



Grade 5

**Think Smart
for Smarter Balanced Assessments**

Unit Assessments



**Assessing the California
Common Core State Standards**

Read the text. Then answer the questions.

A Town's History

Lily glanced up at the clock in the front of the classroom. The minute hand was crawling much too slowly. There was still more than an hour until lunchtime and Lily could already hear her stomach complaining. She slumped down in her seat and started to fiddle with the pencils on her desk.



"Is the speaker going to be here soon, Mr. Gardiner?"

Kevin eagerly asked the teacher. On Monday, the teacher had told the class that someone would come give a presentation that Friday, but he hadn't told them who it would be. All week, Lily and her classmates had been trying to guess the speaker's identity.

"What about the President?" Steven asked. Everyone laughed at the idea of the President of the United States coming to talk to the fifth-grade class in their small town in Oregon.

"Okay, class," said Mr. Gardiner. "I will finally tell you the name of our speaker: Ms. Traynor. She works at the local history museum and will be sharing information with us about our town's history."

"History is so boring," Lily thought. "I can't imagine that anything interesting ever happened here."

Just then, there was a knock at the door, and the principal came in with a business-like woman carrying a large briefcase. Mr. Gardiner introduced her to the class.

"Your teacher has told me that you are studying the Oregon Trail," Ms. Traynor said. "Does anyone know how this town is an important part of the trail's history?"

"It's at the very end of the Oregon Trail," Bethany answered. "That's right. Today, I'm going to tell you about some of the first settlers in our town." Ms. Traynor began to pull several old black-and-white photographs from her briefcase,

displaying them for the class. Some were faded at the corners, and most showed people posing stiffly for the camera. Even the children looked serious.

Lily liked looking at the photographs that demonstrated what people had worn back then. One photograph showed a pretty woman standing tall in a long dress with long sleeves and a flowered bonnet. “She must have sweltered in that outfit, like I do when I wear a sweatshirt on a warm day,” she thought. The photo made Lily think of what it might have been like to not be able to wear a short-sleeved shirt when she wanted to, or enjoy air-conditioning!

“One of the ways we study history is to read the letters and journals written by the people of the time,” Ms. Traynor explained.

“Where do you get the journals and letters?” was Steven’s query.

“People donate them to the museum so we don’t have to buy them. Many of the people who live here are descendants of the first settlers. Sometimes people have saved letters and journals from their great-grandparents. Other people find old journals and mementos when they are cleaning out their houses. I am going to share some of these historic treasures with you today.”

In one letter, a woman wrote to her sister back east describing her journey on the Oregon Trail. She told of long, hot, dusty days on the trail and cold nights camping with the wagons circled around them. She had written about crossing a river on a small, wooden raft that was rocked by the strong rapids. Some of her belongings had fallen into the river, but she had been relieved to make it safely to the other side.

When Ms. Traynor passed around a journal that had been discovered in someone’s attic, Lily couldn’t wait to look at it. It had been written by a girl around Lily’s age. She turned the pages of the small book carefully. She saw that the girl had written about her new town and her new school. The girl had been nervous about beginning school in a place where she didn’t know anyone, but the other students had made her feel welcome. She had even met her new best friend at the new school.

Then suddenly, Ms. Traynor said, “I know you all have to go to lunch, so we will end our discussion here.”

Lily looked up at the clock and saw that it was already 12:30. The hour had flown by. Then Lily thought about her grandmother’s attic. She knew her grandmother kept family letters and journals. What kinds of stories could Lily find in those journals? She couldn’t wait to find out.

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

Part A: Read the sentence from the text.

“She must have sweltered in that outfit, like I do when I wear a sweatshirt on a warm day,” she thought.

What does sweltered mean as it is used in the sentence?

- Ⓐ looked nice
- Ⓑ felt overly hot
- Ⓒ been proud of herself
- Ⓓ thought she was stylish

Part B: Which phrase from the sentence **best** shows how Lily relates to the woman’s clothing in the photograph?

- Ⓐ “must have”
- Ⓑ “in that outfit”
- Ⓒ “like I do”
- Ⓓ “warm day”

- 2 Read the sentence from the text.

“Where do you get the journals and letters?” was Steven’s query.

The word query comes from the Latin word *quaere*, meaning “ask.” What does query mean in the sentence above?

- Ⓐ interruption
- Ⓑ question
- Ⓒ reaction
- Ⓓ remark

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

Part A: What is the theme of the text?

- (A)** History can be interesting.
- (B)** Some surprises are pleasant.
- (C)** Traveling on the Oregon Trail was hard.
- (D)** People should keep journals about what they do.

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

- (A)** "All week, Lily and her classmates had been trying to guess the speaker's identity."
- (B)** "'That's right. Today, I'm going to tell you about some of the first settlers in our town.'"
- (C)** "'Other people find old journals and mementos when they are cleaning out their houses.'"
- (D)** "What kinds of stories could Lily find in those journals? She couldn't wait to find out."

- 4** Read the sentence from the text.

"People donate them to the museum so we don't have to buy them."

How does the phrase "don't have to buy" help you understand the meaning of donate in the sentence?

- (A)** It tells why people do not like to spend money.
- (B)** It shows that the speaker works in a museum.
- (C)** It describes people who are interested in history.
- (D)** It explains what happens when people give things to museums.

