (B) "Murphy watched in anticipation as his father started up the excavator"
- ☐ (C) "could hear a few words of their conversation"
- ☐ (D) "as if trying to send the boy a message."

GO ON →

Name: _____ Date: _____

- 28** At what point in the text is it clear that “Ant Farm” is not realistic fiction?
Provide a key example of this.

Read the text. Then answer the questions.

Animal Tracks and Burrows

Many wild animals are shy and hard to see. They move quickly and hide in tall grass and leafy trees. They often blend in with their surroundings because of their coloring. However, wildlife biologists have written many books about the signs animals leave. If you learn about these clues, you can become an animal detective. This is a very interesting hobby.

Tracks

The police sometimes look for footprints to help find criminals. Animal detectives look for tracks. Animal tracks show up best in sand, snow, and mud. Each kind of animal has a different footprint. But some groups of animals make tracks that share certain characteristics. One important feature is the number of toes.

Dogs and their close relatives (coyotes, foxes, and wolves) have four toes on their front paws and four toes on their back paws. So do the wild members of the cat family, such as bobcats and mountain lions. Other animals with two sets of four toes are rabbits.

Rodents have four toes in front and an extra, fifth toe on each rear paw. Rodents include rats, mice, squirrels, and chipmunks. Unlike rodents, weasels have five toes in front and in back. So do otters, fishers, and badgers, which are related to weasels. So do raccoons, and so do skunks. (Watch out if you see fresh five-and-five tracks!) Some animals, including deer, have two “toes.” They don’t look like other animal toes, though. These animals have hard hooves. Each hoof is split in two parts.

If an animal leaves behind a clear track on a muddy riverbank or in a snowy field, it is easy to count the exact number of toe marks. However, a track is often blurred because the animal was moving quickly or because rain or wind erased some of the details. For this reason, a good animal detective memorizes the general shape of a track which might be round, oval, or square.



Animal trackers also know how to interpret the pattern of tracks an animal leaves behind as it moves. The way the animal moves is called its “gait.” Some animals walk, while others hop. You can tell which is which by looking at their tracks.

Animal Burrows and Holes











A good animal detective looks for more than tracks. For example, he or she learns to identify the holes of animals that burrow, or dig in the ground for shelter. Important things to check for are the size, shape, and location of the hole. These are all clues to the animal that made it.

The eastern mole is a little creature that leaves a pile of dirt over the entrance to its burrow, or shelter. The pile is cone-shaped. The entry into the meadow vole's burrow is a small hole no more than two inches across. It is found in open, grassy fields. The eastern chipmunk's hole is the same size as that of the meadow vole, but there is one big difference. The eastern chipmunk usually digs its burrow near a stone wall.

If you see a 12-inch entrance, the burrow could belong to a woodchuck or a badger. If the burrow is in a wooded area, it is likely home to a woodchuck. The distinctive sign of a mole is not a visible entrance. Rather, it is the tunnel itself. Moles tunnel close to the surface. They raise the soil above the tunnel in a long mound. If the mole tunnel is in a swampy area, it may belong to a funny-looking creature called a star-nosed mole. If it is in a hilly area, it may belong to an eastern mole.

Animal Gait Patterns	
	
Walker	Hopper

Track Shapes

Track	Shape	Example	Animals
Cross			rodents (mice, rats, squirrels)
Round			mountain lion, bobcat, lynx
Oval			Dog-like animals, such as fox, coyote
Heart			deer
Box			weasel, mink, wolverine, badger, otter

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

Part A: What information in the first paragraph **best** describes the author's point of view?

- ☐ **A** The author enjoys watching animals' behavior in the wild.
- ☐ **B** The author thinks finding signs of animals is its own reward.
- ☐ **C** The author wants to make it easier for the reader to find animals.
- ☐ **D** The author believes the reader should look for books about animals.

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

- ☐ **A** "Many wild animals are shy and hard to see."
- ☐ **B** "However, wildlife biologists have written many books about the signs animals leave."
- ☐ **C** "If you learn about these clues, you can become an animal detective."
- ☐ **D** "This is a very interesting hobby."

- 30** Read the sentence from the text.

"For example, he or she learns to identify the holes of animals that burrow, or dig in the ground for shelter."

Which phrase from the sentence explains what burrow means as it is used in the sentence?

- ☐ **A** "he or she learns"
- ☐ **B** "identify the holes"
- ☐ **C** "dig in the ground"
- ☐ **D** "for shelter"

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

Part A: Which is the **most likely** reason the author included the Animal Gait Patterns chart in the text?

