5th Grade Summer ELA Packet

Read each article and answer all the multiple choice & open ended questions that follow:

1. A Family Reunion
2. Lunar Eclipses & Solar Eclipses
3. How Mountains Form
4. A New Kind of Library
5. The Magic Glasses

Name: _____

*****Turn in this packet come September to your 5th grade teacher :)*

A Family Reunion

In July [2002], a group of orcas swam to a beach in western Canada. There, they rubbed their bellies on the smooth pebbles along the beach. The group included a young female orca named Springer.

Orca Facts

- An orca is sometimes called a killer whale.
- A male orca can grow to weigh 9 tons.
- An orca is a mammal that breathes air.
- Orcas are dolphins.

The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

During spring, the orphaned orca stayed in Puget Sound. She swam near boats, and many people got to see her. They named her Springer.

As the months passed, the orca became sickly. She developed a skin rash. Scientists then captured Springer. They treated the rash, and Springer got better.

Like Peas in a Pod

NOAA

Orca

After Springer had recovered, scientists decided that they should return the orca to the ocean.

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Before releasing her, they attached a radio transmitter to Springer. The radio allows scientists to track her.

In July, wildlife experts loaded Springer onto a jet-powered boat. The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

Springer was put back into the ocean. Soon scientists saw her swimming with her pod. An aunt and three cousins are part of the pod. Springer's family reunion seemed to be a happy one.

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Name: _____ Date: _____

1. According to the text, what is Springer?

A. a male orca

B. a female orca

C. a scientist

D. a jet-powered boat

2. Which of the following events occurred last in the text?

A. Scientists helped Springer by treating her skin rash.

B. Scientists decided to return Springer to the ocean.

C. Scientists figured out that Springer had no mother.

D. Scientists saw Springer swimming with her family.

3. Read these sentences from the text.

In July, wildlife experts loaded Springer onto a jet-powered boat. The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

What conclusion can you draw based on this evidence?

A. Wildlife experts have a way of determining which orcas are related to each other.

B. Only a pod, or group of orcas, related to Springer would have accepted her.

C. Springer could only survive back in the wild if she was around her pod.

D. Springer communicated to the wildlife experts where her pod was located.

4. What word would the author probably use to describe Springer's personality?

A. angry

B. friendly

C. sad

D. dangerous

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5. What would be another good title for this text?

A. Saving Springer

B. Peas in a Pod

C. Dolphins vs. Whales

D. Puget Sound in Washington State

6. Read these sentences from the text.

> The following January, a **lone** orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

As used in these sentences, what does the word "**lone**" mean?

A. having fun

B. needing money

C. swimming very slowly

D. being the only one

7. Choose the word that best completes the sentence.

Scientists decided to capture Springer_____ Springer had a skin rash that they wanted to treat.

A. so

B. however

C. but

D. because

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8. Why did the scientists attach a radio transmitter to Springer before they released her into the ocean?

9. Discuss two ways that the scientists helped Springer.

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Lunar Eclipses and Solar Eclipses

This text is from NASA Space Place.

An eclipse happens when a planet or a moon gets in the way of the sun's light. Here on Earth, we can experience two kinds of eclipses: solar eclipses and lunar eclipses.

What's the difference?

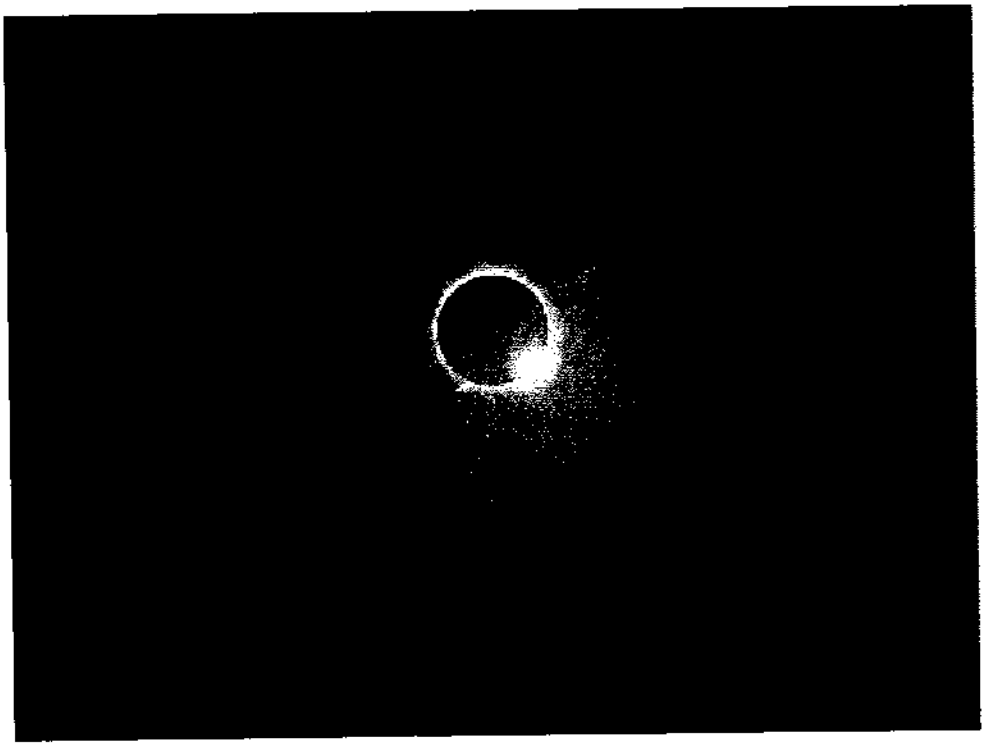
Solar Eclipse

A solar eclipse happens when the moon gets in the way of the sun's light and casts its shadow on Earth. That means during the day, the moon moves over the sun and it gets dark. Isn't it strange that it gets dark in the middle of the day?