5 How does the use of dialogue help the reader understand Lily's feelings? Select **two** options.

- ☐ **A** by telling Lily's thoughts
- ☐ **B** by telling what Lily says
- ☐ **C** by showing Lily's reactions
- ☐ **D** by describing what Lily does
- ☐ **E** by showing how others react to Lily
- ☐ **F** by describing the expressions on Lily's face

6 Select the details from the text that use sensory language. Not all details will be used.

- ☐ **A** "her new town and her new school"
- ☐ **B** "long, hot, dusty days on the trail"
- ☐ **C** "cold nights camping with the wagons circled around them"
- ☐ **D** "faded at the corners"
- ☐ **E** "rocked by the strong rapids"
- ☐ **F** "letters and journals from their great-grandparents"

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- 7** Explain why Lily's feelings about history change as a result of Ms. Traynor's visit to the class. Support your response with examples from the text.

Read the text. Then answer the questions.

Tiny Wintry World

Hold the glass globe in your hands and turn it over gently. Then flip it back and watch as snow falls slowly over a tiny village. For kids and grownups everywhere, snow globes hold a special delight. Yet these fun keepsakes actually came to be because of an experiment that did not work.

In 1900, a man named Erwin Perzy was trying to figure out a way to create more light. Perzy lived in Vienna, Austria, and he made tools to be used for surgery. At that time, the electric light bulb had just been invented, but it created inadequate light. A surgeon asked Perzy to come up with a way to make the light brighter for his operating room.

Perzy contemplated the problem carefully. He remembered how shoemakers would use a special trick to get more light from candles. They would place a glass globe full of water in front of the flame. The light would shine through the globe and cast a golden glow about the size of a hand.

With this in mind, Perzy filled a glass globe with water and placed it in front of his electric light. He was not satisfied with how bright it was, so he decided to add to the idea. First, he tried adding glitter to the water. When it first dropped into the water, the glitter reflected the light and added brightness to the room. However, it sank to the bottom, and the shining effect was gone.

Although his first idea had failed, Perzy felt he was onto something. He tried to find a material that weighed even less than the glitter. After searching, he came upon a fine white powder called semolina. It was usually used to make baby food. Perzy thought the powder would be perfect for his light globe, so he dropped it in. Once again, the powder made the light brighter, but it also soon came to rest on the bottom of the globe. Perzy's experiment failed again. However, it sparked a new idea. For to Perzy, the sinking white powder looked just like fresh falling snow.

Fascinated by his new discovery, Perzy decided the snow should fall onto something. He took a soft, silvery metal called pewter, which he had in his workshop, and made a tiny model of a famous building in Austria. Perzy placed the little structure into the globe and watched the “snow” fall on it. He became even more excited—surely other people would enjoy his globes as much as he did! Quickly, Perzy got a patent for his “glass globe with snow effect.” The patent would prove that he invented it.

Over the next few years, Perzy experimented with different materials to find the right one for his snow. He also tried different miniature buildings. In 1905, Perzy opened a small factory to make the snow globes and they quickly became popular. The Austrian emperor, Franz Josef I, even gave Perzy a special award for his new toy. Soon, snow globes could be found in homes all around the world, from cottages to the White House.

Today, Perzy’s company, Original Vienna Snow Globes, still produces hundreds of thousands of snow globes each year. Each one is handmade. There are more than 2,000 scenes to choose from, including buildings, animals, nature scenes, and characters. Perzy’s family has continued his work, and Erwin Perzy III now runs the company.

Erwin Perzy III really enjoys seeing children visit the company and its museum. Even though snow globes do not have batteries, bright lights, or fun noises, kids are fascinated with them. “. . . When the kids come here,” he says, “their eyes are wide open, they are enchanted, and everyone has one or two snow globes in their hands, and they are shaking them. That is a very nice moment for me.” While his grandfather’s experiment long ago did not work, it actually led to something even more wonderful.

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

Part A: Read the sentences from the text.

At that time, the electric light bulb had just been invented, but it created inadequate light. A surgeon asked Perzy to come up with a way to make the light brighter for his operating room.

What is **most likely** the meaning of the word inadequate?

- ☐ (A) unclean
- ☐ (B) expensive
- ☐ (C) difficult to find
- ☐ (D) not enough

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

- ☐ (A) "electric light bulb"
- ☐ (B) "just been invented"
- ☐ (C) "make the light brighter"
- ☐ (D) "for his operating room"

- 9** Which statement **best** represents the author's point of view about Perzy?

- ☐ (A) Perzy was not skilled in using electricity.
- ☐ (B) Perzy was not creative enough to be an inventor.
- ☐ (C) Perzy was able to learn from his failures.
- ☐ (D) Perzy was mainly interested in surgical tools.

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

Part A: Read the sentences from the text.

Perzy contemplated the problem carefully. He remembered how shoemakers would use a special trick to get more light from candles.

What does contemplated mean in the sentence above?

- ☐ (A) changed around
- ☐ (B) solved quickly
- ☐ (C) thought about
- ☐ (D) worried over

Part B: Which word from the sentences helps you understand the meaning of contemplated?

- ☐ (A) carefully
- ☐ (B) remembered
- ☐ (C) special
- ☐ (D) candles

- 11** Read the sentences from the text.

He took a soft, silvery metal called pewter, which he had in his workshop, and made a tiny model of a famous building in Austria. Perzy placed the little structure into the globe and watched the “snow” fall on it.

Which words from the sentences help to define structure? Select **all** that apply.

- ☐ (A) metal
- ☐ (B) pewter
- ☐ (C) workshop
- ☐ (D) model
- ☐ (E) building
- ☐ (F) snow

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- 12** Complete the sentences about the main idea of the text. Circle **one** main idea and **one** detail.

The main idea in “Tiny Wintry World” is that _____. This is **best** supported by the detail, _____.

