To the Student

Ready North Carolina, Common Core Edition, ELA Practice is a review program for North Carolina’s Common Core aligned READY EOG assessment. This book has three practice tests. In each practice test, you will answer 65 multiple-choice questions in the key areas of Reading and Language.

Your teacher will explain how you will do the practice tests and record your answers. Be sure to follow the directions for each practice test. As you complete the practice tests, read the passages and answer the questions carefully. Use the Answer Forms beginning on page 115 to record your answers. Remember to fill in the answer bubbles completely. Also, if you change an answer, you must erase your first answer fully.

While you work on the practice tests, use the Testing Tips below. Read these helpful tips carefully. They can make you a better test taker.

Testing Tips for Answering Multiple-Choice Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Cross out any answer choices that are not reasonable. Then make your choice from the remaining choices.
- Read the question again. Check that your answer makes sense.

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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
Read the story. Then answer the questions that follow.

The Dancing Camel

*a fable by Aesop*

1. One night every summer, animals from all over the world used to gather for a party. They began by playing lots of games. Leapfrog and monkey-in-the-middle were popular. The chameleon always won hide-and-seek. She could hide in plain sight by changing her colors. The grumpy camel joined in by giving some baby animals rides on her hump.

2. When the band started to play, the monkey put on a show of his own. He swung through the treetops, bouncing to the music. He danced with the baboon on the ground. He danced with a family of bats as he swung through the air. Finally, he jumped from a tree, did a flip in the air, and landed on the elephant’s tusks. Everyone cheered, except the grumpy camel.

3. “I don’t know why you’re all cheering,” she said. “Anyone can dance like that.”

4. “Oh, don’t be so grumpy,” said the bat. “The monkey was doing what he’s good at. You’re just grumpy because you can’t dance.”

5. “Of course I can dance,” replied the camel. “Just watch me!” The camel hopped sideways. She jiggled her hump and lost her balance. She stepped on all the animals’ toes. She was very clumsy!

6. “I’m the best dancer of all,” the camel said. “Why aren’t you cheering for me?”

7. “Because you’re not a good dancer,” said the spider. “But you can do lots of other things. You give us wonderful rides on your hump.”

8. “And you can walk in the desert for miles without water,” said the fox. “You see, everyone’s good at something different. Be happy for the monkey because he can dance. Be happy for the dolphin because she can leap out of the water. Be happy for the chameleon because she can hide well. We’re happy that you can do what you do.”

9. The grumpy camel still didn’t smile, but she did say, “Now who wants a ride?”

*Go On*
In paragraph 1, what does the word “gather” mean?
A  make plans
B  look
C  come together
D  ask

What makes the camel want to dance?
A  She wants the other animals to invite her to more parties.
B  She wants to show that she is as talented as the monkey.
C  She wants to be able to amuse the baby animals.
D  She wants the animals to stop thinking that she is grumpy.

In which scene does the camel learn that the other animals are thankful for what she can do?
A  when she watches how the monkey dances
B  when the bat tells her not to be so grumpy
C  when she does a dance for the other animals
D  when the fox lists the skills each animal has

How does the photograph help readers better understand the story?
A  It helps readers think about what might make the camel feel grumpy.
B  It helps readers prove that the camel could dance as well as the monkey.
C  It helps readers imagine what it would be like to ride on a camel’s hump.
D  It helps readers see that camels can walk for miles without water.
What is the **main** lesson the camel learns?

A  Being able to dance well is important.
B  Don’t attempt too much at once.
C  You can never succeed if you give up.
D  No one is good at everything.

Which of these **best** retells “The Dancing Camel”?

A  The camel says anyone can dance like the monkey. But the camel is a clumsy dancer. The fox explains to her that everyone is good at something different.
B  The camel does not like giving rides to baby animals. When she dances instead, the other animals are jealous. The fox tells her never to dance at a party again.
C  The camel wants to make friends, so she dances at the party. The camel is not a good dancer. Then the monkey shows her how to dance by doing flips through the air.
D  The monkey dances with different animals at the party. The camel is sad because the monkey didn’t dance with her. The camel decides to make friends with the fox instead.

*Go On*
Only in New Zealand

By Donna O’Meara, Faces

1 Imagine for a moment that you are a Maori chief in New Zealand more than 100 years ago. Your name is Chief Tane Tinorau. You and your friend, Fred Mace, who is visiting from England, have decided to explore an underground limestone cave system called Waitomo.

2 A river flows through the caves. You are paddling a narrow boat downstream, and before you is the huge black mouth of the cave. Once you enter, all is dark. The only sound is trickling water. As your eyes adjust to the darkness, you see a million lights reflected in the water. You look up to the ceiling and it looks like all of the stars of the Milky Way are twinkling. You have just discovered one of New Zealand’s most unique insects—the glowworm.

3 The glowworm is the larval or maggot\(^1\) stage of a flying insect and is no bigger than a common housefly. Yet, for the past 100 years, millions of people from all over the world have traveled to the Glowworm Caves at Waitomo in New Zealand to see them.

4 The New Zealand glowworm lives nowhere else on the planet. Its scientific name is Arachnocampa luminosa. The insect’s entire life cycle consists of 11 months. First, the flying insect lays clutches\(^2\) of about 35 eggs inside the dark, warm, moist cave ceilings. As the larva, or worm, hatches, it glows to attract food. It attaches itself to the cave ceiling and acts like a fisherman. The glowworm sends down a thread-thin sticky “line.” Other flying insects such as moths are blown into the cave by wind. They are attracted to the glowworm’s greenish-white light. They become snagged in the glowworm’s sticky lines. The glowworm reels them in and eats them. The worms remain in the glow-in-the-dark stage for nine months, during which they grow to be an inch long. Next, their light dims and they grow and develop for two weeks. The adult insect emerges, and the cycle repeats.

\(^1\) larval or maggot: worm
\(^2\) clutches: groups
You may be wondering how the glowworm glows. The phenomenon is called bioluminescence. Bioluminescence occurs when several natural products act on each other to produce an electrical glow.

The cave at Waitomo where millions of glittering lights greeted Chief Tinorau and Mace is now called Glowworm Grotto. If you visit Waitomo, you will experience the glowworms just as they—silence from a boat that is pushed with a pole. And, like them, you will look up to see a million twinkling “stars” overhead in the dark.

3 **phenomenon**: something interesting that happens
4 **bioluminescence**: natural chemical glowing

---

Read this sentence from paragraph 2.

As your eyes adjust to the darkness, you see a million lights reflected in the water.

What does the word “adjust” mean?

A attach to the cave ceiling
B glow in the dim light of a cave
C reflect bright colors or lights
D change to fit new conditions

---

What is the meaning of the word “attracted” in paragraph 4?

A held against
B real
C drawn towards
D helpful

---

Go On
9. According to the picture, how long does the adult glowworm live?
   A. 3 days
   B. 2 weeks
   C. 3 weeks
   D. 9 months

10. At which stage of its life cycle does the glowworm begin to glow?
    A. egg
    B. larva
    C. pupa
    D. adult

11. How long is the glowworm’s entire life cycle?
    A. 11 months
    B. 2 weeks
    C. 9 months
    D. 100 years

12. What causes the glowworm to glow?
    A. plants eaten by the glowworm
    B. light reflected from the water
    C. chemicals inside the glowworm
    D. shiny rocks on the cave ceiling
Little Pepito Holds Up the Sky

a folktale from Peru

1 Pepito the Guinea Pig lived high in the Andes Mountains in Peru. He was a very little fellow, as guinea pigs tend to be. But he was nobody's fool.

2 One day, while scurrying in the underbrush looking for food, Pepito heard a twig break. Peeking out from behind a huge pile of rocks, he saw Antonio the Fox sniffing around. Pepito's heart began beating rapidly. He froze in his tracks, hoping the fox would pass him by.

3 "I smell a tasty little guinea pig nearby," Antonio barked in a sharp voice. It sent shivers right down Pepito's spine. "Come out, little Pepito, since sooner or later, I will catch you and eat you for my dinner."

4 But the little guinea pig had a plan. He ran under the edge of a huge rock. He stood on his hind legs and thrust up his arms to touch the rock above his head. Pepito could hear Antonio's sniffing coming closer.

5 "Ah, there you are, little one," said Antonio. "You will make a tasty dinner for my hungry belly!"

6 "Oh, Antonio," Pepito said. "If I let go of this rock, the sky will fall. Then we will all be crushed!"

7 "The sky is not falling, foolish Pepito," Antonio said. Still, he looked up just to make sure.

8 "Oh, but it is, Antonio!" Pepito said. "Didn't anyone tell you? All of the animals are taking turns. It's my turn now, but my arms are so tired. If I don't rest soon, I will drop the sky. And you know what that will mean!"

9 Pepito sounded so weary and frightened that Antonio became frightened, too.

10 "Let me take a turn," Antonio said. "I am strong, and I can hold up the sky while you rest. I can wait for my dinner until the next animal comes to take a turn."

11 So Antonio crawled in the space under the rock. He laid on his back and pushed up hard with all four of his strong legs.

12 Pepito scurried out. "Oh, thank you, Antonio! Now, don't let go, or it will be the ruin of us all." Then he ran off into the bushes as fast as he could go.

13 Antonio laid on his back, pushing up on the rock for hours until his legs were shaking. "Pepito, where are you?" he cried.

Go On
But Pepito didn’t return.

Finally, Antonio howled, “I can’t hold up the sky any longer!” He let go of the rock and covered his eyes, waiting for the sky to fall.

But the sky didn’t fall. And no other animal came to take his place.

“Pepito! I will get you for this!” barked Antonio. Then he rolled over and went to sleep, too tired to worry about his empty belly.

Where was Pepito? He was far away, munching on a meal of grass and berries, and laughing at the foolish fox.
Sulka Saves the Savanna

a folktale from India

1 Numskull the Lion ruled the savanna1 with his fierce roar and huge teeth. Unlike other lions, he hunted out of meanness, not just hunger.

2 Numskull picked on the young animals the most. This made all the other animals angry and fearful. Together, the elders decided on a plan. They made Numskull an offer.

3 “Each day,” the elders said, “a few of us will come to you and freely offer ourselves for your dinner.”

4 “Why would I do that?” Numskull roared. “I can eat you anytime I want to.”

5 “Yes, Mighty One, but we can save you from working so hard. You won’t even have to chase us. All we ask is that you let our young ones grow up. When they are big and plump like us, they, too, will freely be your dinner.”

6 Now, Numskull was mean, but he was also lazy. He found the animals’ offer to be acceptable. Each day, he ate a few elders for his evening meal and left the young ones alone.

7 Life went on like that for many months. The children were safe, but little by little the elders disappeared into Numskull’s belly.

8 Finally, it was Sulka’s turn to sacrifice himself. Sulka was scared. He had no desire to be Numskull’s dinner. Still, he had promised. Sulka hopped slowly toward the waiting lion.

9 “This is all you send me? One small, worthless rabbit?” Numskull shouted. “You animals are not honoring your agreement.”

10 “Not so, Great King!” cried Sulka, who was a very clever rabbit. “My four cousins and I were on the way to be your dinner, but a strange lion stopped us. He said he was going to eat us all! We pleaded with him, saying, ‘Don’t eat us, sir. We are already promised as Numskull the Lion’s dinner.’ Then the strange lion said, ‘Who cares about a lion with such a silly name?’ Then he ate my cousins right on the spot!

11 “Then the strange lion pointed at me and said, ‘go tell foolish Numskull that I am the new king. Tell him I will soon come to fight him. Now be off!’

12 “I came straight here to tell you, oh, Mighty Numskull.”

13 Numskull was enraged. “Show me where this fool lives. I will tear him limb from limb!”

14 Sulka brought Numskull to a deep well. He pointed with a trembling forepaw. “That is where he hides, my king. But be careful. He is fierce!”

1 savanna: a plain, or flat, grass-covered area

Go On
Numskull peered over the edge of the well. Far below, another lion stared back up at him. "I am the king!" Numskull roared.

Then, "I am the king!" roared the lion at the bottom of the well.

"How dare you!" Numskull yelled.

"How dare you!" the other lion roared back.

At that, Numskull leaped into the well, ready to battle the strange lion.

But there was no lion. There was only foolish Numskull, angry at his own echo and fighting his reflection.

Splash! Numskull was never heard from again, and life on the savanna was peaceful once more.
Read the dictionary entry.

**Dictionary Entry:**
plan *(n)* 1. an idea about how to do something
2. a drawing showing how things fit together
(v) 3. to think about how to do something
4. to have an event in mind

Now read the following sentence from "Little Pepito Holds Up the Sky":
But the little guinea pig had a plan.

What does the word "plan" mean in the sentence above?
A  an idea about how to do something
B  a drawing showing how things fit together
C  to think about how to do something
D  to have an event in mind

In "Little Pepito Holds Up the Sky," why does Pepito ask Antonio to take a turn holding up the sky?
A  He is tired but he wants all the animals to be safe.
B  He does not want to be Antonio's dinner.
C  He dislikes foxes more than any other animal.
D  He is afraid he will be crushed by the rock.

*Go On*
Read the sentence from paragraph 14 of “Little Pepito Holds Up the Sky.”

But Pepito didn’t return.

The prefix re- means “once more.” What does the word “return” mean?

A leave after
B move before
C fail to turn around
D come back again

Which sentence from “Little Pepito Holds Up the Sky” lets you know that Antonio is just about to discover Pepito?

A “Pepito the Guinea Pig lived high in the Andes Mountains in Peru.”
B “One day, while scurrying in the underbrush looking for food, Pepito heard a twig break.”
C “‘I smell a tasty little guinea pig nearby,’ Antonio barked in a sharp voice.”
D “But the little guinea pig had a plan.”

Which of these best retells “Little Pepito Holds Up the Sky”?

