LEAP

English Language Arts

2016 Practice Test

Grade 5

DEPARTMENT of EDUCATION
Louisiana Believes

Session 1
Research Simulation Task

Directions:

Today, you will take Session 1 of the Grade 5 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will research how penguins are rescued after a large oil spill. You will read three articles. As you review these sources, you will gather information and answer questions about the rescue of penguins so you can write an essay.

Read the passage from the article by Lauren Tarshis titled "The Amazing Penguin Rescue." Then answer the questions.

from "The Amazing Penguin Rescue"

by Lauren Tarshis

1 Imagine you are an African penguin living on an island in the middle of the South Atlantic Ocean. You live with tens of thousands of other penguins on a rocky beach. It's a typical day there in June—cold and windy. The beach echoes with penguin noises, barks and honks and brays. Some of your fellow penguins fight for territory. Others cuddle with their mates and dote on their chicks.

2 You're hungry, so you head down to the water's edge. You waddle on tiny feet, and your wings are too stubby for flying. But in the water, you can swim faster and dive deeper than any bird on Earth. As you plunge into the sea, your wings become powerful underwater propellers. You shoot through the water at 12 miles an hour, a black-and-white blur, snatching sardines from the surface, swallowing them whole, then catching more. Your thick feathers protect you from the freezing water.

3 You stay in the sea for hours until your belly is full. Then you turn to head back to shore.

4 That's when something goes wrong.

5 As you come to the surface for air, the water feels unfamiliar. It is thick, and it burns your eyes. You try to swim away, but suddenly your wings are too heavy to lift and you can barely propel yourself. Your body wobbles and rolls. You feel bitterly cold. You shiver and gasp for breath.

6 What you don't know is that just hours ago, a cargo ship called *Treasure* hit a reef and split apart. As it sank, 1,300 tons of toxic crude oil gushed into the sea. Oil surrounds your breeding ground—the largest African penguin breeding ground in the world.

7 You are not the only penguin that has become soaked with the poisonous oil. Thousands of others have been trapped in the massive oil slick.

8 The impact of oil on a penguin (or any bird) is immediate and devastating. You are shivering because the oil has caused your layers of feathers to separate. Freezing water now lashes at your sensitive skin. Your eyes hurt because the oil has burned them. Your wings are heavy because they are coated with oil.

9 But your instinct for survival is strong. Somehow you struggle back to shore, fighting the waves and the current. The trip, usually effortless, is an agonizing ordeal. You manage to stagger onto the beach and back to your nest. You lick and peck at your feathers, desperate to clean them. Finally you give up. There is nothing to do but stand there, terrified, dazed, and silent.

Strange Creatures

10 Then the beach is invaded by enormous creatures.

GO ON ►

11 They are humans, but you don't know that. You have never seen a human before. These men and women know what you don't: that this oil spill is a catastrophe for you and your species. Some of them have devoted their lives to helping birds like you, birds caught in oil spills and other human-made disasters. They have helped with bird rescues around the world. All they care about is saving your life.

12 But how could you know this?

13 As the humans swarm the beach, you are overcome with panic. A man catches you. You lash out viciously with your powerful jaws and razor-sharp beak. You bite his arm, ripping his skin through the fabric of his thick coat. He doesn't let go. You strike again, biting his leg, inflicting a wound that will leave a scar for the rest of his life. But he cares more about you than himself. All across the beach, dozens of people are capturing penguins, enduring excruciating bites and wing slaps as they load you and the other penguins into crates. It is painful, exhausting work. The sight of all of these scared and injured penguins is heartbreaking to the humans. Some—grown men and women—fight tears.

14 But they don't give up. Tens of thousands of penguins are in danger. And they intend to save every single one.

15 Ten miles from the island, outside the city of Cape Town, a team of workers and volunteers has transformed a warehouse into a penguin rescue center. They have worked with astonishing speed. The warehouse holds hundreds of round enclosures, each large enough for 100 penguins. There are additional areas where penguins will be washed. One room is filled with ten tons of frozen fish, the amount needed daily to feed the penguins. Acquiring this enormous quantity of fish every day will be one of the workers' great challenges.