Main Idea
snow globes made Erwin Perzy famous
snow globes were discovered accidentally
snow globes can have different kinds of scenes inside

Detail
“because of an experiment that did not work”
“even gave Perzy a special award for his new toy”
“including buildings, animals, nature scenes, and characters”

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- 13** Why did the author **most likely** choose to write about Erwin Perzy? Support your answer with details from the text.

- 14** Select **three** details that **best** support the main idea of the text.

- ☐ **A** Erwin Perzy's first invention failed.
- ☐ **B** Erwin Perzy III now runs the snow globe company.
- ☐ **C** Erwin Perzy used semolina in his first snow globe.
- ☐ **D** Erwin Perzy originally made tools used for surgery.
- ☐ **E** Erwin Perzy's company makes its snow globes by hand.
- ☐ **F** Erwin Perzy thought the falling white powder looked like fresh snow.

Read the texts. Then answer the questions.

Finding Gold, Finding Florida

In 1493, Christopher Columbus sailed again to the Americas. He and others surmised that he had found islands near Asia on his first trip, and for that reason, the crew on this trip numbered 1,500 men on 17 ships. One of the crewmen was Juan Ponce de León. He stayed in the New World after Columbus returned to Spain.

Ponce de León was a skilled soldier. He helped defend the Spanish settlers on the island of Hispaniola from native attacks. As a reward, he was named a governor of the island.

The natives told stories and legends of the area, and one told of an island to the east called Borinquen where there was gold. Ponce de León was sent to explore the island. When the Spanish landed, they had to fight the native Taíno people. The Spanish won, partly because they used dogs in battle. The natives had never seen dogs before, and these fearsome animals were more frightening than the soldiers.

Ponce de León built the first European settlement on Borinquen in 1508. The Spanish soon found gold and forced the native people to mine it. The island was renamed Puerto Rico, meaning “rich port.” Ponce de León quickly became rich.

The king then allowed Ponce de León to claim areas north of Hispaniola for Spain, but the king did not provide any ships. Ponce de León used his own wealth to buy ships and supplies. Natives told of an island called Bimini to the north where he could find more gold.

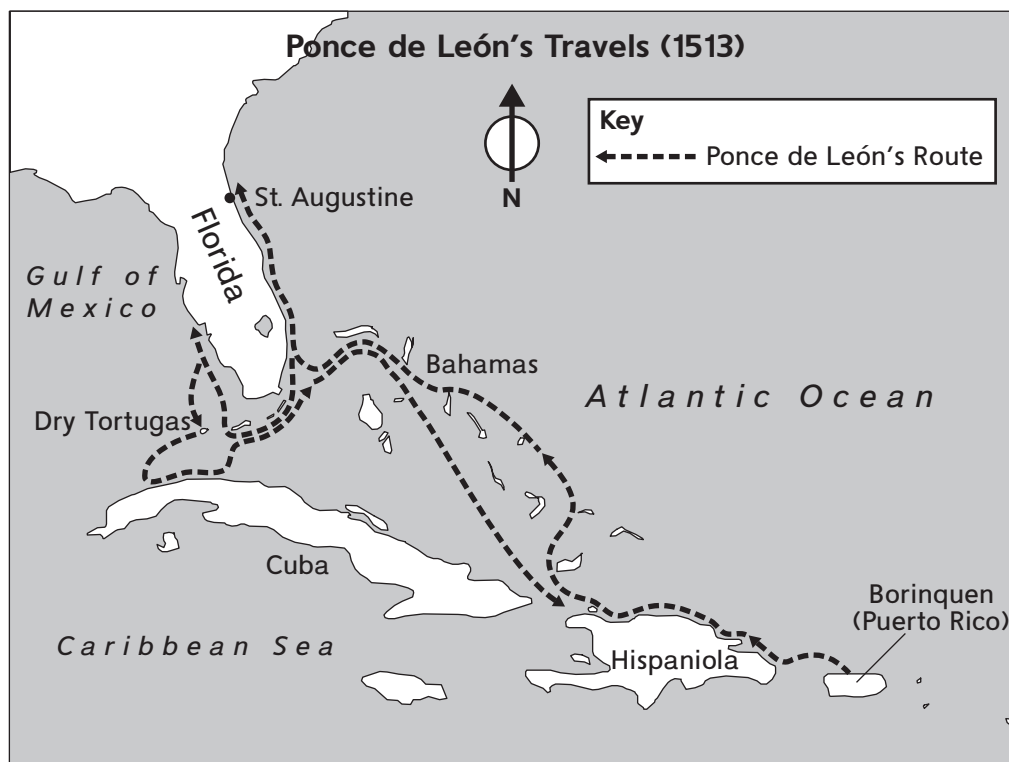
They may have also mentioned a spring that could make people young again. Today, Ponce de León is best known for searching for this “fountain of youth.” But there is no proof that Ponce de León ever heard the legend, since none of his writings survived. He did believe he was close to Asia, and he may have known that Alexander the Great of Macedonia had unsuccessfully searched for a fountain of youth in Asia 1,800 years before. If Ponce de León did search for a similar source of youth, his search was as fruitless as Alexander the Great’s.

The ships sailed north in 1513. They made a few stops at islands in the Bahamas. When they saw the coast of Florida, they thought it was an island, too. They probably landed first near modern-day St. Augustine. They claimed the land for Spain. Ponce de León named it La Florida, meaning “the place of flowers.” He must have noted the rainbow colors and sweet smells of the flowers.