This total eclipse happens about every year and a half somewhere on Earth. A partial eclipse, when the moon doesn't completely cover the sun, happens at least twice a year somewhere on Earth.

NASA

Note: This diagram is not to scale.

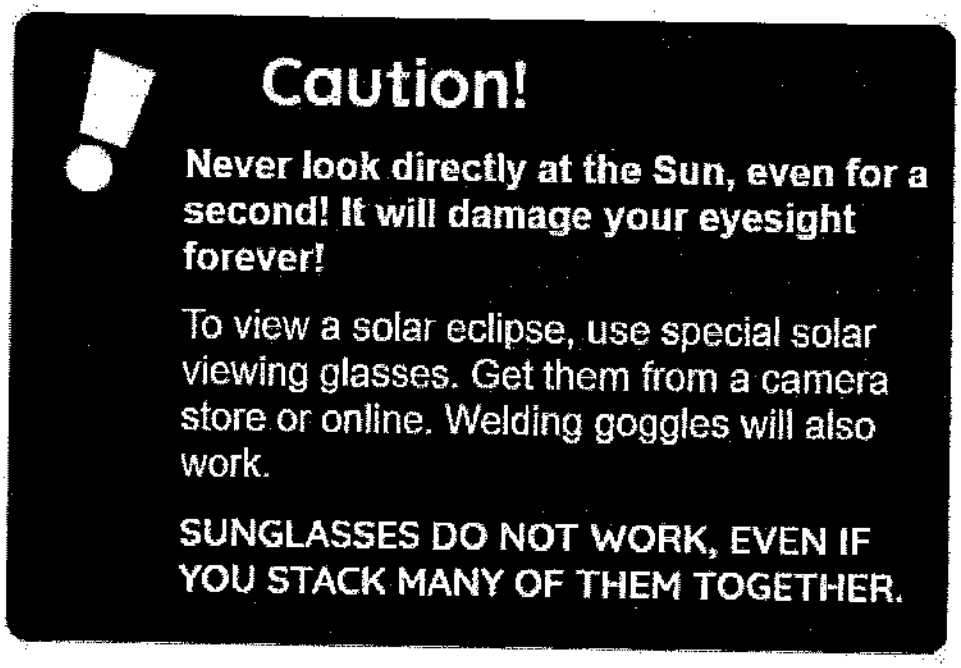


Romeo Durscher

In this picture, the moon is covering up the sun in the middle of the day. This total solar eclipse was visible from the northern tip of Australia on November 13, 2012.

But not everyone experiences every solar eclipse. Getting a chance to see a total solar eclipse is rare. The moon's shadow on Earth isn't very big, so only a small portion of places on Earth will see it. You have to be on the sunny side of the planet when it happens. You also have to be in the path of the moon's shadow.

On average, the same spot on Earth only gets to see a solar eclipse for a few minutes about every 375 years!



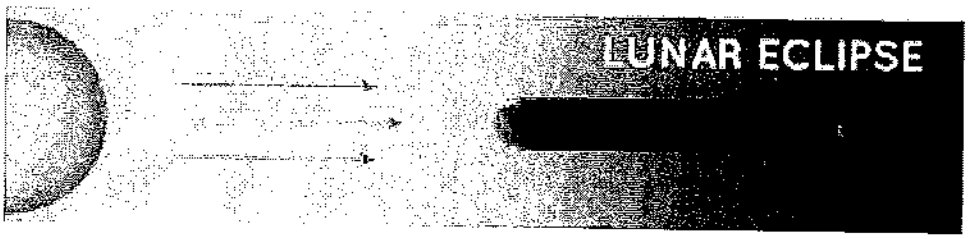
NASA

Lunar Eclipse

During a lunar eclipse, Earth gets in the way of the sun's light hitting the moon. That means that during the night, a full moon fades away as Earth's shadow covers it up.