16 Actually, everything is a challenge. Simply getting one penguin to eat is a monumental task. In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling. These penguins won't accept the dead fish offered by human hands; workers have to force-feed them. They must restrain a penguin, pry its beak open, and shove the fish down its throat. Feeding one penguin can take an hour. Feeding all of the penguins takes an army of workers 15 hours.

17 And then there is the smell that fills the warehouse—a combination of penguin droppings, dead sardines, and human sweat. It is a stench so powerful that many people throw up when they first arrive.

18 But not even the smell keeps people away.

19 As news of the rescue effort spreads, hundreds, and then thousands, of volunteers flock to the warehouse, eager to help. They are a diverse group, including rich women from fancy neighborhoods and poor teenagers from Cape Town's streets. Some have experience helping wildlife; some have never even owned a pet. All of them have one thing in common: a mission to save as many penguins as possible.

"The Amazing Penguin Rescue" by Lauren Tarshis from Storyworks April/May 2011 Issue. Copyright © 2011 by Scholastic, Inc. Used by permission of Scholastic, Inc.

GO ON ►

1. **Part A**

What does the word **transformed** mean as it is used in paragraph 15 of the article by Lauren Tarshis?

Ⓐ finished quickly

Ⓑ divided into areas

Ⓒ completed without fees

Ⓓ changed greatly in purpose

Part B

Which detail from the article **best** supports the answer to Part A?

Ⓐ " . . . a team of workers and volunteers . . ."

Ⓑ ". . . a warehouse into a penguin rescue center."

Ⓒ ". . . worked with astonishing speed."

Ⓓ ". . . holds hundreds of round enclosures . . ."

GO ON ►

2. **Part A**

What are **two** main ideas of the article by Lauren Tarshis?

Ⓐ Oil spills can spread quickly.

Ⓑ Penguins are good swimmers.

Ⓒ Oil spills are a great threat to penguins.

Ⓓ Penguins take good care of their young.

Ⓔ Penguins are interesting animals to watch.

Ⓕ People work hard to help the penguins get better.

Part B

Which **two** sentences from the article **best** support the answer to Part A?

Ⓐ "Others cuddle with their mates and dote on their chicks."

Ⓑ "As you plunge into the sea, your wings become powerful underwater propellers."

Ⓒ "You are not the only penguin that has become soaked with the poisonous oil."

Ⓓ "The impact of oil on a penguin (or any bird) is immediate and devastating."

Ⓔ "In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling."

Ⓕ "All of them have one thing in common: a mission to save as many penguins as possible."

GO ON ▶

Read the article by Dyan deNapoli titled “The Amazing Penguin Rescue.” Then answer the questions.

The Amazing Penguin Rescue

by Dyan deNapoli
as told to Natalie Smith

1 The summer of 2000, I had just finished my rounds tending to the New England Aquarium’s 60 penguins when I got an urgent call from South Africa. The manager of SANCCOB, a seabird rescue center in Cape Town, was on the line. The region’s penguins were in trouble. The cargo ship MV *Treasure* had sunk off the coast of Cape Town, creating an oil spill. Thirteen hundred tons of fuel oil were flowing near Robben Island, right in the middle of the African penguins’ primary habitat. In a matter of days, thick, toxic liquid had covered about 20,000 penguins. Without swift help, the seabirds would have no chance for survival.

2 SANCCOB had launched a massive rescue operation for the oiled penguins. Volunteers were showing up by the thousands, but they had no experience. The center needed penguin keepers to train the volunteers. Would I help?

3 Two days later, I boarded a plane to South Africa. I was about to take part in what would become the largest animal rescue operation ever attempted.

A Startling Silence

4 Just outside Cape Town, a large warehouse had been turned into a rescue center for the oiled penguins. The rescuers had set up makeshift pools, which held about 100 oiled birds each. Hundreds of pools covered the floor.

5 When I first walked into the building, I couldn’t believe my ears. Normally, African penguins are vocal birds. I expected to walk in to a chorus of honking and squawking. Instead, the center sounded like a library. Only the hushed voices of people could be heard. The penguins were dead silent.

6 I felt overwhelmed. My heart ached for the distressed birds. Cleaning them all seemed like an impossible task. But we had to carry on like doctors in an emergency room. There was no time for doubt.