His ships sailed down the east coast of Florida. They stopped on islands they named the Dry Tortugas, where they found little fresh water but many large sea turtles. Sea turtles are called *tortugas* in Spanish. Later, they tried to land on the west coast of Florida. They soon found that the Calusa people living there were not friendly, so they left Florida and returned to Puerto Rico.

In 1521, Ponce de León returned to the west coast of Florida. He had two ships and 200 men. They wanted to build a settlement, but the Calusa people attacked them again. Ponce de León was wounded in the leg with an arrow. Some thought it was poisoned. The Spanish returned to Puerto Rico, where Ponce de León died soon afterward.

Other explorers realized before long that Florida was not an island and was not in Asia. Spain controlled many areas in the Caribbean and Latin America for more than 300 years. Ponce de León did not find a fountain of youth, but his voyages spurred others to search for gold and other riches in the New World.



Pioneering in Florida

Ben Hill Doster moved his family from Atlanta, Georgia, to Jupiter, Florida, in 1894 to help his sister. Her husband had died, but she hoped to own 160 acres of land there as a homestead. She just needed to live on it for one more year.

Soon after they arrived, Ben Doster took his family on a boat ride up the Loxahatchee River. Suddenly, the air turned cold. Feeling agitated, Doster rowed hurriedly back to the tiny cabin, and the family huddled inside near a roaring fire. That night they heard sounds like gunshots, but the sounds turned out to be the trunks of orange trees exploding when they froze. The next morning, they awoke to find their 16-acre pineapple patch frozen and their garden vegetables dead.

Many new settlers left soon after the Big Freeze of 1894, but the Doster family stayed. They replanted their pineapples and their garden, and they also opened up a general store. Slowly, Doster's wife and two daughters learned to love the land of southern Florida and respect its dangers.

In their first year, they began to recognize the sounds of the swamp at night. They thought of it as a nightly serenade; different types of frogs had distinctive calls. The tiniest frogs chirped "tea table, tea table." The bullfrogs boomed "rung, rung, rung." Owls hooted and birds called to their mates. Sometimes, alligators bellowed.

But one night they awoke to hear the painful scream of a woman. She sounded like she was nearby, so Mrs. Doster prepared to go outside to look for her. But Ben Doster stopped her at the door. He explained that when panthers screamed in the night, they sounded exactly like a woman in pain. No one should go outside to help, because panthers were dangerous.

The family gradually came to know their neighbors and the people who came to the Dosters' store. Some were homesteaders like themselves and included the local doctor and a man who had gone to Princeton University in New Jersey. Another neighbor claimed to be a member of an English royal family.

Other people had been in the area for generations. These included a few African Americans, descendants of enslaved people who had fled to Florida in the early 1800s. Other families were descendants of early white settlers. They lived in the swamps and continued to make their living by hunting, trapping, and fishing. Sometimes families of Seminole Indians would suddenly appear, using trails through the swamps that no one else could follow. They would camp near a trail to sell deer and alligator hides, bird feathers, and dried venison from deer hunting. They were members of the few families who survived the Seminole Wars of the 1800s and the removal of most of the Seminoles to reservations in the West.

One of Doster's daughters, Dora, later wrote about her memories of the time. She wrote lovingly of mangrove and cypress trees hung with Spanish moss. She saw white herons standing like statues waiting to pluck fish from the shallow water. Yellow and orange butterflies danced down a path in front of her. She thought the ocean before a hurricane looked like a vicious monster, curling its jaws and showing its teeth. She learned to watch for the poisonous snakes that lived along the paths.

Dora's mother was a strong and brave woman. She stood up to panthers, alligators, and hurricanes. But for her, there was more than danger, beauty, and excitement. Dora's father worked long hours at the store. Dora thought her mother must have gotten very homesick and lonely at the cabin. She saw her mother watch the trains pass to the east and listen to their mournful wails. Dora believed she often wanted to be on one of those trains, headed back home. She had grown up in Atlanta and had not planned to become a pioneer.

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Answer these questions about “Finding Gold, Finding Florida.”

- 15** Read the sentence from the text.

The natives had never seen dogs before, and these fearsome animals were more frightening than the soldiers.

What does the word fearsome mean in the sentence above?

- (A)** strong
- (B)** strange
- (C)** terrifying
- (D)** interesting

- 16** Explain how the map contributes to a clearer understanding of the text. Use **two** details from the article to support your answer.

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- 17** Match **one** key detail with **each** main idea from the text.

Ponce de León was a gifted soldier.

With the help of dogs, he defeated the Taíno people.

Instead of using the king's money, he used his own to buy ships.

Ponce de León was a loyal explorer.

He paved the way for future voyagers who were spurred by his adventures.

As a reward for helping Spanish settlers, he became a governor.

Answer these questions about “Pioneering in Florida.”

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

Part A: Why did the Doster family move to Florida?

- ☐ Ⓐ Ben Doster’s wife wanted to have new experiences.
- ☐ Ⓑ Ben Doster wanted to help his sister get her homestead.
- ☐ Ⓒ The Doster family wanted to become fruit growers.
- ☐ Ⓓ The Dosters wanted their children to grow up away from the city.

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

- ☐ Ⓐ “needed to live on it for one more year”
- ☐ Ⓑ “took his family on a boat ride”
- ☐ Ⓒ “they heard sounds like gunshots”
- ☐ Ⓓ “replanted their pineapples and their garden”

- 19** Read the sentence from the text.

“Yellow and orange butterflies danced down a path in front of her.”

What does the use of the phrase “danced down a path” suggest about the butterflies?