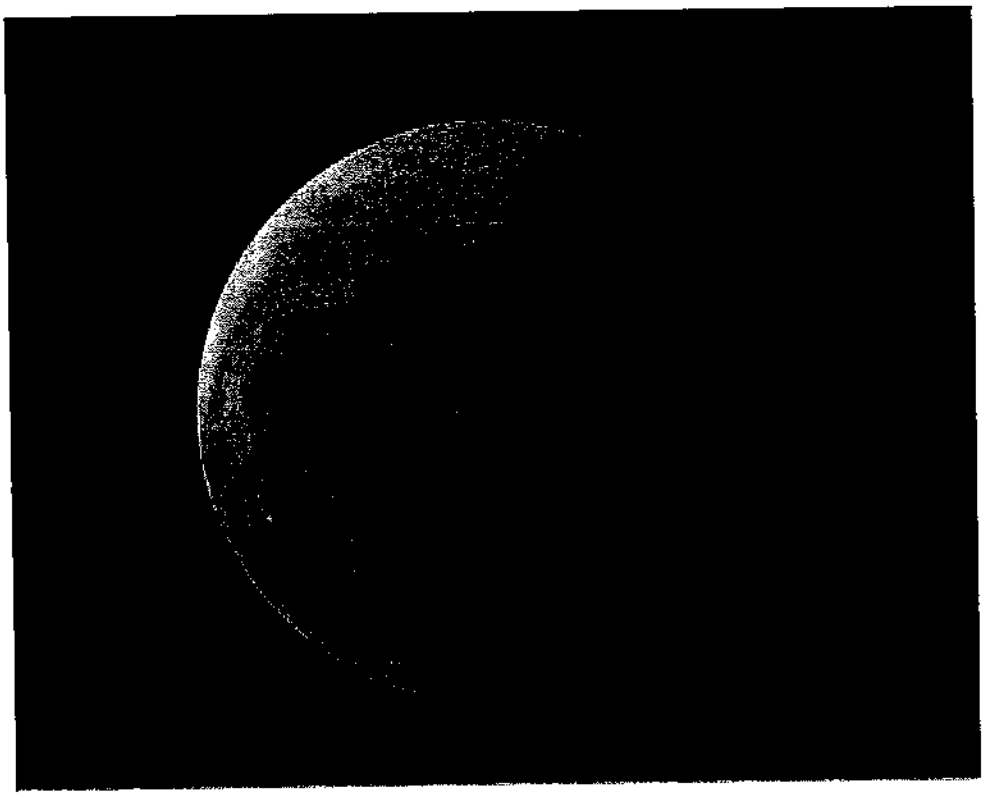
The moon can also look reddish because Earth's atmosphere absorbs the other colors while it bends some sunlight toward the moon. Sunlight bending through the atmosphere and absorbing other colors is also why sunsets are orange and red.

During a total lunar eclipse, the moon is shining from all the sunrises and sunsets occurring on Earth!



NASA

Note: This diagram is not to scale.

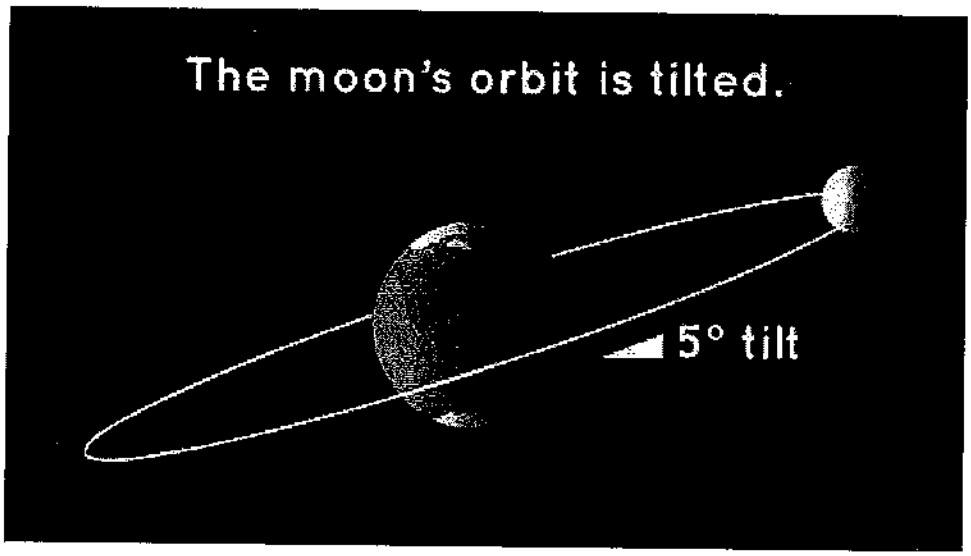


NASA

The moon appears orange-red in a total lunar eclipse on October 27, 2004.

Why don't we have a lunar eclipse every month?

You might be wondering why we don't have a lunar eclipse every month as the moon orbits Earth. It's true that the moon goes around Earth every month, but it doesn't always get in Earth's shadow. The moon's path around Earth is tilted compared to Earth's orbit around the sun. The moon can be behind Earth but still get hit by light from the sun.



NASA

In this diagram, you can see that the moon's orbit around the Earth is at a tilt. This is why we don't get a lunar eclipse every month. This diagram is not to scale: the moon is much farther away from Earth than shown here.

Because they don't happen every month, a lunar eclipse is a special event. Unlike solar eclipses, lots of people get to see each lunar eclipse. If you live on the nighttime half of Earth when the eclipse happens, you'll be able to see it.

