



GRADE 5

# Assessment STUDENT BOOK

PEARSON

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**Acknowledgments**

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**PEARSON**

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Name \_\_\_\_\_

# First Passage

**Directions: Read the following passage. Use information from the passage to answer the questions that follow.**

## Space Talk

“Students, today we have a special guest, Erin West. Erin is an astronaut who has been to the International Space Station. That’s a mouthful to say, so we usually refer to it by the acronym, ISS. Can anyone tell us what the ISS is? Yes, James?”

“It’s a big space station that orbits—that means ‘goes around’—Earth, and astronauts from all over the world fly there and live there for a time.”

“Yes, that’s right. Thank you, James. Now, students, I’m sure you’d rather hear Ms. West talk, so I’m going to turn the class over to her.”

The students smile and give a big round of applause to welcome Erin West.

“Thanks, Mrs. Chen—and thank *you*, class, for welcoming me so warmly.

“As I look around, I see boys and girls who look like athletes, so I’m going to guess that some of you play baseball.” Erin pauses as the kids nod eagerly. “Well, in school I was a pretty good swimmer but not a great baseball player. Every time I batted, I would pop the ball way up high, and, of course, it would go straight into an infielder’s mitt.

“But guess what. In space, I’d be a home run hitter. My highflier wouldn’t curve and fall back to the infield—it would just keep going up, up, and up. Or think about a cook in a pizza restaurant. In space, she’d toss up the stretchy pizza dough, and it would never come down.



“All of these effects are due to weightlessness, a condition in which there’s no gravity to pull objects downward—in fact, it’s the condition of being in space. Weightlessness makes strange things happen to objects and to your body too. Suppose you push hard with your feet, like you’re going to do a high jump, and—oops!—you go slamming into the ceiling! In space, you have to relearn how to move and walk, and, believe me, it takes some time getting used to all that. In fact, many astronauts feel sick to their stomachs for the first day or two in space. That’s because our brains expect things to happen like they do here on Earth, and when they don’t, alarms go off. I felt awful for the first couple of days on the ISS, but then I got used to weightlessness, and I loved it.

“It’s funny, but you feel kind of like a dancer in space. With lots of practice, you learn to do some very fancy stepping.

“But really, the most exciting thing about traveling in space is what you get to see. The soft blue, curving sphere of Earth is so beautiful, and the sky is more brilliant than any starry night you have ever seen.

“Well, I could keep talking about my space experiences forever, but why don’t you ask me some of your questions?”



# Comprehension

**Directions:** Read the questions below and choose the best answer. Be sure to answer both parts of each question.

## 1. Part A

What is the most important point that Erin West makes in her presentation to the class?

- a. The stars look brighter from space than they do from Earth.
- b. In space, Earth looks very far away.
- c. Weightlessness makes space travel a strange experience.
- d. Athletes should become astronauts.

## Part B

Which of the following helped you choose your answer to Part A?

- a. Erin spends the most time talking about weightlessness.
- b. Erin offers to answer questions about her experience.
- c. Erin played baseball and swam in school.
- d. Erin is emotional when she describes seeing Earth from space.



## 2. Part A

Weightlessness causes unexpected, topsy-turvy conditions. What is an effect of these conditions?

- a. Astronauts have huge appetites.
- b. Astronauts see things that aren't there.
- c. Astronauts do not feel well at first.
- d. Astronauts have unusual brain activity.

## Part B

Which detail from the passage helped you answer Part A?

- a. “In space, you have to relearn how to move and walk”
- b. “many astronauts feel sick to their stomachs for the first day or two in space”
- c. “our brains expect things to happen like they do here on Earth, and when they don't, alarms go off”
- d. “It's funny, but you feel kind of like a dancer in space.”



### 3. Part A

Why does Erin talk about baseball?

- a. She wants to know which students in the class are athletic.
- b. She wants to begin by discussing a familiar subject so the students will feel comfortable asking her questions.
- c. She wants to tell the students about her childhood so they will understand why she decided to become an astronaut.
- d. She wants to explain how weightlessness affects objects in space.

### Part B

Which detail from the story helped you answer Part A?

- a. “My highflier wouldn’t curve and fall back to the infield—it would just keep going up, up, and up”
- b. “Well, I could keep talking about my space experiences forever, but why don’t you ask me some of your questions?”
- c. “I see boys and girls who look like athletes”
- d. “in school, I was a pretty good swimmer”



# Vocabulary

**Directions:** Read the questions below and choose the best answer. Be sure to answer both parts of each question.

## 1. Part A

“That’s a mouthful to say, so we usually refer to it by the acronym, ISS.” What is the meaning of the word “acronym”?

- a. a name that is only used by astronauts
- b. a name that is made up of the first letters of words
- c. a name that is difficult to pronounce
- d. a name that is chosen by the government

## Part B

Which of the following explains how you chose the answer to Part A?

- a. I think the word “international” is hard to pronounce.
- b. I compared “International Space Station” to “ISS.”
- c. I think astronauts use special words to describe space travel.
- d. I figured out that the government runs the ISS.





## 2. Part A

“As I look around, I see boys and girls who look like athletes, so I’m going to guess that some of you play baseball.” What does the word “athletes” mean?

- a. people who are good at sports
- b. people who score highly on tests
- c. people who are friendly to strangers
- d. people who like spending time alone

## Part B

Why would an astronaut need to be athletic?

- a. Astronauts are required to pass a written exam before completing their training.
- b. Astronauts cannot talk to their families after they have left Earth.
- c. Astronauts have to be able to work together during their trip.
- d. Astronauts must learn how to move around in a weightless environment.



### 3. Part A

“The soft blue, curving sphere of Earth is so beautiful, and the sky is more brilliant than any starry night you have ever seen.” Which of the following words has almost the same meaning as the word “sphere”?

- a. shadow
- b. moon
- c. ball
- d. equator

### Part B

Which word from the sentence helped you answer Part A?

- a. “curving”
- b. “sky”
- c. “brilliant”
- d. “night”



Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### On the International Space Station

The International Space Station (ISS) is a structure the size of a football field that orbits Earth about every 90 minutes. It is approximately 250 miles above Earth's surface. The station is a collection of parts that were put together by astronauts in space, starting in 1998. The main parts for living and working are tube-shaped sections called modules. Smaller parts called nodes connect all the modules together. The ISS also has big solar panels that stretch across the whole station. Solar panels receive sunlight and turn it into electricity.

Much of the area inside the ISS is filled with operational equipment. For example, there are systems that control the lighting and manage communications with Earth. Then there are the life support systems. Special filters recycle the air inside the ISS by cleaning it and adding oxygen. Other filters clean precious water so it can be reused.

There is also room aboard the ISS for a crew of six astronauts to live and work comfortably. The living space is about the same as that in a three-bedroom house on Earth. The ISS has two bathrooms and a gym. The astronauts must exercise regularly because their muscles could become flabby in space.

Living aboard the ISS is a challenge because of weightlessness. Scientists have to do a lot of research to solve the problems created by weightlessness.

Think about a simple action such as brushing your teeth. On Earth, you don't worry about the foamy toothpaste drifting away from your face in a big, wet bubble when you spit it out. But in space, that would be a problem. So toothbrushing on the ISS is done with special toothpaste you can swallow.



Eating meals is a challenge too. If you cooked on a stove, pieces of food would float out of the pots and pans. Soon the living quarters would become a sticky, smelly mess. That’s why food is specially packaged for use in space. Astronauts eat from special bowls and cups that hold the food in place. It would be annoying to have your food tray drift away from you during a meal. So the trays have sticky pads on the bottom that hold them to the dinner table.

What is sleeping on the ISS like? Astronauts wouldn’t want to drift around while sleeping because accidents might happen. That’s why they sleep in specially-designed sleeping bags that snap to the walls, floors, or ceilings. Remember, there is no up or down in the weightless conditions of space. The sleeping astronauts keep their heads and arms outside of the sleeping bags, but their bodies stay put.

Would you like to be an astronaut and work aboard a space station? It is likely that good candidates will be needed by the time you are grown up, so work hard to realize your dream!

### Parts of the International Space Station

Part	Description
Module	A tube-shaped part that provides most of the living and working areas; contains these subparts: <ul style="list-style-type: none"><li>• operational equipment</li><li>• life support systems</li><li>• working areas</li><li>• storage</li><li>• sleeping areas</li><li>• kitchen</li><li>• bathrooms</li><li>• gym</li></ul>
Node	A part that connects two modules; contains these subparts: <ul style="list-style-type: none"><li>• a small amount of operational equipment</li><li>• limited storage space</li></ul>
Solar panel	A part that receives sunlight and turns it into electricity to power the space station



# Comprehension

**Directions:** Read the questions below and choose the best answer. Be sure to answer both parts of each question.

## 1. Part A

Imagine you are asked to define what the ISS is based on what you read in the passage. Which item would you include in your definition?

- a. The ISS has special equipment for sleeping and eating.
- b. The ISS has a gym where astronauts can exercise.
- c. The ISS is designed to hold a crew of six astronauts.
- d. The ISS is made up of linked modules orbiting Earth.

## Part B

You chose one item in Part A. Why did you include that item in your definition of the ISS?