Bird Bath

7 Cleaning oil off a penguin isn’t easy. It takes two people—one to hold the penguin, another to do the washing. The bird is sprayed with a degreaser and scrubbed with warm, soapy water. Delicate areas around the face must be brushed with a toothbrush. Then the bird gets rinsed under a hose. The whole process takes about an hour. Even with more than 12,500 volunteers, it took a month to bathe all 20,000 birds at the center.

The Spreading Spill

8 While workers bathed penguins at the rescue center, another crisis was developing. Oil from the spill had started moving north toward Dassen Island. Tens of thousands of

GO ON ►

penguins were in the oil's path. But we already had our hands full with 20,000 recovering birds. Supplies were running low. If any more birds were oiled, we wouldn't have enough resources to save them.

9 One researcher came up with an idea: What if the Dassen penguins were temporarily moved out of harm's way? The method had never been tried before. Experts decided to give it a chance. Workers rounded up a large number of the penguins on Dassen Island and released them near Port Elizabeth, 500 miles away. The hope was that by the time the seabirds swam home, the oil would be gone. The plan worked! Another 20,000 penguins were saved.

Amazing Rescue

10 The entire penguin rescue operation took about three months. In the end, more than 90 percent of the oiled penguins were successfully returned to the wild. In a previous large-scale penguin rescue, only half of the oiled birds survived. We could hardly believe that our efforts worked!

11 But for me, the most inspiring part was the work of the volunteers. Rescuing penguins isn't glamorous. The stench of the rescue center—a mix of penguin droppings and dead fish—made people feel sick. The scratches and bites of terrified birds covered volunteers' arms. As the Penguin Lady, I'm used to facing such hazards to care for the animals I love. What I didn't realize was how many other people care for penguins too.

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GO ON ►

3. **Part A**

Select the **best** summary of the article by Dyan deNapoli.

Ⓐ A large oil spill in the water near Cape Town endangered the lives of a nearby penguin population. Despite their efforts, rescuers quickly realized that the penguins needed more care than they could provide.

Ⓑ A large oil spill in the water near Cape Town threatened the penguins who lived on a nearby island. Experts spent months caring for the injured birds, but many were unable to be released back into the wild.

Ⓒ A large oil spill in the water near Cape Town placed a nearby penguin population in danger. Thousands of rescuers worked together to help the penguins and eventually returned them to their home.

Ⓓ A large oil spill in the water near Cape Town threatened the lives of penguins living nearby. Experts trained many people who volunteered to help the penguins.

Part B

Which **two** quotations from the article **best** support the answer to Part A?

Ⓐ "The region's penguins were in trouble."

Ⓑ "The center needed penguin keepers to train the volunteers."

Ⓒ "But we already had our hands full with 20,000 recovering birds."

Ⓓ "If any more birds were oiled, we wouldn't have enough resources to save them."

Ⓔ "In the end, more than 90 percent of the oiled penguins were successfully returned to the wild."

Ⓕ "In a previous large-scale penguin rescue, only half of the oiled birds survived."

GO ON ►

4. **Part A**

How does the author, Dyan deNapoli, support the idea that cleaning the penguins was a difficult task?

Ⓐ by providing a comparison of two ways to clean penguins

Ⓑ by providing a description of the steps for cleaning penguins

Ⓒ by providing a quotation from someone who cleaned penguins

Ⓓ by providing an explanation of why oil must be cleaned from penguins

Part B

Which paragraph in the article by Dyan deNapoli **best** supports the answer to Part A?

Ⓐ paragraph 1

Ⓑ paragraph 6

Ⓒ paragraph 7

Ⓓ paragraph 9

GO ON ►

5. **Part A**

Which sentence **best** states a difference between how information is presented in the article by Lauren Tarshis and how information is presented in the article by Dyan deNapoli?

Ⓐ The article by Tarshis puts the reader in the role of a penguin affected by an oil spill event, while the article by deNapoli tells how a person was affected by an oil spill event.

Ⓑ The article by Tarshis focuses on statistics to provide more information about an oil spill event, while the article by deNapoli shares the emotional effects on rescuers after an oil spill event.

Ⓒ The article by Tarshis tells about the cause of an oil spill event, while the article by deNapoli highlights the process used to clean the penguins affected by an oil spill event.