Remembering the Difference

It's easy to get these two types of eclipses mixed up. An easy way to remember the difference is in the name. The name tells you what gets darker when the eclipse happens. In a solar eclipse, the sun gets darker. In a lunar eclipse, the moon gets darker.

Name: _____ Date: _____

1. What is an eclipse?

A. An eclipse is when the moon blocks Earth's orbit.

B. An eclipse is when the Earth casts a shadow on the sun.

C. An eclipse is when a planet or moon blocks the sun's light.

D. An eclipse is when the sun shines on the moon.

2. The text compares and contrasts solar and lunar eclipses. What is one difference between them?

A. It is safe to look at a solar eclipse. It is not safe to look at a lunar eclipse.

B. Solar eclipses happen every month. Lunar eclipses happen every year and a half.

C. During a solar eclipse, you cannot see the sunset. During a lunar eclipse, you can see sunset.

D. During a solar eclipse, it's dark in daytime. During a lunar eclipse, the moon looks reddish or fades away.

3. The text states, "During a lunar eclipse, Earth gets in the way of the sun's light hitting the moon. That means that during the night, a full moon fades away as Earth's shadow covers it up." What conclusion can you draw based on this evidence?

A. The moon only shines because of the sun's light hitting it.

B. Earth's shadow is not as large as the moon.

C. The moon can be behind the Earth and still get sunlight.

D. Lunar eclipses only happen at night during full moons.

4. What is one thing that must happen in order for either a solar or a lunar eclipse to occur?

A. It has to be daytime on the Earth.

B. The sun, moon, and Earth have to be lined up.

C. The moon has to be completely lit up by the sun.

D. The sun has to be having a solar storm.

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5. What is the main idea of this passage?

A. Eclipses happen when Earth blocks the path of the sun's light, and there are two kinds of eclipses, solar and lunar.

B. Solar eclipses happen when the moon blocks the sun's light from reaching Earth, and lunar eclipses happen when the Earth blocks the sun's light from reaching the moon.

C. During a solar eclipse, the moon blocks the Earth from getting sun's light, and during a lunar eclipse, the sun blocks the moon's light.

D. The sun and moon are both blocked by the Earth during a solar eclipse, while in a lunar eclipse, the sun casts its shadow on the moon.

6. Please read these sentences from the text. "Getting a chance to see a total eclipse is **rare**. The moon's shadow on Earth isn't very big, so only a small portion of places on Earth will see it."

Based on these sentences, what does the word **rare** mean?

A. normal

B. nice

C. uncommon

D. scary

7. Please choose the answer that best completes the sentence below.

Earth's atmosphere bends certain colors of sunlight and absorbs others, ___ the moon looks reddish during a lunar eclipse.

A. so

B. during

C. first

D. why

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8. What happens during a solar eclipse?

9. Which kind of eclipse do you think is more special, lunar or solar? Support your answer with evidence from the text.

10. Your friend wants to see a total solar eclipse. What information does your friend need to know in order to see one? Use evidence from the text to support your answer.

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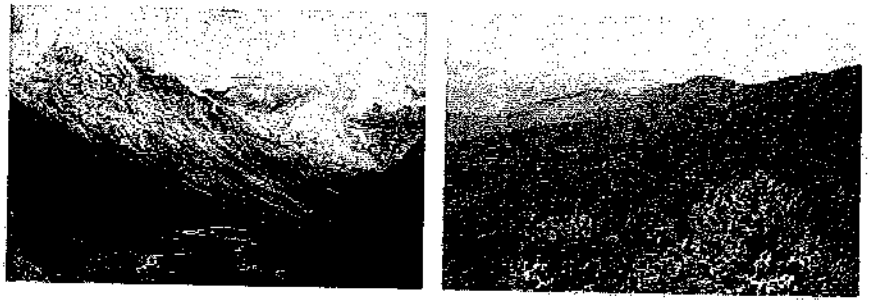
How Mountains Form

This text is excerpted from an original work of the Core Knowledge Foundation.

Mountains are formed in several different ways. To understand how mountains are formed, you need to remember that the Earth has a crusty shell made up of gigantic plates. These plates can shift, crack, and wrinkle.

Folded mountains are created when Earth's crust shifts. As it shifts, one piece of rock folds on top of another. The Himalayas (/him*uh*lae*uhz/) in Asia are folded mountains. Some of the Appalachian (/ap*uh*lae*chun/) Mountains in the eastern United States are folded mountains, too.



Folded mountains are created when one piece of rock folds over another. Both the Himalayas (left) and the Appalachians (right) are folded mountains.

Fault block mountains are also created by shifting plates. In this case, pieces of rock are broken off and driven upward by the force of the shifting plates. The Sierra Nevadas of western North America are fault block mountains.