- a. It explains how the ISS is different from other space stations.
- b. It tells what the ISS is without including unnecessary details.
- c. It provides the most interesting information about the ISS.
- d. It describes the challenges astronauts face while living on the ISS.



## 2. Part A

Many Earth-based jobs are connected in some way to the ISS. Which job likely has the most important connection to the space station?

- a. an author who writes stories about space travel
- b. a plumber who fixes broken sinks and toilets
- c. a doctor who specializes in exercise programs
- d. a factory worker who makes toothbrushes

## Part B

How did you know that the job you chose in Part A has the most important connection to the space station?

- a. Astronauts use a special kind of toothpaste that is safe to swallow.
- b. Astronauts must be told how to keep their muscles from becoming weak.
- c. Astronauts have unique experiences that they enjoy sharing with others.
- d. Astronauts rely on filters that allow them to use recycled air and water.



### 3. Part A

Study the chart “Parts of the International Space Station” on page 10.  
Which part of the station is the most complicated?

- a. solar panel
- b. node
- c. module
- d. none of the above

### Part B

How did you figure out the answer to Part A?

- a. The module has the most subparts.
- b. The node must be complicated if it is a connector.
- c. All of the parts are equally complicated.
- d. The solar panels produce energy, so they must be complicated.



# Vocabulary

**Directions:** Read the questions below and choose the best answer. Be sure to answer both parts of each question.

## 1. Part A

“The International Space Station (ISS) is a structure the size of a football field that orbits Earth about every 90 minutes. It is approximately 250 miles above Earth’s surface.” What is the meaning of the word “structure” in these sentences?

- a. something that travels great distances
- b. something used during sporting events
- c. something that repeats on a schedule
- d. something built from separate pieces

## Part B

Which detail from the passage helped you answer Part A?

- a. “The ISS also has big solar panels that stretch across the whole station.”
- b. “Much of the area inside the ISS is filled with operational equipment.”
- c. “The station is a collection of parts that were put together by astronauts”
- d. “The living space is about the same as that in a three-bedroom house”





## 2. Part A

“Much of the area inside the ISS is filled with operational equipment.”  
What is the best definition of “operational equipment”?

- a. machines that recycle air and water
- b. switches that turn lights on and off
- c. devices that perform necessary tasks
- d. materials that are used for surgery

## Part B

Which detail from the passage helped you answer Part A?

- a. “For example, there are systems that control the lighting and manage communications with Earth.”
- b. “Solar panels receive sunlight and turn it into electricity.”
- c. “Astronauts wouldn’t want to drift around while sleeping because accidents might happen.”
- d. “Other filters clean precious water so it can be reused.”



### 3. Part A

“It is likely that good candidates will be needed by the time you are grown up, so work hard to realize your dream!” What does the word “candidates” mean in this sentence?

- a. people who have college degrees
- b. people who are qualified to do a job
- c. people who have a lot of money
- d. people who compete in an election

### Part B

Which detail from the passage helped you choose the answer in Part A?

- a. “What is sleeping on the ISS like?”
- b. “Scientists have to do a lot of research to solve the problems created by weightlessness.”
- c. “The ISS has two bathrooms and a gym.”
- d. “Would you like to be an astronaut and work aboard a space station?”





Name \_\_\_\_\_

## Third Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### To Other Worlds

We humans have boundless curiosity, and the lure of space draws us to places far beyond Earth. In the late 1960s, people went to the moon, but that period of moon exploration ended in 1972. Today scientists and astronauts are contemplating sending new missions to the moon and also to places far more distant.

Preparations are being made to send a mission to Mars someday. Mars is the next planet beyond us in the solar system. Earth is about 93 million miles from the sun, but Mars is 142 million miles from it, on average. That makes Mars a much colder place. We know a lot about Mars because many probes (spaceships without astronauts) have gone there. We know, for example, that Mars has some liquid water and lots of ice. Studies also show that long ago Mars had lots of water flowing on its surface, maybe even oceans. Scientists believe that living things could exist on worlds that have liquid water and certain chemicals. Some scientists think that Mars either has or has had some simple living things. They would like to find those organisms, if they exist.

Perhaps astronauts should journey even deeper into the solar system. Some moons of other planets seem interesting. The giant planet Jupiter has more than 50 moons; one of those, called Europa, might be worth a visit. Scientists believe that Europa has oceans of liquid water under a crust of surface ice. Although we do not know much about Europa, there might be some kind of life under its icy crust.

Traveling to one of these distant worlds will not be easy. The trip, even to Mars, will be many millions of miles, and it will take years, not weeks or months, to go and return. People on space stations have had



experience staying for months in space, but not for years. Experience on the International Space Station has taught us much about living and working in space. We know that astronauts need to exercise regularly and that, even so, their muscles and bones get weaker. No one really knows how human bodies would hold up on a very long space mission.

Perhaps the biggest challenge on a long space trip will be to keep the astronauts' spirits up. Doctors worry that the astronauts, who would see nothing but stars day after day, might become sad and dejected. It will be important, they say, to keep the astronauts busy. The space travelers also will need a way to stay in touch with Earth; perhaps they will be able to have daily video contact with loved ones. The astronauts need to have some fun too. Maybe they can play 3-D chess or laser table tennis.

It is thrilling to think about traveling to a distant world. Someday Earth astronauts are almost certain to step onto one of those worlds.



# Comprehension

**Directions:** Read the questions below and choose the best answer. Be sure to answer both parts of each question.

## 1. Part A

Why is going to Mars probably a better bet, for now, than going to Europa?

- a. We have gathered more information about Mars.
- b. Scientists believe that only Mars has water and ice.
- c. Europa is a moon of the giant planet Jupiter.
- d. Astronauts went to Europa in the late 1960s.

## Part B

Which detail from the passage helped you answer Part A?

- a. Studies show that Mars once had water on its surface.
- b. Europa has a hard, icy crust.
- c. People stopped going to the moon in 1972.
- d. Probes have gone to Mars often.



## 2. Part A

Which statement about the possibility of life on Mars is true?

- a. We know beyond a doubt that there is life on Mars.
- b. The possibility of life on Mars is nothing but a myth.
- c. Certain clues suggest the possibility of life on Mars.
- d. It is impossible for there to be any life on Mars.

## Part B

Which detail from the passage helped you choose a statement in Part A?

- a. Research shows that Mars has or had the water and chemicals needed to support life.
- b. Space probes have found proof of life on Mars.
- c. Mars is too cold for living things to survive because it is 142 million miles from the sun.
- d. Living things cannot grow on Mars's icy surface.



### 3. Part A

Which sentence best states the main idea of this passage?

- a. Astronauts may suffer on a long trip into space.
- b. The period of moon exploration ended long ago.
- c. The giant planet Jupiter has more than 50 very interesting moons.
- d. Visiting distant worlds is an exciting idea that has many challenges.

### Part B

Which of the following helped you choose the main idea in Part A?

- a. The passage considers the mental well-being of astronauts.
- b. The passage begins with a discussion of moon exploration.
- c. The passage describes interesting worlds far from Earth and explains why it will be difficult for humans to reach them.
- d. The passage says that astronauts' muscles and bones weaken in space even if they exercise regularly.





# Vocabulary

**Directions:** Read the questions below and choose the best answer. Be sure to answer both parts of each question.

## 1. Part A

“We humans have boundless curiosity . . .” What does the word “boundless” mean in this sentence?

- a. without hope
- b. without limits
- c. lacking health
- d. full of danger

## Part B

How did you use your knowledge of suffixes and root words to figure out the meaning of the word “boundless”?

- a. The suffix “-less” means “having no,” and “bound” means “hope.”
- b. The suffix “-less” means “not,” and “bound” means “health.”
- c. The suffix “-less” means “filled with,” and “bound” means “harm.”
- d. The suffix “-less” means “having no,” and “bound” means “edge.”



## 2. Part A

What is the meaning of the word “lure” in the following paragraph from the passage?

“We humans have boundless curiosity, and the lure of space draws us to places far beyond Earth. In the late 1960s, people went to the moon, but that period of moon exploration ended in 1972. Today scientists and astronauts are contemplating sending new missions to the moon and also to places far more distant.”

- a. emptiness
- b. fear
- c. attraction
- d. vastness

## Part B

Which phrase from the passage helped you answer Part A?

- a. “draws us to”
- b. “far beyond”
- c. “ended in”
- d. “far more distant”



### 3. Part A

“Doctors worry that the astronauts, who would see nothing but stars day after day, might become sad and dejected.” What does “dejected” mean in this sentence?

- a. confused
- b. excited
- c. tired
- d. depressed

### Part B

Which detail from the passage contains a clue to the meaning of “dejected”?

- a. “Perhaps the biggest challenge on a long space trip will be to keep the astronauts’ spirits up.”
- b. “It will be important, they say, to keep the astronauts busy.”
- c. “It is thrilling to think about traveling to a distant world.”
- d. “Someday Earth astronauts are almost certain to step onto one of those worlds.”





# Extended Response

You have read selections about space.

- “On the International Space Station”
- “To Other Worlds”

“On the International Space Station” describes how astronauts live and work on the ISS. “To Other Worlds” discusses the possibility of visiting planets and moons far from Earth.

Some people say that too much money has been spent on the ISS. Other people say that the ISS has taught us about living in space. Do you think the ISS has been useful? Has it helped scientists and astronauts prepare for a future trip to Mars and beyond, or has it been a waste of money?