Ⓓ The article by Tarshis offers details about the experience of the rescuers who assist after an oil spill event, while the article by deNapoli discusses the causes of an oil spill event.

Part B

Select **two** details from the articles that support the answer to Part A. Select one detail from the article by Lauren Tarshis and one detail from the article by Dyan deNapoli.

Ⓐ "As it sank, 1,300 tons of toxic crude oil gushed into the sea." (from the article by Tarshis)

Ⓑ "You are not the only penguin that has become soaked with the poisonous oil." (from the article by Tarshis)

Ⓒ "And they intend to save every single one." (from the article by Tarshis)

Ⓓ "I was about to take part in what would become the largest animal rescue operation ever attempted." (from the article by deNapoli)

Ⓔ "The rescuers had set up makeshift pools, which held about 100 oiled birds each." (from the article by deNapoli)

Ⓕ "It takes two people—one to hold the penguin, another to do the washing." (from the article by deNapoli)

GO ON ►

Read the article "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic." Then answer the questions.

Update on Penguin Rescue Efforts from Oil Spill in South Atlantic

1 This is a follow-up to an earlier diary about the threat posed by oil spilled by a freighter that broke up off Nightingale Island, home to approximately half of the world's endangered Northern Rockhopper penguin population.

2 Here is a brief recap of key events. On March 16, for reasons no one has been able to determine, a fully loaded freighter containing soybeans slammed into the rocks off Nightingale Island in the Tristan da Cunha archipelago (a World Heritage site) in the south Atlantic. The freighter broke in half and sank, dumping at least 1500 tons of fuel oil in the seas, which formed a heavy oil slick around the island, threatening marine life. The penguins attracted the most attention as they are critically endangered. Because of the remote location, it took wildlife rescue teams nearly a week to reach the island by boat and set up operations. Wildlife biologists estimate that half of the 20,000-penguin colony have had some exposure to the oil and over 300 oiled penguins have already died.

3 Thanks to outreach and updates by marine biologist David Guggenheim, the difficult wildlife rescue operation is starting to get broader attention by NGOs[1] and the media. CNN has finally covered the story.

4 This tragedy has been filled with unsung acts of heroism large and small. I want to sing their praises.

5 Shortly after the freighter ran aground, the cruise ship Prince Albert and fishing vessel Edinburgh responded to the distress signal and assisted in the difficult task of evacuating the 22 crew members of the MS *Oliva* (*Valetta*) before it broke apart and sank. A rescue team from the Prince Albert used small pontoon vessels to reach the stricken ship, navigating rough seas and rocks in the process. The crew members were brought to the *Edinburgh*, which was small enough to dock on the island.

6 The residents of the island and the wildlife rescue teams have been working around the clock to save the penguins and other marine animals affected by the oil. There are four major tasks required to save the penguin colony and other affected wildlife.

7 (1) Locate and retrieve oiled animals. This means using small boats in heavy seas to find the animals in the water, on rocks, and in remote coves. While plucking the penguins from the water is relatively easy, getting to the animals on sea-splashed and oil-covered rocks is quite another matter.

8 At last report, over 3000 oiled penguins have been rescued, along with sea birds and seals.

[1]NGOs–nongovernmental organizations

GO ON ►

9 (2) Treat the affected animals as quickly as possible to reduce ingestion of oil. This requires washing the feathers with detergent to remove oil and then coaxing them to drink fluids, vitamins and charcoal to absorb ingested oil. It is a labor of love that means working every waking hour for the residents and several dozen wildlife rescue specialists.

10 Once treated the less severely affected penguins are taken to the island's swimming pool, which has been emptied, partially filled with fresh water, and cleaned frequently.

11 The more severely affected penguins and other sea birds are being taken to warehouses and specially built sheds. These animals require more care and observation. They also must be kept warm with heaters or infrared bulbs to prevent pneumonia. The freighter crew has been spending their time building the pens and rehabilitation sheds.

12 (3) Pen and house the rest of the colony to prevent exposure to oil. With molting season ending, the penguins' instinct is to head for the seas to forage for food.