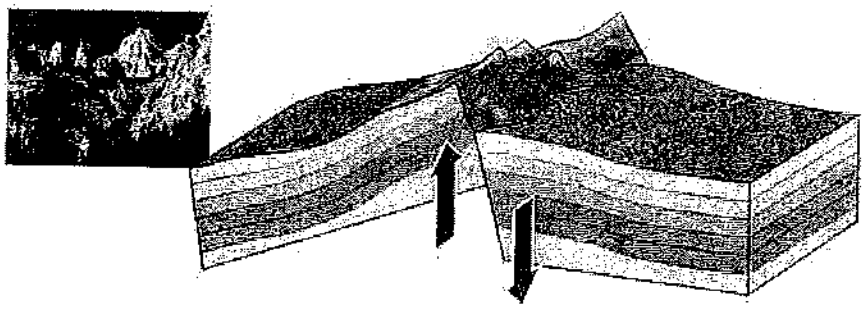


photo: Cullen328 (CC BY 3.0); illustration: Core Knowledge

Fault block mountains are created when pieces of rock are driven up. The Sierra Nevadas are fault block mountains.

Dome mountains are created when melted rock called magma pushes up below the surface of the Earth. As the magma moves up, it makes bumps on Earth's surface.

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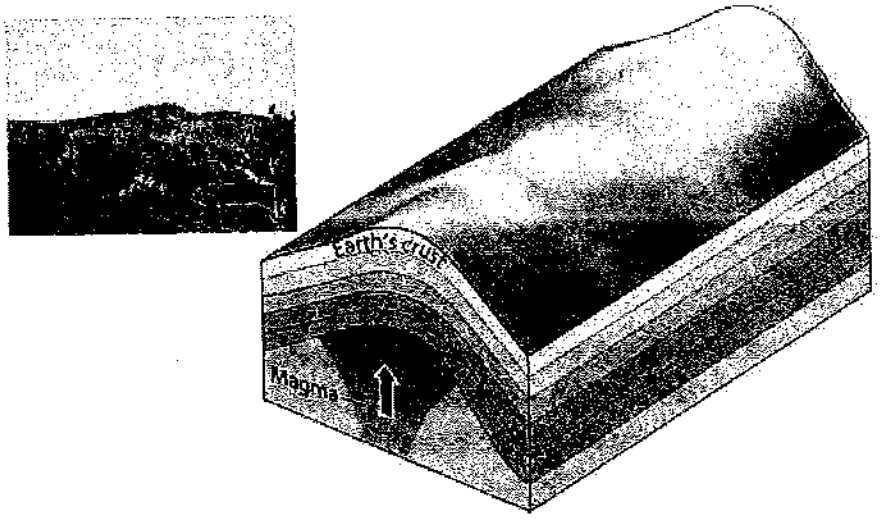

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Magma pushing up below the surface of the Earth forms dome mountains. The Black Hills of South Dakota are dome mountains.

Japan's Mount Fuji is a volcano.

These bumps often look more like hills than mountains. The Black Hills of South Dakota are dome mountains.

Volcanic mountains form when a volcano erupts and breaks a hole in Earth's crust. Lava and ash flow down the sides of the volcano and harden into a mountain. Many islands, such as the Hawaiian Islands, are actually the tops of volcanic mountains. Japan's highest mountain, Mount Fuji, is a volcano. It last erupted in 1707.

Mountains sometimes form when a volcano erupts. The Hawaiian Islands are the tops of volcanic mountains.

The highest mountain in Africa, Mount Kilimanjaro (/kil*uh*man*jar*oe/), is an extinct (/ek*stinkt/) volcano.

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Volcanic mountains can be produced by a few days of huge eruptions. However, most mountains take thousands, or even millions, of years to form. They form so slowly that, in real life, you can't see them changing.

Some of Earth's mountains, such as the Appalachians, were formed more than two hundred million years ago. Others, such as the Rocky Mountains in western North America, were formed only about a million years ago. You can often tell whether mountains are young mountains or old mountains by their shape. Young mountains are usually steep, have a high elevation, and are often sharp or pointy. Old mountains have been worn down by many years of erosion (/er*oe*zhun/).

Mount Everest is the highest mountain in the world.

Look at the picture of Mount Everest. You'll notice that there is snow on top of the mountain. Most tall mountains are covered with snow all year long. That is because the farther above sea level you go, the colder it gets. We use the term sea level to explain land elevation in relation to the surface level of the world's oceans. You may have noticed this if you have ever hiked up a mountain or driven to the top of one.

Mountaintops are usually cold, even when they are located in hot places. Snow covers the top of Mount Kilimanjaro, in the African country of Tanzania (/tan*zuh*nee*uh/), all year long even though it is very close to the equator.

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Name: _____ Date: _____

1. How are folded mountains formed?

A. Huge pieces of rock break off the Earth's crust when it moves, piling up to form mountains.

B. Magma from below the Earth's crust pushes upwards, causing the crust to swell upwards.

C. Lava erupts through the Earth's crust, forming a mountain of hardened lava.

D. When the Earth's crust shifts, one piece of rock folds on top of another to form mountains.

2. In this passage, the author describes how mountains can change over time. Over time, what effect does erosion have on mountains?

A. Erosion wears down mountains over time.

B. Erosion makes mountains sharp and pointy over time.

C. Erosion causes new mountains to form over time.

D. Erosion causes mountain tops to hold more snow over time.

3. The text states that fault block mountains are formed when, "pieces of rock are broken off and driven upward by the force of the shifting plates." Based on this evidence, what conclusion can you draw about the force of Earth's shifting plates?