Write an essay in which you state your opinion and support it with three reasons from the selections.











Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### **Run, Kate Shelley, Run**

by Julia Pferdehirt

Kate Shelley's home stood on a hill above Honey Creek and the railroad line that led to Moingona, Iowa. Kate was fifteen years old in July 1881, when the great storm began. After nearly a week of rain, the creek was a wild bull, roaring and leaping, crashing against the high bluffs that caged it in on either side.

It was nearly eleven o'clock when Kate heard Number 11's whistle. Long, short—long, short—screaming into the wind. Suddenly, Kate heard a crack like thunder, and another and another. With a sound like cannon fire, the Honey Creek trestle bridge, the engine, and four terrified crewmen crashed into the roaring water twenty feet below. Kate pulled on her barn coat and a battered straw hat. "I'm going," she said.

Before Kate could think of a way to help the men, a terrible thought struck her. The midnight express was scheduled to come through in less than an hour. The train, its crew, and two hundred passengers were right now, this minute, headed toward Honey Creek, not realizing that the bridge was out. Over two hundred people could die. She had to stop that train!

Kate gripped the lantern tighter and stumbled along the rails, following them like a road into the blackness and storm. She ran and fell, slipped and stumbled, toward the Moingona railroad station over a mile away.

Between Honey Creek and the Moingona station, the railroad crossed the Des Moines River. The storm shook the Des Moines River bridge until it swayed and trembled. The rain fell even harder. Mud and water made the crossties slick and treacherous. How could anyone cross this



bridge—caught between the wind, the rain, and the boiling, angry river? Kate knelt down and crawled forward on her hands and knees. She could crawl for those two hundred people.

“Only a little farther,” Kate told herself when her hands finally felt mud and stones instead of empty air between the ties. She was safe across the bridge now; it was a half-mile to the station.

When she saw the station lights, Kate ran like a wild woman. Every breath hurt. She crashed into the station door and fell inside.

“Stop! Stop the train!” she gasped. “The engine—Honey Creek. Stop the train!”

Between gasps for air, Kate told them the Honey Creek bridge had collapsed. “Two men are still alive,” she said. “And the midnight express must be stopped.”

The station agent telegraphed six miles west to Ogden to be sure the midnight express would not be allowed to continue in the storm.

The same telegraph that had warned Ogden station to hold the midnight express sent news of Kate’s bravery from city to city. Within days, newspapers all over the nation were calling her the “Iowa heroine.”



# Comprehension

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What is the major problem for Kate in this passage?

- a. She is in trouble at the railroad office.
- b. She fails to get across the flooded creek.
- c. She is in danger from a storm.
- d. She has to stop the midnight express.

## Part B

Which detail from the passage helps you answer Part A?

- a. “Kate Shelley’s home stood on a hill above Honey Creek and the railroad line that led to Moingona, Iowa.”
- b. “After nearly a week of rain, the creek was a wild bull, roaring and leaping, crashing against the high bluffs that caged it in on either side.”
- c. “The train, its crew, and two hundred passengers were right now, this minute, headed toward Honey Creek, not realizing that the bridge was out.”
- d. “She ran and fell, slipped and stumbled, toward the Moingona railroad station over a mile away.”

### COMMON CORE STATE STANDARDS

**Literature 2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



## 2. Part A

Why was it terrifying for Kate to cross the Des Moines River bridge?

- a. At any moment she could slip and fall into the raging river.
- b. She was very afraid of heights, and the bridge was very high.
- c. The midnight express was due to cross the bridge in minutes.
- d. She did not have a lamp or torch for light, and it was pitch dark.

## Part B

Which detail from the passage helps you answer Part A?

- a. “After nearly a week of rain, the creek was a wild bull, roaring and leaping, crashing against the high bluffs that caged it in on either side.”
- b. “She ran and fell, slipped and stumbled, toward the Moingona railroad station over a mile away.”
- c. “The storm shook the Des Moines River bridge until it swayed and trembled. . . . Mud and water made the crossties slick and treacherous.”
- d. “The train, its crew, and two hundred passengers were . . . headed toward Honey Creek, not realizing that the bridge was out.”

### COMMON CORE STATE STANDARDS

**Literature 2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



### 3. Part A

Which phrase best describes Kate Shelley?

- a. quiet and fearful
- b. crazy and stubborn
- c. determined and brave
- d. gentle and kind

### Part B

Which detail from the passage supports the answer to Part A?

- a. “Kate was fifteen years old in July 1881, when the great storm began.”
- b. “Before Kate could think of a way to help the men, a terrible thought struck her.”
- c. “Kate knelt down and crawled . . . She could crawl for those two hundred people.”
- d. “When she saw the station lights, Kate ran like a wild woman.”

#### COMMON CORE STATE STANDARDS

**Literature 2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



# Vocabulary

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

“Mud and water made the crossties slick and treacherous.” In this sentence, what does the word “treacherous” mean?

- a. fragile
- b. dirty
- c. unsafe
- d. broken

## Part B

Which detail from the passage helps you understand the meaning of “treacherous”?

- a. “Suddenly, Kate heard a crack like thunder, and another and another.”
- b. “The storm shook the Des Moines River bridge until it swayed and trembled.”
- c. “her hands finally felt mud and stones instead of empty air between the ties”
- d. “Between gasps for air, Kate told them the Honey Creek bridge had collapsed.”

### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



## 2. Part A

“When she saw the station lights, Kate ran like a wild woman.” What is the meaning of the phrase “like a wild woman”?

- a. recklessly and violently
- b. without knowing where
- c. with the speed of a wild animal
- d. in a frantic or urgent manner

## Part B

Which detail from the passage helps you understand the meaning of the phrase “like a wild woman”?

- a. “The storm shook the Des Moines River bridge”
- b. “‘Stop! Stop the train!’ she gasped. ‘The engine—Honey Creek.’”
- c. “Kate told them the Honey Creek bridge had collapsed.”
- d. “following them like a road into the blackness and storm”

### COMMON CORE STATE STANDARDS

**Literature 4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **Language 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Language 5.a.** Interpret figurative language, including similes and metaphors, in context.



### 3. Part A

Which meaning of the word “hold” does the author use in the following sentence?

“The same telegraph that had warned Ogden station to hold the midnight express sent news of Kate’s bravery from city to city.”

- a. to support the weight of
- b. to store or preserve
- c. to keep from going
- d. to grasp with the hands

### Part B

Which **three** details from the passage help you understand the meaning of “hold”? **Choose 3 answers.**

- a. “Over two hundred people could die. She had to stop that train!”
- b. “Kate gripped the lantern tighter and stumbled along the rails”
- c. “Every breath hurt. She crashed into the station door and fell inside.”
- d. “‘Two men are still alive,’ she said. ‘And the midnight express must be stopped.’”
- e. “the midnight express would not be allowed to continue in the storm.”

#### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.







Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Jenks and the Fire

Washed, scaled, and gutted, the trout was ready to roast, and yet there was no fire. Jenks hadn't even located a fire area. Sunshine faded along with his spirits.

"I should've built the fire first," Jenks moaned, "before the sun started to set." His heart thumped wildly, blood roared in his ears, and he gulped air with ragged gasps.

"Don't panic," he ordered himself. "That's the first rule of survival."

Fear rooted him in place. The longer he delayed, the darker the sky grew.

"What'll happen to me if I can't build the fire?" he wondered. "I'll freeze to death, all alone. Or ravenous animals—bears, panthers—will surround me."

The sky turned steely gray, and its dreariness smothered the last bits of the sun's gold.

"Snap out of it," Jenks said to himself. "Hurry."

He rapidly selected a fire area and hunched over it. With his calloused fingers, he clawed away prickly weeds and revealed bare earth.

Next, Jenks built a miniature mound of dry grass and parched pine needles. Bristles bit his palms. Stacking dry twigs, he constructed a tiny tepee around it.

"Perfect!" he cried with soaring confidence. "Almost finished."



The fire would start instantly. Jenks was certain. All he had to do now was plunk a lit match between the twigs. The grasses heaped beneath them would burst into flames.

Jenks yanked a box of matches from his pocket and fumbled to open it. He gawked at its contents. His heart stamped into his throat. A single match remained.

“Hey, no pressure,” Jenks chuckled.

He brushed the match against the scratch pad. Pfft! With a sizzle, the flame flared. It glowed blue and yellow on the wooden match. Jenks sighed in relief.

Whoosh! A sudden gust of wind blasted over Jenks. It knocked the cap from his head and extinguished his flame.

“No, no! I don’t believe this!” Jenks cried. He rocked forward, clunking his head on a rock. He started to toss it aside but stopped. He lifted it up and peered closely. Quartz, clear and smooth, peeked from its tip.

In a flash, Jenks ripped a pocketknife from his belt hook. He huddled over his tepee and smacked the quartz against the knife like a flint. A spark flashed, and the tinder ignited. He fueled the flames with knobby branches. With his fire blazing, Jenks realized he was starving.

“Cooking time—finally,” he said.



# Comprehension

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

How does the setting of this passage make Jenks’s challenge more difficult?

