

5th Grade ELA



To Proficiency and
Beyond!

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Glossary of Academic Terms

accurate – exact; correct

acquire– to learn or gain control of something

analyze – to examine in detail the structure or elements of a text

annotate – add notes to text to clarify understanding

antonym – a word opposite in meaning to another

appropriate– relevant

argument – a set of reasons to persuade that something is a correct or right choice

attributes - characteristics

author's point of view – the perspective or feeling of the author about characters, ideas, details

author's purpose – the author's reason for writing/creating text or features in text

background knowledge – information the reader has outside of the text

casts – creates, brings to the reader's attention

challenges – problems within the text

central idea – the message the author is trying to convey throughout the text; the author's main point; the author's claim

characterization – the construction of literary characters; the description of characters

cite – to quote text

claim – a statement of truth which can be backed up by reasons and evidence

clarify – to make clear

climax – the highest point of action/tension in a literary/fiction text

coherent – makes sense from start to finish; logical

compare – state similarities between things/ideas

concluding statement/ section – conclusion, final section

conflict- a struggle between two ideas/forces/characters in literature

context clues – hints the author gives to help with a difficult word or phrase

contrast – state differences between things/ideas

contributes - adds to, makes stronger

definition- meaning of a word/term

describe- to give details about an event, character, or idea

description– words used to give details about a part of a story/text

details – a particular item of information about a character, event, or idea in a text

determine – to discover

development of ideas – how the claim, central idea, or prompt answer in a piece of writing is created through evidence and support

dialogue – conversation between characters in a text

drama – literary text written in the form of a play for the theater

drama elements – all of the important parts of a play, such as the actors, script, stage directions, etc.

draw conclusion – come to a decision or inference

evaluate – judge or analyze

explain – describe in detail, giving important facts and ideas

explanatory – type of writing that describes, gives details, and provides information

explicit – word for word, clear

fact – a statement that can be proven true, a piece of evidence

falling action – the point in a story between the climax and the resolution

figurative language – the use of words or phrases outside of their literal, everyday meanings

figures of speech – a word or phrase used in a non-literal way

first person – a story or account told from the perspective of the speaker
(using personal pronouns such as I, me, my, we, our)

genre – type of writing, category of art

graphics – features in informational text which provide additional
information

imagery – the use of descriptive language to paint a picture for the reader

infer – to draw a conclusion based upon what is read and what is already
known

inference – a conclusion reached by using what is read (evidence) and what
is known (reasons)

influence – an effect on the creation of something

irrelevant information – information that is not important to the text

item – a MAAP question

key idea– the most important idea within a paragraph

literal language– word for word, when words mean exactly what they say;
explicit

literary devices – a technique the author/writer uses to

literary text – a fictional book, story, or poem

logically – in a way that shows sound reasoning and makes sense

main idea – a statement which tells what the passage is mostly about.

metaphor – a comparison of unlike things which is not directly stated, it is
implied

meter – the beat of poetry

narration – the story (in literature)

narrator – the character or voice who tells the events/story in a literary
text.

nonliteral – figurative; inferred

opinion – how a writer feels about a certain topic, situation, or statement

structure – how writing/text is put together

paraphrase – to take a quote and rephrase it in one's own words

persuasive techniques– techniques a writer uses to explain his/her opinion (evidence, questions, examples).

personification – when an author gives human characteristics to a nonhuman thing

plot – the series of events in the text, the action in the text

plot structure – how the plot is organized

poem – a piece of writing, written in specific form or verses, which uses figurative language to achieve its purpose

point of view – how the author, a character, or the reader sees something or feels about something within the text

prose – stories, articles, opinions written in paragraph form

quote – a specific line or group of lines from text

question – confusion left in the readers' minds after reading the text.

reasons – the writer's justification of his opinion/claim.

recount – to relay the important ideas and facts in a text

relationships – connections between elements, ideas, or characters within a text.

relevant evidence – evidence that is directly connected to the argument, claim, or idea.

retell – to put the main points of the story in different words or tell the story from the perspective of a different character.

resolution – how the story ends, specifically how the conflict is solved.

rhymes – repeated sounds within poetry, usually at the end of a line.

rising action – all action leading up to the climax which builds suspense or tension in a story

setting – the location where the story or part of the story takes place

signal words – words which signal a change from one idea to another

similes – comparisons of unlike things by using the words like, as, or than

spatial order – a way to organize by describing the way items are arranged in the setting.

speaker – the narrator of a poem

stage directions – instructions from the author to the reader to help understand a play.

stanza – a group of lines in poetry which are set apart (like a paragraph in prose).

story elements – parts of a story, specifically devices or techniques used to tell the story (plot, setting, characters, structure, etc.)

structure – how a text is set up, ordered, and organized

summary – a brief statement, set of statements which go over the main points of a story, including the theme and/or central idea.

support – evidence which helps hold up the claim

synonym – a word with the exact meaning as another word.

text – a book, story, article, or other printed work

textual evidence – facts and details found in a text which support a claim or statement

text feature – pictures, captions, and graphs added in text to give additional information to help with understanding.

theme – the lesson or moral within the story, either major or minor

tone – the attitude of the writer

topic - a subject in a text

turning point – the turning point leads the rising action into the falling action; a change in the action of a story

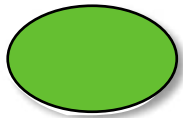
unfold – reveal or make clear

vivid language – words used to help the reader picture what is happening

word choice – the specific selection of words by an author to achieve an effect

MAAP Annotation Marks for Success

During the Reading/Multiple Choice Section of Your Upcoming MAAP Assessment, be sure to ANNOTATE for SUCCESS. Use the following marks to ensure focus during the reading passages!



CIRCLE - ALL unknown words!

UNDERLINE -

Any context clues to help you define those words!

HIGHLIGHT -

Skim the questions and **HIGHLIGHT (in your text)** the words/phrases you are asked about!



STAR-

Put a star by the **MAIN/CENTRAL** idea of each paragraph!

Use these marks to help you answer your questions!

5th Grade Vocabulary Practice Items

1.

Paragraph 12: If you've looked at the moon over the course of a few weeks, you've probably noticed that it looks slightly different every day. The change in its shadow is based on where it is in its orbit. We call this cycle the phases of the moon, and it occurs roughly once a month. At least twice a year, however, something quite different happens. The moon passes through the shadow cast by the earth causing it to look extremely unusual for a short period of time. From the Earth, the moon will appear to darken and turn a deep red before eventually returning to normal. This is called a lunar eclipse.

Read the sentence from paragraph 12.

The change in its shadow is based on where it is in its orbit.

Based on the evidence in paragraph 12, what is the meaning of the word orbit?

- A. cycle
- B. eclipse
- C. path
- D. phase

2.

Read the sentence from paragraph 4.

She had covered little more than half the distance to Stewart Island, when abruptly, she ceased rowing.

Which word means the same as ceased as it is used in the sentence?

- A. began
- B. considered
- C. limited
- D. stopped

3. Read the sentence from paragraph 8 of "Sun Proof."

So, during those times, play hard in the shade, chill out under an umbrella, have lunch inside, or try some indoor activities for a change of pace.

What does the phrase chill out mean as it is used in the sentence?

- A. relax
- B. run
- C. stay dry
- D. warm up

4. Paragraph 4: SPF stands for "sun protection factor" — how well a sunscreen works at keeping the sun's burning rays from roasting your skin. (FYI: SPF 45 and higher protects only a bit more than 30 does...) Make sure your sunscreen blocks both UVA and UVB rays (types of light). . . .

In paragraph 4 of the passage "Sun Proof," the author uses the phrase "roasting your skin." Which phrase has the same meaning as the phrase used in the passage?

- A. burning the skin
- B. covering the skin
- C. rubbing on the skin
- D. applying to the skin

5.

Read the sentence from paragraph 5 in “Sun Proof.”

You’ll need to get a bottle, shake it, fill up a handful, and slather it all over your body.

Which quotation from the “Search for Sunwise Animals at Your Zoo” contains a phrase that means the same thing as slather?

- A. “These animals are sunwise because they protect themselves from the sun’s harmful rays.” (paragraph 1)
- B. “Elephants use dirt and hay as natural sunscreen — they spread it on their backs to cover their skin.” (paragraph 4)
- C. “Hippos secrete a pinkish colored oil that helps them keep their skin moist. . . .” (paragraph 6)
- D. “. . . the leaves of the tree protect koalas from the sun’s strong rays.” (paragraph 7)

6.

Read the sentence from paragraph 2 of “Search for Sunwise Animals at Your Zoo.”

Chimpanzees avoid the peak hours of the sun.

What is the meaning of peak as it is used in the sentence?