A Pepito does not want to be eaten by Antonio. He tricks Antonio into crawling under a rock to keep the sky up. Then Pepito runs off to safety.
B At first, Pepito is angered that the sky will fall if he lets go of the rock. Then he is glad that the sky is falling. That way, he has to hold up a rock and can’t be eaten by Antonio.
C Pepito wants to be friends with Antonio, so he makes up a story about the sky falling. Then the two animals share the job of keeping the rock up.
D Pepito is very tired, so he tells Antonio that the sky is falling. When Antonio agrees to hold up the rock, Pepito tells him that he is a fool.
Read the sentence from paragraph 6 of “Sulka Saves the Savanna.”

He found the animals’ offer to be acceptable.

To accept means to take. What does the word “acceptable” mean as it is used in this sentence?

A  not good enough
B  hard to understand
C  too good to be real
D  good enough to keep

In “Sulka Saves the Savanna,” what does Sulka tell Numskull that makes Numskull want to attack someone?

A  The elders have decided to stop giving themselves up to feed him.
B  Sulka was stopped by another lion who claims to be the new king.
C  Sulka will not offer himself up as food for Numskull.
D  Sulka will go to the well himself to challenge the new king.

In “Sulka Saves the Savanna,” which words best describe Numskull?

A  weak and lazy
B  curious and smart
C  playful and silly
D  proud and mean

Go On
What does the picture that goes with “Sulka Saves the Savanna” show about Sulka?

A Sulka is very pleased with the trick he has played.
B Sulka is worried that Numskull will not go near the well.
C Sulka is afraid that his trick will not work.
D Sulka is glad he didn’t have to get near the well.

In “Sulka Saves the Savanna,” who is telling the story?

A Sulka, the rabbit
B a storyteller who is not a character
C another animal on the savanna
D Numskull, the lion

Which of the following lists three main events in “Sulka Saves the Savanna”? 

A The elders agree to offer themselves. Sulka tricks Numskull. Numskull falls in the well.
B The elders hide the young from Numskull. Sulka tricks Numskull. Numskull attacks Sulka.
C Sulka tells a story about his four cousins. Numskull goes to the well. The other lion attacks Numskull.
D The elders agree to offer themselves. Sulka argues with the elders. Sulka tricks Numskull.
“Little Pepito Holds Up the Sky” and “Sulka Saves the Savanna” come from different parts of the world. What is the main message of both stories?

A Being clever is more important than being strong.
B Being tricky is not the same thing as being right.
C Life can be difficult when you are smaller than others.
D Catching food is the most important skill.

How are the settings of “Little Pepito Holds Up the Sky” and “Sulka Saves the Savanna” different?

A One takes place on a savanna, and the other takes place in a town.
B One takes place around rocks and trees, and the other takes place in a dark forest.
C One takes place in the mountains, and the other takes place on a savanna.
D One takes place on high grasslands, and the other takes place in a low valley.

How are the events in “Little Pepito Holds Up the Sky” and “Sulka Saves the Savanna” alike?

A Both Pepito and Sulka trick someone who wants to harm them.
B Both Pepito and Sulka tell a story about their cousins.
C Both Pepito and Sulka use their strength to solve a problem.
D Both Pepito and Sulka save the world from being destroyed.

Go On
This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Surprise Letter

Imagine my surprise when I received a letter. I never get mail. Sure, I get birthday cards, but it was nowhere near my birthday. I tore open the envelope and read the letter inside. It seemed to be for me since it started with "Dear Matt," but nothing in the letter made sense. It was signed "Grandma" and mentioned an upcoming family trip to visit her in Florida. My grandmothers don’t live in Florida.

The address on the envelope was 35 East Main Street Raleigh North Carolina 27603. And that is our address. Puzzled, I showed the letter to Mom. "That is odd," she agreed. "Let’s look at the return address." The Florida address didn’t look familiar.

"Why don’t we get a phone number for that address?" I suggested. Thinking that was a great idea, Mom did just that.

When I called the number, a kind voice answered. It belonged to a woman with our last name, Washington, but she wasn’t my grandmother. Mrs. Washington had misplaced her son’s new address and phone number.
Knowing he lived in Raleigh, she attempted to look him up in the phone book.

Her son has the same first name as my father, so she thought ours was the right address. Not only does her son have the same name as Dad, and her grandson is named Matt!

She was nice, and I enjoyed our conversation. She even said that I would be welcome to visit her in Florida!

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27. Read this sentence from the story.
   Imagine my surprise when I received a letter.
   Which of the following would best replace the underlined word?
   A. anger
   B. fun
   C. fear
   D. shock

28. Read this sentence from the story.
   My grandmothers don’t live in Florida.
   Which word or words should replace the underlined verb so that it agrees with the subject?
   A. will live
   B. live
   C. have lived
   D. living

Go On
Read this sentence from the story.

The address on the envelope was **35 East Main Street Raleigh North Carolina 27603**.

Which of the following shows the underlined part written correctly?

- **A** 35 East Main Street, Raleigh North Carolina
- **B** 35 East Main Street, Raleigh, North Carolina
- **C** 35 East Main Street Raleigh, North Carolina
- **D** 35 East, Main Street, Raleigh, North Carolina

Read this sentence from the story.

Mrs. Washington had misplaced her sonses new address and phone number.

Which word should replace the underlined noun so that it is spelled correctly?

- **A** sons’
- **B** sons
- **C** son’s
- **D** sons’s

Read this sentence from the story.

Not only does her son have the same name as Dad, **and** her grandson is named Matt!

Which word should replace the underlined conjunction to make the sentence correct?

- **A** for
- **B** but
- **C** or
- **D** so
Read the passage. Then answer the questions that follow.

from “The Old Liberty Bell”

by Georgene Faulkner, Child Life

1 Many, many years ago, the colonists in Philadelphia wished to have a big bell in the belfry1 of their State House. Some of the people remembered the deep voice of “Old Tom.” It was the big bell in the old clock tower of Westminster, in London. They wanted a bell just like the one back home in England. Therefore, a bell was modeled just like “Old Tom.” It was made in London by Thomas Lester in 1752. While on its journey to this country, the new bell was badly damaged. It had to be recast here in America. This was done by the firm Pass & Stowe of Philadelphia in the year 1753. You can see by the words and Roman numerals on the side of the bell. You can also read the words “PROCLAIM LIBERTY2 THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF.”

2 Those words were a prophecy3 of what was to take place in that famous Old State House, on that Fourth of July, so long ago.

3 For many months, Washington and his brave soldiers had been fighting for liberty. Congress had been meeting and talking about this plan for freedom from the unjust laws of England. At last five men were appointed to draw up the Declaration of Independence. These men were Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, and Robert Livingston. Since Thomas Jefferson wrote most of the all-important paper, he has been called “the Father of the Declaration of Independence.”

4 When this committee of five presented the paper to the Continental Congress, it spent a few days making certain changes here and there. Some of the delegates4 from the different colonies felt that it must not be adopted. Many were the discussions in regard to it. But at last all were agreed. A unanimous5 vote of the thirteen states was taken.

5 The old bell-ringer was Andrew McNair. He was waiting up on the belfry with his hand on the rope. He stood ready to ring the bell. Down below, his little grandson stood outside in the hall. He was waiting impatiently for the men to give him a signal for the ringing of the bell.

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1 belfry: a room inside a tower
2 liberty: freedom
3 prophecy: a sign of events that will happen in the future
4 delegates: people who represent or speak for a group
5 unanimous: agreed on by all

Go On
6. At last the door was opened. The message was given. The excited little lad raced up the winding stairway, shouting out:

7. "RING, RING, GRANDPA! RING, RING OUT FOR LIBERTY!"

8. And the famous bell pealed out the message of liberty to all the eager people that Fourth of July, 1776. Cheer after cheer rose from the dense crowd below as, with laughter and tears and shouting, it heard the glad tidings.

32. Read this sentence from paragraph 1.

You can also read the words "PROCLAIM LIBERTY THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF."

What does the word "inhabitants" mean?
A. people who live in a certain place
B. people who want to have freedom
C. people who help other people
D. people who have difficult jobs

33. What does the word "prophecy" in paragraph 2 mean?
A. a room inside a tower
B. a very important statement
C. a well-known speech given on a holiday
D. a sign of events that will happen in the future
Paragraph 8 starts by saying that the Liberty Bell sent the message of liberty to the people. The paragraph ends with the following sentence:

Cheer after cheer rose from the dense crowd below as, with laughter and tears and shouting, it heard the glad tidings.

Why did the writer include this sentence?

A  to explain the meaning of the Declaration of Independence.
B  to describe how many people could hear the bell ringing.
C  to prove that not everybody wanted to be free from England.
D  to show the effect of the Liberty Bell's message on the crowd.

Which of these people helped write the Declaration of Independence?

A  Thomas Lester
B  George Washington
C  John Adams
D  Andrew McNair

Which of these events from the passage happened first?

A  The Continental Congress read the Declaration of Independence.
B  A group of five people wrote the Declaration of Independence.
C  The thirteen states approved the Declaration of Independence.
D  People argued about whether to use the Declaration of Independence.
What event led to the famous ringing of the Liberty Bell described in this passage?
A  The Declaration of Independence was approved.
B  Washington and his troops returned home.
C  The clock tower that holds the bell was built.
D  People cheered when they heard the bell ringing.

How does the author most likely feel about Andrew McNair’s place in history?
A  Andrew McNair’s place in history is unimportant.
B  Andrew McNair gets too much attention for his place in history.
C  Andrew McNair’s place in history should be remembered.
D  Andrew McNair gets the right amount of attention for his place in history.
Read the poem. Then answer the questions that follow.

The Land of Counterpane

from A Child's Garden of Verses by Robert Louis Stevenson,
published by Charles Scribner's Sons, 1885

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

5 And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
10 All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
15 And sees before him, dale and plain,
The pleasant land of counterpane.¹

¹ counterpane: a bedspread or quilt

Go On
Read this line from the poem.

And planted cities all about.

What does the word “planted” mean as it is used in this line?
A  buried in the ground
B  covered with grass
C  set up in a certain way
D  given away as a gift

What does the speaker do to pass the time while sick in bed?
A  reads about ships
B  sleeps all day
C  talks to soldiers
D  plays with toys

Read these lines from the poem.

And sees before him, dale and plain,
The pleasant land of counterpane.

What does the word “sees” suggest in these lines?
A  pictures
B  plans
C  understands
D  discovers
The speaker begins to describe things that are not really happening in which stanza of the poem?

A stanza 1
B stanza 2
C stanza 3
D stanza 4

What is the main message of the poem?

A Anything can be fun when you imagine.
B It is never pleasant to be sick in bed.
C Having many pillows will make you happy.
D Being sick makes you want to be outside.

Which best describes the person speaking in the poem?

A a person who has traveled all around the world
B a person who would rather be outdoors than indoors
C a person who is afraid of trying new things
D a person who does not mind spending time alone

Go On
Read the articles. Then answer the questions that follow.

Exotic Animals Are Not Pets
by Paula Bender

1 Pets can be divided into two groups. There are common pets and there are exotic pets. Common pets are animals like cats, dogs, or hamsters. These animals are found in many households and are familiar pets to most people. Exotic pets are animals like snakes, spiders, or parrots. These animals are uncommon pets. The reason exotic animals are uncommon pets is because exotic animals often don’t make good pets.

Is Keeping Exotic Pets Really Fair?

2 People who own exotic pets most likely want to take good care of them. But homes don’t always have what exotic pets need for a good life. Think about exotic pets like parrots, tarantulas, and lizards. They must adapt to live in cages or special glass boxes. They can’t fly or crawl long distances. This is something they would do in the wild. To many people, this just doesn’t seem fair.

Are Exotic Pets Fun?

3 Owning an exotic pet might seem exciting. But, it will likely not be as much fun as owning a regular pet. For example, a dog can play and go for walks with its owners. It is easy to see when a dog and owner love each other and enjoy spending time together. An exotic pet like a snake might look neat, but it doesn’t do much. A snake just can’t jump up, wag its tail, and give you a big slobbery kiss like a dog can.

Which Pet Looks Like More Fun?

Look at the pictures. Which pet looks like more fun to be around?
Can You Give an Exotic Pet Proper Care?

4 Some people think exotic pets don’t require much time or care. But, it can be very hard to give exotic pets what they need to stay healthy. A snake is a good example. The place where an animal lives is called a habitat. A snake’s habitat needs to be kept at just the right temperature for the snake to be healthy and stay alive. The owner must often buy special lights and heaters. Getting the right food for a snake is not easy. If the snake gets sick, it can be tough to find an animal doctor, or veterinarian, who will know how to treat the snake.

A Bearded Dragon Tank

A bearded dragon is a kind of lizard. It needs a large tank, special lights, a heater, things to climb on, and a water bowl in order to stay healthy.

What Should You Look For in a Pet?

5 If you want a happy pet that will make you happy, choose a furry friend like a cat or a dog. Exotic animals should be left in the wild where they belong.
Stand Out With an Exotic Pet!

by Danielle Beebe

1 Looking to be different from the crowd? Forget unusual clothes. Forget learning to play an instrument nobody has ever heard of. Get an exotic pet instead! If you are looking for an animal friend, an exotic animal is a great choice for a number of reasons.

Dare To Be Different with an Exotic Pet

2 People in America love owning pets. Lots of people in your neighborhood probably have a cat or a dog. Some of your friends might even have both. But how many have a lizard, a snake, or a rat? Think about this: In 2007, more than 45 million homes in the United States had dogs. About 38 million houses had cats. But less than 4 million had reptiles. If you want a pet that is different from everyone else’s, an exotic pet is the way to go.

Help Others Learn More About Animals

3 Snakes are slimy. They will bite anyone who comes close. Right? These are just two examples of untrue beliefs about exotic pets. Those who own snakes know these things are not true. They can also teach others about their pet. Perhaps they might even let close friends feel the snake’s smooth skin. When people learn the truth about some animals, they may be less afraid of them. They might also do their best to protect the ones that live in the wild.

Exotic Pets Let More People Own Animals

4 Some people just don’t have the space for a dog or a cat. Others don’t have the time. Pets like cats and dogs need a lot of attention and care. In many cases, caring for an exotic pet is easier. Think about a lizard. It will need a special cage made of wire or glass. It will also need to be fed and kept warm. You can leave a lizard for a day or two, though. It won’t mind. You also won’t need to brush it, or walk it, or let it outside.