- a. Wild animals are lurking nearby, waiting for him to sleep.
- b. He needs to build a fire quickly because night is coming.
- c. He has to clear the plants from the area to build a safe fire.
- d. He must have a fire for warmth because it is winter.

## Part B

Which **two** details from the passage support the answer to Part A?

**Choose 2 answers.**

- a. “‘I should’ve built the fire first,’ Jenks moaned, ‘before the sun started to set.’”
- b. “‘With his calloused fingers, he clawed away prickly weeds and revealed bare earth.’”
- c. “‘I’ll freeze to death, all alone. Or ravenous animals—bears, panthers—will surround me.’”
- d. “‘Fear rooted him in place. The longer he delayed, the darker the sky grew.’”

### COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



## 2. Part A

What does Jenks’s struggle to start a fire show about his character?

- a. He is overcome with fear and feels sorry for himself.
- b. He can control his fear and put his survival skills to work.
- c. He remains confident that finding food is most important.
- d. He is inexperienced and not skillful at wilderness survival.

## Part B

Which **two** details from the passage offer the best support for your answer to Part A? **Choose 2 answers.**

- a. “His heart thumped wildly, blood roared in his ears, and he gulped air”
- b. “‘Don’t panic,’ he ordered himself. ‘That’s the first rule of survival.’”
- c. “Jenks yanked a box of matches from his pocket and fumbled to open it.”
- d. “‘Snap out of it,’ Jenks said to himself. ‘Hurry.’”
- e. “With his fire blazing, Jenks realized he was starving.”
- f. “He rocked forward, clunking his head on a rock.”

### COMMON CORE STATE STANDARDS

**Literature 2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



### 3. Part A

What does Jenks do when the fire lit by his last match is quickly blown out?

- a. Jenks uses a rock and his knife to start a fire.
- b. Jenks finds more matches in his pocket.
- c. Jenks sits down and begins to eat the trout.
- d. Jenks decides that he should wait until morning.

### Part B

Which detail from the passage offers the best support for the answer to Part A?

- a. “Fear rooted him in place. The longer he delayed, the darker the sky grew.”
- b. “Jenks yanked a box of matches from his pocket and fumbled to open it.”
- c. “It knocked the cap from his head and extinguished his flame.”
- d. “He huddled over his tepee and smacked the quartz against the knife like a flint.”

#### COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



# Vocabulary

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

“Next, Jenks built a miniature mound of dry grass and parched pine needles.” What is the meaning of the word “parched”?

- a. stripped from a branch
- b. dark in color
- c. lacking moisture
- d. in a large pile

## Part B

Which word from the sentence helps you understand the meaning of “parched”?

“Next, Jenks built a miniature mound of dry grass and parched pine needles.”

- a. “built”
- b. “miniature”
- c. “dry”
- d. “needles”

### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **Language 5.c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.



## 2. Part A

The sentence “Fear rooted him in place” is an example of figurative language. What does the phrase “rooted in place” mean in the passage?

- a. made unable to move
- b. connected to something
- c. planted in the ground
- d. forced to move away

## Part B

Which detail from the passage helps you understand the meaning of “rooted in place”?

- a. “Jenks hadn’t even located a fire area.”
- b. “The longer he delayed, the darker the sky grew.”
- c. “With his calloused fingers, he clawed away prickly weeds and revealed bare earth.”
- d. “Jenks yanked a box of matches from his pocket and fumbled to open it.”

### COMMON CORE STATE STANDARDS

**Literature 4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **Language 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Language 5.b.** Recognize and explain the meaning of common idioms, adages, and proverbs.





### 3. Part A

“His heart stamped into his throat.” What does this sentence mean?

- a. Jenks had heartburn.
- b. Jenks felt anxious.
- c. Jenks was in a hurry.
- d. Jenks felt pleasure.

### Part B

Which sentence helps explain how Jenks is feeling at the point in the passage where “His heart stamped into his throat”?

- a. “Jenks realized he was starving.”
- b. “The sky turned steely gray”
- c. “A single match remained.”
- d. “Jenks sighed in relief.”

#### COMMON CORE STATE STANDARDS

**Literature 4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **Language 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Language 5.a.** Interpret figurative language, including similes and metaphors, in context.





# Extended Response

You have read selections that present characters with challenges from nature.

- “Run, Kate Shelley, Run”
- “Jenks and the Fire”

In “Run, Kate Shelley, Run,” Kate rushed to stop a train. In “Jenks and the Fire,” Jenks struggled to light a fire.

Write an essay to compare and contrast the challenges faced by Kate and Jenks. Use evidence from both selections to show how their conflicts and reactions are similar and how they are different. Identify a common theme about what it takes to handle the problems nature causes.

In your essay, be sure to

- state your main idea clearly.
- group likenesses and differences together.
- present your evidence, using information from both selections.
- use words and phrases such as “like,” “similarly,” “in contrast,” and “in addition” to show how your examples and ideas are linked.
- explain the common theme in your conclusion.
- use proper grammar, usage, spelling, capitalization, and punctuation.

## COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Literature 9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 2.a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **Writing 2.b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **Writing 2.c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). **Writing 2.e.** Provide a concluding statement or section related to the information or explanation presented. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.









Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Christie's Sacrifice

From behind the chair, I watch Christie's face in the mirror, and I'm trying not to cry. Amazingly, Christie seems perfectly calm. "Are you sure about this?" I ask. "You can change your mind, and I'll totally understand. No matter what, I'm proud of you." But Christie shakes her head and says firmly, "I'm ready." I hold my breath and close my eyes while the blades turn toward her neck. And then it's all over.

Now you're probably wondering why I'm telling you such a scary story. Maybe I better give you a little background. First, you should know that Christie and I are not in a nightmare. We're just in a barbershop. Second, you should know that Christie is a very committed person. When she makes up her mind to do something, she never backs down, even after thinking about the consequences. And in my opinion, there are major consequences to chopping off all of your hair.

Third, I've been really sick the last few years. I'll spare you the details because you don't need to know all the awful things that cancer does to your body. But let's just say that being a kid with cancer is not fun. This time, though, I think I've beaten it for good. I feel like my old self again. Except for one small detail: my hair. After what I've been through, having no hair shouldn't seem like a hardship. But give me a break. It's kind of hard to ignore. I'm lucky to have some cool hats and a good wig, but I still feel different from everyone else.



Which brings me to the fourth and final piece of background information you need to understand this story. Christie has the most wonderful hair I have ever seen. Horses and supermodels might come close, but not quite. Unlike the rest of humankind, Christie has never had a bad hair day. So why are we in a barbershop? Why is her beautiful braid no longer hanging down her back but lying in a plastic bag? Because this haircut is Christie’s way of showing me that I’m not alone. Her neck is bare and white, but her smile is huge as her eyes meet mine in the barbershop mirror. “Now we can grow our hair out together!” she says. Later, all that beautiful hair will be donated to help underprivileged children who suffer from hair loss but cannot afford to buy a wig. Right now, though, Christie and I don’t feel like we’ve lost a thing.





# Comprehension

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

How does the narrator feel about Christie's sacrifice?

- a. She feels both sad and grateful for Christie's action.
- b. She feels both angry and frightened about the danger involved.
- c. She feels happy because she was jealous of her friend's hair.
- d. She feels nervous because her friend might be unhappy.

## Part B

Which **two** details in the story help you answer Part A?

**Choose 2 answers.**

- a. The narrator is near tears and asks Christie if she is sure about cutting off her hair.
- b. The narrator has had a difficult few years fighting cancer and feels different from everyone else.
- c. The narrator knows Christie is giving up something that is valuable and hard to be without.
- d. The narrator believes Christie's best feature is her great attitude, not her beautiful hair.

### COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Literature 6.** Describe how a narrator's or speaker's point of view influences how events are described.



## 2. Part A

Which sentence best states the theme of “Christie’s Sacrifice”?

- a. Having your head shaved for any reason can be upsetting.
- b. Hair and appearance are of great importance to young people.
- c. A sacrifice made to help another is not a loss but a gain.
- d. Cancer is a dreadful disease that causes suffering and sadness.

## Part B

Find a sentence in the passage with details that support your response to Part A. Write that sentence on the lines below.

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### COMMON CORE STATE STANDARDS

**Literature 2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



### 3. Part A

Why does Christie cut off her hair?

- a. She also has cancer and wants to cut her hair before it starts to fall out.
- b. She wants to support her sick friend and show her friend that she cares.
- c. She is tired of her long, braided hair and wants to try a bold, new style.
- d. She was dared to cut off her hair and simply refuses not to follow through.

### Part B

Which detail from the passage supports your answer to Part A?

- a. “When she makes up her mind to do something, she never backs down”
- b. “you don’t need to know all the awful things that cancer does to your body”
- c. “Unlike the rest of humankind, Christie has never had a bad hair day.”
- d. “Because this haircut is Christie’s way of showing me that I’m not alone.”

#### COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



# Vocabulary

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What is the meaning of the word “committed” as the author uses it in the following sentence?

“Second, you should know that Christie is a very committed person.”

- a. did something
- b. part of a group
- c. dedicated
- d. fearful

## Part B

Which sentence from the passage helps you determine the meaning of the word “committed”?