- ☐ Ⓐ They were moving in pairs.
- ☐ Ⓑ They were blocking a walkway.
- ☐ Ⓒ They were responding to music.
- ☐ Ⓓ They were lively and graceful.

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- 20** What can you conclude about the author’s attitude toward the Dosters and how they adjusted to life in Florida? Use **two** details from the text to support your conclusion.

Answer these questions about “Finding Gold, Finding Florida” and “Pioneering in Florida.”

- [illegible]

GO ON →

The text below needs revision. Read the text. Then answer the questions.

(1) Penicillin, one of our most important drugs, come from mold. (2) Alexander Fleming discovered it in England—by accident!

(3) In 1922, Fleming was trying to figure out how to kill bacteria that caused diseases. (4) He has a cold and his nose is runny. (5) When he picked up a lab dish, some mucus from his nose dripped into it. (6) He seen that the mucus killed the bacteria growing in the dish. (7) By accident, he had made an important discovery. (8) It made him want to keep searching.

(9) In 1928, Fleming piled some lab dishes in a tray of liquid chemicals. (10) The chemicals would sterilize them. (11) But some of the dishes didn't get covered by the chemicals. (12) Later, he noticed that mold had growed on one of the dishes. (13) The mold had killed the bacteria!

(14) The importance of Fleming's discovery wasn't realized right away. (15) It wasn't until about 1940 that penicillin became widely used in medicine. (16) Since then, penicillin has cured some diseases that once killed millions of people.

(17) Fleming was very lucky. (18) But he wouldn't have succeeded if he hadn't been working hard on experiments anyway. (19) His discoveries was a combination of luck and hard work.

- 22** How can sentence 1 **best** be written?
- (A)** One of our most important drugs, penicillin come from mold.
 - (B)** One of our most important drugs, mold, comes from penicillin.
 - (C)** Penicillin, one of our most important drugs, comes from mold.
 - (D)** Penicillin, one of our most important drugs, coming from mold.
- 23** Which sentence has an action verb?
- (A)** Sentence 2
 - (B)** Sentence 4
 - (C)** Sentence 17
 - (D)** Sentence 19
- 24** Which sentence incorrectly shifts tense from past to present?
- (A)** Sentence 2
 - (B)** Sentence 3
 - (C)** Sentence 4
 - (D)** Sentence 5
- 25** How can sentence 6 **best** be written?
- (A)** He see that the mucus killed the bacteria growing in the dish.
 - (B)** He saw that the mucus killed the bacteria growing in the dish.
 - (C)** He seen that the mucus killed the bacteria growing in the dish.
 - (D)** He was seeing that the mucus killed the bacteria growing in the dish.

- 26** What is the **best** way to write sentence 12?
- (A)** Later, he noticed that mold was grown on one of the dishes.
 - (B)** Later, he noticed that mold grewed on one of the dishes.
 - (C)** Later, he noticed that mold grow on one of the dishes.
 - (D)** Later, he noticed that mold had grown on one of the dishes.
- 27** Which sentence uses the past progressive tense?
- (A)** Sentence 2
 - (B)** Sentence 3
 - (C)** Sentence 5
 - (D)** Sentence 7
- 28** Which sentence indicates that Fleming’s work was on-going?
- (A)** Sentence 8
 - (B)** Sentence 9
 - (C)** Sentence 17
 - (D)** Sentence 18
- 29** Which sentence uses a helping verb with a main verb?
- (A)** Sentence 6
 - (B)** Sentence 9
 - (C)** Sentence 10
 - (D)** Sentence 19

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30 Which sentence uses a linking verb?

- ☐ A Sentence 1
- ☐ B Sentence 6
- ☐ C Sentence 11
- ☐ D Sentence 17

31 Which sentence has an error in subject-verb agreement?

- ☐ A Sentence 16
- ☐ B Sentence 17
- ☐ C Sentence 18
- ☐ D Sentence 19



Opinion Performance Task

Task:

Your class has been learning about bees and their positive and negative aspects. Now your school board has announced that it is considering allowing a local company to donate materials, and train the students and staff to raise bees at the school. Your principal has asked students to write a multi-paragraph essay that explains your opinion about the plan to the school board. Before you begin, you do some research and find two articles, and a video about bees and beekeeping.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and review the sources carefully to gain the information you will need to answer the questions and finalize your research. You may take notes on the information you find in the sources as you read. Your notes will be available to you as you answer the questions.

Directions for Part 1

You will now examine several sources. You can reexamine any of the sources as often as you like.

Research Questions:

After examining the sources, use the remaining time in Part I to answer the three questions. Your answers to these questions will be scored. Also, your answers will help you think about the sources you have read, and viewed, which should help you write your opinion essay.

You may look at your notes when you think it would be helpful.

Source #1: A Golden Treasure

In ancient Greece, one wise man thought honey trickled down into the sky from rainbows, and bees gathered the drops from the air. Today, people know bees make honey in their hives. The busy insects must collect nectar from two million flowers to produce one pound of honey. Their hard work gives us a special food.

A Tasty Treasure

For thousands of years, people have valued honey for its sweet flavors. Sometimes, these flavors vary. The taste of the honey depends on the nectar the bees collect. For instance, if the busy bees gather nectar mainly from orange blossoms, the honey is pale yellow and mild. In contrast, honey produced from buckwheat flowers is very dark and strong-tasting.

People have prized honey because it is an easy food to store, too. In fact, scientists digging in Egypt found some honey in a jar in a tomb. The golden food was still fine to eat.

Honey seldom spoils because it consists of little water. As a result, germs cannot easily grow in the syrupy liquid. Sometimes, the lack of water causes the honey to form crystals and turn into a gooey lump. When this happens, the honey remains safe to eat. Warming the jar in some hot water solves the problem.