Beyond Dogs and Cats

5 Exotic pets are different from typical pets like cats and dogs. You can’t teach a snake to fetch. And you can’t take a lizard for a drive to the beach. But this doesn’t mean an exotic pet isn’t a good one. Many owners of exotic pets would never be willing to trade in their unusual friend for a more ordinary animal.
Read this sentence from paragraph 2 of “Exotic Animals Are Not Pets.”

They must adapt to live in cages or special glass boxes.

What does the word “adapt” mean in this sentence?

A to move to a new place
B to become a household pet
C to refuse to try something different
D to get used to something new

According to “Exotic Animals Are Not Pets,” which of these animals is an exotic pet?

A cat
B spider
C hamster
D dog

Look at the picture called “A Bearded Dragon Tank.” What does it help you understand about having a bearded dragon for a pet?

A A bearded dragon spends a lot of time outside its tank.
B A bearded dragon is a fun pet to play with.
C A bearded dragon needs a lot of special gear to be healthy.
D A bearded dragon is easy to take care of.
48. How do the headings in “Exotic Animals Are Not Pets” help you understand the passage?
   A. They ask questions that the author then tries to answer in the passage.
   B. They tell you how keeping a bearded dragon is like having a dog.
   C. They show you how to find exotic pets like snakes and spiders.
   D. They give you a list of all the things you need to take care of a cat.

49. Under which heading in “Exotic Animals Are Not Pets” can you find information about what exotic pets need to be healthy?
   A. Is Keeping Exotic Pets Really Fair?
   B. Are Exotic Pets Fun?
   C. Can You Give an Exotic Pet Proper Care?
   D. What Should You Look For in a Pet?

50. Which idea from “Exotic Animals Are Not Pets” is supported by the first picture?
   A. Exotic pets can need a lot of special care to stay healthy and happy.
   B. People can do things with common pets they can’t do with exotic pets.
   C. Most homes don’t have what exotic pets need for a happy life.
   D. Common pets are the kinds of animals that most people have.

51. What is the writer’s main point about exotic animals in “Exotic Animals Are Not Pets”?
   A. Exotic animals are fun to look at and make interesting pets.
   B. Exotic pets and common pets are the two main groups of pets.
   C. Exotic pets can’t do things they would normally do in the wild.
   D. Exotic animals need more care and are less fun than common pets.
Read these two sentences from paragraph 2 of “Stand Out With an Exotic Pet!”

In 2007, more than 45 million homes in the United States had dogs.

But less than 4 million had reptiles.

Why does the author include these sentences?

A to tell why few people in the United States have exotic pets
B to show a difference between a common pet and an exotic pet
C to point out that the number of pets in the United States has grown
D to help people choose the kind of pet that best fits their home

Paragraph 3 of “Stand Out With an Exotic Pet!” explains that snake owners can teach others about their pet. According to the author, what will most likely happen next?

A People will realize that snakes feel slimy.
B People won’t want to touch the snake again.
C People will warn others that snakes can bite.
D People won’t be as afraid of snakes.

In the passage “Stand Out With an Exotic Pet!”, what does the section “Exotic Animals Let More People Own Animals” give information about?

A the reasons exotic animals are easier to take care of than cats or dogs
B the ways people can become owners of an exotic pet such as a snake
C the reasons more people own exotic pets than pets like cats and dogs
D the ways that owning exotic pets helps more animals in the wild

Go On
According to "Stand Out With an Exotic Pet!" which kind of pet is found in about 38 million homes in the United States?

A  snakes  
B  dogs  
C  birds  
D  cats

How does the author of "Stand Out With an Exotic Pet!" feel about snakes?

A  She thinks snakes are slimy and does not like them.  
B  She believes snakes will bite people who get too close.  
C  She thinks snakes need us to keep them safe in the wild.  
D  She thinks snakes are good animals, but make bad pets.

What is a reason that the author of "Stand Out With An Exotic Pet!" gives to support the idea that exotic animals make good pets?

A  Exotic animals are more common than pets like cats and dogs.  
B  Exotic animals do not do tricks or take trips with their owners.  
C  Exotic animals like snakes and lizards are slimy and can bite people.  
D  Exotic animals are less work than pets like cats and dogs.
About which key detail do the authors of these articles disagree?
A  the numbers of exotic and common pets in the United States
B  the things that common pets like dogs and cats can do
C  the amount of time and care that exotic pets need
D  the best way to care for an exotic pet

What purpose do the authors of these articles share?
A  to teach people how to care for their exotic or common pet
B  to make people agree with their ideas about the best kind of pet
C  to tell people how exotic pets would live if they were in the wild
D  to make people laugh with funny and strange stories about odd pets
This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Spice-O-Meter

My mom is a chef. She makes fancy food for people who are having parties but don’t want to cook their own food. Sometimes she asks me to test new dishes. Last weekend, she want me to taste two new dips. “Be careful, they’re hot” she warned.

I stuck a carrot into the first dip. It was delicious and just a little bit spicy. Then I tried the second dip. It set my tongue on fire! That dip was so good I wanted to eat it all.

Mom asked Which one do you like best?

I told her my favorite of the two dips was the hotter one. Mom laughed and said she would make the first one.

I was surprised. Why would she make the first one if my favorite was the second one?

“You’re my little spice-o-meter,” she replied.

I was puzzled. “What do you mean?” I asked.
You like really spicy food, she explained. "So I know that if you think it's perfect, my customers will think it's too hot!"

Mom was right. She made the first dip for her next party. Everyone loved it. And now I have a new nickname—Spice-o-meter!

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**60. Read this sentence from the essay.**

Last weekend, she want me to taste two new dips.

Which of the following is the correct tense for the verb "want" in this sentence?

A. wants  
B. wanted  
C. will want  
D. wanting

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**61. Read this sentence from the essay.**

That dip was so good I wanted to eat it all.

What does the describing word tell about in the sentence?

A. It tells how the dip tastes.  
B. It tells who is eating the dip.  
C. It tells how hot the dip is.  
D. It tells what the dip looks like.

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**62. The writer has compared the two dips in the sentence below.**

I told her that my favorite of the two dips was the hotter one.

How should he write a sentence comparing three dips?

A. I told her my favorite of the three dips was the more hotter one.  
B. I told her my favorite of the three dips was the hotter one.  
C. I told her my favorite of the three dips was the hottest one.  
D. I told her my favorite of the three dips was the most hottest one.

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**Go On**
Which sentence from the essay uses correct punctuation?

A “Be careful, they’re hot” she warned.
B Mom asked Which one do you like best?
C “What do you mean?” I asked.
D You like really spicy food, she explained.

To change the word “spicy” to a noun, you add the suffix -ness. How would you spell the new word?

A spicyness
B spiciness
C spiceness
D spiciness

Read the sentences from the essay.

She made the first dip for her next party. Everyone loved it.

Which of the following correctly combines the two sentences above into a compound sentence?

A She made the first dip and everyone loved it for her next party.
B When everyone loved the first dip, she made it for her next party.
C Until she made the first dip for her next party, everyone loved it.
D She made the first dip for her next party, and everyone loved it.
Read the myth. Then answer the questions that follow.

In some parts of the world, the sky stays dark all day and night for many months at a time. These long periods of darkness are followed by long periods of light. The Native Americans in Canada tell this story about how light came to their land in the Northern part of the world.

The Gift of Light

A retelling of an Inuit myth

by Jeanette Cannon

1 Long ago, the Inuit people of the far North knew only darkness. Their friend, Crow, told them of the South, where he said daylight came every day. At first, they did not believe him. Then they began to imagine what it would be like to live in daylight. They wondered what they could see if there were light.

2 The Inuit chief asked Crow to rescue his people from the dark life they led. At first, Crow said he was too tired. But when he saw how sad his answer made the chief, Crow agreed to make the long trip south.

3 Crow flew for many miles in darkness until he saw a glimmer of light. Daylight was close! He flew as fast as he could. Soon, a brilliant light greeted him. He saw blue sky and fluffy white clouds. Happy, he came to rest on a tree limb.

4 Crow noticed a small girl below. He wanted to follow her, but didn’t want to frighten her. Crow turned himself into a bit of dust and drifted onto her coat. (He had another reason for changing his form, too.)

5 The girl walked to her home in the village. Inside the girl’s home, Crow noticed a box sitting on a table. It was lit up from the inside. “This must be where daylight is kept!” thought Crow.

6 Crow (who was still a bit of dust) whispered in the girl’s ear, “You want to play with the light in the box.” The girl rubbed her ear and repeated Crow’s words to her father. “I want to play with the light in the box,” she said.

7 The girl’s father removed a shining ball of daylight from the box, tied it with a string, and gave it to the girl. She played happily with the ball, watching the bouncing light move around the room. Crow again whispered in the girl’s ear, and so she asked her father if she could take the ball outside.

Go On
8 As soon as the girl went outside, Crow changed back into his own form. He swooped down, grabbed the string, and flew away with the shining ball sailing behind him.

9 Later, the Inuit people were awakened by a light in the sky. When they saw it was Crow, they clapped their hands excitedly. Suddenly, Crow, who was very tired from his long journey, dropped the string. The ball broke into pieces on the ground. Daylight was everywhere! Every corner was lit. People could see colors and shapes for the first time. They were delighted!

10 But Crow told the people that the ball was broken. It could not be turned off each night. Instead, it would shine for six whole months. After that, the daylight would have to rest for six months. During that time, it would be dark again. But the people were still happy. Darkness is bearable when it has an end, they thought. Even if the end is six months away.

11 Even today, the Inuit people live in darkness for six months and daylight for six months. And they are thankful to Crow who brought them the gift of daylight.
Crow has a plan to get light for the Inuit. How does turning himself into a speck of dust fit into his plan?

A  It helps him get close to the light.
B  It makes it easy for him to fly.
C  It lets him scare the little girl.
D  It gives him the power to move light.

What does the picture in the story show about Crow?
A  It shows how Crow uses tricks to get what he wants.
B  It shows that Crow is tired from flying with the ball.
C  It shows how Crow feels about light and darkness.
D  It shows that Crow has solved the Inuits’ problem.

The people in the story are delighted when they see daylight. How do delighted people act?
A  They cry and want to be alone.
B  They smile and clap their hands.
C  They sit quietly and daydream.
D  They scream and run the other way.

Which sentence from the story shows that Crow has power over the little girl?
A  "Their friend, Crow, told them of the South, where he said daylight came every day."
B  "The Inuit chief asked Crow to rescue his people from the dark life they led."
C  "The girl rubbed her ear and repeated Crow’s words to her father."
D  "After that, the daylight would have to rest for six months."

Go On
Which of these **best** retells the story's events?

A  The Inuit people send Crow to find daylight. He flies south to get it. The people in the south chase him off. He leaves without finding daylight.

B  The Inuit people want daylight. Crow flies south and tricks a little girl into giving him daylight. Then he brings daylight back to the Inuit.

C  Crow wants to find daylight for the Inuit. He goes south and finds a little girl. He asks the girl for the daylight. She gives it to him.

D  People in the south want darkness. Crow flies north to steal it from the Inuit. He is unable to bring the darkness back to the south.

What is the story's **main** lesson?

A  Having a balance is better than having nothing.

B  Crows are animals that cannot be trusted.

C  Always try to avoid going outside in the darkness.

D  Some places in the world never have daylight.
First in Flight

by Carol Eng

1. Even as boys, the brothers Wilbur and Orville Wright were interested in things that fly. When Wilbur was 11 and Orville was 7, their father gave them a flying toy. It was made of cork, bamboo, and paper. Rubber bands made it go. The boys broke the delicate toy. However, the memory of it flying across their living room stayed with them all of their lives. The two wanted to make a flying machine of their own.

2. As adults, the brothers opened a bicycle shop in Dayton, Ohio. There they built and repaired bicycles. It was there that they also decided to build an airplane. Many other people had tried to make a flying machine. Until then, no one had succeeded.

3. To make an airplane, the men had to do three things. First, they had to make wings that could lift a heavy amount of weight off the ground. Second, they had to have a way to power the machine. Third, they had to be able to steer the machine once it was in the air. Steering was the hardest part of the puzzle. No one had even come close to figuring out how to steer a machine in the air.

4. Wilbur watched flying birds. He saw that they steered themselves by twisting their wings. He knew that airplane wings needed to twist, too. The brothers built a glider. A glider is a plane without an engine. Wind lifts a glider into the air like a kite. This glider had wings that could twist up and down like the wings of birds. In 1900, the Wright brothers went to Kitty Hawk, North Carolina, to test their glider. Kitty Hawk had steady winds for gliding. It also had sandy slopes for landing. It was the perfect place. The glider worked. But it couldn’t lift a person off the ground. The glider needed to be bigger.

5. The Wright brothers went home to Dayton. There they built a bigger glider. In 1901, they returned to Kitty Hawk to test it. This new glider could lift a person, but it didn’t steer well. The brothers needed to learn more about wings and wind.

6. Back in Dayton, they built a wind tunnel. A wind tunnel is a long tube with fans that blow air. In the wind tunnel, the brothers tested all kinds of wing shapes. They found one wing shape they liked. They returned to Kitty Hawk to test their newest glider. The new design worked. The brothers made nearly one thousand glides in September and October 1902. Now they just had to give their glider an engine. With an engine, the plane could fly in places that weren’t windy.
7 The Wright brothers learned that there were no engines light enough and powerful enough for their plane. They had to build their own engine, too. By December 1903, they had built their airplane—complete with a 180-pound engine. The brothers headed to Kitty Hawk again.

8 On December 17, a strong wind blew, but the Wright brothers were ready. They got up early, cooked breakfast, and waited for the winds to die down. Finally, the weather calmed. Orville climbed into the plane. The machine crept forward. Soon it lifted up into the air. Twelve seconds later it landed. Orville had flown 120 feet! It wasn’t far, but he had actually flown an airplane. Their machine worked!