- a. “I hold my breath and close my eyes while the blades turn toward her neck.”
- b. “When she makes up her mind to do something, she never backs down”
- c. ““Now we can grow our hair out together!’ she says.”
- d. “Christie and I don’t feel like we’ve lost a thing.”

### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.



## 2. Part A

“I’ll spare you the details because you don’t need to know all the awful things that cancer does to your body.” What is the meaning of the phrase “spare you the details”?

- a. provide only the information needed to understand something
- b. fully explain to others what an experience was like for you
- c. summarize or restate what happened by providing all the facts
- d. accept the responsibility for something someone else did

## Part B

Which detail from the story helps you understand the meaning of the phrase “spare you the details”?

- a. “But let’s just say that being a kid with cancer is not fun.”
- b. “I feel like my old self again. Except for one small detail: my hair.”
- c. “you’re probably wondering why I’m telling you such a scary story”
- d. “I’m lucky to have some cool hats and a good wig, but I still feel different”

### COMMON CORE STATE STANDARDS

**Literature 4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **Language 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Language 5.b.** Recognize and explain the meaning of common idioms, adages, and proverbs.



### 3. Part A

“Later, all that beautiful hair will be donated to help underprivileged children who suffer from hair loss but cannot afford to buy a wig.”

What is the meaning of “underprivileged”?

- a. feeling embarrassed about one’s appearance
- b. having a very serious illness or injury
- c. lacking what is needed because of poverty
- d. being afraid to cut off all of one’s hair

### Part B

Which phrase from the sentence helps you to understand the meaning of “underprivileged” in the passage?

“Later, all that beautiful hair will be donated to help underprivileged children who suffer from hair loss but cannot afford to buy a wig.”

- a. “beautiful hair”
- b. “suffer from”
- c. “cannot afford”
- d. “buy a wig”

#### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.





Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Excerpt from *Number the Stars*

by Lois Lowry

*On September 29, 1943, Jewish people in Denmark were rounded up by Nazi soldiers and then sent to death camps. In this passage a Jewish girl named Ellen Rosen poses as the sister of her best friend, Annemarie Johansen, as the Nazi soldiers search for Jews.*

“Get up!” he ordered. “Come out here!”

Trembling, the two girls rose from the bed and followed him, brushing past the two remaining officers in the doorway, to the living room.

These men were older and their faces were set with anger.

“Your names?” the officer barked.

“Annemarie Johansen. And this is my—”

“Quiet! Let her speak for herself. Your name?” He was glaring at Ellen.

Ellen swallowed. “Lise,” she said, and cleared her throat.

“Lise Johansen.”

The officer stared at them grimly.

“Now,” Mama said in a strong voice, “you have seen that we are not hiding anything. May my children go back to bed?”

The officer ignored her. Suddenly he grabbed a handful of Ellen’s hair. Ellen winced.

He laughed scornfully. “You have a blond child sleeping in the other room. And you have this blond daughter—” He gestured toward Annemarie with his head. “Where did you get the dark-haired one?”





For a moment no one spoke. Then Annemarie, watching in panic, saw her father move swiftly to the small bookcase and take out a book. She saw that he was holding the family photograph album. Very quickly he searched through its pages, found what he was looking for, and tore out three pictures from three separate pages.

He handed them to the German officer, who released Ellen's hair.

"You will see each of my daughters, each with her name written on the photograph," Papa said. Annemarie knew instantly which photographs he had chosen. The album had many snapshots—all the poorly focused pictures of school events and birthday parties. But it also contained a portrait, taken by a photographer, of each girl as a tiny infant. Mama had written, in her delicate handwriting, the name of each baby daughter across the bottom of those photographs. She realized too, with an icy feeling, why Papa had torn them from the book. At the bottom of each page, below the photograph itself, was written the date. And the real Lise Johansen had been born twenty-one years earlier.

"Kirsten Elisabeth," the officer read, looking at Kirsti's baby picture. He let the photograph fall to the floor.

"Annemarie," he read next, glanced at her, and dropped the second photograph.

"Lise Margrete," he read finally and stared at Ellen for a long, unwavering moment. In her mind, Annemarie pictured the photograph that he held: the baby, wide-eyed, propped against a pillow, her tiny hand holding a silver teething ring, her bare feet visible below the hem of an embroidered dress. The wispy curls. Dark.

The officer tore the photograph in half and dropped the pieces on the floor. Then he turned, the heels of his shiny boots grinding into the pictures, and left the apartment. Without a word, the other two officers followed. Papa stepped forward and closed the door behind him.



# Comprehension

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What is the narrator’s point of view or attitude toward the Nazis?

- a. The narrator is puzzled and does not understand the Nazis’ actions.
- b. The narrator believes the Nazis are people who can be easily fooled.
- c. The narrator feels both great sympathy and great hatred for the Nazis.
- d. The narrator views the Nazis as rude, cruel, and violent people.

## Part B

Which **three** details from the passage support the answer to Part A?

**Choose 3 answers.**

- a. “Suddenly he grabbed a handful of Ellen’s hair. Ellen winced.”
- b. “She saw that he was holding the family photograph album.”
- c. “‘Kirsten Elisabeth,’ the officer read, looking at Kirsti’s baby picture.”
- d. “Very quickly he searched through its pages, found what he was looking for”
- e. “The officer tore the photograph in half and dropped the pieces on the floor.”
- f. “Then he turned, the heels of his shiny boots grinding into the pictures”

### COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Literature 6.** Describe how a narrator’s or speaker’s point of view influences how events are described.



## 2. Part A

Why is the family terrified of the officers?

- a. They know that they are not supposed to have visitors at night.
- b. They are afraid that the officers will take their photo albums.
- c. They will be in trouble if the officers realize Ellen is not Lise.
- d. They are worried that Kirsti will be afraid of strangers.

## Part B

Which detail from the passage offers the best support for the answer to Part A?

- a. “Trembling, the two girls rose from the bed and followed him”
- b. “She saw that he was holding the family photograph album.”
- c. “These men were older and their faces were set with anger.”
- d. “‘Lise Margrete,’ he read finally and stared at Ellen”

### COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



### 3. Part A

Why does Papa tear the photographs out of the album before handing them to the officer?

- a. so the officer does not see the dates on the pages
- b. so the officer does not see the other pictures in the album
- c. so the officer does not see Mama's handwriting
- d. so the officer does not see the picture of Lise with dark hair

### Part B

Which detail from the passage supports your choice for Part A?

- a. "Very quickly he searched through its pages, found what he was looking for, and tore out three pictures from three separate pages."
- b. "Mama had written, in her delicate handwriting, the name of each baby daughter across the bottom of those photographs."
- c. "Annemarie pictured the photograph that he held: the baby, wide-eyed, propped against a pillow . . . The wispy curls. Dark."
- d. "below the photograph itself, was written the date. And the real Lise Johansen had been born twenty-one years earlier."

#### COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



# Vocabulary

**Directions:** Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

“Trembling, the two girls rose from the bed and followed him, brushing past the two remaining officers in the doorway, to the living room.”

Which meaning for the word “brushing” is used in this sentence?

- a. moving carelessly
- b. applying strokes to the hair
- c. touching lightly in passing
- d. meeting with dreadful results

## Part B

Which word from the sentence helps you understand the meaning of “brushing”?

“Trembling, the two girls rose from the bed and followed him, brushing past the two remaining officers in the doorway, to the living room.”

- a. “rose”
- b. “followed”
- c. “past”
- d. “remaining”

### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.



## 2. Part A

“The officer stared at them grimly.” What is the meaning of the word “grimly”?

- a. in a kind way
- b. in a harsh way
- c. in a curious way
- d. in a bored way

## Part B

Which detail from the passage helps you understand the meaning of “grimly”?

- a. “These men were older and their faces were set with anger.”
- b. “‘Lise,’ she said, and cleared her throat. ‘Lise Johansen.’”
- c. “‘Where did you get the dark-haired one?’”
- d. “Without a word, the other two officers followed.”

### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.



### 3. Part A

“‘Lise Margrete,’ he read finally and stared at Ellen for a long, unwavering moment.” What is the meaning of “unwavering”? Think about the meanings of the prefix “un-” and the word “waver” as well as the context.

- a. steady
- b. unhelpful
- c. depressing
- d. frightening

### Part B

Which word in the sentence provides a context clue to the meaning of “unwavering”?

“‘Lise Margrete,’ he read finally and stared at Ellen for a long, unwavering moment.”

- a. “read”
- b. “finally”
- c. “stared”
- d. “moment”

#### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.







# Extended Response

You have read selections that show how characters respond when they see their friends suffering or being treated unfairly.

- “Christie’s Sacrifice”
- Excerpt from *Number the Stars*

In “Christie’s Sacrifice,” the narrator cuts off her hair to support a sick friend. In the excerpt from *Number the Stars*, a family helps a Jewish friend hide from the Nazis.

Write an essay in which you agree or disagree with the following statement: *In a battle against injustice or disease, a friend is a powerful weapon to have on your side.* Use evidence from the selections to support your opinion.

In your essay, be sure to

- include at least two paragraphs.
- begin with an introduction that states your opinion.
- use quotes and examples from both passages to support your point of view.
- organize your information logically.
- use words and phrases such as “consequently,” “therefore,” and “in addition” to link your opinion and reasons.
- include a conclusion that brings readers back to your opinion.
- use proper grammar, usage, spelling, capitalization, and punctuation.