Super Powers

While people simply enjoy honey's sweet taste, scientists have discovered the food offers other key benefits. One study tested honey samples from various regions in the country. In this way, different kinds of honey, such as clover honey or alfalfa honey, were included. Scientists found that all the honey samples contained certain vitamins and minerals. These vitamins and minerals are an important part of a healthy diet.

Honey also contains a sugar called glucose. Studies show that glucose from honey helps a person's stomach digest and absorb foods. For instance, eating honey increased the amount of calcium a person absorbed by 25%. The body can use this extra calcium for building bones.

Soothing and Healing

Honey has other surprising uses. When a person has a cold, honey works as well as a medicine to stop the cough. In one study, scientists examined 270 children who had ordinary coughs. Some of them took two teaspoonfuls of honey before they went to sleep for the night. Others swallowed a few spoonfuls of sweetened water. The children who ate the honey coughed less and slept more soundly.

In addition, some people use honey to heal minor scrapes. The thick liquid seals the wound and kills germs. The vitamins in honey help the body grow new blood vessels and skin. However, a doctor should always care for serious wounds.

Today, scientists continue to study honey. They are testing whether it can kill germs that cause food poisoning. They are investigating whether it can help people with allergies. Every day, this amazing food grows more valuable. Thank you, bees!

Source #2: Beekeeping for Beginners

A strange squat tower hides behind some bushes in a backyard. Before long, some honeybees disappear inside the structure; it is a hive box for bees. Today, there are beekeepers in every state in America. With the right supplies and some preparation, you can try this popular hobby, too.

Beehive Basics

First, you will need a home for your bees. Usually, beginners purchase a modern hive box. It contains different sections, and each one serves a specific purpose.

The base of the box includes the hive stand and bottom board. The hive stand has a slanted front edge that resembles a small slide. Bees loaded with pollen can safely land on the inclined board and creep inside their home.

The top of the hive has both outer and inner covers. The outer cover acts like a lid, neatly fitting over the hive's edges. It protects the hive from stormy weather and gusty winds. The inner cover is a flat board. This barrier prevents bees from attaching their sticky honey to the lid.

In the center of the hive, there are several crate-shaped boxes, or "supers." The bottom super is the brood chamber, where the queen bee lays her eggs. Eventually, they hatch into larvae, which resemble white, curved worms. Next, the larvae grow into pupae, with bodies shaped like bees. Finally, they become adults.

Directly above the brood chamber is the honey super. In this location, the bees construct their honeycomb and fill its waxy cells with honey. Every hive contains one honey super, but you can easily add more.

Special Equipment

Beekeeping does not require many tools, but a few are necessary. One essential object is a smoker. This machine releases little clouds of smoke when pumped. The smoke does not harm the bees, but it causes them to start consuming honey. After their meal, the bees are sleepy, so they are simpler to manage.

You will also need a bee veil, hat, and gloves. These clothing items guard against stings. In addition, some people wear bee suits, but a light-colored shirt and pants work well, too. Most importantly, clothing should always be clean and odor-free. Bees have a remarkable sense of smell, and numerous scents alarm them. If the bees are frightened, they may sting.

Ready for Bees

Most first-time beekeepers order bees for their hive from an established, trusted company. A box will arrive in the mail containing about 10,000 worker bees and one queen. To add them to your hive, you can consult a beekeeping guide and follow its instructions.

Caring for Your Hive

Typically, the bees quickly adjust to their new home and begin their tasks. The queen spends her time laying eggs in the brood chamber, while the workers forage for flowers full of pollen. The bees devote themselves to building a honey supply and strengthening their numbers.

In the summer, you should regularly check on your growing hive. You can add more honey supers if needed and occasionally remove some honey. At times, you should inspect the brood chamber to make sure the queen and the young bees are healthy.

In the winter, your hive needs little maintenance; the bees remain secure inside. However, you must be sure to leave enough honey to sustain the colony during the cold months.

Do you think you would like to try beekeeping? To gather more helpful information, visit a local beekeeper. Most beekeepers are excited to share their experiences and love for their hobby with newcomers.

Source #3: Controlling Problem Honeybees

Honeybees are valuable insects. They produce honey, and they help plants grow by spreading pollen. However, bees near homes can become a nuisance. To control these problem bees, you must understand their behavior and habits. The following information will provide some useful tips to guide you.

Keep Things Clean

Normally, honeybees rely on pollen as their main source of food, but they will eat other available fare. Sweet treats such as juices, sugar, and fruits attract them. In the late summer, when fewer flowers bloom, bees especially seek these easy meals.

Because of this, outside dining areas and open trash cans appeal to bees. The key to discouraging the bees is cleanliness. Always line trash cans with bags and shut their lids. After eating outdoors, wash off patio tables and wipe up spills. Close food bags and bring leftover snacks inside.

Recycling bins filled with dirty cans and bottles draw bees, too. You should cover the bins with some type of barrier. If necessary, use an old door screen or window. While the job takes time, it is important to stop the first bees from entering the bins. These bees will share their find with other hive members, and large numbers will soon arrive.

Watch and Wait

In the late spring, you may spy a big swarm of bees on a tree near your home. This happens when a crowded bee colony sends off some bees to start a new hive. The buzzing mass clusters in a temporary resting place such as a branch.

While the swarm looks threatening, these insects are not aggressive. The bees have no hive to defend, so they are not likely to sting. Once their scouts find a suitable location to build their next home, the bees will leave. If possible, the best approach is to be patient for a few days and wait for them to go.