- A. at the beginning of the day
- B. at the strongest point
- C. at the end of the day
- D. at the weakest point

7. What is the meaning of the phrase "**As if crying Beware,**" in the first stanza?

Stanza 1:

Said the Wind to the Moon, "I will blow you out! You stare

In the air

As if crying *Beware*,
Always looking what I am about:
I hate to be watched; I will blow you out!"

- A. The Moon expresses bravery.
- B. The Wind understands emotions.
- C. The Wind's statement shows fear.
- D. The Moon's glare signals a warning.

8.

What is the meaning of the word **slumbered** as it is used in the second stanza?

Stanza 2:

The Wind blew hard, and out went the Moon. So, deep

On a heap
Of clouds, to sleep

Down lay the Wind, and slumbered soon, Muttering low, "I've done for that Moon!"

- A. blew
- B. heaped
- C. sat
- D. slept

9.

Paragraph 3: “They haven’t harmed us, have they?” Alika pointed out. More icebergs were in view, a threatening fleet of them. “I’m more worried about the bergs than the sky.”

Read the sentence from paragraph 3.

More icebergs were in view, a threatening fleet of them.

What does the word **threatening** suggest about the icebergs?

- A. They move quickly.
- B. They are very large.
- C. They seem to be floating.
- D. They appear to be dangerous.

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

Paragraph 5: “For almost four months, Alika had been trying to guide the conversation away from home, but Sulu persisted almost every day and night, often asking the very same questions. Alika always tried to answer them without repeating himself.”

Part A

What does **persisted** mean as it is used in paragraph 5?

- A. sobbed loudly
- B. stated in a firm manner
- C. remembered fondly
- D. continued in a demanding way

Part B

Which phrase from the paragraph **best** supports the answer to Part A?

- A. “away from home”
- B. “almost every day and night”
- C. “always tried to answer them”
- D. “without repeating himself”

11.

Read the sentences from paragraph 12.

The sun would warm the water. Melting was inevitable.

What does the word inevitable mean as it is used in the sentence?

- A. easy to recognize
- B. hard to see
- D. impossible to avoid
- E. doubtful to occur

12. Paragraph 2: The first thing you find when you lift the lid to a compost heap is a swarm of insects that buzzes up into your face. There will also be a community of small creatures—slugs, snails, ants, spiders, beetles, and earthworms—scurrying around on top of the rubbish or burrowing through it.

Which two words could replace **rubbish** as it is used in the second paragraph?

- A. waste
- B. food
- C. garbage
- D. resource
- E. germs

13. Read the sentence from paragraph 5.

The real workers are the bacteria—tiny organisms too small to see individually.

What does the word organisms mean?

- A. employees
- B. fast eaters
- C. groups
- D. living things

14. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A Read the sentence from paragraph 7.

The aerobic bacteria eat the tiny fragments left by the beetles and worms.

What does fragments mean in this sentence?

- A. plants
- B. piles
- C. bits
- D. tracks

Part B

Which phrase from the paragraph helps you understand the meaning of fragments?

- A. "don't just eat the scraps"
- B. "change the whole nature"
- C. "chemicals that plants need"
- D. "make plant food"

15. This item has two parts. First answer Part A. Then answer Part B.

Paragraph 3: The smartphone application relies on current available information about the streets of Jackson, according to Chokwe. “It works by using the city’s 311 call system, so it uses information already stored in a database,” he says. Through the call system, citizens dial 3-1-1 to report non-emergency problems—which include potholes. As Chokwe and his friends built the encoding for the smartphone application prototype, they also went street by street throughout the city. They determined that focusing on the 10 busiest streets in Jackson would give them a large enough sample size to test the prototype.

Part A

What does the word **determined** mean as it is used in paragraph 3?

- A. hesitated
- B. decided
- C. discovered
- D. cancelled

Part B

What words from paragraph 3 best help the reader identify the meaning of determined?

- A. “already stored”
- B. “went street by street”
- C. “citizens dial 3-1-1”
- D. “current available information”

KEY: 5th Grade Vocabulary Practice Items

Question	Answer	Standard
1	C	RI 5.4
2	D	L 5.4
3	A	L 5.5
4	A	L 5.5
5	B	RI 5.4
6	B	RI 5.4
7	D	RL 5.4
8	D	L 5.4
9	D	L 5.5
10	D, B	RL 5.4
11	C	RL 5.4
12	A, C	RI 5.4
13	D	RI 5.4
14	C, A	RI 5.4
15	B, B	RI 5.4

5th Grade Comprehension Passage I

Excerpt from *Snowflake Bentley*

by Jacqueline Briggs Martin

1 In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything in the world. Willie Bentley's happiest days were snowstorm days. He watched snowflakes on his mittens, on the dried grass of Vermont farm fields, on the dark metal handle of the barn door. He said snow was as beautiful as butterflies, or apple blossoms.

2 He could net butterflies and show them to his older brother, Charlie. He could pick apple blossoms and take them to his mother. But he could not share snowflakes because he could not save them.

3 When his mother gave him an old microscope, he used it to look at flowers, raindrops, and blades of grass. Best of all, he used it to look at snow. While other children built forts and pelted snowballs at roosting crows, Willie was catching snowflakes. Day after stormy day he studied the icy crystals.

4 Their intricate patterns were even more beautiful than he had imagined. He expected to find whole flakes that were the same, that were copies of each other. But he never did. Willie decided he must find a way to save snowflakes so others could see their wonderful designs. For three winters he tried drawing snow crystals. They always melted before he could finish.

5 When he was sixteen, Willie read of a camera with its own microscope. "If I had that camera I could photograph snowflakes," he told his mother. Willie's mother knew that he would not be happy until he could share what he had seen.

6 "Fussing with snow is just foolishness," his father said. Still, he loved his son. When Willie was seventeen his parents spent their savings and bought the camera. It was taller than a newborn calf, and cost as much as his father's herd of ten cows. Willie was sure it was the best of all cameras.

7 Even so his first pictures were failures—no better than shadows. Yet he would not quit. Mistake by mistake, snowflake by snowflake, Willie worked through every storm. Winter ended, the snow melted, and he had no good

pictures. He waited for another season of snow. One day, in the second winter, he tried a new experiment. And it worked! Willie had figured out how to photograph snowflakes! "Now everyone can see the great beauty in a tiny crystal," he said.

8 But in those days, no one cared. Neighbors laughed at the idea of photographing snow. "Snow in Vermont is as common as dirt," they said. "We don't need pictures." Willie said the photographs would be his gift to the world. While other farmers sat by the fire or rode to town with horse and sleigh, Willie studied snowstorms. He stood at the shed door and held out a black tray to catch the flakes.

9 When he found only jumbled, broken crystals, he brushed the tray clean with a turkey feather and held it out again. He waited hours for just the right crystal and didn't notice the cold. If the shed were warm the snow would melt. If he breathed on the black tray the snow would melt. If he twitched a muscle as he held the snow crystal on the long wood pick the snowflake would break. He had to work fast or the snowflake would evaporate before he could slide it into place and take its picture. Some winters he was able to make only a few dozen good pictures. Some winters he made hundreds....

10 But his snow crystal pictures were always his favorites. He gave copies away or sold them for a few cents. He made special pictures as gifts for birthdays. He held evening slide shows on the lawns of his friends. Children and adults sat on the grass and watched while Willie projected his slides onto a sheet hung over a clothesline.

11 He wrote about snow and published his pictures in magazines. He gave speeches about snow to faraway scholars and neighborhood skywatchers. "You are doing great work," said a professor from Wisconsin. The little farmer came to be known as the world's expert on snow, "the Snowflake Man." But he never grew rich. He spent every penny on his pictures. Willie said there were treasures in snow. "I can't afford to miss a single snowstorm," he told a friend. "I never know when I will find some wonderful prize."

1. Read this sentence from paragraph 1 of the article.

In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything in the world.

How does the author's word choice in the sentence affect the meaning of the passage?

- A. by suggesting that the ideas in the passage are made up
- B. by showing that the subject of the passage became famous
- C. by suggesting that the topic of the passage is familiar
- D. by showing that the events in the passage happened long ago

2. What is the meaning of the word "pelted" as it is used in paragraph 3?

- A. created
- B. found
- C. saved
- D. threw

3. Which quotation **best** supports a main idea of the article?

- A. "He expected to find whole flakes that were the same . . ." (paragraph 4)
- B. "'Fussing with snow is just foolishness,' his father said." (paragraph 6)
- C. "Even so his first pictures were failures . . ." (paragraph 7)
- D. "'Now everyone can see the great beauty in a tiny crystal,' he said." (paragraph 7)

4. What does the information in paragraph 9 suggest about the author's point of view?
- A. The author believes that Bentley could have been more careful.
 - B. The author respects Bentley's many different interests.
 - C. The author admires Bentley's dedication.
 - D. The author questions the methods Bentley used.
5. Which statement is true based on the information in paragraphs 6 and 11?
- A. Bentley's work with snow required expensive equipment that he was willing to spend all his money on.
 - B. Bentley was thought to be foolish throughout his life because of his interest in snow.
 - C. Bentley's parents thought he should do something with his life other than taking pictures of snow.
 - D. Bentley became less interested in studying snow than in publishing pictures and giving speeches.
6. What does the reader learn about Bentley from paragraphs 10 and 11?
- A. He was more interested in sharing his work than in making money from it.
 - B. He worked hard to develop a way of making photographs of snowflakes.
 - C. He wanted to find out if all snowflakes were different from each other.
 - D. He was able to follow his interests because of the help he got from his family.