13 (4) Feed the entire colony of 20,000 penguins. A large fishing vessel has been working continuously since the crisis began to fish for the penguins. The seas have been particularly rough and island residents have emptied their freezers to feed the birds. By the way, fishing is the primary occupation among residents. When they donate the contents of their freezers, they are emptying their own larders[2] and wallets.

[2]larders–pantry

"Update on Penguin Rescue Efforts from Oil Spill in South Atlantic," © Kos Media, LLC. "Kos" and "Daily Kos" are registered trademarks of Kos Media, LLC.

6. **Part A**

What is the meaning of **ingestion** as it is used in paragraph 9 of the article "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"?

Ⓐ removing from a protective covering

Ⓑ taking something into the body

Ⓒ working hard at a difficult task

Ⓓ sticking tightly to a surface

Part B

Which phrase from paragraph 9 helps the reader understand the meaning of **ingestion**?

Ⓐ "Treat the affected animals as quickly as possible . . . ."

Ⓑ ". . . washing the feathers with detergent . . ."

Ⓒ "It is a labor of love . . . ."

Ⓓ ". . . to drink fluids, vitamins and charcoal . . ."

GO ON ▶

7. **Part A**

Which statement **best** describes a major difference between the structure of the articles "The Amazing Penguin Rescue" by Dyan deNapoli and "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"?

Ⓐ "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic" compares and contrasts many ways people can help rescue penguins, while the article by deNapoli focuses on only one part of the rescue process.

Ⓑ "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic" is mainly a chronological account of the oil spill itself, while the article by deNapoli focuses on the causes and effects of the oil spill.

Ⓒ "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic" presents facts to support an argument in favor of helping penguins, while the article by deNapoli is focused mostly on opinion and emotions related to the oil spill.

Ⓓ "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic" provides the main steps in the process of the rescue effort, while the article by deNapoli is a firsthand account of one person's experience.

Part B

Choose **two** pieces of evidence, one from each article, that support the answer in Part A.

Ⓐ "The cargo ship MV *Treasure* had sunk off the coast of Cape Town, creating an oil spill." ("The Amazing Penguin Rescue" by Dyan deNapoli)

Ⓑ "The rescuers had set up makeshift pools, which held about 100 oiled birds each." ("The Amazing Penguin Rescue" by Dyan deNapoli)

Ⓒ "But for me, the most inspiring part was the work of the volunteers." ("The Amazing Penguin Rescue" by Dyan deNapoli)

Ⓓ "The penguins attracted the most attention as they are critically endangered." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")

Ⓔ "The crew members were brought to the *Edinburgh*, which was small enough to dock on the island." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")

Ⓕ "There are four major tasks required to save the penguin colony and other affected wildlife." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")

GO ON ►

8. You have read three articles about penguin rescue efforts after an oil spill.
   - from “The Amazing Penguin Rescue” by Lauren Tarshis
   - “The Amazing Penguin Rescue” by Dyan deNapoli
   - “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”

   Write an essay explaining the similarities and differences in each article’s point of view about penguin rescue efforts after an oil spill. Support your essay with information from all **three** sources.

GO ON ▶

GO ON ►

GO ON ▶

STOP

Session 2
Literary Analysis Task

Directions:

Today, you will take Session 2 of the Grade 5 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will analyze a passage from *Where the Red Fern Grows* and the poem "The Lighthouse Lamp." As you read these texts, you will gather information and answer questions about the narrator's point of view so you can write an essay.

Read the passage from *Where the Red Fern Grows*. Then answer the questions.

from *Where the Red Fern Grows*

by Wilson Rawls

1 I shouted as loud as I could. "Over here. I need help. My dog is drowning."

2 I waited for an answer. All I could hear were the cries of Little Ann.

3 Again I hollered. "Over here. Over on the bank. Can you see my light? I need help. Please hurry."

4 I held my breath waiting for an answering shout. I shivered from the freezing cold of my wet shoes and overalls. A straining silence settled over the river. A feathery rustle swished by in the blackness. A flock of low-flying ducks had been disturbed by my loud shouts. I strained my ears for some sound. Now and then I could hear the lapping slap of the ice-cold water as it swirled its way through the trough.

5 I glanced to Little Ann. She was still holding on but I saw her paws were almost at the edge. I knew her time was short.

6 I couldn't figure out what I had heard. The sound was made by metal striking metal, but what was it? What could have caused it?