A. The force of Earth's shifting plates is somewhat gentle.

B. The force of Earth's shifting plates is loud.

C. The force of Earth's shifting plates is very powerful.

D. The force of Earth's shifting plates is created quickly.

4. Based on the information in the text, what is one feature of a mountain that a person could look at to draw conclusions about how that mountain formed?

A. the color of the rock that makes up the mountainside

B. how cold and snowy it is around the mountain

C. how sharp and pointy or smooth and hilly the mountain is

D. how quickly the rocks of the mountain are shifting

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5. What is the main idea of this text?

A. Mountains are all very cold, but they come in all shapes and sizes.

B. Mountains can form in different ways and look different based on how they formed.

C. Mountains can be made of rock, Earth plates, or lava.

D. Mountains can form on land or in the ocean when volcanoes erupt and lava hardens.

6. Please read the following sentences from the text. "...the Earth has a crusty shell made up of gigantic plates. These plates can **shift**, crack, and wrinkle. Folded mountains are created when Earth's crust **shifts**. As it **shifts**, one piece of rock folds on top of another."

Based on these sentences, what does the word **shifts** mean?

A. moves

B. explodes

C. shrinks

D. shivers

7. Please choose the answer that best completes the sentence below.

Most mountains take thousand or millions of years to form, ___ volcanic mountains can be produced in just a few days.

A. also

B. before

C. therefore

D. but

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8. The text says you can often tell whether mountains are old or young by their shape. What do young mountains usually look like?

9. The text says, "Some of Earth's mountains, such as the Appalachians, were formed more than two hundred million years ago. Others, such as the Rocky Mountains in western North America, were formed only about a million years ago." Using evidence from the text, describe how these two mountain ranges might look different.

10. Imagine you are going on a hike. In the distance, you see a huge, rocky mountain range with several pointed, snow-covered peaks at the top. What kind of mountains could these be? Use evidence from the passage in your answer.

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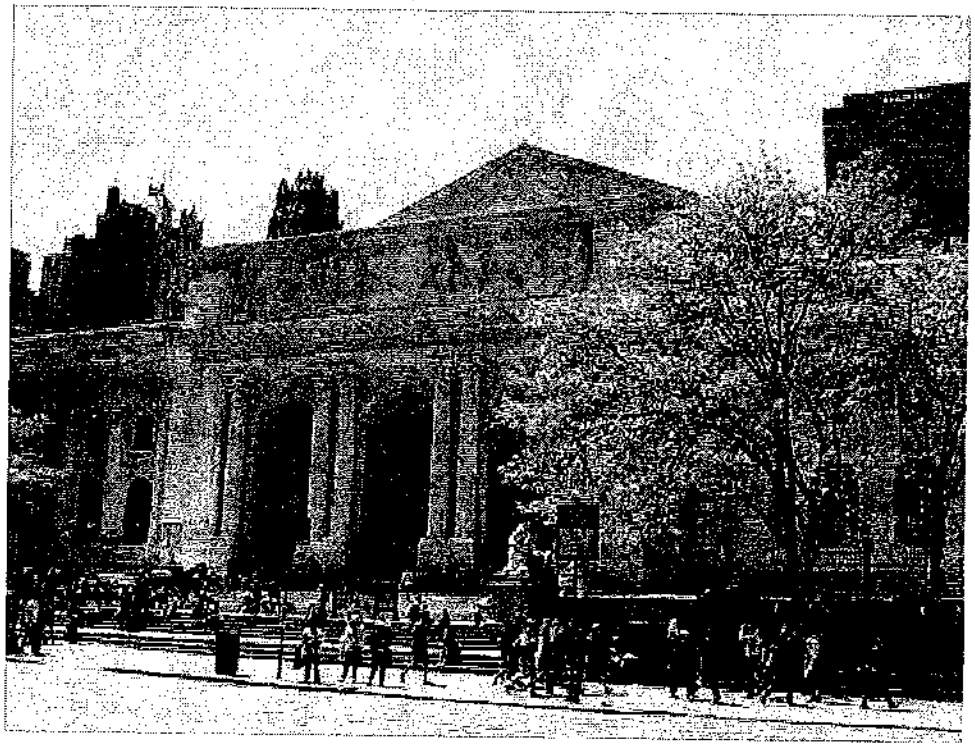
A New Kind of Library

by ReadWorks



New York Public Library's Stephen A. Schwarzman Building

Does your school have a library? It probably does. The first libraries belonged to ancient kings. In the Middle Ages, monasteries and convents had libraries. The books in those libraries were written by hand, and they had pictures painted beside the words.

In the United States, most cities have public libraries. Inside most libraries are hundreds of books-and sometimes more!-many of which are available for taking home. Of course, you have to bring any book you borrow back to the library when you're done.

Libraries help people find information. As the ways people find information change, libraries need to change, too. The Internet is a tool that helps people find information much faster than if they were to look in books, so a lot of libraries have begun using computers and technology to help people keep learning.