7. Which sentence best describes how the article is organized?
- A. The reasons for Willie Bentley's experiments with snow are presented, followed by their eventual conclusions.
 - B. The events of Willie Bentley's life and his study of snow are described as they happened over time.
 - C. The different problems of photographing snow are explained and then Willie Bentley's solutions are described.
 - D. The important ideas about snow in Willie Bentley's discoveries are presented, followed by details and examples.

KEY: 5th Grade Comprehension Passage I

Excerpt from *Snowflake Bentley*

by Jacqueline Briggs Martin

Item Type	Correct Answer	Standard
1 Multiple Choice	D	1 CCSS.ELA-Literacy.RI.5.4
2 Multiple Choice	D	1 CCSS.ELA-Literacy.L.5.4
3 Multiple Choice	D	1 CCSS.ELA-Literacy.RI.5.2
4 Multiple Choice	C	1 CCSS.ELA-Literacy.RI.5.6
5 Multiple Choice	A	1 CCSS.ELA-Literacy.RI.5.3
6 Multiple Choice	A	1 CCSS.ELA-Literacy.RI.5.3
7 Multiple Choice	B	1 CCSS.ELA-Literacy.RI.5.3

5th Grade Comprehension Passage II

Excerpt from *Gregor and the Sheep*

by Toby Rosenstrauch

1 In a valley in the highlands of Scotland, there once lived a young tenant farmer, Gregor, and his widowed mother. Although they worked hard, they could never accumulate enough money to buy the flock of sheep they longed to have, for their small parcel of land produced only modest amounts of oats and barley. To make matters worse, MacTavish, the owner of this and many other crofts¹, always found reasons not to pay the farmers all they had earned...

2 When he opened the door each morning and looked out, he saw MacTavish's house on top of a mountain, a magnificent stone mansion surrounded by red, pink, and violet rhododendrons. Gregor often climbed the slope and stood outside the iron gates, wondering what fine furnishings and delicious foods lay within. Neighbors claimed that MacTavish owned many houses and even kept a chest of gems under his bed. As Gregor, his mother, and their neighbors grew gaunt and pale with hard work and not enough food, they railed against MacTavish, who had swindled² all of them at one time or another.

3 One day, as Gregor listened to the bagpipe music that drifted from the open windows of MacTavish's mansion, he had an idea. That night, when his mother was asleep, he emptied the jug that held their money and counted it. After putting back a few coins for food, he put the rest in his pocket. The next morning, he hurried to the market, where he went from farmer to farmer, asking the prices of sheep for sale. Gregor found many handsome animals, but they were all too expensive. When he reached a stall with scrawny and sickly sheep, the owner beckoned to him...

4 Gregor shook his head and began to walk away. The man grabbed his sleeve and whispered in his ear, "This one will make her owner rich!" Gregor examined the old sheep with spindly legs and dirty, unkempt wool—the worst of the lot. "If she will make me rich," said Gregor, "how is it that she has not done so for you?"

¹ **Crofts** – small farms

² **Swindled**- cheated or tricked

5 The man paused, thinking. "I have not had her long enough!"

6 "Nonsense," said Gregor, but he gave the man his money and led the pitiful animal home.

7 When his mother saw what he had bought with their money, she burst into tears. "My foolish son, what have you done? Now we will starve, and no one will help us!"

8 "Do as I say, Mother, and we will be rich. I promise."

9 She wanted to believe him. Wiping her eyes with her ragged sleeve, she asked what he wanted her to do.

10 "Go to market and tell everyone that your son has a sheep that will make whoever owns her rich," said Gregor...

11 One morning, a carriage arrived. Two servants opened the door and a stout, well-dressed gentleman emerged. His Tartan kilt³ was made of the finest wool, his ascot⁴ was pure silk, and his shoes had silver buckles. On his fat fingers were eight gold rings, and his pomaded hair glistened in the sun. It was MacTavish!

12 Gregor bowed as if to royalty. MacTavish looked at him sternly. "I have come to rid you of the unfortunate sheep that everyone is talking about," said MacTavish, opening his sporran⁵. "I can pay your price and I will have her, even though she has done nothing for you, I see." MacTavish sneered at Gregor.

13 Gregor hugged Dear One. "I will not sell her to you!"

14 At that, MacTavish, whose servants were helping him into his carriage, turned and marched back. "I will pay anything," he said. "Name the price."

15 Gregor was ready. "That," he said, pointing up to the mansion above them. "I will have the dwelling and everything in it—furniture, utensils, even the chest of gems under your bed."

16 "Done," said MacTavish.

³ **Tartan kilt** – traditional clothing worn by men from the Scottish Highlands area

⁴ **Ascot** – a type of necktie

⁵ **Sporran**- a small bag worn at the waist for holding personal items

17 The next day, Gregor and his mother moved into the mansion that had once belonged to MacTavish, and MacTavish brought Dear One to the market so that all might see he could indeed own anything he wanted. Then MacTavish and the sheep rode away in his carriage to another of his houses in a valley beyond the mountains.

18 After months had passed and the sheep had done nothing to increase MacTavish's riches, he realized he had been swindled. Furious beyond speech, he returned to the mansion, but Gregor would not open the gates.

19 "I have been cheated!" shouted MacTavish.

20 "You have not been cheated," said Gregor. "I was the owner of the sheep, and she has made me rich, hasn't she?"

21 "Yes, but ...," sputtered MacTavish.

22 "Then you got what you paid for." Gregor turned and walked away.

23 Soon afterward, Gregor sold the chest of gems and bought the huge flock of sheep he and his mother had always wanted. He shared the rest of his fortune with the other poor families of the valley who had been cheated by MacTavish.

1. How do paragraphs 1 and 23 relate to each other?
 - A. They show the change in Gregor's life during the story.
 - B. They show what Gregor has learned in the story.
 - C. They show how MacTavish changes in the story.
 - D. They show the growth of MacTavish's fortune during the story.

2. What does the phrase "marched back" in paragraph 14 suggest about MacTavish?
 - A. He is confused.
 - B. He is worried.
 - C. He is determined.
 - D. He is excited.

3. How are Gregor and the man who sold the sheep to him similar?
 - A. They are both unskilled at selling things to people.
 - B. They both try to trick someone in order to make money.
 - C. They are both concerned with helping their family and neighbors.
 - D. They both believe that animals can have special qualities.

4. Which of Gregor's actions shows how he is different from MacTavish?
 - A. Gregor cheats another person.
 - B. Gregor buys a sickly sheep.
 - C. Gregor shares his wealth.
 - D. Gregor moves to a big house.

5. Which sentence is true about Gregor and MacTavish?
- A. MacTavish has a plan for how the sheep will make him rich, but Gregor does not.
 - B. MacTavish wants to own big houses and many jewels, but Gregor does not.
 - C. Gregor wants to move away to another land, but MacTavish does not.
 - D. Gregor is generous with his family and his neighbors, but MacTavish is not.
6. Which sentence expresses a theme of the story?
- A. Big loss can come from being greedy.
 - B. Family can make hard times seem easier.
 - C. Wealth may come from hard work.
 - D. Appreciating others can lead to happiness.
7. Which detail would be most important to include in a summary of the story?
- A. Gregor goes to the market and talks to many farmers about their sheep.
 - B. Gregor's mother is asleep when Gregor takes money to buy the sheep.
 - C. MacTavish lives at another one of his houses after he buys the sheep from Gregor.
 - D. MacTavish goes to buy Gregor's sheep after he hears rumors about the animal.

KEY: 5th Grade Comprehension Passage II

Excerpt from *Gregor and the Sheep*

by Toby Rosenstrauch

Item Type	Correct Answer		Standard
1 Multiple Choice	A	1	CCSS.ELA-Literacy .RL 5.5
2 Multiple Choice	C	1	CCSS.ELA-Literacy. RL 5.4
3 Multiple Choice	B	1	CCSS.ELA-Literacy. RL 5.3
4 Multiple Choice	C	1	CCSS.ELA-Literacy. RL 5.3
5 Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3
6 Multiple Choice	A	1	CCSS.ELA-Literacy RL 5.2
7 Multiple Choice	D	1	CCSS.ELA-Literacy RL 5.2

5th Grade Comprehension Passage III

Excerpt from *Seeds of Change: Planting a Path to Peace*

by Jen Cullerton Johnson

1 "Come," Wangari's mother called. She beckoned her young daughter over to a tall tree with a wide, smooth trunk and a crown of green, oval leaves.