Time for Experts

Unfortunately, sometimes scouting bees select the wall of a building for their new home. They find a way inside through a tiny crack or hole. Slowly, the bees begin to build a hive in the space.

When you notice bees entering a crack on the outside of your house, it is tempting to spray their doorway with bug spray. However, this plan is not wise for several reasons. First, the bee hive may be far inside the wall, and the spray will not reach it. Also, the spray could cause the bees to look for another exit and encourage them to enter your home. Finally, the spray may kill some bees, but their honey will remain in the wall. The sweet food will attract other insect pests.

Instead, you should call a pest control company. They have the proper tools and supplies to deal with defensive bees. Plus, they will remove the contents of the hive.

Once the experts finish their work, make your own repairs. Patch any cracks and plug entrance holes. Wash the area with soap and apply fresh paint. This will get rid of odors, which could attract future bees.

Today, in our country, honeybees help pollinate about 100 food crops. Most often, they are content to search for pollen and will not bother you. With a little understanding, it is easy to live in peace with these beneficial insects.

Name: _____ Date: _____

- 1 Source #1 discusses the different behaviors of bees. What do Source #2 and Source #3 explain about bee behavior that Source #1 does not? Draw a line from the source to the description of bee behavior. Not all descriptions will be used.

Source #2: Beekeeping for
Beginners

Honey is beneficial to humans in
many ways.

Source #3: Controlling Problem
Honeybees

Bees send out scouts to look for a new
place to build a hive.

The practice of beekeeping is in every
state in America.

- 2 What positive aspects of bees are presented in the sources? Provide specific details from at least **two** sources in your answer. For each example, include the source title or number.

Name: _____ Date: _____

- 3** Explain why it is important to protect bees. Give **two** reasons why bees are valuable, **one** from Source #1 and **one** from Source #3. For each reason, include the source title and number.

Directions for Part 2:

You will now review your notes and sources, and plan, draft, revise, and edit your opinion essay. You may use your notes and refer to the sources. Now read your assignment and the information about how your essay will be scored; then begin your work.

Your Assignment:

Your school board is considering allowing a company to donate “beekeeper kits,” and train the students and staff to raise bees at the school. Your principal has asked students to write a multi-paragraph essay to give an opinion about the idea. The audience for your essay will be the principal and the school board. In your essay, clearly state your opinion and support your opinion with reasons that are thoroughly developed using information from what you have read.

Now you are going to write your opinion essay to submit to the principal. Your essay should include information supporting your opinion about beekeeping at your school. Choose the most important information from all three sources to support your ideas. Then, write an opinion essay that is several paragraphs long. Clearly organize your essay and support your ideas with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written opinion essay

- has a clear opinion
- is well-organized and stays on the topic
- has an introduction and a conclusion
- uses transitions
- uses details from the sources to support your opinion
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

Now begin work on your opinion essay. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your opinion essay. Write your response on a separate sheet of paper.



Question	Correct Answer	Content Focus	CCSS	Complexity
1A	B	Context Clues: Comparison	L.5.4a	DOK 2
1B	C	Context Clues: Comparison/ Text Evidence	L.5.4a/ RL.5.1	DOK 2
2	B	Latin Roots	L.5.4b	DOK 2
3A	A	Theme	RL.5.2	DOK 2
3B	D	Theme/Text Evidence	RL.5.2/ RL.5.1	DOK 2
4	D	Context Clues: Cause and Effect	L.5.4a	DOK 2
5	A, C	Theme	RL.5.2	DOK 3
6	B, C, E	Literary Element: Sensory Language	RL.5.4	DOK 3
7	see below	Theme	RL.5.2	DOK 3
8A	D	Context Clues: Sentence Clues	L.5.4a	DOK 2
8B	C	Context Clues: Sentence Clues/ Text Evidence	L.5.4a/ RI.5.1	DOK 3
9	C	Author's Point of View	RI.5.8	DOK 2
10A	C	Context Clues: Sentence Clues	L.5.4a	DOK 2
10B	B	Context Clues: Sentence Clues/ Text Evidence	L.5.4a/ RI.5.1	DOK 2
11	D, E	Context Clues: Sentence Clues	L.5.4a	DOK 2
12	see below	Main Idea and Key Details	RI.5.2	DOK 3
13	see below	Author's Point of View	RI.5.8	DOK 3
14	A, D, F	Main Idea and Key Details	RI.5.2	DOK 3
15	C	Context Clues: Sentence Clues	L.5.4a	DOK 2
16	see below	Text Features: Diagrams	RI.4.7	DOK 3
17	see below	Main Idea and Key Details.	RI.5.2	DOK 3
18A	B	Main Idea and Key Details	RI.5.2	DOK 2
18B	A	Main Idea and Key Details/ Text Evidence	RI.5.2/ RI.5.1	DOK 3
19	D	Personification	L.5.5a	DOK 2
20	see below	Author's Point of View	RI.5.8	DOK 3
21	see below	Compare Across Texts	RI.5.9	DOK 4

Question	Correct Answer	Content Focus	CCSS	Complexity
22	C	Subject-Verb Agreement	L.3.1f	DOK 1
23	A	Action Verbs	L.3.1a	DOK 1
24	C	Verb Tenses	L.5.1d	DOK 1
25	B	Irregular Verbs	L.3.1d	DOK 1
26	D	Irregular Verbs	L.3.1d	DOK 1
27	B	Verb Tenses	L.4.1b	DOK 1
28	A	Verb Tenses	L.5.1b	DOK 1
29	C	Main Verbs and Helping Verbs	L.5.1	DOK 1
30	D	Linking Verbs	L.5.1	DOK 1
31	D	Subject-Verb Agreement	L.3.1f	DOK 1