The New York Public Library is the most famous library in New York City. When the main branch was opened in 1911, it had a collection of over one million books. Outside this main building, two giant stone lions guard the entrance. Since the library is over one hundred years old, bringing in new technology is not easy.

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The New York Public Library now has computers in every building. You can use the computers to go on the Internet or to write a paper. The librarians will help if you have a question and there are even free classes to help people learn how to use new computer programs. But this is only the beginning of how the library wants to use technology.

In the basement of the library, there is a room filled with computer programmers and designers who are bringing new technology to the library. This place is called the NYPL Labs. Ben Vershbow runs the NYPL Labs. He wants to help the library reach more people. Ben runs projects using "crowdsourcing."

"Crowdsourcing" means getting a lot of people involved to help with a project. Ben is currently using the Internet to find people to help with the library's collection of menus. The library has thousands and thousands of old menus. You can see what people ate in the year 1900 and find out how much that food cost.

In the past, only people in New York could use the New York Public Library. Now, the library is online and everyone can enjoy it. Thanks to technology, we have a new kind of library.

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Name: _____ Date: _____

1. What do libraries help people find?

A. computers

B. information

C. paintings

D. other people

2. A lot of libraries have begun using computers and technology to help people keep learning. What is a cause of this change, based on the passage?

A. the difficulty of finding new books to keep in the library

B. the fact that books are much less popular today than they used to be

C. the growing number of people who want to visit libraries in person

D. the ability of the Internet to help people find information quickly

3. Computers are helpful to have in the library. What evidence from the text supports this statement?

A. Ben Vershbow runs the NYPL Labs.

B. You can use computers to go on the Internet or to write a paper.

C. The New York Public Library now has computers in every building.

D. The librarians will help if you have a question.

4. Why might the title refer to the New York Public Library as "A New Kind of Library"?

A. because the New York Public Library no longer has any books

B. because the New York Public Library has been replaced by a different library

C. because the New York Public Library is now available online, not just to people in New York

D. because the New York Public Library has been different from other libraries ever since it opened in 1911

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5. What is this passage mostly about?

A. how technology and computers changed the New York Public Library

B. how public libraries in cities across the United States function

C. how the New York Public Library has changed the way people use computers

D. how crowdsourcing can help many people become involved in a project

6. Read these sentences from the text.

The New York Public Library is the most famous library in New York City. When the main branch was opened in 1911, it had a collection of over one million books. Outside this main building, two giant stone lions guard the entrance.

What does the word "branch" mean as used in this excerpt?

A. a part of a tree that grows from the trunk

B. the arm of a record player

C. a major part of government

D. a local store or organization

7. Choose the answer that best completes the sentence.

_____ the Internet, only people in New York could use the New York Public Library. Now, the library is online, and everyone can enjoy it.

A. Before

B. Next to

C. However

D. According to

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8. What is Ben Vershbow, who runs the NYPL Labs, currently using the Internet and crowdsourcing to do?

9. What is one effect the Internet has had on the library? Support your answer with evidence from the text.

10. Explain whether technology has changed the library for the better. Support your answer with evidence from the text.

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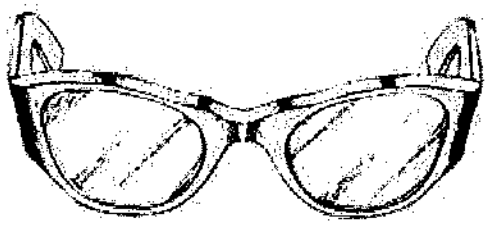
The Magic Glasses

by Rebecca White



Violet had always worn glasses, for as long as she could remember. Being ten years old, it was possible she'd been wearing them for ten years. Maybe she was born with glasses!

Violet couldn't see things that were far away from her, but she also had trouble reading. Her eyesight was very poor.

Sometimes, while she was doing her homework in study hall, her glasses would slide down to the tip of her nose. Once, they even fell off her face and landed on the floor.

"Violet, what's going on?" her teacher, Mrs. Shellsworth, asked when she saw Violet crawling on the floor once with her hands stretched out.

"I can't find my glasses," replied Violet, shyly. The rest of the students looked up from their books and started to laugh.

When Violet found the brown specs behind her desk, she quickly put them back onto her face. But they wouldn't stay on; they were broken.

Not wanting to draw any more attention to herself, Violet held her glasses onto her face with her index finger and pretended to read.

That night, she told her mother what had happened.

"We're going to have to get you new glasses," she said, sternly. Violet's mother was a doctor, and she worked long hours. When she came home, she was often too tired to do much of anything other than watch television with Violet. Her father didn't live with her. He'd moved out of the house when Violet was just a little girl. She visited her father on weekends, though. He lived in a nearby town and always took her to baseball games in the summer.

But it wasn't summer yet. Violet still had three months left of school, and that meant three more months of being made fun of because of her silly loose glasses.

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Violet hated her glasses.

The day after her glasses had fallen to the floor, Violet's mother took her to the eye doctor. They did all sorts of tests to see whether she needed a new prescription. After the tests, which showed that her eyes had gotten worse since the last time she'd been there, it was time to pick out new glasses frames.