2 "Feel," her mother whispered.

3 Wangari spread her small hands over the tree's trunk. She smoothed her fingers over the rough bark.

4 "This is the mugumo," her mother said. "It is home to many. It feeds many too."

5 She snapped off a wild fig from a low branch, and gave it to her daughter. Wangari ate the delicious fruit, just as geckos and elephants did. High in the tree, birds chirped in their nests. The branches bounced with jumping monkeys.

6 "Our people, the Kikuyu of Kenya, believe that our ancestors rest in the tree's shade," her mother explained.

7 Wangari wrapped her arms around the trunk as if hugging her great-grandmother's spirit. She promised never to cut down the tree...

8 When Wangari finished elementary school, she was eleven years old. Her mind was like a seed rooted in rich soil, ready to grow. Wangari wanted to continue her education, but to do so she would have to leave her village and move to the capital city of Nairobi. Wangari had never been farther than her valley's ridge. She was scared.

9 "Go," her mother said. She picked up a handful of earth and placed it gently into her daughter's hand. "Where you go, we go." . . .

10 As graduation neared, Wangari told her friends she wanted to become a biologist. "Not many native women become biologists," they told her. "I will," she said.

11 Wangari watched sadly as her government sold more and more land to big companies that cut down forests for timber and to clear land for coffee plantations. Native trees such as cedar and acacia vanished. Without trees, birds had no place to nest. Monkeys lost their swings. Tired mothers walked miles for firewood...

12 When Wangari visited her village she saw that the Kikuyu custom of not chopping down the mugumo trees had been lost. No longer held in place by tree roots, the soil streamed into the rivers. The water that had been used to grow maize, bananas, and sweet potatoes turned to mud and dried up. Many families went hungry.

13 Wangari could not bear to think of the land being destroyed. Now married and the mother of three children, she worried about what would happen to the mothers and children who depended on the land.

14 "We must do something," Wangari said.

15 Wangari had an idea as small as a seed but as tall as a tree that reaches for the sky. "Harabee! Let's work together!" she said to her countrywomen—mothers like her. Wangari dug deep into the soil, a seedling by her side. "We must plant trees." . . .

16 Wangari traveled to villages, towns, and cities with saplings and seeds, shovels and hoes. At each place she went, women planted rows of trees that looked like green belts across the land. Because of this they started calling themselves the Green Belt Movement.

17 "We might not change the big world but we can change the landscape of the forest," she said.

18 One tree turned to ten, ten to one hundred, one hundred to one million, all the way up to thirty million planted trees. Kenya grew green again. Birds nested in new trees. Monkeys swung on branches. Rivers filled with clean water. Wild figs grew heavy in mugumo branches.

19 Mothers fed their children maize, bananas, and sweet potatoes until they could eat no more.

1. What idea is developed in paragraphs 4 through 7?
 - A. Wangari and her mother want to plant more trees.
 - B. Mugumo trees are important to people and animals.
 - C. Mugumo trees can provide shade to many people.
 - D. Wangari and her mother think education is important.

2. Read this sentence from paragraph 8 of the article.

Her mind was like a seed rooted in rich soil, ready to grow.

What does the sentence help the reader to understand about Wangari?

- A. She likes to think about plants.
 - B. She wants to keep learning.
 - C. She imagines ways to help others.
 - D. She believes in working together.

3. How are the details in paragraphs 13 and 14 organized?
 - A. as a description of how animal habitats changed
 - B. as an explanation of the solution to a problem in the environment
 - C. as a comparison of the village before and after the government sold the land
 - D. as a description of how a problem was caused in the area and its effects

4. Paragraphs 17 and 18 explain that Wangari spread her idea by:
 - A. sharing it with women around the country
 - B. giving it the name Green Belt Movement
 - C. watching the land in Kenya turn green again
 - D. planting trees herself everywhere she went

5. Which sentence most likely expresses Wangari's point of view?
- A. People can make the changes they want by working together with determination.
 - B. People change their traditions and customs with each generation.
 - C. People cannot rely on the government to help them in a time of need.
 - D. People in other countries do not need to work as hard on the same problem.
6. How does the title of the article support a main idea?
- A. It describes advice Wangari followed.
 - B. It describes how Wangari solved a problem.
 - C. It explains how Wangari felt about trees.
 - D. It explains which values Wangari's village held.
7. Based on the information in the article, where did Wangari most likely get her idea for planting trees across Kenya?
- A. from the school she attended in the capital city
 - B. from the government of her country
 - C. from the women of the village where she grew up
 - D. from what her mother taught her as a girl

KEY: 5th Grade Comprehension Passage III

Excerpt from ***Seeds of Change: Planting a Path to Peace***

by Jen Cullerton Johnson

Item Type	Correct Answer		Standard
1 Multiple Choice	B	1	CCSS.ELA-Literacy RI 5.3
2 Multiple Choice	B	1	CCSS.ELA-Literacy. L 5.5
3 Multiple Choice	D	1	CCSS.ELA-Literacy. RI 5.3
4 Multiple Choice	A	1	CCSS.ELA-Literacy. RI 5.3
5 Multiple Choice	A	1	CCSS.ELA-Literacy. RI 5.6
6 Multiple Choice	B	1	CCSS.ELA-Literacy RI 5.2
7 Multiple Choice	D	1	CCSS.ELA-Literacy RI 5.3

5th Grade Comprehension Passage IV

Excerpt from *Esperanza Rising*

by Pam Muñoz Bryan

This is an excerpt from the novel Esperanza Rising, which tells the story of a Mexican girl, Esperanza, and her mother. After difficult times and to escape Esperanza's mean Uncle Luis, they are forced to move to with their previous servants to America during the time called the Great Depression.

- 1 They had been on the train for four days and nights when a woman got on with a wire cage containing six red hens. The chickens squawked and cackled and when they flapped their wings, tiny russet feathers floated around the car. The woman sat opposite Mama and Hortensia and within minutes she had told them that her name was Carmen, that her husband had died and left her with eight children, and that she had been at her brother's house helping his family with a new baby.
- 2 "Would you like *dulces*, sweets?" she asked Esperanza, holding open a bag.
- 3 Esperanza looked at Mama, who smiled and nodded her approval.
- 4 Esperanza hesitantly reached inside and took out a square of coconut candy. Mama had never permitted her to take candy from someone she didn't know before, especially from a poor person.
- 5 "Señora, why do you travel with the hens?" asked Mama.
- 6 "I sell eggs to feed my family. My brother raises hens and he gave these to me."
- 7 "And you can support your large family that way?" asked Hortensia.
- 8 Carmen smiled. "I am poor, but I am rich. I have my children, I have a garden with roses, and I have my faith and the memories of those who have gone before me. What more is there?"
- 9 Hortensia and Mama smiled, nodding their heads. And after a few thoughtful moments, Mama was blotting away stray tears.

10 The three women continued talking as the train passed fields of corn, orange orchards, and cows grazing on rolling hills. They talked as the train traveled through small towns, where peasant children ran after the caboose, just for the sake of running. Soon, Mama was confiding in Carmen, telling her all that had happened with Papa and Tio Luis. Carmen listened and made clucking noises like one of her hens, as if she understood Mama's and Esperanza's problems. Esperanza looked from Mama to Carmen to Hortensia. She was amazed at how easily Carmen had plopped herself down and had plunged into intimate conversation. It didn't seem correct somehow. Mama had always been so proper and concerned about what she said and not said. In Aguascalientes, she would have thought it was "inappropriate" to tell an egg woman their problems, yet now she didn't hesitate.

11 "Mama," whispered Esperanza, taking on a tone she had heard Mama use many times. "Do you think it is *wise* to tell a peasant our personal business?"

12 Mama tried not to smile. She whispered back, "It is all right Esperanza, because now we are peasants, too."

13 Esperanza ignored Mama's comment. What was wrong with her? Had all of Mama's rules changed since they boarded this train?

14 When they pulled into Carmen's town, Mama gave her three of the beautiful lace *carpetas* she had made. "For your house," she said.

15 Carmen gave Mama two chickens, in an old shopping bag that she tied with string. "For your future," she said.

16 Then Mama, Hortensia, and Carmen hugged as if they had been friends forever.

17 "*Buena suerte*, good luck," they said to one another.

18 Alfonso and Miguel helped Carmen with her packages and the cage of chickens. When Miguel got back on the train, he sat next to Esperanza,

near the window. They watched Carmen greet her waiting children, several of the little ones scrambling into her arms.