9 The brothers made three more flights that day. The longest flight was 852 feet. Then they made improvements to their plane. By 1905, they were flying for 30 minutes at a time.

10 In 1909, Orville and Wilbur opened the Wright Company. The company built airplanes. The next time you see an airplane flying overhead, think of the Wright brothers. They had a wonderful idea, and they solved many problems to make that idea come true.

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7 In paragraph 1, what does “delicate” mean?

A old
B heavy
C easily broken
D easily lost

8 What in nature gave Wilbur Wright the idea for the glider’s wings?

A an airplane’s engine
B a difficult puzzle
C the wings of birds
D the wind at Kitty Hawk

9 Paragraph 4 describes Kitty Hawk. Why was Kitty Hawk a good place to test gliders?

A It was in North Carolina.
B It had lots of birds the brothers could study.
C It was near the brothers’ workshop.
D It had sandy slopes and steady winds.
10 Why did the brothers build a bigger glider in 1901?
A The first glider was too hard to steer.
B The first glider could not lift a person.
C The first glider was too small to fly.
D The first glider did not have an engine.

12 What happened after the brothers built a wind tunnel?
A They tested the wind tunnel at Kitty Hawk.
B They figured out how to steer a glider in the air.
C They decided to build a flying machine.
D They realized they would have to build an engine.

11 What did the brothers test in the wind tunnel?
A wing shapes
B new gliders
C wind speed
D glider engines

13 With which statement would the author most likely agree?
A Creating the first airplane was fun and easy.
B The Wright brothers were hardworking and clever.
C The Wright brothers wasted time by trying to build a glider.
D The airplane was an unimportant invention.

Go On
Read the stories. Then answer the questions that follow.

In the Cam Jansen series of books, author David Adler tells stories of Cam Jansen solving mysteries with her photographic memory. In this adventure, Cam goes with her friends Eric, Diane, and Donna to see their father graduate from college. When they are ready to leave the field where the graduation took place, Grandpa cannot find a very important bag. Cam must put together clues from her memory to figure out where Grandpa’s bag could have gone.

from Cam Jansen and the Graduation Day Mystery
by David J. Adler

Chapter 3

1 Grandpa opened the bag. He took out a small toy train.
2 “Is that the present you got for Dad?” Diane asked. “If he doesn’t want it, I’ll take it!”
3 Grandpa shook his head.
4 “This toy is not mine.”
5 He looked in the bag and said, “None of the things in here are mine.”
6 Eric said, “That train looks like the one Harry had. He sat behind us.”
7 Grandpa looked under his chair. He looked under all the chairs in the row.
8 “Please,” he said. “Help me find my bag. There’s something very valuable in it.”
9 “I know what’s so valuable,” Diane said. “It’s the surprise you have for Dad.”
10 The Sheltons and Cam looked under all the chairs in their row and the ones in the nearby rows, too.
11 “Look what I found,” Diane said. “Lots of programs. When Donna and I get home we can have a pretend graduation. I’ll be the president and make a really long speech.”
12 “And I’ll be a graduate,” Donna said. “I’ll get a pildoma;”
13 “Diploma,” her mother said.
14 “Grandpa,” Diane said. “Maybe you took the bag with you when you went to take Dad’s picture. Maybe the bag is all the way up front.”
15 Grandpa shook his head and said, “No, I took the camera out of the bag when I walked to the front. Then I put it back.”
“I’m going to look up front,” Mr. Shelton said. “In a big crowd sometimes things get moved.”

Cam and Eric went with him.

The cat followed them.

Grandpa, Mrs. Shelton, and the twins continued to look near their seats.

Cam, Eric, and Mr. Shelton walked through the crowd of people leaving the field.

“Look carefully at what everyone is carrying,” Eric said. “Maybe someone has Grandpa’s bag.”

“Is it just a regular small brown shopping bag?” Mr. Shelton asked.

Cam closed her eyes. She said, “Click!”

Cam bumped into a tall man wearing a black cap and gown.

“Excuse me,” the man said.

She bumped into the cat.

Meow!

Eric took Cam’s hand.

“Yes,” Cam said with her eyes still closed. “I’m looking at the picture I have in my head of Grandpa’s shopping bag, and it’s brown and not very big. It has two small brown rope handles.”

Cam opened her eyes.

“I haven’t seen anyone carrying a bag like that,” Mr. Shelton said.

They looked under rows and rows of chairs near the platform, but they didn’t find the bag.

“Let’s go back,” Mr. Shelton told Cam and Eric. “It’s not here.”

As they walked back to where Eric’s family was sitting, they looked under all the rows of chairs.

When they got back, Mrs. Shelton was still holding Howie. He was sleeping. Grandpa was next to them. On the chair on the other side of Grandpa was the bag with the toys, animal crackers, and apple juice.

“We didn’t find it,” Mr. Shelton told Grandpa.

“This is terrible,” Grandpa said. “The gift I had in there can’t be replaced. And my camera with all my pictures of the graduation is also in there.”

“Is the gift worth lots of money?” Donna asked.

“Yes. And it’s been in the Shelton family for almost one hundred years.”

Go On
"I think I know what happened," Donna said. "I think Harry took Grandpa's bag."

"That's it!" Diane said. "He took Grandpa's shopping bag by mistake."

"I think she's right," Mr. Shelton told his father.

"Yay!" Diane said. "We did it! Donna and I solved the mystery."

"You solved one mystery," Cam said, "but Grandpa Shelton still doesn't have his bag. Maybe someone found it and gave it to the security people."

"Now there's another mystery to solve," Eric said. "We think Harry took Grandpa's bag, but where is Harry? We don't even know his last name. We have to find out who this Harry is and where he is. We have to get Grandpa's bag back."
from Cam Jansen and the Sports Day Mysteries:
A Super Special

by David J. Adler

Chapter 5

1 Cam ran off the soccer field.
2 “Hey,” Ms. Benson yelled.”Where are you going?”
3 Trill! Trill! Mr. Day blew his whistle.
4 “Get back here!” he shouted.
5 “I think I know where to find the missing soccer ball,” Cam said as she ran off the field. Mr. Day followed her.
6 Cam ran across the path to the edge of the lake. She waved her hands. “Look in your boat. Is there a soccer ball in your boat?”
7 A man and a woman in a boat near the edge of the lake looked at Cam. Then they looked in their boat and shook their heads. They didn’t find the ball. The others in boats didn’t look at Cam. They hadn’t heard her.
8 Eric ran to Cam.
9 “What are you doing?” he asked. “We’re in the middle of a game.”
10 Ms. Benson, Hector, Sarah, and others also hurried toward Cam.
11 “I know what happened to the soccer ball,” Cam said. “I know why we didn’t find it.”
12 “Hey,” Mr. Day said as he walked toward Cam. “You can’t just run off the field.”
13 “Did you see when Sam’s wife stuck the note onto the antenna of his car? The car carried the note to Sam. Well, I think that’s what happened with our soccer ball. I think it landed in one of the boats when it was close to the path. Then the boat carried it away.”
14 “That could have happened,” Hector said. “But wouldn’t someone know if a ball landed in his boat?”
15 “Maybe it landed behind him,” Eric said. “Maybe he’s like Sam, the man with the remote-controlled car. Maybe he doesn’t hear very well.”
16 “You have a loud voice,” Cam said to Mr. Day. “Can you call to the people in the boats and ask them if they have our soccer ball?”
17 “Hey!” Mr. Day shouted. “Is there a soccer ball in your boat?”

Go On
People in boats 7 and 4 turned toward Mr. Day. They shook their heads.
The old man in boat 6 kept rowing.

*Trill! Trill!* Mr. Day blew his whistle. He waved to the man. But the man didn’t turn.

“He’s rowing toward shore,” Ms. Benson said. “I’ll wait for him.”

“We can’t wait for him to get back here,” Mr. Day said. “We’ve got a game to play.”

Mr. Day went to the rental booth. Cam, Eric, Ms. Benson, and others followed him.

“How do you call to the boaters?”

The woman in the booth showed Mr. Day a megaphone. She let him borrow it.

Mr. Day stood at the edge of the lake. He blew his whistle into the megaphone.

*Trill! Trill!*

Cam, Eric, and many others along the lake held their hands to their ears. People in the boats turned. Even the man in boat 6 turned.

Mr. Day pointed to the man in boat 6. Then he shouted to him through the megaphone, “Please, look behind you. Is there a soccer ball in your boat?”

The man looked in front of him. Then he shook his head. He didn’t find the soccer ball.

“Please,” Mr. Day shouted through the megaphone. “Turn and look behind you.”

The man turned. He turned again and faced Mr. Day. This time he nodded. Then he reached back and held up a soccer ball.

“Yeah!” Eric said. “Cam solved another mystery.”

“Thank you,” Mr. Day and Ms. Benson said to Cam.

“I’ll wait here,” Ms. Benson said. “I’ll get the ball when he brings in the boat.”

“Let’s go,” Mr. Day said. “Let’s finish the game.”

Ms. Benson waited by the edge of the lake. Everyone else returned to the soccer field. Now that she had solved the mystery, Cam was able to pay attention to the game. She even kicked the ball, but she didn’t score a goal. Still, Ms. Benson’s team won the game 2-1.
Read these sentences from *Cam Jansen and the Graduation Day Mystery*.

"I'm going to look up front," Mr. Shelton said. "In a big crowd sometimes things get moved."

What does the word "crowd" mean in the sentence?
A a group of people
B a place
C a meeting
D a type of person

What does the picture in *Cam Jansen and the Graduation Day Mystery* show you about Cam and Grandpa?
A They are about to find the bag under the chairs.
B Grandpa is not sure what to do, but Cam knows where to look.
C Grandpa is hopeful the bag will be found, but Cam is not.
D They are worried because they can't find the bag.

Who tells the story of *Cam Jansen and the Graduation Day Mystery*?
A Diane begins it, and Donna finishes it
B a storyteller who is not a character
C the person who took Grandpa's bag
D Cam, who is trying to find the bag

Go On
17 Which sentence from *Cam Jansen and the Graduation Day Mystery* is a clue to what happened to the bag?

A “Eric said, ‘That train looks like the one Harry had.’”

B “‘Maybe you took the bag with you when you went to take Dad’s picture.’”

C “‘I’m looking at the picture I have in my head of Grandpa’s shopping bag, and it’s brown and not very big.’”

D “‘And my camera with all my pictures of the graduation is also in there.’”

18 Which of the following retells what happens in *Cam Jansen and the Graduation Day Mystery*?

A The Sheltons figure out that Harry took the bag. They look under all the chairs. Cam thinks about what the bag looks like. Then, everyone searches for Harry.

B Grandpa’s bag is missing. Everyone looks for it, but no one can find it. The characters have to think about where the bag might be. They figure out who took it.

C Grandpa puts something important in his bag. Everyone looks for the lost bag. They go to find Harry, who took it. Cam remembers what the bag looks like.

D Everyone searches under the chairs. Grandpa learns his bag is missing. Eric remembers Harry playing with a train. They look for Harry’s train in another bag.

19 Why does Cam run off the soccer field in *Cam Jansen and the Sports Day Mysteries: A Super Special*?

A She sees the soccer ball fly into the boat.

B She is angry because she missed a goal.

C Cam wants to find the missing soccer ball.

D She hopes she can borrow another team’s ball.
Read the dictionary definition.

<table>
<thead>
<tr>
<th>nod (v)</th>
<th>1. to bend one's head up and down.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. to move up and down.</td>
</tr>
<tr>
<td></td>
<td>3. to make an error</td>
</tr>
<tr>
<td>(n)</td>
<td>4. the act of nodding</td>
</tr>
</tbody>
</table>

Now read these sentences from Cam Jansen and the Sports Day Mysteries: A Super Special.

He turned again and faced Mr. Day. This time he nodded.

Which meaning best shows the way the word “nodded” is used in the second sentence?

A to bend one’s head up and down
B to move up and down
C to make an error
D the act of nodding

Cam Jansen and the Sports Day Mysteries: A Super Special is told by which of the following people?

A a storyteller who is not a character
B Cam, who is solving the mystery
C the grown-ups, Mr. Day and Ms. Benson
D a character in the story without a name

Go On
Which of these **best** retells the events of “Cam Jansen and the Sports Day Mysteries: A Super Special”?

A  Cam quits a soccer game right in the middle. Both Mr. Day and her friends are angry, because the score is close. However, Cam tricks an old man into giving their ball back.

B  Cam yells after the old man, but he can’t hear her. So, she runs off the soccer field. The old man keeps rowing, but the team still wins the soccer game.

C  Mr. Day blows his whistle into the megaphone. Cam figures out that the ball must have landed in a boat. The old man looks in front of him, first.

D  A ball is missing, and Cam guesses where it went. By helping Cam, the other characters prove she’s right. The old man will give the ball back.

---

Even though the Cam Jansen stories happen in different places, their messages are the same. What is the message of both stories?

A  Some jobs should be left to grown-ups.

B  It’s okay to lose your courage when faced with great danger.

C  If people work together, they can solve tough problems.

D  Sharing with your friends is important.

---

How are the settings of the two Cam Jansen stories alike?

A  They both take place by a lake.

B  They both take place near a field.

C  They both take place in a classroom.

D  The both take place indoors.
What is **different** about what happens in the two Cam Jansen stories?

**A** In one, Cam loses something she owns. In the other, she loses something she borrows.

**B** In one, the mystery is about something lost. In the other, it’s about something stolen.

**C** In one, a character tries to stop Cam from solving the mystery. In the other, everyone helps.

**D** In one, Cam solves the mystery herself. In the other, she helps others solve it.
This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

**Baby Bird**

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said “The baby bird must be lost.”

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn’t know what to do.

“Let’s pick it up so a cat won’t get it, said Alec.

But Molly said that would scare the baby bird even more. Let’s hide it under a box” she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.

Finally the children decided to just watch and wait. “If a cat comes, we will chase it away,” they agreed.
So the children crawled behind a bush and watch quietly.

A long time went by. Nothing happened. No cats appeared, but the mother did not either. Molly and Alec grew more and more worried.