- (A) to provide several examples of how dog and rodent tracks look
- (B) to teach readers what kinds of tracks are made by dangerous animals
- (C) to help readers understand the information about how animals move
- (D) to introduce the topic of using different gaits to identify different tracks

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

- (A) "Each kind of animal has a different footprint."
- (B) "For this reason, a good animal detective memorizes the general shape of a track."
- (C) "Rodents have four toes in front and an extra, fifth toe on each rear paw."
- (D) "Animal trackers also know how to interpret the pattern of tracks an animal leaves behind as it moves."

- 32** Draw a line from each animal to the number and placement of toes that appear in their tracks.

fox	two toes in front, two toes in back
deer	four toes in front, four toes in back
squirrel	four toes in front, five toes in back
fisher	five toes in front, five toes in back

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

Part A: What is the main idea of the text?

- (A)** Wild animals are very shy.
- (B)** Identifying animal tracks can be helpful.
- (C)** You can identify animals by the signs they leave.
- (D)** Animals have different numbers of toes on their paws.

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

- (A)** "They move quickly and hide in tall grass and leafy trees."
- (B)** "The police sometimes look for footprints to help find criminals."
- (C)** "These are all clues to the animal that made it."
- (D)** "Other animals with two sets of four toes are rabbits."

Read the directions. Then answer the questions.

- 34** Which phrase correctly completes the sentence?

I _____ for miles and still have not reached my destination.

- (A)** was walking
- (B)** had walked
- (C)** have walked
- (D)** will have walked

- 35** Choose the **two** sentences that do **not** have errors in grammar.

- (A)** I like either omelets or scrambled eggs for breakfast.
- (B)** I like neither omelets or scrambled eggs for breakfast.
- (C)** I like neither omelets nor scrambled eggs for breakfast.
- (D)** I do not like either omelets nor scrambled eggs for breakfast.
- (E)** I do not like neither omelets or scrambled eggs for breakfast.
- (F)** I do not like neither omelets nor scrambled eggs for breakfast.

- 36** Which word correctly completes the sentence?

If I could find the time, I _____ to play the guitar.

- (A)** will learn
- (B)** would learn
- (C)** have learned
- (D)** would have learned

- 37** A student is writing a story for her teacher about an old sailing ship. The student needs to add more exact description to her story. Which word **best** describes what the narrator felt?

That day on the boat, the sky was cloudy and strange. The sea spray felt cold on my face, and the wind was _____. I wanted to go back to my nice cozy home.

The water was becoming choppy and rough. Glassy waves rose up from the water to a height of six or seven feet. I looked at my dad at the wheel and asked, "Are we in trouble?"

- ☐ **A** refreshing
- ☐ **B** blowing
- ☐ **C** cooling
- ☐ **D** harsh

- 38** A student is writing a report for her science teacher about exercise on the International Space Station. Read the draft of the report. Then answer the question.

How Astronauts Keep Fit in Space

On the International Space Station (ISS), astronauts experience no gravity. That means they are free to float around, which is a lot of fun but makes it really hard to exercise. Can you imagine doing a pushup and just flying up to the roof? Or jogging when every step launches you into the air?

This is a problem for astronauts who stay on the ISS for months. If astronauts did not use their muscles at all, they would not be able to walk when they got back to Earth. So how do they keep fit? They use special equipment.

The most important piece of equipment is the Treadmill Vibration Machine. This machine has a harness that pulls astronauts against a treadmill, like gravity. However, without gravity, walking is not a good exercise. To fix this, the machine shakes the harness to work the muscles and make exercise harder.

The writer wants to make her meaning more clear. Which phrase **best** replaces the underlined phrase in the text?

- (A)** walking only works leg muscles
- (B)** lifting legs up and down is too easy
- (C)** lifting legs up and down is dangerous
- (D)** walking does not increase fitness levels

- 39** A student is writing a report about ancient civilizations for his social studies teacher. Read the draft of his introduction. Then answer the question.

There were many ancient civilizations, like Greece and China. They all were different. Sometimes, these differences were caused by social things, like language. Other times, these differences were caused by real things, like geography. For example, Greece has many mountains and islands. This made cities develop without central control. In China, early people settled along the same river. They needed a large government to control the river's floods.

The writer wants to make his meaning more clear. Which word **best** replaces the underlined word in the text?

- ☐ **A** important
- ☐ **B** known
- ☐ **C** regular
- ☐ **D** physical