19 In front of the station, a crippled Indian woman crawled on her knees, her hand outstretched toward a group of ladies and gentlemen who were finely dressed in clothes like the ones that used to hang in Esperanza's and Mama's closets. The people turned their backs on the begging woman but Carmen walked over and gave her a coin and some *tortillas* from her bag. The woman blessed her, making the sign of the cross. Then Carmen took her children's hands and walked away.

20 "She has eight children and sells eggs to survive. Yet when she can barely afford it she gave your mother two hens and helped the crippled woman," said Miguel. "The rich take care of the rich and the poor take care of those who have less than they have."

21 "But why does Carmen need to take care of the beggar at all?" said Esperanza. "Look. Only a few yards away is the farmer's market with carts of fresh food."

22 Miguel looked at Esperanza, wrinkled his forehead, and shook his head. "There is a Mexican saying: 'Full bellies and Spanish blood go hand in hand.'"

23 Esperanza looked at him and then raised her eyebrows.

24 "Have you ever noticed?" he said, sounding surprised. "Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest."

25 Esperanza suddenly felt guilty and did not want to admit that she had never noticed or that it might be true. Besides, they were going to the United States now and it certainly would not be true there.

26 Esperanza shrugged. "It is just something that old wives say."

27 "No," said Miguel. "It is something the poor say."

1. How do paragraphs 4 and 11 contribute to the overall structure of the story?
 - A. They suggest that Esperanza and her mother are going to have to rely on strangers to thrive in their new homeland.
 - B. They help develop the idea that Esperanza and her mother have a very close and comfortable relationship.
 - C. They suggest that Esperanza and her mother are looking forward to learning about the customs in their new homeland.
 - D. They help develop the idea that Esperanza and her mother are experiencing life in a completely different way than they have in the past.

2. Part A: In paragraph 8, what is revealed about Carmen when she says, "I am poor, but I am rich."?
 - A. She values kindness over possessions.
 - B. She thinks possessions bring nothing but trouble.
 - C. She knows that there are people with less money.
 - D. She believes that she will eventually have enough money.

Part B: Which **two** sentences from the story best develop the correct answer to Part A?

- A. "Carmen listened and made clucking noises like one of her hens, as if she understood Mama's and Esperanza's problems." (paragraph 10)
- B. "When they pulled into Carmen's town, Mama gave her three of the beautiful lace *carpetas* she had made." (paragraph 14)
- C. "Carmen gave Mama two chickens, in an old shopping bag that she tied with string." (paragraph 15)
- D. "Then Mama, Hortensia, and Carmen hugged as if they had been friends forever." (paragraph 16)
- E. "They watched Carmen greet her waiting children, several of the little ones scrambling into her arms." (paragraph 18)
- F. "The people turned their backs on the begging woman but Carmen walked over and gave her a coin and some *tortillas* from her bag." (paragraph 19)

3. In paragraph 9, what is the most likely reason Mama cries?

- A. She is sad to have met someone as poor as Carmen.
- B. She is deeply affected by how Carmen views the world.
- C. She is missing her own family and rose gardens back at home.
- D. She is frustrated that she cannot offer more to those less fortunate.

4. Part A: What is the meaning of the word “intimate” in paragraph 10?

- A. private
- B. formal
- C. boring
- D. sincere

Part B: In the sentences below from paragraph 10, circle the three details that help the reader understand the meaning of “intimate” as used in the story.

Soon, Mama was confiding in Carmen, telling her all that had happened with Papa and Tío Luis. Carmen listened and made clucking noises like one of her hens, as if she understood Mama’s and Esperanza’s problems. Esperanza looked from Mama to Carmen to Hortensia. She was amazed at how easily Carmen had plopped herself down and had plunged into intimate conversation. It didn’t seem correct somehow. Mama had always been so proper and concerned about what she said and not said. In Aguascalientes, she would have thought it was “inappropriate” to tell an egg woman their problems, yet now she didn’t hesitate.

5. Part A: Which statement best describes Esperanza in this story?

- A. She is excited about starting over somewhere new.
- B. She is angry that her mother has made her move.
- C. She is grateful that she has loved ones with her.
- D. She is confused by the new experiences in her life.

Part B: Which sentence from the story best supports the correct answer in Part A?

- A. "What was wrong with her?" (paragraph 13)
- B. "They watched Carmen greet her waiting children, several of the little ones scrambling into her arms." (paragraph 18)
- C. "'But why does Carmen need to take care of the beggar at all?' said Esperanza." (paragraph 21)
- D. "Besides, they were going to the United States now and it certainly would not be true there." (paragraph 25)

6. Which details from the story best develop the difference in Esperanza's old life compared to her new one?

- A. "four days and nights" in paragraph 1 compared to "after a few thoughtful moments" in paragraph 9
- B. "Mama tried not to smile" in paragraph 12 compared to "Esperanza ignored Mama's comment" in paragraph 13
- C. "tiny russet feathers floated around the car" in paragraph 1 compared to "finely dressed in clothes like the ones that used to hang in Esperanza's and Mama's closets" in paragraph 9
- D. "hugged as if they had been friends forever" in paragraph 16 compared to "he sat next to Esperanza, near the window" in paragraph 18

7. In paragraph 24, what does the word "complexions" mean?
- A. rules
 - B. skin colors
 - C. expressions
 - D. personality traits

KEY: 5th Grade Comprehension Passage IV

Excerpt from ***Esperanza Rising***

by Pam Muñoz Bryan

Item Type	Correct Answer	Standard
1 Multiple Choice	D	1 CCSS.ELA-Literacy RL 5.5, 5.1
2 Multiple Select: Part A/B	A: A B: C, F	1 CCSS.ELA-Literacy. RL 5.3; 5.4; 5.1
3 Multiple Choice	B	1 CCSS.ELA-Literacy. RL 5.2, RL 5.1
4 Part A/Part B	Part A: A Part B: Confiding; telling her all that had happened with Papa and Tio Luis; tell an egg woman their problems	1 CCSS.ELA-Literacy. RL 5.4; 5.1
5 Part A/Part B	Part A: D Part B: A	1 CCSS.ELA-Literacy. RL 5.2, 5.1
6 Multiple Choice	C	1 CCSS.ELA-Literacy RL 5.3
7 Multiple Choice	B	1 CCSS.ELA-Literacy RL 5.4

5th Grade Comprehension Passage V

Bubblology

(bub' l-ol -je) n. The study of bubbles.

1 There is a lot to be learned from a bubble! Bubbles can teach us about life, light and strength. The wall of a bubble has three parts. There is an outer wall made of soap or detergent, a center wall made of water, and an inner wall that is also made of soap or detergent. The inside of the bubble is filled with air. This structure of the bubble's wall is very similar to that of membranes found in living creatures like us.

2 Did you ever wonder how the food you eat gets from inside your stomach to inside your muscles? To get to your muscles, the food must first be digested. Then it must pass through a set of membranes into your blood. The nutrients then circulate through your arteries to your muscles, where they pass through another set of membranes into your muscles. The next time that you blow bubbles, look for a cluster of them, and watch closely. If they don't pop too quickly, you will see that the air from the smaller bubbles will pass through the bubble wall into a larger bubble on the other side. This is very similar to the way that oxygen passes from your lungs through a membrane and into your blood stream. The larger bubbles are sturdier, because their walls are not curved as much as the walls of smaller bubbles.

3 Bubbles can also teach us about light. The light from the sun is made up of many different colors. Mixed together, they look white. However, it is possible to separate the different colors of light from each other with a prism. Small drops of water or ice crystals can work like a prism. You have seen this for yourself if you have ever seen a rainbow. The wall of a bubble can work the same way. That is why bubbles are iridescent. When light hits a bubble, it may look blue, or it may look red. The colors seem to dance around on the surface. The colors that we see depend upon the thickness of the wall of the bubble and how much it is bent. As water evaporates from the bubble, the bubble's wall becomes thinner, and the colors change. Also, as the wind blows a bubble around, its wall bends, changing the color.

4 Bubbles can also teach us how to make things stronger. Bubbles are usually very fragile. They can easily pop. But if we add sugar to the bubble solution, the bubbles are much sturdier. They will last for two or three times as long. This is because the sugar strengthens the wall of the bubble. The sugar dissolves in the water layer of the bubble's wall and takes the place of some of the water. Since the sugar does not evaporate as quickly as the

water, the bubbles last longer. In addition, the sugar molecules are very large and stiff compared to water molecules. Like a large board nailed to the wall of a house, the sugar molecules brace the wall of the bubble to make it stronger.