All of a sudden, they heard a bird chirping loudly. The baby bird chirped back. A yellow bird flew down. It was the baby birds mother! She gave her baby a bug that was in her beak. The baby bird ate it right up and chirped for more.

“Hooray!” Molly and Alec shouted. The baby bird wasn’t lost after all!

**To change a word ending in the letter y from singular to plural, remove the y and add -ies. How would you spell the plural of “baby”?**

A babys  
B babies  
C babyies  
D baies

**Read this sentence from the story.**

They could see the scared feeling in its eyes.

Which of the following could replace the words “scared feeling”?  
A fear  
B anger  
C hunger  
D love

Go On
Which sentence from the story uses commas and quotation marks correctly?

A. Alec said "The baby bird must be lost."
B. "Let's pick it up so a cat won't get it, said Alec.
C. Let's hide it under a box" she suggested.
D. "If a cat comes, we will chase it away," they agreed.

Read this sentence from the story.

So the children crawled behind a bush and watch quietly.

Which of the following is the correct tense for the verb "watch" in this sentence?

A. watched
B. watches
C. will watch
D. correct as is

Read the sentence from the story.

It was the baby birds' mother!

Which of the following is the correct way to write the word "birds" in this sentence?

A. birds's
B. birds'
C. bird's
D. birds
Build the Perfect Sand Castle

by Greg Mission

The beach isn’t just a place to swim and relax in the sun. It can be the site of some serious building! You may have admired sand castles on a beach or in a sandbox. But what exactly does it take to make the perfect sand castle? Gather the tools below and follow the steps. With a little hard work, you can create an amazing sand castle of your own.

Tools and Supplies

What you will need:

- At least 2 buckets
- 1 or 2 shovels
- Sand
- Water

Not needed (but a good idea):

- Sticks
- Funnel
- Spoons
- Spray bottle of water
- Shells or pebbles

Important Tip: To build a good sand castle, you need wet sand. Dry sand does not stick together. Because of this, it can’t be used to create strong walls and towers. Is your tower or base falling apart? Try adding more water.

Step 1: Draw a Plan

First, decide how big you want your castle to be. Then, outline a square or other shape in the sand using your shovel or a stick. The castle will be inside this shape. After this is done, you are ready to move on to Step 2.

Go On
Step 2: Make A Sand Bowl

Make a large sand pile inside the shape you made in Step 1. You can use a shovel or a bucket to pile the sand. Now you have to get the sand wet. To keep the water from just running down the sides of your pile, make a “bowl” shape in the middle of the pile.

Step 3: Make the Base

Use the back of your shovel to pack the sand down. This will make your base strong. Your pile of sand should have a flat top when you are finished. (You may need to add more wet sand to the center during this step.)

Step 4: Creating Towers

First, fill a bucket with sand. Next, add water to the bucket until the sand is very wet, but not runny. Then, turn the bucket upside down and place it on top of the base. Finally, remove the bucket slowly. Your sand tower should now be on top of your base. Repeat this step to make as many towers as you would like. You can use different sized containers to make towers. Cups, paper towel tubes, even boxes will make interesting towers.

Step 5: Decorate!

This is your chance to put your imagination to work! Decorate your sand castle any way you like. Use shells or colorful pebbles to decorate the roof and walls. Use a stick to draw on windows or bricks. Use a spoon to carve out doors and tunnels. It’s up to you.

Finally, step back and admire your sand castle. Make sure to get a picture next to your creation.

Tips and Tricks

Use a funnel to make a pointy roof.
Use a spray bottle to keep sand wet.
Use egg cartons to make small towers.
Use an ice cube tray to make bricks.
Which of the following steps should you do before drawing a plan in the sand?
A. make towers on top of the base
B. gather the tools you will need
C. carve out doors and tunnels
D. make a big pile of sand

Which of the following tools is helpful but not needed to build a sand castle?
A. shovel
B. sand
C. funnel
D. bucket

What is the main reason to shape the pile of sand like a bowl?
A. to give the sand castle a round shape
B. to help get the entire pile of sand wet
C. to form a wall around the castle
D. to make it easier to stack the sand

Go On
What does the illustration after Step 4 help you understand?

A  why the sand pile needs to be shaped like a bowl
B  how large the base of the sand castle should be
C  where to build the base of the sand castle
D  how the sand stays in the shape of the container

According to the Tips and Tricks sidebar, what is one way the funnel can be used?

A  to pour water onto the sand pile
B  to draw an outline in the sand
C  to form a pointed roof on the castle
D  to make round shapes in the sand

Which of the following tells how this passage is organized?

A  It compares building sand castles to building real castles.
B  It describes different activities you can do at the beach.
C  It explains what happens when water is added to sand.
D  It gives steps to follow to create your own sand castle.
Read the play. Then answer the questions that follow.

Excerpt from The Secret Garden

from a novel by Frances Hodgson Burnett
adapted by David C. Jones, Plays—The Drama Magazine for Young People

Mary Lennox is a young British girl who has been living in India. She is sent back to England to live with her uncle, Archibald Craven. Mr. Craven lives in a large house in the country. He is busy and pays little attention to Mary. She is left to explore the house and its many gardens on her own.

Characters

MARY LENNOX, a young girl
BEN WEATHERSTAFF, a gardener
DICKON SOWERBY, a young boy

SCENE 2

1 SETTING: The mansion gardens. There are flowerbeds, bushes, etc., around stage. Fence covered with ivy, brambles, etc. is upright.

2 AT RISE: BEN WEATHERSTAFF is working with a hoe. MARY enters.

3 BEN (Looking up): Well, well. You must be Mistress Mary, quite contrary. I’ve heard all about you.

4 MARY: I am not contrary—and who are you?

5 BEN: I’m Ben Weatherstaff, the gardener. I’ve worked for Mr. Craven for many, many years.

6 MARY: Well, I think you’re rude.

7 BEN: Be that as it may, you’d better get used to me. I’m the only one around here—except for Dickon, that is. He spends a lot of time here too.

8 MARY: And where’s this locked garden I’ve heard about?

9 BEN: Why, you’re standing next to it.

10 MARY: But where is the entrance?

11 BEN: Well, the gate is somewhere under all those wild brambles and ivy that have swallowed it up. It’s been locked up so long.

Go On
MARY (Resolutely): Well, I shall find the entrance and go in there to play.

BEN: You won’t be able to go in without the key.

MARY (Surprised): There’s a key? Where is it?

BEN: No one knows. Mr. Craven took the key one day and threw it as far as he could. No one has ever found it.

MARY: I’ll find it. You’ll see.

BEN (Wryly): Well, good luck, Mistress Mary. You’ll need it. (Laughs and exits. After a moment, DICKON enters, carrying crow, fox, and lamb.)

DICKON: Hello. You must be Miss Mary.

MARY: How did you know my name? And who are you?

DICKON: They call me Dickon. And I know about you because my sister, Martha, told me all about you.

MARY: Is it true you speak to animals?

DICKON: Aye. Say hello to my friends. This is Cert, the crow. (Cawing sound is heard.) The fox is Captain, and the lamb, Lady. (Bleating is heard.)

MARY: Those are strange names for animals.

DICKON: It’s what they asked to be called.

MARY (Scoffing): Animals and birds can’t talk.

DICKON: Sure they can. You just have to know how to listen. (Looks offstage) Look! Here comes my friend, Robin. (Robin puppet flies in.)

ROBIN: Hello, Dickon. Who is your friend?

MARY (Astonished): Why, he does talk!

DICKON: See? You just have to want to listen to them. (To ROBIN) What are you up to, Robin?

ROBIN: I’m building my nest. Spring is coming, you know, so I’m busy, busy, busy.

MARY (Delighted): Oh, he’s so cute and funny. Do you think he would be my friend, too? I have no one to play with.

DICKON: Of course. You can find lots of friends here. You’re just sad and lonely now, but you’ll find happiness here, just as you did in India.

MARY (Starting to cry): No. I shall never be happy here. I hate this place. It’s horrible! I want to go back to India. (Runs off)

DICKON: She could really use a friend or two, eh, Robin? (Curtain)
Read this sentence from the passage.

Well, the gate is somewhere under all those wild brambles and ivy that have swallowed it up.

What does the word “swallowed” mean as it is used in this sentence?
A  covered
B  eaten
C  ruined
D  hurt

Which sentence from the story lets you know that Mr. Craven does not want anyone to go into the locked garden?
A  “I’ve worked for Mr. Craven for many, many years.”
B  “Well, I shall find the entrance and go in there to play.”
C  “You won’t be able to go in without the key.”
D  “Mr. Craven took the key one day and threw it as far as he could.”

Why does Ben laugh when Mary says she will find the key?
A  He thinks that Mary is funny.
B  He is glad Mary will find the key for him.
C  He is happy that Mary will get to see the garden.
D  He thinks that Mary will never find the key.

Go On
What is the main lesson Dickon wants Mary to learn?
A Animals make the best friends.
B Some people can never be happy.
C Friends are all around you if you listen.
D Looking for lost things is a waste of time.

Why does Dickon believe Mary will be happy again?
A because he thinks she will love the gardens
B because he thinks she can understand what Robin says
C because he thinks she will be able to find friends
D because he thinks she will find the key to the garden

Read this sentence from the passage.
You're just sad and lonely now, but you'll find happiness here, just as you did in India.
The word "lonely" has the same root as the word "alone." What does the word "lonely" mean as it is used in this sentence?
A having too many friends
B wanting to be with other people
C wishing someone would go away
D needing time to think
Read this sentence about the passage.

_____ Mary spoke to Ben, she met Dickon _____ the garden.

Which pair of words best completes the sentence?

A  After, in
B  When, over
C  Before, around
D  During, below

How does the ending of this scene help the reader understand the other events in the scene?

A  It shows that Dickon does not want to be friends with Mary.
B  It shows that many of Mary’s earlier actions were because she is sad.
C  It shows that Dickon and Ben have always known each other.
D  It shows that Mary could talk to animals when she lived in India.
Read the articles. Then answer the questions that follow.

# Sleep and the Brain

*by Amanda Eggers*

1. Have you ever stayed up way too late at night? How did it make you feel the next morning? Without enough sleep, you probably woke up feeling pretty bad. Maybe you had a hard time focusing at school. Maybe you even fell asleep at your desk!

2. Everyone needs sleep. Our brains must have a time to rest and recover from all the thinking we do during the day. For many years, scientists believed that the brain turned off during sleep. But now, new machines can tell what is happening inside people's brains—even when they are asleep. These machines can take pictures of the brain. The pictures show the areas of the brain that are active and at rest.

3. What have scientists learned from these machines? To their surprise, they have learned that our brains can be very active during sleep. Scientists now know that our brains go through five different stages of sleep. We don't go through the stages exactly in order, but they do follow a pattern, or cycle. At some points in the cycle, our brains are resting. But at other times, they are very busy. What exactly does the brain do during sleep?

### SLEEP CYCLE

<table>
<thead>
<tr>
<th>Stage</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Light sleep. Muscle action slows down.</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Breathing and heart rate slow down.</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Deep sleep. Brain waves change.</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Very deep sleep. Breathing is even and slow.</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Rapid Eye Movement (REM). Dreaming begins.</td>
</tr>
</tbody>
</table>
4  As you go through the stages, your body becomes more and more still until it is completely motionless. Your brain becomes more and more still, too—until you begin to dream. Dreaming only happens during Stage 5, also called REM sleep. In this stage, your brain is almost as active as when you are awake. But your body is completely still—all except for your eyes. REM stands for Rapid Eye Movement. During this kind of sleep, your eyes move quickly from side to side, like you are watching a tennis game. The rest of your body is unable to move at all.

5  But why does the brain go through this cycle? Scientists now know that there are many reasons why sleep is so important. Studies show that people who get more deep sleep do better on tests. They remember things better. They are more likely to stay healthy. One test even showed that people were stronger after they had slept well! Even though scientists have a lot more to learn, they agree on the importance of a good night’s sleep.
Feed Your Brain

by Randy Yen

1. When people think about reasons to choose healthy food, they often think about keeping their body healthy. And usually, that means their heart, muscles, bones, and other body parts. But it's easy to forget that the brain is also part of the body. And brains need healthy food, too!

2. The brain is the organ we use to think. That includes thinking about taking care of all our other body parts. It can be easy to forget that the brain needs to be taken care of, too. All of the things that are good for our bodies, like good food, exercise, and rest, are good for our brains, too. Scientists now know that one-quarter of the energy your body takes in goes to support your brain. So, what can you do to be brain-healthy?

A Recipe for Brain Power

3. The brain doesn't need just one kind of food to make it strong. It needs a healthy balance of protein, fat and carbohydrates. Protein is found in foods like fish, beans, and eggs. Protein helps your brain cells talk to each other. Certain kinds of fats are also good for your brain. They make your brain cells stronger. These fats can be found in fish, nuts, seeds and other foods. Finally, carbohydrates act like fuel for your brain and body. They give you energy and keep things running smoothly.

4. Eaten in the right amounts, these foods help you to feel more awake and less tired. They give you energy. And they help you think and remember things better.

You are What You Eat

5. So, what happens to your brain if you don't eat a balanced diet? Eating a lot of sugar slows down your brain. Scientists have studied how different diets affect rats. They found that rats that ate mostly sugar could not remember things very well. The rats that ate a balanced diet did much better on the jobs the scientists gave them.

6. Another study on kids had the same result. Kids who ate a sugary breakfast scored low on memory and attention tests. In fact, their scores were a lot like those of many 70-year-olds!
7 Sugar is a carbohydrate. Don’t we need carbohydrates? The answer is yes. But whole grain bread and pasta are better sources of carbohydrates. Unlike sugary foods, these foods release their carbohydrates slowly. This means your body can use them over a longer period of time.

**Timing is Everything**

8 Of course, it’s not just what you eat. It’s also when you eat it. As the old saying goes, breakfast is the most important meal of the day! Studies show that kids who eat breakfast do better in school than those who don’t. Kids who eat a balanced breakfast, including protein and carbohydrates, perform the best of all.