## COMMON CORE STATE STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 1.a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

**Writing 1.b.** Provide logically ordered reasons that are supported by facts and details. **Writing 1.c.** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). **Writing 1.d.** Provide a concluding statement or section related to the opinion presented. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.









Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### *Apollo 13*

*Apollo 13 was intended to be the third manned mission to the moon. Drawing on the experience of two successful landings, the mission began smoothly. Forty-six hours after launch, Joe Kerwin reported that “The spacecraft is in real good shape . . . We’re bored to tears down here.”*

The smooth ride was not set to continue. Twelve hours later, the crew was interrupted by a sudden vibration and a sharp bang. Warning lights in the command module soon revealed the cause. Number two oxygen tank was empty, and number one tank was losing pressure fast.

Pressure in number one tank continued to fall. The crew, looking out of the window of the ship, could see gas escaping out into space. If the pressure fell too far, power in the command module would fail completely. As a last resort, they moved into the lunar module, which now acted as a lifeboat.

It fell to Mission Control to work out how to bring the craft home. On their instructions, the lunar module’s engines were fired twice. The first burn moved the craft away from a lunar landing trajectory. The second sped the return journey to Earth.

Survival was now the main challenge facing the crew. The lunar module was designed to accommodate two people for forty-five hours. It now needed to support three people for ninety hours. Oxygen supplies were plentiful, but the buildup of carbon dioxide soon became a problem.



Water was also a scarce resource. The crew were forced to cut down to a fifth of their normal intake. They lost a total of 14 kilograms [almost 31 pounds] between them during the course of the mission. Without electricity, temperatures fell to a chilling 3 degrees Celsius [about 37 degrees Fahrenheit], preventing the crew from sleeping during the ordeal.

Shortly before re-entry, the crew moved back into the command module. The temperature drop had caused condensation to form on the walls. This meant there was a danger of short circuits when the power was turned back on. But fortunately, the crew were able to power the module up safely.

Four days after the explosion, the crew splashed down in the Pacific Ocean. All three men walked away from the *Apollo 13* spacecraft alive. Due to their bravery, and to the efforts of the ground crew at Mission Control, this mission is often referred to as “The Successful Failure.”



# Comprehension

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What happened 12 hours after Joe Kerwin reported that the mission was going well and they were “bored to tears”?

- a. The lunar module lost power, so the crew could not land on the moon.
- b. The goal of the mission changed from exploration to returning home safely.
- c. Condensation from cold temperatures created a short circuit.
- d. The crew moved from the lunar module to the command module.

## Part B

Which **three** details from the passage help you identify the answer to Part A? **Choose 3 answers.**

- a. “Number two oxygen tank was empty, and number one tank was losing pressure fast.”
- b. “Survival was now the main challenge facing the crew.”
- c. “This meant there was a danger of short circuits when power was turned back on.”
- d. “As a last resort, they moved into the lunar module, which now acted as a lifeboat.”
- e. “The temperature drop had caused condensation to form on the walls.”
- f. “Shortly before re-entry, the crew moved back into the command module.”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.



## 2. Part A

Which of the following best explains why the *Apollo 13* crew was able to survive?

- a. They had such good equipment that they did not need to rely on a backup system.
- b. They had good ground crew support and were able to conserve resources.
- c. Mission Control took over control of the spacecraft and steered it home.
- d. Mission Control sent another space crew to the moon to rescue them.

## Part B

Which **two** details best support the answer to Part A?

**Choose 2 answers.**

- a. The crew had to work for days with little water and no sleep.
- b. Condensation in the command module did not cause a short circuit.
- c. Mission Control figured out a way to bring the astronauts home.
- d. The goal was to send all three of the astronauts to the moon and back.
- e. The crew moved into the command module and flew it back to Earth.
- f. The crew were helpless when they lost contact with Mission Control.

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.





### 3. Part A

Why has the *Apollo 13* mission been called “The Successful Failure”?

- a. The crew made it to the moon safely, but they did not return to Earth.
- b. Although the engines failed to start, all other systems worked well.
- c. The astronauts were on the moon for a shorter time than was expected.
- d. The mission was abandoned, but the astronauts returned safely to Earth.

### Part B

Which **two** details from the passage best support the answer to Part A?

**Choose 2 answers.**

- a. “*The spacecraft is in real good shape . . . We’re bored to tears down here.*”
- b. “The smooth ride was not set to continue.”
- c. “On their instructions, the lunar module’s engines were fired twice.”
- d. “All three men walked away from the *Apollo 13* spacecraft alive.”

#### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.



# Vocabulary

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What is the meaning of the phrase “last resort” in the following sentences?

“If the pressure fell too far, power in the command module would fail completely. As a last resort, they moved into the lunar module, which now acted as a lifeboat.”

- a. a resource that is used only when all other options fail
- b. something done with courage in spite of the risks involved
- c. an appealing place where you go for rest and recreation
- d. a dangerous plan that is carried out without thinking

## Part B

Which of the following helps explain the meaning of “last resort”?

- a. The crew’s trip was supposed to be enjoyable because there had already been two successful missions.
- b. The crew moved into a lunar module that was built for only two people.
- c. The crew decided to begin the mission without a good backup plan in place.
- d. The crew left Earth even though there were problems with the command module.

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **Language 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Language 5.b.** Recognize and explain the meaning of common idioms, adages, and proverbs.



## 2. Part A

The word “fired” has many meanings. What is the meaning of “fired” in the following sentence?

“On their instructions, the lunar module’s engines were fired twice.”

- a. dismissed from a job
- b. burned for heat
- c. fueled and started
- d. dried and repaired

## Part B

Which detail from the passage helps you to understand the meaning of “fired”?

- a. “The crew, looking out of the window of the ship, could see gas escaping out into space.”
- b. “The first burn moved the craft away from a lunar landing trajectory.”
- c. “Without electricity, temperatures fell to a chilling 3 degrees Celsius”
- d. “The temperature drop had caused condensation to form on the walls.”

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



### 3. Part A

“The lunar module was designed to accommodate two people for forty-five hours.” What is the meaning of the word “accommodate”?

- a. keep entertained
- b. get used to
- c. allow communication with
- d. meet the needs of

### Part B

Which detail from the passage provides the best clue to the meaning of “accommodate”?

- a. “On their instructions, the lunar module’s engines were fired twice.”
- b. “It now needed to support three people for ninety hours.”
- c. “*‘We’re bored to tears down here.’*”
- d. “The crew were forced to cut down to a fifth of their normal intake.”

#### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.





Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Lunar Vehicles

How would you travel across Earth if there were no roads, railways, or bridges? You could go on foot, but there would be challenges, especially when trying to cross rough or mountainous terrain. Astronauts on the moon face this problem. There are no transportation systems on the moon. More importantly, the surface of the moon is rocky and full of craters—some of these depressions are deeper than others.

In the early 1970s, NASA (National Aeronautics and Space Administration) sent astronauts on three missions, *Apollo 15*, *16*, and *17*, to explore the surface of the moon with a four-wheeled, open-air buggy called a Lunar Roving Vehicle (LRV). The LRV was battery powered and held two passengers. It was built to withstand the rugged terrain and extreme weather on the moon, where temperatures can get very hot or very cold in a matter of seconds. The LRV was equipped with a video camera and an antenna that looked like an umbrella. This enabled astronauts to send pictures and sounds from the moon back to Earth.

Four LRVs were built: three were used on missions, and one was used for spare parts. On the moon, an LRV was used for three excursions. These trips let astronauts explore the moon and travel farther and longer than they had on foot. The LRV could climb steep, rocky slopes and move easily over the moon's surface. It was able to carry more than twice its weight. This allowed astronauts to bring equipment with them as well as collect rocks. However, the LRV was not designed to be used for a long time, so each vehicle was used on only one mission to the moon.



At the turn of the twenty-first century, NASA began developing models for a modern vehicle. One model is called the Lunar Electric Rover. Unlike LRVs, the Lunar Electric Rover is pressurized and has twelve wheels. Additionally, it can be used for ten years rather than just one mission. Like its predecessor, it can only carry two astronauts. However, the astronauts can sleep and use sanitary facilities in the Lunar Electric Rover. These features would allow astronauts to travel thousands of miles on excursions lasting up to fourteen days.

Unfortunately, the technology needed to put a Lunar Electric Rover on the moon is not yet available. Also, astronauts have not returned to the moon since the 1970s. But perhaps sometime in the future, NASA will send astronauts back to the moon. Then the Lunar Electric Rover may be their “wheels” on the moon.



# Comprehension

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What are **two** main ideas of the passage? **Choose 2 answers.**

- a. Astronauts sent pictures taken on the moon to Earth.
- b. Astronauts could use the LRV to explore the moon.
- c. NASA ran the American space program in the 1970s.
- d. The LRV could travel over the moon's rugged terrain.
- e. The Lunar Electric Rover can carry two passengers.
- f. The Lunar Electric Rover is an improved lunar vehicle.

## Part B

Find **two** sentences in the passage with details that support your answers to Part A. Write the **2** sentences on the lines provided.

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### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.





## 2. Part A

What advantage does the Lunar Electric Rover have over the LRV?