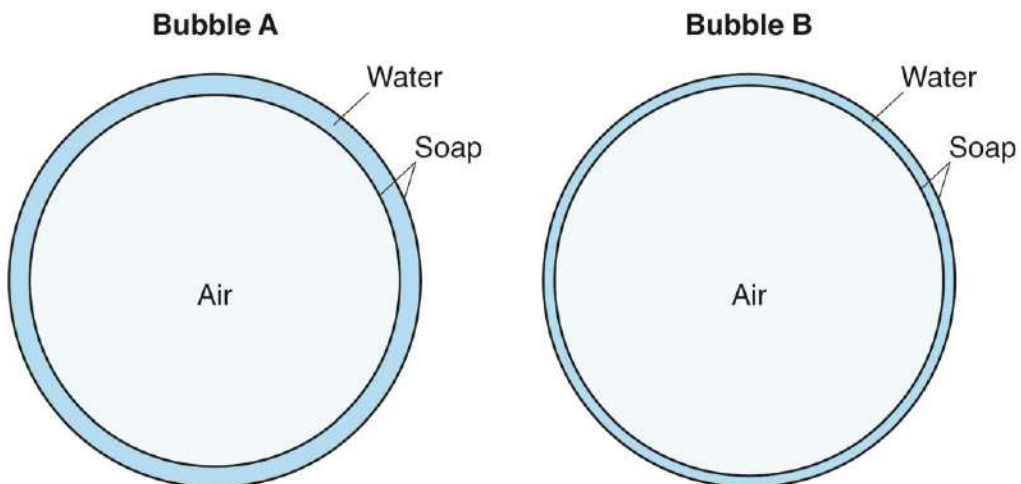


Figure 1: Bubble A and Bubble B were made from the same soapy water solution, but Bubble A is newer than Bubble B.

5 Bubbles are pretty incredible, but who knew? The observations that people have made about them have led to many questions and interesting answers that help explain the world around us.

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1. Based on information in the article, what are two ways that a bubble is like a membrane?

- A. It has walls that curve.
- B. It is very colorful.
- C. It is thin and delicate.
- D. It can separate light.
- E. It lets substances pass through.
- F. It lasts only a short time.

2. According to the article, which of the following bubbles would last the longest?

- A. A small bubble before the air inside passes to a larger bubble.
- B. A small bubble with thin, tightly curved walls.
- C. A large bubble made with soap or detergent and sugar.
- D. A large bubble with walls that bend in the wind and change colors.

3. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 4, what does the word brace mean?

- A. fasten
- B. prepare
- C. support
- D. awaken

Part B: Which two phrases from paragraph 4 best help the reader understand the meaning of brace?

- A. "can easily pop"
- B. "two or three times"
- C. "strengthens the wall"
- D. "dissolves in the water"
- E. "does not evaporate as quickly"
- F. "very large and stiff"

4. What does Figure 1 help the reader understand about bubbles?

- A. Figure 1 shows that Bubble B is likely to pop soon because some of the water has evaporated.
- B. Figure 1 shows that bubbles are usually the same shape and size.
- C. Figure 1 shows that bubbles are fragile because they are made of only air, soap, and water.
- D. Figure 1 shows that air can move from one bubble to another.

5. In paragraph 1, the author says that bubbles can teach us about life.

Highlight the sentence in paragraph 2 that provides evidence for the claim.

Paragraph 2:

Did you ever wonder how the food you eat gets from inside your stomach to inside your muscles? To get to your muscles, the food must first be digested. Then it must pass through a set of membranes into your blood. The nutrients then circulate through your arteries to your muscles, where they pass through another set of membranes into your muscles. The next time that you blow bubbles, look for a cluster of them, and watch closely. If they don't pop too quickly, you will see that the air from the smaller bubbles will pass through the bubble wall into a larger bubble on the other side. This is very similar to the way that oxygen passes from your lungs through a membrane and into your blood stream. The larger bubbles are sturdier, because their walls are not curved as much as the walls of smaller bubbles.

6. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is the main point the article makes?

- A. The structure of bubbles makes them quick to pop.
- B. Many things can affect a bubble's color and strength.
- C. Bubbles can be used to help explain several science concepts.
- D. Living creatures have bubble-like structures in their bodies.

Part B: How does the structure of the article help support the answer to Part A?

- A. The article demonstrates how bubble walls are like membranes, prisms, and the walls of houses.
- B. The article explains the causes and effects of making bubbles last longer.
- C. The article uses chronological order to examine the effect of light and wind on bubbles.
- D. The article presents the steps involved in the process of human digestion.

7. Choose two main ideas from the text "Bubblology".

- A. Bubbles act like prisms.
- B. Bubble walls are made of soap.
- C. Bubbles appear colorful.
- D. Bubbles with sugar last longer.
- E. Bigger bubbles are sturdier.
- F. Adding things to soapy water will strengthen bubbles.

KEY: 5th Grade Comprehension Passage V

Bubblology

Item Type	Correct Answer	Standard
1 Multiple Select	C,E	1 CCSS.ELA-Literacy RI 5.3
2 Multiple Choice	C	1 CCSS.ELA-Literacy. RI 5.3
3 Part A/Part B	Part A: C Part B: C,F	1 CCSS.ELA-Literacy. RI 5.4
4 Multiple Choice	A	1 CCSS.ELA-Literacy. RI 5.6
5 Text Evidence/Highlight	“This is very similar to the way that oxygen passes from your lungs through a membrane and into your bloodstream.”	1 CCSS.ELA-Literacy RI 5.8
6 Part A/Part B	Part A: C Part B: A	1 CCSS.ELA-Literacy. RI 5.8
7 Multiple Select	A, F	1 CCSS.ELA-Literacy RI 5.2

5th Grade Comprehension Passage VI

Looking for Lunar Ice

from *Far-Out Guide to the Moon* by Mary Kay Carson

1 Lunar rocks lost their water long ago. So the Moon is a totally dry world, right? Not necessarily. Remember that the Moon is covered in impact craters. Many of those impacting comets, asteroids, and meteoroids delivered some water ice to the Moon. The ice carried by space rocks scattered across the lunar surface upon impact. Sunlight quickly evaporated most of the ice. But scientists suspect that some of that water ice still survives on the Moon.

2 "The only way water can be preserved on the Moon...is in extremely cold areas," explains lunar scientist Alan Binder. The coldest places on the Moon are where the Sun never shines. Some of the Moon's deep craters cast permanent shadows. The Moon's north and south poles have some always-dark craters. How much ice survives in these "cold trap" craters? Scientists are working to find out. Finding a lot of ice on the Moon would be a big deal. If humans are going to build a moon base someday, they will need water. Not having to bring water from Earth would be a big help.

SEARCHING THE SHADOWS

3 Two decades passed without a single lunar visitor after the last astronaut walked on the Moon in 1972. Another spacecraft finally headed to our orbiting neighbor in 1994. No humans were aboard Clementine when it launched. It was a robotic space probe. Clementine mapped the Moon's surface. It found permanently dark craters near the Moon's poles. Clementine's radar also found hints of ice in those craters. But when radar telescopes on Earth looked, they could not find the lunar ice. So was it really there?

4 Lunar Prospector went to find out in 1998. The small space probe scanned the Moon's surface. Seven weeks after orbiting, Lunar Prospector scientists made a big announcement. "We have found water at both lunar poles," Alan Binder told reporters in March of 1998. He was in charge of the Lunar Prospector mission. Water ice crystals seemed to be mixed in with the dusty lunar soil. Lunar Prospector scientists said that a small lake's worth of water lay scattered as frost near the Moon's poles.

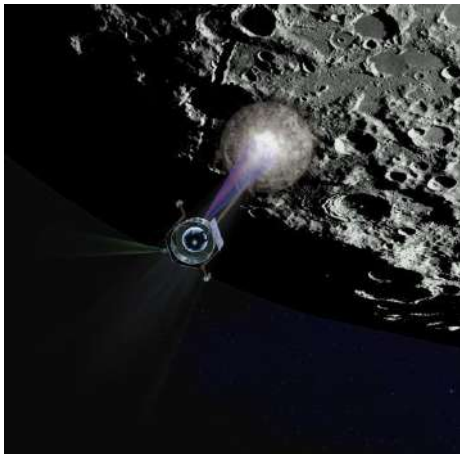
5 How could scientists be sure this time? They sacrificed their spacecraft to find out. In July of 1999, engineers sent Lunar Prospector crashing into a dark crater at the Moon's south pole. Scientists figured that the crash's dust

Source: AchievetheCore.org, 5th Grade Practice Items

cloud would have some water vapor in it. But no water showed up. The mystery of water of the Moon would take another ten years to solve.

MORE THAN EXPECTED

6 When the robotic explorer Lunar Reconnaissance Orbiter flew to the Moon in 2009, another spacecraft piggybacked on it. The Lunar Crater Observation and Sensing Satellite (LCROSS) aimed to finally answer whether or not there is ice on the Moon. Soon after launch, LCROSS separated from its ride and headed for crater Cabeus near the Moon's south pole. First LCROSS sent its booster rocket crashing into the crater. The spacecraft quickly radioed back what it saw in the debris cloud. Only minutes later LCROSS slammed itself into the crater, too, as astronomers on Earth searched the kicked-up cloud for water—and found it.