7 I looked at my ax. It couldn't have made the sound as it was too close to me. The noise had come from out in the river.

8 When I looked at my lantern I knew that it had made the strange sound. I had left the handle standing straight up when I had taken the pole away. Now it was down. For some unknown reason the stiff wire handle had twisted in the sockets and dropped. As it had fallen it had struck the metal frame, making the sharp metallic sound I had heard.

9 As I stared at the yellow glow of my light, the last bit of hope faded away. I closed my eyes, intending to pray again for the help I so desperately needed. Then like a blinding red flash the message of the lantern bored its way into my brain. There was my miracle. There was the way to save my little dog. In the metallic sound I had heard were my instructions. They were so plain I couldn't help but understand them. The bright yellow flame started flickering and dancing. It seemed to be saying, "Hurry. You know what to do."

10 Faster than I had ever moved in my life I went to work. With a stick I measured the water in the hole where my feet had broken through the ice. I was right. My foot had touched bottom. Eighteen inches down I felt the soft mud.

11 With my pole I fished the lantern back to the bank. I took the handle off, straightened it out, and bent a hook in one end. With one of my shoelaces I tied the wire to the end of the cane pole. I left the hook sticking out about six inches beyond the end of it.

12 I started shouting encouragement to Little Ann. I told her to hang on and not to give up for I was going to save her. She answered with a low cry.

GO ON ►

13 With the hook stuck in one of the ventilating holes in the top of my light, I lifted it back out on the ice and set it down. After a little wiggling and pushing, I worked the hook loose and laid the pole down.

14 I took off my clothes, picked up my ax, and stepped down into the hole in the icy water. It came to my knees. Step by step, breaking the ice with my ax, I waded out.

15 The water came up to my hips, and then to my waist. The cold bite of it took my breath away. I felt my body grow numb. I couldn't feel my feet at all but I knew they were moving. When the water reached my armpits I stopped and worked my pole toward Little Ann. Stretching my arms as far out as I could, I saw I was still a foot short. Closing my eyes and gritting my teeth, I moved on. The water reached my chin.

16 I was close enough. I started hooking at the collar of Little Ann. Time after time I felt the hook almost catch. I saw I was fishing on a wrong angle. She had settled so low in the water I couldn't reach her collar. Raising my arms above my head so the pole would be on a slant I kept hooking and praying. The seconds ticked by. I strained for one more inch. The muscles in my arms grew numb from the weight of the pole.

17 Little Ann's claws slipped again. I thought she was gone. At the very edge of the ice, she caught again. All I could see now were her small red paws and her nose and eyes.

18 By Old Dan's actions I could tell he understood and wanted to help. He ran over close to my pole and started digging at the ice. I had to get him out of the way so I could see what I was doing.

19 Just when I thought my task was impossible, I felt the hook slide under the tough leather. It was none too soon.

From WHERE THE RED FERN GROWS—Public Domain

GO ON ►

9. **Part A**

What does the word **strained** mean as it is used in paragraph 16?

Ⓐ to exert great physical effort

Ⓑ to demonstrate strong resistance

Ⓒ to experience stress or tension

Ⓓ to fight against a feeling of panic

Part B

Which sentence from the passage supports the narrator's use of the word **strained** in paragraph 16?

Ⓐ "As I stared at the yellow glow of my light, the last bit of hope faded away." (paragraph 9)

Ⓑ "After a little wiggling and pushing, I worked the hook loose and laid the pole down." (paragraph 13)

Ⓒ "Step by step, breaking the ice with my ax, I waded out." (paragraph 14)

Ⓓ "Stretching my arms as far out as I could, I saw I was still a foot short." (paragraph 15)

GO ON ►

10. **Part A**

Which statement expresses a theme in *Where the Red Fern Grows*?

Ⓐ Determination is often rewarded.

Ⓑ Caring for animals brings happiness.

Ⓒ Harsh discipline is sometimes necessary.

Ⓓ Animals can understand difficult situations.

Part B

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

Ⓐ "I closed my eyes, intending to pray again for the help I so desperately needed." (paragraph 9)

Ⓑ "I started shouting encouragement to Little Ann." (paragraph 12)

Ⓒ "I strained for one more inch." (paragraph 16)

Ⓓ "Just when I thought my task was impossible, I felt the hook slide under the tough leather." (paragraph 19)

GO ON ▶

11. **Part A**

Which emotions are emphasized through the author's use of first-person point of view?