- a. It holds two passengers.
- b. It rolls on wheels.
- c. It can be used over again.
- d. It is for use on the moon.

## Part B

Which detail from the passage best supports the answer to Part A?

- a. “The LRV was battery powered and held two passengers.”
- b. “This allowed astronauts to bring equipment with them as well as collect rocks.”
- c. “One model is called the Lunar Electric Rover.”
- d. “Additionally, it can be used for ten years rather than just one mission.”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



### 3. Part A

What is one of the reasons the Lunar Electric Rover has not been used on the moon?

- a. It is too big and heavy for practical use on the moon.
- b. The moon missions ended long before it was built.
- c. It is still being developed and has not been tested yet.
- d. Astronauts need more training before they can use it.

### Part B

Which **two** details from the passage best support the answer to Part A?  
**Choose 2 answers.**

- a. “Like its predecessor, it can only carry two astronauts.”
- b. “However, the astronauts can sleep and use sanitary facilities in the Lunar Electric Rover.”
- c. “Additionally, it can be used for ten years rather than just one mission.”
- d. “Also, astronauts have not returned to the moon since the 1970s.”
- e. “But perhaps sometime in the future, NASA will send astronauts back to the moon.”

#### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



# Vocabulary

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

The word “depressions” has several meanings. What is the meaning of “depressions” in the following sentence from the passage?

“More importantly, the surface of the moon is rocky and full of craters—some of these depressions are deeper than others.”

- a. flat land
- b. acts of lowering
- c. business slowdowns
- d. hollows or low places

## Part B

“More importantly, the surface of the moon is rocky and full of craters—some of these depressions are deeper than others.” Which of the following words from this sentence has almost the same meaning as “depressions”?

- a. “surface”
- b. “moon”
- c. “craters”
- d. “deeper”

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



## 2. Part A

The word “extreme” has several meanings. What is the meaning of “extreme” in the following sentence from the passage?

“It was built to withstand the rugged terrain and extreme weather on the moon, where temperatures can get very hot or very cold in a matter of seconds.”

- a. always stormy
- b. very different
- c. far away from
- d. more than usual

## Part B

“It was built to withstand the rugged terrain and extreme weather on the moon, where temperatures can get very hot or very cold in a matter of seconds.” Which phrase from this sentence provides the best clue to the meaning of “extreme”?

- a. “built to withstand”
- b. “the rugged terrain”
- c. “very hot or very cold”
- d. “in a matter of seconds”

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



### 3. Part A

“On the moon, an LRV was used for three excursions.” What is the meaning of the word “excursions”?

- a. journeys
- b. inclines
- c. activities
- d. tools

### Part B

Which detail from the passage provides the best clue to the meaning of the word “excursions”?

- a. “This enabled astronauts to send pictures and sounds from the moon back to Earth.”
- b. “These trips let astronauts explore the moon and travel farther and longer than they had on foot.”
- c. “This allowed astronauts to bring equipment with them as well as collect rocks.”
- d. “However, the LRV was not designed to be used for a long time, so each vehicle was used on only one mission to the moon.”

#### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.





# Extended Response

You have read two passages about NASA space missions.

- “*Apollo 13*”
- “Lunar Vehicles”

In “*Apollo 13*,” you learned that the astronauts experienced problems with their equipment and had to return to Earth. In “Lunar Vehicles,” you learned about the vehicles astronauts use on the moon.

What are the vehicles and equipment that NASA used for these missions? What are the purposes of these vehicles and equipment?

Write an informative essay to identify the vehicles and equipment and to explain their functions. In your essay, be sure to

- introduce your topic in the first paragraph by naming the passages and identifying the focus of your analysis.
- include details and examples from both passages.
- organize the information to identify the vehicles and equipment and then explain their purposes.
- use words and phrases, such as “unlike” and “in the same way,” to link ideas in each paragraph and across all paragraphs.
- summarize your ideas in your conclusion.
- use proper grammar, usage, spelling, capitalization, and punctuation.

## COMMON CORE STATE STANDARDS

**Informational Text 9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 2.a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **Writing 2.c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). **Writing 2.e.** Provide a concluding statement or section related to the information or explanation presented. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.











Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### **Ancient Builders**

by **Tim Prentiss**

Many Native American groups were named based on their beliefs or what they left behind. One of these groups was the Mound People. Their civilization settled along the Mississippi and Ohio Rivers, and they also lived along Lake Erie and the Gulf of Mexico.

There were several different groups of Mound People, and each group formed its own society. The groups spoke different languages and had different traditions, and they hunted and gathered food in different ways.

But all Mound People groups had one thing in common. They all built mounds made from earth. Some mounds were tall, some were shaped like animals, and some were small mountains in the middle of flat land. Underneath the mounds lay the history of their civilization.

Many of the mounds covered the tombs of the people's greatest leaders. These large graves held their deceased leaders and the leaders' possessions. The mounds were created as a way to honor the leaders of the Mound People.

Mound People built large buildings of wood and mud in a central location. Often the leader would live there until he died. Then the building became his tomb, and the people would build a mound over it.

The building of a new mound was a great celebration with everyone helping to pile bucket after bucket of dirt in one place. On top of this mound, the people would build a new building where the new leader would live. One day a mound would also be built over that leader's



building, and so over time, the mounds grew higher. The Cahokia mound in Illinois was 100 feet tall, but some mounds were no higher than three feet. In the northern Great Lakes, mounds were often low and built in the shapes of birds, reptiles such as snakes, and other animals. How did the Mound People know how to design these? They were skilled architects.

In the 1700s, American settlers discovered many of these mounds while hunting for food. Some of these mounds were later plowed down for farming. At the time, the settlers did not know the importance of these places and did not think of the mounds as burial places. As a result, they did not treat these areas and the artifacts within them with respect.

In 1770, Joseph Tomlinson discovered a mound in West Virginia. He was curious about it, but he did not think it was worth preserving or protecting, so the mound was dug up. Later, one of Tomlinson's relatives opened a museum in the center room of the mound, charging 25 cents for visitors to see the inside of the mound. Then in the 1860s, soldiers mounted cannons on it to fight during the Civil War.

One of the oldest mounds, built around 250 B.C., was found in West Virginia too. The Mound People buried their dead with jewelry and other artifacts. It is interesting that many other civilizations around the world had this same tradition.

Some mounds were similar to ancient Aztec pyramids in Central America. They had four sloped sides and a flat top. Dirt was dug out from around the mound, and sometimes a ditch, or even a moat, was created.

The architecture of the Mound People is part of American history, and the grassy mounds are an enduring mark of their civilization. Today, many states have preserved these ancient places so future generations can learn about the past.



# Comprehension

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What are **two** main ideas of this passage? **Choose 2 answers.**

- a. Mounds were sometimes built on top of one another.
- b. Mounds provide information about the Mound People’s civilization.
- c. Mounds were different sizes, but the Cahokia mound was tall.
- d. We can learn about the past by studying ancient mounds.
- e. One of the oldest mounds ever discovered is located in West Virginia.

## Part B

Which **three** of the following details from the passage best support the answers to Part A? **Choose 3 answers.**

- a. “One day a mound would also be built over that leader’s building”
- b. “Underneath the mounds lay the history of their civilization.”
- c. “The architecture of the Mound People is part of American history”
- d. “The Cahokia mound in Illinois was 100 feet tall”
- e. “the grassy mounds are an enduring mark of their civilization”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.



## 2. Part A

Why were some mounds destroyed over time?

- a. Native Americans no longer needed to use the mounds as burial places.
- b. People did not recognize the mounds as important historical sites.
- c. Mound People destroyed the mounds after their leaders were buried.
- d. People did not want to continue caring for the mounds, so they fell apart.

## Part B

Find **two** sentences in the passage with details that support your answer to Part A. Write the **2** sentences on the lines provided.

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### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.



### 3. Part A

How were other civilizations similar to that of the Mound People?

- a. Other civilizations built on top of mounds.
- b. Other civilizations constructed pyramids.
- c. Other civilizations put objects inside tombs.
- d. Other civilizations did not preserve mounds.

### Part B

Which detail from the passage best supports the answer to Part A?

- a. “In 1770, Joseph Tomlinson discovered a mound in West Virginia. He was curious about it, but he did not think it was worth preserving or protecting, so the mound was dug up.”
- b. “The Mound People buried their dead with jewelry and other artifacts. It is interesting that many other civilizations around the world had this same tradition.”
- c. “They had four sloped sides and a flat top. Dirt was dug out from around the mound, and sometimes a ditch, or even a moat, was created.”
- d. “The architecture of the Mound People is part of American history, and the grassy mounds are an enduring mark of their civilization.”

#### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



# Vocabulary

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

“Many of the mounds covered the tombs of the people’s greatest leaders.” What is the meaning of the word “tombs” in this sentence?

- a. wooden buildings
- b. leaders’ homes
- c. burial sites
- d. steep hills

## Part B

Which detail from the passage helps you understand the meaning of “tombs”?

- a. “These large graves held their deceased leaders and the leaders’ possessions.”
- b. “Mound People built large buildings of wood and mud in a central location.”
- c. “On top of this mound, the people would build a new building where the new leader would live.”
- d. “One day a mound would also be built over that leader’s building, and so over time, the mounds grew higher.”

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.