This illustration shows the LCROSS studying the debris plume from its crashed rocket booster. (Courtesy of NASA)

7 “Yes, we found water,” LCROSS scientist Anthony Colaprete told reporters during the big announcement in late 2009. “And we didn’t find just a little bit.” They’d found enough water to fill a dozen two-gallon buckets. There’s likely a lot of ice on the Moon.

8 While LCROSS solved the Moon’s water mystery, it created another one. Scientists haven’t been able to identify some of the materials kicked-up into the debris cloud— yet. Scientists hope to find out what else might be hiding in them.

“Looking for Lunar Ice” from Far-Out Guide to the Moon by Mary Kay Carson; pgs 29-35 (text only); ©2011 by Mary Kay Carson; ISBN 978-0-7660-3189

1. The following item has two parts. Answer Part A and then answer Part B.

Part A: What is the best definition of the word impact as it is used in the paragraph 1 of the article?

- A. dangerous force
- B. hard smash
- C. sudden change
- D. falling motion

Part B: What are two ways that the word impact helps develop important ideas in the article?

- A. It shows that space is full of different types of debris.
- B. It proves that the moon is made of soft material.
- C. It explains how the moon's deep craters were formed.
- D. It explains why there is little water on the moon's surface.
- E. It tells how water was carried to the moon.
- F. It tells how the moon is affected by the sun.

2. Based on the article, what were the **two** strongest reasons for investigating whether there is water on the moon?

- A. to study how water differs from place to place
- B. to solve an interesting mystery
- C. to better understand how craters form
- D. to prepare for the possibility of a base
- E. to find new water sources for people on Earth
- F. to test out the latest space probes

3. The following item has two parts. Answer Part A and then answer Part B.

Part A: Why did scientists make the Lunar Prospector crash into a crater?

- A. They wanted to dispose of the probe because it was no longer useful.
- B. They wanted to know exactly how deep the crater was.
- C. They wanted to see if it could locate the Clementine in the crater.
- D. They wanted to create a dust cloud they could study.

Part B: In what way did the crash of the Lunar Prospector cause a problem for the scientists?

- A. It made them think there was no water on the moon after all.
- B. It resulted in the loss of a valuable spacecraft.
- C. It revealed materials they did not recognize.
- D. It made conditions on the moon bad for future probes.

4. How is the main idea in the first two paragraphs of the article related to the main idea in the rest of the article?

- A. The first two paragraphs give reasons there could be water ice on the moon, and the rest of the article explains how scientists have explored this possibility.
- B. The first two paragraphs describe which parts of the moon are the coldest, and the rest of the article explains how scientists have gathered data about temperatures on the moon.
- C. The first two paragraphs show how water on the moon could help people, and the rest of the article explains why LCROSS was sent into space to help gather information about ice on the moon.
- D. The first two paragraphs describe the problem scientists face in trying to collect information about the moon, and the rest of the article lists solutions that have helped overcome this problem.

5. Match the spacecraft on the LEFT with the BIGGEST contribution the spacecraft made in helping determine whether or not there is water on the moon:

Spacecraft

Contributions

Clementine _____

a. Found ice crystals in soil near poles

Lunar Prospector _____

b. Scanned moon's surface

Lunar Reconnaissance Orbiter _____

c. Revealed water by crashing into crater

LCROSS _____

d. Found hints of ice in dark craters

e. Mapped moon's surface

f. Carried craft designed to solve water mystery

g. Sent booster rocket into crater

6. Based on the article, what are **two** things we still do not know about the moon?

- A. Whether there is water anywhere but the poles
- B. Whether ice on the moon can melt
- C. Why certain craters are so cold and deep
- D. How much water is on the moon
- E. What some of the materials at the bottom of craters are
- F. How lunar rocks became scattered across the moon

7. The following question has two parts. Answer Part A and then answer Part B.

Part A: Why did scientists choose the crater Cabeus as the site to crash the LCROSS and its booster rocket?

- A. The crater is an impact crater near the Moon's south pole, where more water ice is likely to have been scattered.
- B. The inside of the crater is always dark, making it cold enough to keep water ice from evaporating.
- C. The crater is one of the smaller ones on the Moon, where less evaporation of the water ice takes place.
- D. The outside of the crater is not in complete darkness, making it easier for scientists to see the water ice.

Part B: Which detail from the first two paragraphs of the article best supports the response to Part A?

- A. "Remember that the Moon is covered in impact craters. Many of those impacting comets, asteroids, and meteoroids delivered some water ice to the Moon."
- B. "The ice carried by space rocks scattered across the lunar surface upon impact. Sunlight quickly evaporated most of the ice."
- C. "But scientists suspect that some of that water ice still survives on the Moon."
- D. "The coldest places on the Moon are where the Sun never shines. Some of the Moon's deep craters cast permanent shadows."

KEY: 5th Grade Comprehension Passage VI

Looking for Lunar Ice

from *Far-Out Guide to the Moon* by Mary Kay Carson

Item Type	Correct Answer	Standard
1 Part A/Part B	Part A: B Part B: C, E	1 CCSS.ELA-Literacy RI 5.4
2 Multiple Select	B,D	1 CCSS.ELA-Literacy. RI 5.3
3 Part A/Part B	Part A: D Part B: A	1 CCSS.ELA-Literacy. RI 5.2
4 Multiple Choice	A	1 CCSS.ELA-Literacy. RI 5.2
5 Multiple Select Matching	Clementine: d Lunar Prospector: a Lunar Reconnaissance Orbiter: f LCROSS: c	1 CCSS.ELA-Literacy RI 5.3
6 Multiple Select	D, E	1 CCSS.ELA-Literacy. RI 5.8
7 Part A/Part B	Part A: B Part B: D	1 CCSS.ELA-Literacy RI 5.3, 5.1

5th Grade Comprehension Passage VII

Passage 1: from *Bridge to Terabithia*

by Katherine Paterson

In this excerpt from Bridge to Terabithia, a young boy remembers the first time he brought his best friend to a favorite place in the woods.

Terabithia was their secret, which was a good thing, for how could Jess have ever explained it to an outsider? Just walking down the hill toward the woods made something warm and liquid steal through his body. The closer he came to the dry creek bed and the crab apple tree rope the more he could feel the beating of his heart. He grabbed the end of the rope and swung out toward the other bank with a kind of wild exhilaration and landed gently on his feet, taller and stronger and wiser in that mysterious land.

Leslie's favorite place besides the castle stronghold was the pine forest. There the trees grew so thick at the top that the sunshine was veiled. No low bush or grass could grow in that dim light, so the ground was carpeted with golden needles.

"I used to think this place was haunted," Jess had confessed to Leslie the first afternoon he had revved up his courage to bring her there.

"Oh, but it is," she said. "But you don't have to be scared. It's not haunted with evil things."

"How do you know?"

"I can just feel it. Listen."

At first he heard only the stillness. It was the stillness that had always frightened him before, but this time it was like the moment after Miss Edmunds finished a song, just after the chords hummed down to silence. Leslie was right. They stood there, not moving, not wanting the swish of dry needles beneath their feet to break the spell. Far away from their former world came the cry of geese heading southward.

Leslie took a deep breath. "This is not an ordinary place," she whispered. "Even the rulers of Terabithia come into it only at times of greatest sorrow or greatest joy. We must strive to keep it sacred. It would not do to disturb the Spirits."

He nodded, and without speaking, they went back to the creek bank where they shared together a solemn meal of crackers and dry fruit.

Excerpt from *Bridge to Terabithia* by Katherine Paterson. Copyright © 1977 by Katherine Paterson. Used by permission of HarperCollins Publishers.

Passage 2: from *The Secret Garden* by Frances Hodgson Burnett

She was standing inside the secret garden.

It was the sweetest, most mysterious-looking place any one could imagine. The high walls which shut it in were covered with the leafless stems of climbing roses which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India. All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the things which made the place look strangest and loveliest was that climbing roses had run all over them and here and there they had caught at each other or at a far-reaching branch and had crept from one tree to another and made lovely bridges of themselves. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from other gardens which had not been left all by themselves so long; and indeed it was different from any other place she had ever seen in her life.

“How still it is!” she whispered. “How still!”

Then she waited a moment and listened at the stillness. The robin, who had flown to his treetop, was still as all the rest. He did not even flutter his wings; he sat without stirring, and looked at Mary.

“No wonder it is still,” she whispered again. “I am the first person who has spoken in here for ten years.”

She moved away from the door, stepping as softly as if she were afraid of awakening some one. She was glad that there was grass under her feet and that her steps made no sounds. She walked under one of the fairy-like gray arches between the trees and looked up at the sprays and tendrils which

formed them. "I wonder if they are all quite dead," she said. "Is it all a quite dead garden? I wish it wasn't."