9 So, the next time you go to pick out a snack, remember to feed your brain!

---

**What does the writer of “Sleep and the Brain” mainly suggest about sleep?**

A A person who sleeps well will probably do better in work or school.

B The order of the stages of sleep explains why people have dreams.

C Dreaming often makes you feel as if you are watching a tennis game.

D People who sleep well are always stronger than people who don’t.

---

**Go On**
Read this sentence from the article “Sleep and the Brain.”

We don’t go through the stages exactly in order, but they do follow a pattern, or cycle.

What is the meaning of the word “pattern” as it is used in the sentence?
A  a machine with two wheels that you ride
B  a period of time that has no clear end
C  a set of events that happens more than once
D  a cutting tool with a long curved metal blade

How does the illustration in “Sleep and the Brain” help readers understand the article?
A  It shows the brain during sleep.
B  It shows how the machines work.
C  It shows the order of sleep stages.
D  It shows why doctors study sleep.

Read this sentence from the article “Sleep and the Brain.”

As you go through the stages, your body becomes more and more still until it is completely motionless.

What does the word “stages” mean as it is used in the sentence?
A  exercises to help you sleep
B  important times in a person’s life
C  places where plays are performed
D  steps in a chain of events
Look at the table in “Sleep and the Brain.” What information can you find under the heading “What Happens”?

A. why brain waves change in Stage 3
B. what the body does in each sleep stage
C. how machines can explain sleeping
D. what Rapid Eye Movement feels like

Which of these statements about sleep would the author of “Sleep and the Brain” probably make?

A. People who sleep more are often unhealthy.
B. There are probably more than five sleep stages.
C. Scientists should study sleep without machines.
D. Getting plenty of sleep can make you feel better.

According to the article “Sleep and the Brain,” how many stages of sleep are there?

A. one
B. three
C. five
D. four

Go On
In the article “Feed Your Brain,” what is the author mostly trying to explain?

A  You have to care for your brain as you do for the rest of your body.
B  Balancing your diet means avoiding all fats and proteins.
C  A healthy breakfast is great for children but not adults.
D  People’s brains become less healthy as they get older and older.

Read these sentences from the article “Feed Your Brain.”

Certain kinds of fats are also good for your brain. They make your brain cells stronger.

What does the word “cells” mean as it is used in the passage?

A  the large sections of the brain
B  the tiny parts of a living thing
C  all of the organs in a person’s chest
D  small creatures living in the body

In the article “Feed Your Brain,” paragraph 5 says that the memory of rats who ate sugar grew worse. Paragraph 6 talks about a study of kids that had similar results. What is the most likely reason that the author included both paragraphs in the article?

A  to show that meals should be eaten in a certain order
B  to compare how different brains react to sugary foods
C  to explain why children often eat the wrong foods
D  to show the differences between rats and kids
Look at the sidebar in the article “Feed Your Brain.” What information does it list?

A foods that can make people sick  
B foods that are the author’s favorites  
C foods that everyone likes to eat  
D foods that are good for the brain

Look at the illustration in “Feed Your Brain.” Why does the heading say that your brain wants food?

A because eating healthy foods leads to clear thinking  
B because it is important to think about unhealthy foods  
C because you won’t be hungry if you think about food  
D because the person in the picture always thinks about food

Which food does the author of “Feed Your Brain” call a “Super Food”?

A cake  
B carrots  
C nuts  
D pasta
Based on the articles, how do sleep and food affect the brain in similar ways?

A  Sleeping well makes you run faster, and eating well makes you jump higher.
B  Eating right and sleeping poorly both make your brain cells stronger.
C  Sugary foods and good sleep both help students pay attention in class.
D  Good sleep and the right foods both make the brain work better.

Which of the following tells how scientific tests in the articles are different?

A  In one, scientists use machines to study people. In the other, they use rats.
B  In one, scientists watch people sleep. In the other, machines watch them sleep.
C  In one, scientists help kids eat well. In the other, they don’t let them sleep.
D  In one, scientists perform the tests. In the other, teachers do the tests.
This is a rough draft of a report. It has some mistakes. Read the report. Then answer the questions that follow.

A Visit to a Farm

Our class visited Mr. Teller's farm last week. Mr. Teller grow many different crops on his farm. The tall rows of corn seemed to go on forever. Rows of beans grew in another field. Mr. Teller gave us a taste of some fresh tomatoes. They tasted good so that they were right off the vine.

I liked the farm animals best of all. The farm had cows, chickens, pigs, turkeys, and horses. Mrs. Teller showed us how to milk a cow. We also saw some ponies in the barn. Ponies are small than other types of horses, but they are very strong. They are also fun to ride. Mr. Teller let us take turns riding the little horses outside.

We learned a lot at the farm. We had a great time. I think we should all write to Mr. Teller to thank him. His address is 46 Jackson Avenue Murphy North Carolina 28906.
Read this sentence from the report.

Mr. Teller grow many different crops on his farm.

Which of the following is the correct way to write this sentence?
A  Mr. Teller grows many different crops on his farm.
B  Mr. Teller grow many different crops on his farm.
C  Mr. Teller grows many different crops on him farm.
D  Mr. Teller grows many different crops on he farm.

Read this sentence from the report.

They tasted good so that they were right off the vine.

Which word should replace the underlined words to make the sentence correct?
A  unless
B  while
C  because
D  until

Read this sentence from the report.

Ponies are small than other types of horses, but they are very strong.

Which word or words should replace the underlined word to make the sentence correct?
A  smaller
B  smallest
C  more smaller
D  most smallest
Read this sentence from the report.

Mr. Teller let us take turns riding the little horses outside.

What does the describing word tell about in the sentence?
A  It tells who took turns riding.
B  It tells what the horses looked like.
C  It tells how the horses sounded.
D  It tells what Mr. Teller did.

Read these sentences from the report.

We learned a lot at the farm. We had a great time.

Which of the following correctly combines these two sentences into a compound sentence?
A  As soon as we learned a lot, we had a great time at the farm.
B  We learned a lot at the farm, and we had a great time.
C  When we had a great time, we learned a lot at the farm.
D  We had a great time even though we learned a lot at the farm.

Read this address from the report.

46 Jackson Avenue Murphy North Carolina

Which address uses commas correctly?
A  46 Jackson Avenue, Murphy North Carolina
B  46 Jackson, Avenue, Murphy North, Carolina
C  46, Jackson Avenue, Murphy North Carolina
D  46 Jackson Avenue, Murphy, North Carolina

STOP
Read the fable. Then answer the questions that follow.

The Fox and the Crow

*a fable by Aesop

*retold by Hilary Dumitrescu

1. “My goodness, but I am hungry!” said Crow, who was sitting on a fence near the market. Just then, she noticed a farmer drop some cheese out of his bag. Crow saw her chance. She swooped down and grabbed the large chunk of cheese in her beak. Taking her prize to a high tree branch, she settled down to have her snack.

2. Just at that moment, Fox strolled by. Suddenly, a delicious smell reached his nose. He sniffed high and low to find where the smell was coming from. Finally, he spied the crow on her perch. He spotted the huge chunk of cheese she had, and wished to have it for himself.

3. Now, like most foxes, Fox was not a good tree climber. But he was very clever. He quickly crafted a plan.

4. “Heavens, is there any bird lovelier than Crow?” said Fox, in a voice loud enough for Crow to hear. She paused her cheese nibbling and peered down at Fox. He pretended not to see her.

5. “I mean, those beautiful feathers—they are as black as the darkest night. The light sparkles off of them like stars. Her eyes are like two pieces of shining onyx. Truly, she is the Queen of the Birds.” Fox sighed loudly and leaned against the tree. He put his paw over his heart.

6. Now Fox had Crow’s full attention. She shifted herself on the branch, nearly dropping her cheese. She grabbed it again. Holding tightly to her snack, she continued to listen.

7. “I wonder,” said Fox, stealing a quick glance up at Crow, “if Crow’s voice is as beautiful as her feathers?” Crow’s eyes widened. Of course I can sing, she thought. Why, I have a lovely voice. She cleared her throat as best she could with the huge chunk of cheese in her beak.

8. Fox yawned. He pretended he was going to take a nap. He curled up under the tree. He tucked his long bushy tail up around his front paws. “Surely not. It wouldn’t be fair to have such beautiful feathers, beautiful eyes, and a beautiful voice, would it?” Fox tempted. He settled his head onto his tail. “I doubt she can sing at all.”
9 Hearing this, Crow sat up straight, ruffled her feathers, spat out the piece of cheese, and began to squawk loudly. The cheese sailed down out of the tree and dropped right in front of Fox. Chuckling to himself, Fox picked up the piece of cheese and gobbled it up.

10 "Ah, poor Crow, I see I was right," laughed Fox with a full mouth. Crow stopped her singing and stared sadly down, thinking of her lost cheese. "Your voice is not quite as lovely as your feathers!"

11 Fox got up and had a good long stretch. He started to walk away. Before leaving, he stopped and looked up once more at Crow. "But you are better at singing, Crow, than you are at being clever!"

12 And with that, he scampered off into the forest, flashing his bright red tail behind him.

13 [Moral: Only fools fall for fake compliments.]

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1 What is the main problem in the beginning scenes of the story?
   A Fox wants the cheese that Crow has.
   B A farmer drops food from his bag.
   C Fox is not good at climbing trees.
   D Crow wants to show off for Fox.

2 Read this sentence from the story.

   Just at that moment, Fox strolled by.

   What does the word "strolled" mean?
   A hid, trying not to be seen
   B tried to take something away
   C ran quickly, as if being chased
   D walked in an unhurried way

   Go On
3. Read this sentence from the story.

Just then, she noticed a farmer drop some cheese out of his bag.

What does the word “noticed” mean in this sentence?
A. made something happen
B. missed something happening
C. saw something happen
D. thought something happened

4. Read these sentences from paragraph 5.

Fox sighed loudly and leaned against the tree. He put his paw over his heart.

Why does Fox act this way?
A. He is mad that he can’t climb the tree.
B. He wants Crow to know he likes her.
C. He is tired from trying to get the cheese.
D. He wants Crow to believe what he says.

5. Which detail from the story shows that Crow finally believes the things Fox says about her?
A. She picks up the cheese and takes it up a tree.
B. She listens and holds the cheese tightly.
C. She sits up straight and ruffles her feathers.
D. She looks down and thinks about her lost cheese.
Why is Fox looking away from Crow while he talks to her in the picture?

A  He cannot see that Crow is sitting in the tree with the cheese.
B  He wants Crow to think that he does not know she in the tree.
C  He knows Crow is about to drop the cheese and wants to be ready.
D  He wants Crow to fly down to the ground to talk to him.

Which of these best retells what happens in the story?

A  A farmer drops a chunk of cheese, and Crow picks it up. Fox wants the cheese. He tricks Crow into dropping the cheese and then eats it.
B  Fox sees Crow with a big piece of cheese. He tells Crow that she has beautiful eyes and feathers. Then he wonders if her voice is also beautiful.
C  Crow is hungry. She sees a farmer drop a piece of cheese. She takes the cheese high into a tree. Fox praises her, so she gives him the cheese.
D  Fox smells a tasty piece of cheese. He asks Crow for some of the cheese, but she is selfish. When Crow drops the cheese, Fox runs away with it.

Go On
3 The year was 1150. The chief stepped out of his huge thatched house into the chilly
dawn air. His 50-foot-tall house was built atop a terraced, flat-topped mound, 100 feet high.
The mound covered 14 acres. The chief looked down upon his city of 20,000 people.

2 Small thatch-roofed houses were in neat rows near the chief’s mound and a large central
plaza. Pathways connected neighborhoods, markets, and other, smaller plazas. Grain-storage
buildings, sweat lodges, and other ceremonial huts were used by different people. Around the
center of the city was a two-mile-long wall, 15 feet high, made of nearly 20,000 log poles. Every
70 feet there was a watchtower. Other, smaller mounds were scattered around the city.

3 Beyond the houses were fields. There, the people grew corn, squash, pumpkins,
sunflowers, and other crops.

4 The chief saw fires being lit in front of the houses as the villagers began their day. A
mother boiled chunks of pumpkin and spices for breakfast. Days earlier, she had sliced the
pumpkin into rings, using a knife made of obsidian (volcanic glass). Since then, the pumpkin
rings had been hanging on a stick, drying in the sun. Now she mixed water and ground corn
together in a clay pot and began to make flat corn cakes.

5 From his high platform, the chief could see the sun calendar, made of 48 log poles
standing in a ring. At the center of the ring stood another pole. From their calendar, the
people could tell the seasons and important ceremonial dates. The time was drawing near for
the ceremony of the fall equinox, when day and night are the same length.

6 Today, we call this place Cahokia (ka-HOE-key-ah). Cahokia lies across the Mississippi
River from St. Louis, Missouri. Today, we call the high chief’s mound Monks Mound. It is the
largest Indian mound north of Mexico, and the largest ancient earth construction on this
continent. More than 22 million cubic feet of earth was moved for the mound construction.
The soil was carried one basketful at a time on people’s backs.

7 Smaller mounds—120 of them—dot Cahokia. These
smaller mounds were used for religious worship, burials, and
homes for the wealthy. In one mound, the body of an
important ruler was laid on a blanket decorated with more
than 20,000 seashells. From the shells, scientists learned that
the people of Cahokia traded with other Indians who lived
near the ocean.

abandoned: left suddenly
ceremony: formal celebration
terraced: carved into steps
thatch: dried grasses
8 Scientists have been studying Cahokia for many years, and they have learned a lot. But some mysteries remain. After being alive and well for nearly 700 years, why was the great city abandoned? What did the Indians call themselves? Will you be the one to find the answers?

8 What was made of 48 poles standing in a ring?
A the watchtower
B the sun calendar
C Monks Mound
D the central plaza

9 What information does the sidebar give you?
A types of foods grown
B directions to Mississippi
C sizes of the mounds
D meanings of words

10 Read this sentence from the passage.
More than 22 million cubic feet of earth was moved for the mound construction.

In this sentence, what does the word “construction” most likely mean?
A choosing
B planning
C changing
D building

Go On
With which idea would the author agree?