## 2. Part A

“As a result, they did not treat these areas and the artifacts within them with respect.” What is the meaning of the word “artifacts” in this sentence?

- a. remains of a dead person
- b. objects made by humans
- c. land people lived on
- d. grains such as corn

## Part B

Which word from the following sentence provides the best clue to the meaning of “artifacts”?

“The Mound People buried their dead with jewelry and other artifacts.”

- a. “People”
- b. “buried”
- c. “dead”
- d. “jewelry”

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



### 3. Part A

“The architecture of the Mound People is part of American history, and the grassy mounds are an enduring mark of their civilization.” What is the meaning of the word “enduring” in this sentence?

- a. lasting
- b. temporary
- c. modern
- d. ancient

### Part B

Which phrase from the following paragraph provides the best clue to the meaning of “enduring”?

“The architecture of the Mound People is part of American history, and the grassy mounds are an enduring mark of their civilization. Today, many states have preserved these ancient places so future generations can learn about the past.”

- a. “American history”
- b. “grassy mounds”
- c. “have preserved”
- d. “future generations”

#### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.





Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### A Sea of Grass

by Michael Archer

In 1862, the news that the government was giving away land in the middle of the United States spread quickly. All someone had to do was pay a fee and live on the land for five years, and after that, the land belonged to him or her. In those days, many people didn't own land because they couldn't afford to buy it. They thought this was the perfect opportunity since owning land was the American dream!

People packed up everything they owned and moved west, traveling by train, covered wagon, and even on foot. They didn't know what to expect when they moved to places such as Kansas, North Dakota, Oklahoma, and Nebraska.

When they arrived, they noticed that there were very few trees, but they did behold a sea of grass that stretched as far as the eye could see. This grassland was called a prairie, and the people who built their homes on these prairies were called homesteaders.

The homesteaders quickly adapted to life on the prairie. There weren't many trees or stones to use for building houses, so they used what was available to them, sod. The sod, or grass with its roots in dirt, was like a thick mat. People built their houses out of sod by cutting it into pieces and stacking the pieces like bricks.

Homesteaders who built sod houses were called sodbusters, and their houses were called soddies. Soon soddies, which made excellent shelters, were being built all across the Great Plains.



Some soddies were “dugouts” that were built into the side of a hill. The roofs of dugouts were made of cedar poles and strips of sod laid across the poles. Because there weren’t many trees on the prairie, cedar poles had to be brought in from far away.

Life on the prairie was difficult for homesteaders who had to adapt to a harsh climate. Winters were very cold, and summers were very hot. Homesteaders faced blizzards, tornadoes, droughts, dust storms, and winds that were always blowing. If a fire started, the strong winds would spread it quickly across the fields.

Homesteaders also worried about water, which was in short supply. They often hauled in barrels of water from miles away, but some of them dug deep wells by hand.

Life inside the dark, damp soddies was not much better. Because they were made partly from dirt, soddies smelled and had problems with mice, snakes, and bugs coming through the walls. When it rained, the floors would turn to thick mud. It was hard to keep soddies clean and free of vermin.

Life on the prairie was harsh with its weather extremes, lack of medical care, dirty houses, and low water supplies. So why would anyone choose to face such hardships?

For homesteaders, owning land was a dream that was worth the struggle. If they could stay on the homestead long enough, the land would be theirs, but five years is a long time. Only about half of the people who tried to homestead stayed. Many homesteaders gave up life on the prairie and went back to cities in the East.



# Comprehension

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What are **two** main ideas of this passage? **Choose 2 answers.**

- a. The harsh climate was one challenge homesteaders faced.
- b. Homesteaders tried to build a new life on the prairie.
- c. Wood was a scarce resource, so people built with sod.
- d. Many homesteaders gave up on the dream of owning land.
- e. Homesteaders hoped to achieve the American dream.

## Part B

Which **two** details best support your answers to Part A?

**Choose 2 answers.**

- a. “People packed up everything they owned and moved west, traveling by train, covered wagon, and even on foot.”
- b. “People built their houses out of sod by cutting it into pieces and stacking the pieces like bricks.”
- c. “Homesteaders faced blizzards, tornadoes, droughts, dust storms, and winds that were always blowing.”
- d. “For homesteaders, owning land was a dream that was worth the struggle.”
- e. “Only about half of the people who tried to homestead stayed.”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.



## 2. Part A

Why did homesteaders on the prairie build soddies?

- a. Soddies provided the best protection from harsh weather.
- b. The usual building materials were scarce.
- c. Homes in eastern cities were also built using sod.
- d. Soddies were attractive homes that were easy to keep clean.

## Part B

Which detail from the passage helps you answer Part A?

- a. “There weren’t many trees or stones to use for building houses, so they used what was available to them, sod.”
- b. “People built their houses out of sod by cutting it into pieces and stacking the pieces like bricks.”
- c. “Because there weren’t many trees on the prairie, cedar poles had to be brought in from far away.”
- d. “The roofs of dugouts were made of cedar poles and strips of sod laid across the poles.”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



### 3. Part A

How does the author support the statement that life on the prairie was difficult?

- a. The author explains that the government offered free land to homesteaders.
- b. The author discusses the various homes homesteaders built for themselves.
- c. The author lists and describes some of the problems homesteaders faced.
- d. The author includes quotes from homesteaders who returned to cities in the East.

### Part B

Which detail from the passage best supports the answer to Part A?

- a. “When they arrived, they noticed that there were very few trees, but they did behold a sea of grass that stretched as far as the eye could see.”
- b. “They didn’t know what to expect when they moved to places such as Kansas, North Dakota, Oklahoma, and Nebraska.”
- c. “Soon soddies, which made excellent shelters, were being built all across the Great Plains.”
- d. “Life on the prairie was harsh, with its weather extremes, lack of medical care, dirty houses, and low water supplies.”

#### COMMON CORE STATE STANDARDS

**Informational Text 8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).





# Vocabulary

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What is the meaning of the phrase “sea of grass” in the following sentence from the passage?

“When they arrived, they noticed that there were very few trees, but they did behold a sea of grass that stretched as far as the eye could see.”

- a. large areas of land that are covered in grasses
- b. a large body of water filled with many plants
- c. flooded areas
- d. land near the sea

## Part B

Which detail from the passage provides the best clue to the meaning of the phrase “sea of grass”?

- a. “They often hauled in barrels of water”
- b. “This grassland was called a prairie”
- c. “The homesteaders quickly adapted to life on the prairie.”
- d. “Homesteaders also worried about water”

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of *unknown* and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use *context* (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **Language 5.** Demonstrate *understanding of figurative language*, word relationships, and nuances in word meanings. **Language 5.a.** Interpret figurative language, including similes and metaphors, in context.



## 2. Part A

“The homesteaders quickly adapted to life on the prairie.” What is the meaning of the word “adapted”?

- a. worked hard to make a living
- b. followed the usual pattern
- c. changed to fit conditions
- d. moved from place to place

## Part B

Which detail from the passage provides the best clue to the meaning of the word “adapted”?

- a. “All someone had to do was pay a fee and live on the land for five years, and after that, the land belonged to him or her.”
- b. “People packed up everything they owned and moved west, traveling by train, covered wagon, and even on foot.”
- c. “They didn’t know what to expect when they moved to places such as Kansas, North Dakota, Oklahoma, and Nebraska.”
- d. “There weren’t many trees or stones to use for building houses, so they used what was available to them, sod.”

### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



### 3. Part A

The word “harsh” has several meanings. What is the meaning of “harsh” in the following sentence from the passage?

“Life on the prairie was difficult for homesteaders who had to adapt to a harsh climate.”

- a. rough to the touch
- b. sharp sounding
- c. very unpleasant
- d. without feeling

### Part B

Which detail provides the best clue to the meaning of “harsh”?

- a. “Because there weren’t many trees on the prairie, cedar poles had to be brought in from far away.”
- b. “Homesteaders faced blizzards, tornadoes, droughts, dust storms, and winds that were always blowing.”
- c. “When it rained, the floors would turn to thick mud.”
- d. “Homesteaders also worried about water, which was in short supply.”

#### COMMON CORE STATE STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.





# Extended Response

You have read two passages about past ways of life in America.

- “Ancient Builders”
- “A Sea of Grass”

In “Ancient Builders,” you learned about the Mound People. In “A Sea of Grass,” you learned about homesteaders on the Great Plains.

Archaeologists dig up artifacts to learn about people long ago. What do you think archaeologists would find while studying the Mound People? What do you think they would find while studying the homesteaders? If you were an archaeologist, which group would you study? Why?

Write an essay that answers these questions. Be sure to

- introduce the topic, and tell what you think archaeologists would find while studying each group.
- state your opinion about which group you would study, and use information from both passages to support it.
- group related ideas together.
- use words, phrases, and clauses, such as “consequently” and “specifically,” to link your opinion and reasons.
- summarize your ideas in a concluding statement.
- use proper grammar, usage, spelling, capitalization, and punctuation.

## COMMON CORE STATE STANDARDS

**Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 1.a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. **Writing 1.b.** Provide logically ordered reasons that are supported by facts and details. **Writing 1.c.** Link opinion and reasons using words, phrases, and clauses (e.g. *consequently, specifically*). **Writing 1.d.** Provide a concluding statement or section related to the opinion presented. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