Violet looked at the shiny glass case that was almost as tall as she was. There were boring brown frames and simple black frames. But there were also some pink and blue frames, and even some sparkly yellow frames.

"Mom, can I get those?" Violet said, pointing to the sparkly yellow frames.

"No, you cannot. Those glasses are not appropriate for school," said her mother tersely.

"But..." said Violet.

"No 'buts.' You will get these frames right here," said her mother, pointing to some round gray glasses that Violet hadn't even noticed.

Violet was sad, but there was no use arguing with her mother. She was stuck with the gray frames.

Still, Violet wasn't about to put them on right away. She decided to pout, instead, all the way home.

The next day was a Saturday. It was raining hard, and Violet wouldn't have gone outside if her father weren't coming to take her to the movies.

"You all ready, Bug?" her dad asked, when he came to pick her up. He always called her Bug. "Where are your glasses?" he asked, when he saw her squinting up at him.

"I got new ones," said Violet. Worried that her father wouldn't like them, she'd put them in her backpack and was going to wear them in the dark theater where she knew no one could see them.

"Well, where are they?" he said.

Violet, not wanting to cause a scene, reached into her bag and put the round gray frames onto her face. She didn't like them and was hoping maybe she could convince her dad to buy her new ones.

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On the way to the movie theater, she noticed something very strange while peering through her new glasses. Way in the distance, a small bird was smiling at her. Flapping its wings and smiling.

That can't be right, she thought. Then she looked around and noticed that other birds were making faces as well. A pigeon in a tree almost a mile away looked as if it had smelled something strange; its beak was twisted to the side as if in disgust. Then, on the sidewalk near a park they were approaching, she could see a squirrel sneeze, rub its nose, then move its lips as if to say, "Excuse me!"

Immediately, she pulled the glasses off of her face, in shock.

"What's wrong?" asked her father.

But Violet didn't want to say what she had seen. Were animals supposed to be so animated? Were these magical glasses?

She didn't know, but one thing was for sure: she'd never seen such things before in her life, and she wanted to see more.

Slowly, she put the glasses back on. They were almost at the movie theater, so she made sure to look at as many trees as possible in search of more squirrels, more birds, and more little creatures.

Pushing her face up against the car window to her right, she started to stare intently and noticed a man walking his dog. The man was walking slowly, playing with his cell phone while his white poodle was pulling hard on its leash. Violet started to focus on the poodle, and she could have sworn she saw the pet roll its eyes and shake its head.

"Hurry up!" she said loudly, as her car went by the man with the cell phone. "Your dog is getting bored!"

"Excuse me?" said her father. "Who are you yelling at?"

"Oh, nothing," said Violet. Her new glasses were her little secret, for now. And she couldn't wait to explore the world through a new set of eyes!

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Name: _____ Date: _____

1. Violet visits the eye doctor after her glasses break. What happens when she visits the eye doctor?

A. She refuses to do eye tests.

B. She breaks her new pair of glasses.

C. The doctor gives her medicine for her eyes.

D. She gets a new pair of glasses.

2. When in the story does Violet want to wear her glasses?

A. at the beginning of the story

B. in the middle of the story

C. at the end of the story

D. at the beginning and the end of the story

3. Violet hated her old glasses.

What sentence from the story provides a clue about why Violet feels this way?

A. "Violet couldn't see things that were far away from her, but she also had trouble reading."

B. "Violet still had three months left of school, and that meant three more months of being made fun of because of her silly loose glasses."

C. "It was raining hard, and Violet wouldn't have gone outside if her father weren't coming to take her to the movies."

D. "Violet started to focus on the poodle, and she could have sworn she saw the pet roll its eyes and shake its head."

4. How does Violet feel about her glasses at the end of the story?

A. angry

B. excited

C. upset

D. sad

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5. What is this story mainly about?

A. a girl whose feelings about wearing glasses change after she gets a new pair that lets her see facial expressions on animals

B. a girl who goes on a trip to the eye doctor with her mother and gets upset when she is not allowed to choose new glasses with sparkly yellow frames

C. a pair of glasses that slide down to the tip of a girl's nose and finally break after falling off her face

D. a pair of glasses that a girl has to hold against her face after she finds them lying broken on the floor behind her desk

6. Read the following sentences: "Violet had always worn glasses, for as long as she could remember. Being ten years old, it was possible she'd been wearing them for ten years. **Maybe she was born with glasses!"**

Why does the author write, **"Maybe she was born with glasses!"**

A. The author is making a joke to show readers how long Violet feels like she has been wearing glasses.

B. The author is describing what Violet felt like on the day that she was born to show readers how unhappy she is.

C. The author is including a detail to help readers understand what it would be like to have the name "Violet."

D. The author is providing a summary of all the events in the story to help readers keep track of them.

7. Choose the answer that best completes the sentence below.

Violet puts on her new glasses _____ her dad asks where they are.

A. after

B. although

C. before

D. like

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8. What is the first strange thing Violet notices after she puts on her new glasses?

9. At the end of the story, Violet cannot wait to explore the world through a new set of eyes. What does the author mean by "a new set of eyes"?

10. Why is Violet excited to explore the world through a new set of eyes?

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