A There's someone alive who knows where the Cahokia went.

B The Cahokia probably used machines to build the mounds.

C Some people still want to know what happened to the Cahokia.

D The Cahokia could not really tell the date just by watching the sun.

What is the meaning of the word “ceremony” in the passage?

A formal celebration

B dried grasses

C carved into steps

D left suddenly

Read this sentence from the passage.

In one mound, the body of an important ruler was laid on a blanket decorated with more than 20,000 seashells.

What does the word “decorated” mean in this sentence?

A made beautiful

B set out to sea

C kept safe

D carried off
Read the stories. Then answer the questions that follow.

Jake and Robert View the Eclipse

by Krista O’Connell

1. “Hey, did you ever hear of a solar eclipse? I overheard my dad say this morning one is going to happen next week,” Jake said. He and his best friend, Robert, were doing homework together.


3. Jake looked at the computer. “You think we could look it up on the Internet?” Solar eclipses seemed a lot more interesting than multiplication problems.

4. Robert laughed, rolling his eyes at Jake’s idea. “Probably. Why not, right? But then we have to get these done!”

5. The two closed their books and sat down at the computer, and Jake began to tap at the keyboard. A quick search for “solar eclipse” gave them a list of websites. “This one’s called ‘Solar Eclipse Myths and Legends.’ Let’s try it,” Jake said cheerily. But the cheer soon began to disappear as the boys read further down the screen, their mouths opening a little wider with each word. “It says here the sky will get dark in the middle of the day. That sounds freaky!” Jake said.

6. “And some people think they happen because ‘an unseen dragon eats the sun,’” Robert added.

7. “Oh man, check this out, Robert. It says you can go blind if you look at the eclipse!” Jake pointed to the words on the screen, shivering a little at the thought. Both boys shook their heads, as if to shake out the creepy thoughts. “I don’t think I want to read any more about this. Let’s go do our homework,” Jake suggested.

8. Jake and Robert didn’t talk about the eclipse again that evening. They didn’t mention it the following day, or the next, or the day after that, but they both looked up into the sky more than usual. When the day of the eclipse arrived, the two friends walked to school as fast as possible, eager to get inside the building.

9. Ms. Kwan stood in front of the class, wearing a calm smile. *Maybe she doesn’t know about the eclipse,* Jake thought as he took his seat.

10. “Something very exciting is going to happen in the sky today. Does anyone know what it is?” Ms. Kwan asked.
"The sun is going to disappear because a dragon is going to eat it!" Robert blurted out.

"And if we look at it, we'll go blind!" Jake said anxiously. The whole class buzzed with excitement. Some people giggled, but others looked worried. Could what Robert and Jake said be true?

"Calm down, class. The sun is going to disappear for a few minutes, that's true. But there is no reason to be scared. An eclipse happens when the moon passes in between the earth and the sun." She turned to the board and showed them a model of the sun, moon, and earth, all lined up in a row.

Ms. Kwan turned to the class. "It's true, looking directly at an eclipse can harm your eyes," she said. "So we're going to make special pinhole viewers." Ms. Kwan passed around sheets of cardboard. Everyone got two pieces. "Punch a small hole in one sheet of cardboard. When the eclipse happens, you'll point that sheet at the sun. Then you'll watch the eclipse in the shadow it makes on the second sheet."

At precisely 10:05, the class headed outside with their pinhole viewers, forming a line with their backs to the sun. Then they held the sheet with the hole in it up to cast a shadow on the sheet on the ground and waited. Suddenly, the sky began to darken and birds stopped chirping. Jake and Robert watched as the image of the sun on their viewers started to shrink!

"I told you there was nothing to worry about," Jake smiled over at his friend.

"No way! I told you!" Robert laughed. It was a pretty cool eclipse, after all.
Following the Stars

by Krista O'Connell

1 “Wait up!” Robert said, hurrying along the forest path.

2 Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. “You’re too slow,” he called. “Hurry up!”

3 “No, you’re too fast,” Robert replied with a smile. “Slow down!” This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4 But this evening, Jake wasn’t in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

Go On
Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake’s first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. “I’m going to blow my whistle. What were they thinking letting us wander around the woods alone at night?” Jake griped, standing close to Robert.

“Take it easy!” Robert patted Jake on the back. “We just have to use what we learned. Let’s break it down into steps. We can do this!”

Jake took a deep breath. “Okay, okay. I guess we’re not in any danger yet. First things first, find the Big Dipper,” Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. “There!” Robert shouted, pointing his finger at a patch of stars.

Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. “Okay, let’s go,” Jake said, and started walking quickly away from their spot in the forest.

Robert grabbed his shoulder. “Wait, let’s take our time. We want to be sure we get it right,” Robert said, shaking his head. Jake was always jumping into things too fast. “What’s the next step?”

Jake sighed. “I guess you’re right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle,” Robert said.

“There they are,” Jake said. He pointed to the picture, and then up into the sky.

“Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star,” Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

They didn’t have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. “Told you we wouldn’t need the whistle,” Robert told Jake with a grin and a friendly whack on the back.

“I guess you were right...for once,” Jake said, smiling. He was proud that he hadn’t given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.
In “Jake and Robert View the Eclipse,” how do Jake and Robert feel about the eclipse before seeing it?

A  angry
B  worried
C  sad
D  bored

Why do readers know both Jake and Robert’s feelings in “Jake and Robert View the Eclipse”?

A  because a classmate tells Jake and Robert’s story
B  because the reader is a character in the story
C  because a storyteller, not a character, tells the story
D  because Jake and Robert take turns telling the story

Read the sentence from “Jake and Robert View the Eclipse.”

The sun is going to disappear for a few minutes, that’s true.

What is the meaning of “disappear”?

A  pass out of sight
B  come back into sight
C  stay in sight
D  always be in sight

Go On
In “Jake and Robert View the Eclipse,” what does Ms. Kwan tell the class about what actually happens during a solar eclipse?

A  The earth passes between the moon and the sun.
B  The sun is at its highest point in the sky.
C  The sun is at its lowest point in the sky.
D  The moon passes in between the earth and the sun.

Read this sentence from “Jake and Robert View the Eclipse.”

Suddenly, the sky began to darken and birds stopped chirping.

What does the word “suddenly” tell you about the events in the sentence?

A  They happened outside.
B  They happened at night.
C  They happened slowly.
D  They happened quickly.

Read this retelling of “Jake and Robert View the Eclipse.”

Jake and Robert read about solar eclipses on the Internet. At school, the boys build pinhole viewers.

Which of these best completes the retelling?

A  They badly hurt their eyes.
B  They safely enjoy watching the eclipse.
C  They easily pass a quiz on eclipses.
D  They fall asleep and miss the eclipse.
20 How does the picture in “Following the Stars” help readers better understand the story?

A  It shows that Jake is walking much faster than Robert.
B  It shows how far the boys had to walk to find the camp.
C  It shows what Jake and Robert saw in the sky that night.
D  It shows how Jake and Robert feel during the test.

21 Which sentence from “Following the Stars” tells what Jake and Robert must do for their final test at camp?

A  “Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him.”
B  “They were completing the final test for their summer nature camp.”
C  “They had to find the North Star and follow it until they came to an open field.”
D  “Within minutes, they could see the warm glow of a campfire through the trees.”

22 Why does Robert grab Jake’s shoulder in paragraph 10 of “Following the Stars”?

A  He is trying to stop Jake from walking into a clump of poison ivy.
B  He wants Jake to slow down and carefully find the North Star.
C  He thinks they are lost and wants Jake to blow the whistle.
D  He is frightened and doesn’t want Jake to leave him alone in the woods.

Go On
Read the sentence from “Following the Stars.”

When they proceeded into the clearing, everyone clapped and cheered.

The root word “clear” means “free” or “open.” What is a clearing?

A  a place with lots of trees
B  a place where people can hike
C  a place that has no trees
D  a place that is lit by moonlight

Which sentence best begins a retelling of “Following the Stars”?

A  Jake and Robert are taking their final test at summer nature camp.
B  Jake and Robert find the Big Dipper and the North Star.
C  Jake and Robert proudly walk into the clearing following the stars.
D  Robert is calm, but Jake is worried about passing the final test.

How are the events in the two stories different?

A  In one story, the main characters learn about science from their teacher. In the other story, the main characters enjoy science alone together.
B  In one story, the main characters ask their parents for help with their school work. In the other story, they ask their teacher for help.
C  In one story, the main characters get excited when they learn about science. In the other story, they get bored when they learn about science.
D  In one story, the main characters have to hide from a dragon. In the other story, they get lost in the woods during a camping trip.
What is different about the settings in the two stories?

A  One takes place in Jake's room, and the other takes place at school.
B  One takes place during the day, and the other takes place at night.
C  One takes place in a forest, and the other takes place in a big city.
D  One takes place in winter, and the other takes place in summer.

What message do both stories share?

A  Never go hiking in the forest alone at night.
B  Don't believe everything you read on the Internet.
C  Knowing about stars and eclipses can save your life.
D  Learning about science can be fun and useful.
This is a rough draft of a report. It has some mistakes. Read the report. Then answer the questions that follow.

**Hilda Conkling**

Born in 1910, Hilda Conkling was a child poet. She was just four years old when she make up her first poems. Hilda was too young to write, her mother wrote down Hilda’s words. The young poet came up with most of her poems between the ages of four and ten.

When Hilda was eight years old, her mother sent her poems to magazines. The poems were printed in 1919. Hilda’s first book of poems was *Poems By A Little Girl*. It was published in 1920 when Hilda was ten years old.

The girl had real talent. Everyone who read the book was amazed by the poems. One famous poet of the time said The oldest poet in the world could not improve upon them."

When Hilda became a teenager, her mother stop writing down poems for her. Then Hilda wrote fewer and fewer poems. She no longer wrote any poems at all by the time she started high school.
Read this sentence from the report.

She was just four years old when she make up her first poems.

Which word should replace the underlined verb to make the sentence correct?
A  maked
B  mades
C  made
D  making

Read this sentence from the report.

Hilda was too young to write, her mother wrote down Hilda’s words.

How can the underlined part of the sentence be changed to create a compound sentence?
A  write her
B  write, so her
C  write. Her
D  correct as is

Read this sentence from the report.

Her first book of poems was Poems By A Little Girl.

How should the title be written?
A  Poems by a Little Girl
B  Poems By A little Girl
C  Poems by a Little girl
D  poems by a little girl

Go On
Read this sentence from the report.

The girl had real talent.

Which word best replaces the underlined noun?

A  pride  
B  beauty  
C  courage  
D  skill

Read this sentence from the report.

One famous poet of the time said The oldest poet in the world could not improve upon them.”

Which of the following should replace the underlined part to make the sentence correct?

A  said, “The  
B  said “The  
C  said, The  
D  said the

Read this sentence from the report.

When Hilda became a teenager, her mother stop writing down poems for her.

What is the correct spelling of the underlined verb combined with the suffix-ed?

A  stoped  
B  stopped  
C  stopied  
D  stopped
The Monarch Butterfly

by Luis Mendoza

1 Monarch butterflies start out as eggs. A female butterfly lays about 400 eggs. She lays each egg on the leaf of a milkweed plant. In about four days, the eggs hatch. They become tiny caterpillars. They are yellow, black, and white striped.

2 The caterpillars eat milkweed leaves. Milkweed is poisonous to most animals. It is not poisonous to the caterpillars. By eating milkweed, the caterpillars become poisonous. Birds do not eat the caterpillars. The birds would get sick if they did.

3 Caterpillars eat constantly. They double their weight in one day. They grow and grow. Their weight increases about 2,700 times. When the caterpillar is about two inches long, it stops eating.

4 The caterpillar has lived all its life on milkweed plants. Now it leaves the plants. It finds a safe branch. It hangs from the branch. It looks like the letter J. Soon, it molts, or loses its skin. It now looks like a green pod. The new skin dries and hardens. It gets gold spots. The caterpillar is now called a chrysalis. Its body is changing. In about 12 days, a damp butterfly comes out.

5 The new butterfly rests in the sun. It takes hours for its wings to dry. Finally, it flies. It does not grow anymore. It eats only liquids, called nectar, from flowers. The adult monarch has bright orange wings. The wings have black lines and edges. It’s easy to tell a male from a female. The male has two dark spots on its wings. The black lines in the female are thicker.

6 Like some birds, monarch butterflies fly south for the winter. They are the only butterflies to migrate. Some travel 2,000 miles in three months. In the fall, cool weather tells them to go south. Monarch butterflies from all over the United States and Canada fly through Texas. They go to Mexico. They arrive there in November. They stay in Mexico all winter.

7 The butterflies rest on fir trees. Each butterfly hangs upside down. Its wings cover another upside-down butterfly. In this way, the butterflies stack themselves. Imagine stacking upside-down V’s into a tower. This is how the monarchs live all winter.

Go On
8 In March, the butterflies go north. Millions of butterflies leave the trees and darken the skies. Flying close together, they form huge butterfly clouds. The butterflies fly at speeds of up to 30 miles per hour! They want to get north where there is milkweed. There they can lay their eggs.

9 Monarch butterflies travel through Texas twice a year. They arrive in the fall and spring. The butterflies use two routes. One route is a central route. The other is along the coast. The butterflies that use the central route are from states between the Rocky Mountains and the Mississippi River. The butterflies that take the route along the coast are from states that are east of the Mississippi River.

34 In paragraph 2, what does the word “poisonous” mean?
A leafy and green
B causes sickness
C helps with growth
D bad tasting

35 What do readers learn about the chrysalis from the passage and the illustration?
A that it is eaten by caterpillars
B that it is larger than a butterfly
C that it can climb onto a branch
D that it looks like a small pod

36 What do adult monarch butterflies eat?
A green pods
B fir trees
C milkweed
D flower nectar
How do Monarch butterflies know it is time to fly south?
A  They follow flocks of birds that fly south, too.
B  All of the milkweed plants begin to die.
C  Cool fall weather tells them when to go.
D  They fly south with other kinds of butterflies.

The diagram below shows some of the stages of the life of a butterfly.