Ⓐ frightened, but driven

Ⓑ powerful, but insecure

Ⓒ forceful, but respectful

Ⓓ excited, but confused

Part B

Which **two** sentences from the passage support both parts of the answer in Part A?

Ⓐ "I started shouting encouragement to Little Ann." (paragraph 12)

Ⓑ "It came to my knees." (paragraph 14)

Ⓒ "The water came up to my hips, and then to my waist." (paragraph 15)

Ⓓ "Closing my eyes and gritting my teeth, I moved on." (paragraph 15)

Ⓔ "I saw I was fishing on a wrong angle." (paragraph 16)

Ⓕ "Raising my arms above my head so the pole would be on a slant I kept hooking and praying." (paragraph 16)

GO ON ►

Read the poem “The Lighthouse Lamp.” Then answer the questions.

The Lighthouse Lamp

by Margaret E. Sangster

The winds came howling down from the north,
Like a hungry wolf for prey,
And the bitter sleet went hurtling forth,
In the pallid face of the day.

5 And the snowflakes drifted near and far,
Till the land was whitely fleeced,
And the light-house lamp, a golden star,
Flamed over the waves’ white yeast.

In the room at the foot of the light-house
10 Lay mother and babe asleep,
And little maid Gretchen was by them there,
A resolute watch to keep.

There were only the three on the light-house isle,
But father had trimmed the lamp,
15 And set it burning a weary while
In the morning’s dusk and damp.

“Long before night I’ll be back,” he said,
And his white sail slipped away;
Away and away to the mainland sped,
20 But it came not home that day.

The mother stirred on her pillow’s space,
And moaned in pain and fear,
Then looked in her little daughter’s face
Through the blur of a starting tear.

GO ON ►

"Darling," she whispered, "it's piercing cold,
And the tempest is rough and wild;
And you are no laddie strong and bold,
My poor little maiden child.

"But up aloft there's the lamp to feed,
Or its flame will die in the dark,
And the sailor lose in his utmost need
The light of our islet's ark."

"I'll go," said Gretchen, "a step at a time;
Why, mother, I'm twelve years old,
And steady, and never afraid to climb,
And I've learned to do as I'm told."

Then Gretchen up to the top of the tower,
Up the icy, smooth-worn stair,
Went slowly and surely that very hour,
The sleet in her eyes and hair.

She fed the lamp, and she trimmed it well,
And its clear light glowed afar,
To warn of reefs, and of rocks to tell,
This mariner's guiding star.

And once again when the world awoke
In the dawn of a bright new day,
There was joy in the hearts of the fisher folks
Along the stormy bay.

When the little boats came sailing in
All safe and sound to the land,
To the haven the light had helped them win,
By the aid of a child's brave hand.

"The Lighthouse Lamp" by Margaret E. Sangster—Public Domain

GO ON ►

12. **Part A**

Which sentence summarizes the poem “The Lighthouse Lamp”?

Ⓐ A father is lost at sea as his family struggles to survive through the night in a lighthouse.

Ⓑ A mother huddles with her baby to stay warm during a storm while her twelve-year-old daughter watches over them.

Ⓒ A mother and her family find courage to climb the icy steps to a lighthouse tower and turn on the lantern.

Ⓓ A twelve-year-old girl saves boats coming to shore by fighting through a storm to light the lantern in a lighthouse.

Part B

Which lines from the poem provide the clearest evidence for the summary in Part A? Select **two** answers.

Ⓐ “And the light-house lamp, a golden star, / Flamed over the waves’ white yeast.” (lines 7–8)

Ⓑ “In the room at the foot of the light-house / Lay mother and babe asleep,” (lines 9–10)

Ⓒ “And little maid Gretchen was by them there, / A resolute watch to keep.” (lines 11–12)

Ⓓ “The mother stirred on her pillow’s space, / And moaned in pain and fear,” (lines 21–22)

Ⓔ “She fed the lamp, and she trimmed it well, / And its clear light glowed afar,” (lines 41–42)

Ⓕ “There was joy in the hearts of the fisher folks / Along the stormy bay.” (lines 47–48)

GO ON ▶

13. **Part A**

Which **two** character traits describe both the narrator in the story and Gretchen in the poem as they respond to the challenges they must face?