Comprehension: Selected Responses 3A, 3B, 5, 6, 9, 12, 14, 17, 18A, 18B	/16	%
Comprehension: Constructed Response 7, 13, 16, 20, 21	/12	%
Vocabulary 1A, 1B, 2, 4, 8A, 8B, 10A, 10B, 11, 15, 19	/16	%
English Language Conventions 22-31	/10	%
Total Unit Assessment Score	/54	%

- 7 **2-point response:** Ms. Traynor uses local artifacts such as photos, letters, and journals to help the students relate to the people who moved to the town many years ago. By making these kinds of personal connections, Lily begins to see similarities between her own life and the lives people led many years ago.
- 12 Students should circle the following:
- **Main Idea:** snow globes were discovered accidentally
 - **Detail:** “because of an experiment that did not work”
- 13 **2-point response:** The author sees Erwin Perzy as someone admirable. When a discovery sparked a new idea, Perzy worked on that idea until completion. For example, he encountered several different setbacks with glitter and powder falling to the bottom of his glass globe. He persevered, though, and when he solved his problem he patented the snow globe. Eventually he formed a large company that is still in existence today.
- 16 **2-point response:** The map provides a diagram of the route of Ponce de León’s voyage in 1513. It shows that he started in Puerto Rico, went north to the Bahamas, and then continued north to Florida, where he traveled along both coasts. He then went to Cuba and returned to Puerto Rico. It also shows that he made many stops along his way.

- 17 Students should match the following:
- Gifted soldier: With the help of dogs, he defeated the Taíno people.
 - Loyal explorer: Instead of using the king's money, he used his own to buy ships.
- 20 **2-point response:** The author believes the Dosters adjusted bravely to the difficulties they faced in Florida. The Big Freeze of 1894 destroyed their orange trees, pineapples, and vegetables. Even though many other families left Florida because of the freeze, the Dosters did not. The author also states that Dora's mother "stood up to panthers, alligators, and hurricanes" and that the Dosters slowly "learned to love the land of Southern Florida and respect its dangers."
- 21 **4-point response:** Ponce de León went to the New World to discover and claim new lands, while the Dosters went to Florida to help a family member. Florida was a dangerous place for both the Dosters and Ponce de León. Ponce de León was the first European to explore, claim, and settle lands such as Puerto Rico and Florida. He found gold and became rich from it, but he was unable to establish a settlement in Florida or to find a fountain of youth (if he was searching for it). The Dosters experienced the beauty and dangers of a new area in the wilderness of Florida. They helped Ben Doster's sister keep her land and in the process made a new family home.

Opinion Performance Task				
Question	Answer	CCSS	Complexity	Score
1	see below	RI.5.1, RI.5.2, RI.5.7, RI.5.8, RI.5.9 W.5.1a-d, W.5.3, W.5.4, W.5.7 L.5.1, L.5.2	DOK 2	/1
2	see below		DOK 3	/2
3	see below		DOK 3	/2
Opinion Essay	see below		DOK 4	/4 [P/O] /4 [E/E] /2 [C]
Total Score				/15

- Students should match the following:
 - Source #2: The practice of beekeeping is in every state in America.
 - Source #3: Bees send out scouts to look for a place to build a new hive.
- 2-point response:** Source #1 explains the health benefits of honey. These include aiding digestion, increasing calcium absorption, calming coughs, and healing scrapes. Source #2 explains the ease and popularity of caring for honeybees. Source #3 explains that honeybees produce valuable honey and help plants grow through pollination.
- 2-point response:** Bees are valuable to people for many reasons. Source #1 explains a number of reasons why the honey produced by honeybees is beneficial. For example, scientists are studying honey and its ability to kill germs and assist people with allergies. Source #3 explains that bees are valuable because they are responsible for spreading the pollen that helps plants grow. Today honeybees help pollinate about 100 food crops in the United States.

10-point anchor paper: Last year, I walked too close to a beehive and the bees in the hive swarmed down on me. I was stung several times. Ever since that time, I have been terrified of bees. If this company's plan to make beekeepers of my classmates becomes real, I will have a problem. I will have to learn to swallow my fear, and everyone else like me will have to do the same. I want to help stop this idea before it goes any further.

I realize that bees make honey, the "golden treasure," as the author of Source #1 calls it, and I like honey. I also realize that honey has many important health benefits. For one thing, honey seems to protect people from allergies. "Honeybees are valuable insects," the author of Source #3 writes, but the same author also writes, "bees near homes can become a nuisance."

The problem is that putting a beehive in our school can create a problem for everyone in the school. After flowers stop blooming in the late summer, the bees look for other kinds of food than nectar and pollen. The author of Source #3 states that sweet "treats such as juices, sugar, and fruits attract" bees. This means that if the bees cannot find what they need, they could fly all around the school looking for food in garbage containers and even in leftover cans and bottles.

Late spring is another problem season. Bees from one nest will leave to look for a place to build a new nest. According to Source #3, they will sometimes look for cracks in the walls of buildings to build a nest. I do not blame the bees for this, but I don't want them nesting all over the school.

As the author of Source #2 shows that beekeeping can be an interesting hobby. People get to watch all the life stages of bees. I would try it myself if bees did not sting. Unfortunately, bees do sting, and they terrify some people, like me. Before the school board decides to invite thousands of new bees into our school, it should think hard about how this decision will affect everyone in the school.