If she had been Ben Weatherstaff she could have told whether the wood was alive by looking at it, but she could only see that there were only gray or brown sprays and branches and none showed any signs of even a tiny leaf-bud anywhere.

But she was inside the wonderful garden and she could come through the door under the ivy any time and she felt as if she had found a world all her own.

Excerpt from *The Secret Garden* by Frances Hodgson Burnett. In the public domain.

1. Choose the sentence from Passage 1 that helps explain why Jess changed his mind about the forest.

A "'I used to think this place was haunted,' Jess had confessed to Leslie the first afternoon he had revved up his courage to bring her there.

B 'Oh, but it is,' she said.

C 'But you don't have to be scared.

D It's not haunted with evil things.'

E 'How do you know?'

F 'I can just feel it.

G Listen.'

H At first he heard only the stillness.

I It was the stillness that had always frightened him before, but this time it was like the moment after Miss Edmunds finished a song, just after the chords hummed down to silence." (paragraphs 3–7)

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- A Nature can have a powerful effect on people.
- B Children need friends who can keep secrets.
- C People can find interesting things in forests.
- D Children often benefit from being quiet.

Part B

How do Jess and Leslie's actions support the theme from Part A?

- A They promise not to tell anyone about Terabithia.
- B They are excited about seeing the forest every day.
- C They decide not to talk when in the forest.
- D They are determined to keep Terabithia sacred.

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 2, what does the author mean by saying the roses "were like little trees"? (paragraph 11)

- A The rosebushes have thick trunks.
- B The rosebushes are tall enough to climb.
- C The rosebushes have large, long branches.
- D The rosebushes are more leaves than flowers.

Part B

Why is this description of the roses important?

- A It shows that the garden lacks color.
- B It shows that the rosebushes may be hard to cut down.
- C It shows that the garden may be dangerous to play in.
- D It shows that the rosebushes have been ignored for a long time.

4. What is the importance of paragraph 11 in the passage?

- A It shows how difficult it is to keep gardens healthy.
- B It helps explain the reasons why Mary is fond of flowers.
- C It provides a setting where Mary can meet new characters.
- D It helps create the idea that the garden has been abandoned.

5. Why does the narrator show Mary talking to herself?

- A to show how interested Mary is about the garden
- B to show how nervous Mary feels inside the garden
- C to show how little Mary understands about the garden
- D to show how much the garden reminds Mary of other places

KEY: 5th Grade Comprehension Passage VII

Passage 1: from *Bridge to Terabithia*

by Katherine Paterson

Item Type	Correct Answer		Standard
1 Multiple Choice: Paragraph	I	1	CCSS.ELA-Literacy RL 5.3
2 Part A/Part B	Part A: A Part B: D	1	CCSS.ELA-Literacy. RL 5.2, 5.3
3 Part A/Part B	Part A: C Part B: D	1	CCSS.ELA-Literacy. RL 5.4
4 Multiple Choice	D	1	CCSS.ELA-Literacy. RL 5.5
5 Multiple Choice	A	1	CCSS.ELA-Literacy RL 5.6

5th Grade Comprehension Passage VIII

from *The Story of My Life* by Helen Keller

The Story of My Life is a book about the life of Helen Keller, an author and inspirational educator. When Helen was 19 months old, she was struck with an illness that left her without hearing, vision, or the ability to speak. Amazingly, Helen was still able to learn how to read, write, and communicate. The first part of The Story of My Life is an autobiography that Helen wrote when she was 22 years old. It describes her childhood and the process of how she learned to communicate.



I cannot recall what happened during the first months after my illness. I only know that I sat in my mother's lap or clung to her dress as she went about her household duties. My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs. A shake of the head meant "No" and a nod, "Yes," a pull meant "Come" and a push, "Go." Was it bread that I wanted? Then I would imitate the acts of cutting the slices and buttering them. If I wanted my mother to make ice-cream for dinner I made the sign for working the freezer and shivered, indicating cold. My mother, moreover, succeeded in making me understand a good deal. I always knew when she wished me to bring her something, and I would run upstairs or anywhere else she indicated. Indeed, I owe to her loving wisdom all that was bright and good in my long night.

I understood a good deal of what was going on about me. At five I learned to fold and put away the clean clothes when they were brought in from the laundry, and I distinguished my own from the rest. I knew by the way my

mother and aunt dressed when they were going out, and I invariably¹ begged to go with them. I was always sent for when there was company, and when the guests took their leave, I waved my hand to them, I think with a vague remembrance of the meaning of the gesture. One day some gentlemen called on my mother, and I felt the shutting of the front door that indicated their arrival. On a sudden thought I ran upstairs before any one could stop me, to put on my idea of a company dress. Standing before the mirror, as I had seen others do, I covered my face thickly with powder. Then I pinned a veil over my head so that it covered my face and fell in folds down to my shoulders, and tied an enormous bustle round my small waist, so that it dangled behind, almost meeting the hem of my skirt. Thus attired I went down to help entertain the company.

I do not remember when I first realized that I was different from other people; but I knew it before my teacher came to me. I had noticed that my mother and my friends did not use signs as I did when they wanted anything done, but talked with their mouths. Sometimes I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed. I moved my lips and gesticulated frantically² without result. This made me so angry at times that I kicked and screamed until I was exhausted.

Many incidents of those early years are fixed in my memory, isolated, but clear and distinct, making sense of that silent, aimless, dayless life all the more intense.

About this time I found out the use of a key. One morning I locked my mother up in the pantry, where she was obliged to remain three hours, as the servants were in the detached part of the house. She kept pounding on the door, while I sat outside on the porch steps and laughed with glee as I felt the jar of the pounding. This most naughty prank of mine convinced my parents that I must be taught as soon as possible. After my teacher, Miss Sullivan, came to me, I sought an early opportunity to lock her in her room. I went upstairs with something which my mother made me understand I was to give to Miss Sullivan; but no sooner had I given it to her than I slammed the door, locked it, and hid the key under the wardrobe in the hall. I could not be induced to tell where the key was. My father felt obliged to get a

¹ invariably: remaining the same or constant

² gesticulated frantically: motioned wildly

ladder and take Miss Sullivan out through the window— much to my delight. Months after I produced the key.

“from *The Story of My Life*” by Helen Keller. In the public domain / The Project Gutenberg. Photograph: Public Domain / Library of Congress.

- 1 How does the introduction help readers learn more about Helen Keller?
 - A. by communicating the importance of Helen Keller’s book
 - B. by providing facts about Helen Keller’s life before her illness
 - C. by describing the effect Helen Keller had on the people she met
 - D. by revealing the challenges that Helen Keller had conquered in her life

2. Read these sentences from the article.

My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs.

Based on how it is used in the text, what does the phrase “need for communication” tell us about Helen Keller?

- A. She wanted to be a part of the activities going on around her.
- B. She used her hands to touch each part of the many objects she found.
- C. She felt that the signs she used displayed only part of what she wanted to say.
- D. She learned only part of what she needed to know about some items in her home.

From: FCAT 2.0 Reading Sample Questions Florida Department of Education

3. Read this sentence from the passage:

At five I learned to fold and put away the clean clothes when they were brought in from the laundry, and I distinguished my own from the rest.

Which sentence uses the word *fold* in the same way as used in the sentence above?

- A. The barking dog herded the stray sheep back into the fold.
 - B. Fold the page on the dotted lines to make it into a paper airplane.
 - C. Our teacher told us to fold our hands and place them on our desks.
 - D. The explorers noticed a shiny object hidden in a small fold in the cave wall.
4. Based on the article, why did Helen Keller feel people's lips when they were talking?
- A. She was trying to determine if she knew them.
 - B. She worried that they would not know she was present.
 - C. She wanted them to stop speaking since she could not hear.
 - D. She was using her sense of touch to try to understand them.

5. Why does Helen Keller include the story about the pantry incident?
- A. to show her newest discovery of how to use a key
 - B. to explain why her parents thought she needed a teacher
 - C. to explain what kinds of memories were most clear to her
 - D. to show that she learned more quickly than others of the same age
6. What important idea is presented in the article?
- A. Polite behavior can be the key to an improved life.
 - B. Teamwork is necessary for building a good relationship.
 - C. Imitating others is important but may also cause frustration.
 - D. Being different can be a challenge but can also encourage creativity.

KEY: 5th Grade Comprehension Passage VIII

from ***The Story of My Life*** by Helen Keller

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	CCSS.ELA-Literacy RI 5.5
2	Multiple Select	A	1	CCSS.ELA-Literacy. RI 5.4
3	Multiple Choice	B	1	CCSS.ELA-Literacy. RI 5.4
4	Multiple Choice	D	1	CCSS.ELA-Literacy. RI 5.1
5	Multiple Choice	B	1	CCSS.ELA-Literacy RI 5.3
6	Multiple Choice	D	1	CCSS.ELA-Literacy. RI 5.2