The Life of a Monarch Butterfly

A monarch butterfly begins as a tiny egg.  It becomes a hungry caterpillar.  Next, it turns into a chrysalis.

Which of these belongs in the empty box?
A  The female butterfly lays hundreds of eggs.
B  The chrysalis looks like a green pod.
C  Finally, it becomes an adult butterfly.
D  The new butterfly waits for its wings to dry.

Go On
How are the paragraphs in this passage **mainly** organized?

A  They show the order of events in the lives of monarch butterflies.
B  They show the reader how interesting monarch butterflies are.
C  They explain the effects of the actions of monarch butterflies.
D  They explain how fast and how far monarch butterflies can fly.

How does the illustration of the egg, caterpillar, chrysalis, and adult butterfly help readers better understand the passage?

A  It shows how big adult butterflies can get.
B  It shows how a butterfly changes during its life.
C  It shows how long it takes for an egg to become a butterfly.
D  It shows how many eggs each adult butterfly lays.
Read the poem. Then answer the questions that follow.

The Cow

from A Child's Garden of Verses by Robert Louis Stevenson,
published by Charles Scribner's Sons, 1885

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

5    She wanders lowing here and there,
     And yet she cannot stray,
     All in the pleasant open air,
     The pleasant light of day;
     And blown by all the winds that pass

10   And wet with all the showers,
     She walks among the meadow grass
     And eats the meadow flowers.

Go On
Based on the poem, who will eat the apple tart?

A  the cow  
B  the reader  
C  the flowers  
D  the speaker

Read these lines from the poem.

She wanders lowing here and there,  
And yet she cannot stray

What is the meaning of the word “stray” as it is used in these lines?

A  become wild  
B  fall down  
C  run away  
D  eat too much

Which words from the poem help you know that the cow lives outside?

A  “The friendly cow all red and white”  
B  “She gives me cream with all her might”  
C  “She wanders lowing here and there”  
D  “And blown by all the winds that pass”
What does the cow do in the third stanza of the poem?
A  The cow runs away from her home in the meadow.
B  The cow feels the wind and rain, and eats flowers.
C  The cow runs out of cream, and begins to eat a tart.
D  The cow comes inside out of the wind and the rain.

What is the **main** message of “The Cow”?
A  People can care deeply for animals.
B  Animals such as cows belong outside.
C  It’s good to take care of yourself.
D  The best things in life are free.

*Go On*
Read the passages. Then answer the questions that follow.

This Tiny House

by Alexis Morton

1  Gregory Johnson lives in a house so tiny that he can pull it from place to place with a pickup truck. It looks like a regular two-story house made of wood. But it's much, much smaller.

2  Gregory takes two steps inside the front door. This is his kitchen. This is also his dining room, living room, and study—all in one tiny space.

3  On one side, he has a sink and a small cooking surface. There is also a small refrigerator. When Gregory turns around, without taking a step, he is in the "main room."

4  Gregory pulls out a board to create a table and opens a folding chair. Here, he eats his meals or uses his laptop computer. When he is finished, he slides the board into a slot and tucks the chair away. That's important, because when the table and chair are set up, he has no room to walk.
When Gregory wants to sleep, he climbs a ladder to the loft above. The loft has just enough room for a mattress and a few clothes.

“I don’t spend much time here, so I don’t need a lot of things. I use the services in my community. I borrow books from the library. I go to the gym to exercise. I watch movies on my laptop. And I spend time with my friends outdoors.”

Living in a small house saves money. Gregory’s house uses very little energy for heating or cooling. This is just one way that Gregory practices energy conservation. And when he goes shopping, he never buys more than he needs. There is no room for clutter.

But one thing is missing. There is no bathroom! Lucky for Gregory, his house sits in his parents’ driveway. They let him use their bathroom and shower.

Why would someone build a house without a bathroom?

Gregory says, “People who build tiny houses often park them together in a community. They share a bathhouse, where they use the bathrooms and take showers. They wash their clothes in a shared laundry. They exercise in a shared gym. And they meet, talk, and eat together in a shared community room. By sharing, they save money and get to know their neighbors.”

Gregory thinks a tiny house community would be a wonderful place to live. What do you think?

First Steps for Building a Tiny House

1. Choose a house plan, or map for building, for the kind of house you want.
2. Clear the space on which you will build, and make sure the ground is even.
3. Buy all the building materials, and bring them to the building site.
4. Begin building the floor by nailing together a wooden frame and nailing wood beams inside the frame.
5. Then nail a sheet of plywood (thin layers of wood glued together) over the beams to make a floor.
6. Put together the frames for the walls, leaving open spaces for the door and windows.
7. For a flat roof, build a frame and cover it just as you did for the floor.
8. Cover the wall frames with plywood, and nail tarpaper (a very heavy, waterproof paper) over the outside of the plywood to seal it.
9. Nail tarpaper over the roof board to seal it.

Now you’re ready to add windows and a door and make all the finishing touches to your new house!

Go On
A Farmhouse on the Prairie

by Lucille Pipho Kramer

1 In the early 1900s, my family bought a farm in Iowa. Eight of us—six children, Mom, and Dad—lived in a big farmhouse. There were three bedrooms upstairs: one for our parents, one for the boys, and one for the girls. Our neighbors were a long way down the road, and the nearest town was a mile away.

Electricity!

2 We were luckier than many families, because we had electricity. The electric water pump and the well were in a small building north of the house. Instead of pumping water by hand, all we had to do was flip on a switch. Since we didn’t have a refrigerator, we kept our butter and milk cold in a small cellar below the pump.

3 Experiments with electricity go back at least to Benjamin Franklin in the mid 1700s. But using electricity was not common. In the early 1900s, electric lights were usually found only in factories and businesses. Homes that had electricity were mostly in cities.

Fast Facts Sidebar

Today we depend on electricity. It runs appliances, computers, phones, heating and cooling systems, and even cars. But in the early 1900s, electricity was still a strange and frightening idea to most people.

Heating and Cooking

4 Our main source of heat was a huge, wood-burning cook stove in the kitchen. On top was a warming oven where Mom would let bread dough rise. She used the main oven to cook and bake. But we also opened the door to dry mittens and boots or to warm baby pigs or sheep that had gotten chilled.

5 We also had a round stove in the dining room that burned wood and coal. On a cold day, we’d stand next to the stove to soak up the heat. If we faced the stove, we would be warm on the front, but our backsides would be freezing!

Personal Care

6 We washed all of our clothes by hand in water that Mom heated on the stove. To dry our clothes, we hung them on a line outside. In the winter, they would freeze almost instantly, and so would our hands.
When we had to use the bathroom, we went outside to the outhouse. The outhouse was a little wood building that sat over a deep pit in the ground.

Every Saturday night was bath night. Our bathtub was a large, round washtub that sat on the floor in the kitchen. My mother would heat water on the stove in a large metal pail. After each pail of water was nice and warm, she would pour the water into the tub. She had to heat about five pails of water to fill the tub. The little kids got bathed first, then the bigger kids, and finally the adults. When everyone had had a bath, we dumped the water outside.

School

I started school in an old wooden schoolhouse in 1924. There were eight grades all in one room. When the weather was nice, my sisters and I walked a mile to get to school. There was a crossroad where we often would meet others coming from the north or south. We often walked barefoot in the nice, soft dirt. In the winter, I'd ride my horse, Nellie, to school. After school, I could just put the reins over her head, and she would take me straight home.

What is the most important detail about Gregory's house in "This Tiny House"?

A The house is made of wood.
B The house is next to his parents' house.
C The house is very small.
D The house has a ladder to a loft.

How does the photograph with "This Tiny House" help you understand the main idea of the passage?

A You can see how uncomfortable the house is.
B You can see how easily the house can be picked up.
C You can see that the house has no bathroom.
D You can see how small the house is.

Go On
48. In “This Tiny House,” how does Gregory do his shopping?
   A. He shops for everything he needs for a month at a time.
   B. He shops every day and stores food at his parents’ house.
   C. He buys only what he needs each time he shops.
   D. He buys large numbers of items to save money.

49. This chart is based on information in “This Tiny House.”

   **Cause**
   - Gregory’s house uses very little energy for heating and cooling

   **Effect**

   Which of the following belongs in the empty box?
   A. Gregory saves money.
   B. Gregory’s house gets cold.
   C. Gregory house is always dark.
   D. Gregory uses community services.

50. Based on information in the sidebar “First Steps to Building a Tiny House,” which should you do first?
   A. Make sure the ground is even.
   B. Begin building the floor.
   C. Nail tarpaper to the roof.
   D. Choose a house plan.
Based on the passage, how do you think the author of "This Tiny House" feels about large homes?

A  People who live in large homes are lucky.
B  No one should have a large home.
C  Large homes should not have bathrooms.
D  A large home can be wasteful.

What does the writer of "A Farmhouse on the Prairie" mostly suggest about her life on the farm?

A  Living on the farm was always very hard.
B  Her life had good parts and hard parts.
C  Living on the farm was unsafe in the winter.
D  Her family was too large for the farmhouse.

What does the "Fast Facts Sidebar" help you understand about "A Farmhouse on the Prairie"?

A  It shows how unusual it was to have electricity in the early 1900s.
B  It explains why people were afraid of electricity in the 1900s.
C  It points out that electricity could be used for running pumps.
D  It suggests that no one had electricity in the 1900s.

Go On
In paragraph 4 of “A Farmhouse on the Prairie,” the author writes that her family had a huge wood-burning cookstove in the kitchen. Later the author adds the following sentences.

We also had a round stove in the dining room that burned wood and coal. On a cold day, we’d stand next to the stove to soak up the heat. If we faced the stove, we would be warm on the front, but our backsides would be freezing!

What is the most likely reason the author adds these details?
A to show how the family used the two stoves differently
B to say that the round stove was better than the kitchen stove
C to show how little electricity the family actually used
D to say that the family had more stoves than they really needed

Based on “A Farmhouse on the Prairie,” what was the cook stove used for besides cooking?
A drying laundry in the winter
B warming baby pigs and sheep
C heating the outhouse
D keeping the electric pump from freezing

In “A Farmhouse on the Prairie,” what information can you find under the heading “Personal Care”?
A how the family cared for farm animals
B how members of the family washed and took care of themselves
C how members of the family cleaned and cared for the farmhouse
D how the stove and refrigerator were kept working
In paragraph 7 of "A Farmhouse on the Prairie," the writer talks about the outhouse. What does "outhouse" mean?

A. a small building set against the outside of a house
B. a house with wires for electricity
C. a small building over a pit used as a bathroom
D. a large round washtub used for taking baths

Paragraph 8 of "A Farmhouse on the Prairie" describes how the family bathed. Why did the family most likely take turns bathing on the same night?

A. Using the same tub meant the water stayed warm.
B. The youngest children could get to bed early.
C. The washtub would only need one cleaning.
D. Taking turns and sharing the washtub saved water.

How are the descriptions of daily life in both passages alike?

A. In both passages, people have neighbors close by.
B. In both passages, neither house has running water.
C. In both passages, neither house has room for more people.
D. In both passages, people use what they have wisely.

How are people who live in tiny houses like Gregory's different from the family who lived in the farmhouse?

A. People living in tiny houses do without modern conveniences.
B. People living in tiny houses have electricity.
C. People living in tiny houses depend on their community more.
D. People living in tiny houses are happier with their lives.

Go On
This is a rough draft of a letter. It has some mistakes. Read the letter. Then answer the questions that follow.

A Letter to Emma

Dear Emma,

I’m finally here in California for summer vacation. Dad, Mom, and I arrived at Aunt Sara’s house three days ago. Her huge dog greeted us at the door.

Today we went sightseeing in the city of San Francisco. My aunt asked me what I wanted to do first. We could ride a cable car, and we could see Chinatown. I choose the cable car ride first. After Chinatown, we went to Golden Gate Park. There I saw a pair of gooses with their little ones. I had so much fun. This trip is cool than the one we took to Florida last summer.

We’ll be here for another three weeks. I’ll give you the address so that you can write to me. It’s 57 Smith Street Berkeley California 94705.

Love,

Rosa
Read this sentence from the letter.

Her huge dog greeted us at the door.

What does the word “greeted” tell you?
A  It tells the kind of dog.
B  It tells what the dog did.
C  It tells where the dog was.
D  It tells how the dog looked.

Read these sentences from the letter.

My aunt asked me what I wanted to do first. We could ride a cable car, and we could see Chinatown. I chose the cable car ride first.

Which word should replace the underlined conjunction?
A  but
B  so
C  or
D  yet

Read this sentence from the letter.

There I saw a pair of gooses with their little ones.

What word should the author have used to talk about more than one goose?
A  geese
B  goose
C  goosies
D  geeses
Read this sentence from the letter.

This trip is cool than the one we took to Florida last summer.

Which of the following is the correct way to write the sentence?

A. This trip is cooler than the one we took to Florida last summer.
B. This trip is more cooler than the one we took to Florida last summer.
C. This trip is most cooler than the one we took to Florida last summer.
D. This trip is coolest than the one we took to Florida last summer.

Read this sentence from the letter.

It's 57 Smith Street Berkeley California 94705.

Which of the following should replace the underlined part to make the sentence correct?

A. 57, Smith Street, Berkeley, California
B. 57 Smith Street, Berkeley, California
C. 57 Smith Street, Berkeley California
D. 57 Smith Street Berkeley, California
### Practice Test 1

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| 10. | A | B | C | D | 27. | A | B | C | D | 44. | A | B | C | D | 61. | A | B | C | D |
| 15. | A | B | C | D | 32. | A | B | C | D | 49. | A | B | C | D |   |   |   |   |   |
| 17. | A | B | C | D | 34. | A | B | C | D | 51. | A | B | C | D |   |   |   |   |   |

### Practice Test 2

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| 15. | A | B | C | D | 32. | A | B | C | D | 49. | A | B | C | D |   |   |   |   |   |
| 17. | A | B | C | D | 34. | A | B | C | D | 51. | A | B | C | D |   |   |   |   |   |

North Carolina Practice Test 1 and 2
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Practice Test 3