Ⓐ courageous

Ⓑ adventurous

Ⓒ persistent

Ⓓ impatient

Ⓔ clumsy

Ⓕ bossy

Part B

Which **two** pieces of evidence from the texts demonstrate the traits from Part A? Select **one** from each text.

Ⓐ "I shouted as loud as I could." — from *Where the Red Fern Grows*

Ⓑ "I couldn't figure out what I had heard." — from *Where the Red Fern Grows*

Ⓒ "I took off my clothes, picked up my ax, and stepped down into the hole in the icy water" — from *Where the Red Fern Grows*

Ⓓ ". . . And little maid Gretchen was by them there, . . . " — from "The Lighthouse Lamp"

Ⓔ " 'I'll go,' said Gretchen, 'a step at a time; / Why, mother, I'm twelve years old, . . .' " — from "The Lighthouse Lamp"

Ⓕ "Then Gretchen up to the top of the tower, . . . " — from "The Lighthouse Lamp"

GO ON ►

14. *Where the Red Fern Grows* and “The Lighthouse Lamp” are written from different points of view. Write an essay analyzing the impact of point of view on events in the passage from *Where the Red Fern Grows* and the impact of point of view on events in the poem, “The Lighthouse Lamp.” Use specific examples from **both** texts to support your answer.

GO ON ▶

GO ON ►

GO ON ▶

STOP

Session 2
Narrative Writing Task

Directions:

Today, you will take Session 2 of the Grade 5 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will read a passage from *The Bread Winner*. As you read, pay close attention to the point of view of the characters as you answer the questions to prepare to write a narrative story.

Read the passage from *The Bread Winner*. Then answer the questions.

from *The Bread Winner*

by Arvella Whitmore

1 "Ma'am," he said, "I have a big table in my truck here. I thought since you folks were in the baking business, you might want it. It's been in our basement a long time and we don't need it."

2 "That's ever so nice of you," said Mama. "I'd be happy to take it, but I'll have to ask my husband and daughter what they think." Sarah followed the man outside while Mama went to get Daddy, who was kneading dough in the back. The table was lying on its side, and it was huge. It must be seven or eight feet long and at least four feet wide, thought Sarah. Strong looking, too, with its thick, swirled oak legs. They'd have to keep it in the front of the store since there wouldn't be room in back. But it would be just right for kneading dough. The tables they owned were too small.

3 Sarah smiled as Daddy came out, wiping his hands on his apron. A week ago you couldn't have paid him to step out on Main Street in an apron. Sarah guessed he'd been so busy he forgot.

4 "What do you think?" asked Sarah. "It would be perfect for kneading dough and shaping loaves."

5 "It looks good to me," said Mama.

6 Daddy shook his head. "I don't know. We don't have room for it in the back."

7 "But we could put it in front," said Sarah. "Those tables in back are too small."

8 Daddy frowned. "In front o' the big windows?"

9 "Why not?" Mama said. "I don't care if people watch me make bread." She winked at Sarah behind Daddy's back. Though Daddy had never said a word about it, they both knew that he would rather people didn't see him work with dough. It was silly, thought Sarah, and the sooner he got over it, the better.

10 "Please, Daddy," Sarah cried, "let's take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter."

11 Daddy nodded to the man and grinned. "Seems I'm outnumbered. Guess we'll take it. Mighty thoughtful of you. Here, let me give you a hand."

12 The two men placed the big dusty table in the front part of the store, in full view of the large show windows. With brushes and soapy water, Sarah and Mama scrubbed it down to its pale oak finish. Then they spread flour on top. Sarah took some of Daddy's dough from the back, brought it out to the big table, and started kneading it.

13 Soon a small crowd gathered in the street outside the window to watch her. When Daddy came out from behind the privacy curtain, Sarah expected him to duck behind it,

GO ON ►

but he didn't. When he saw all the people out there, he grinned and waved. Leaning over the table, he scrawled a message on a brown paper sack: OPEN AT NOON. He clipped it to the red-checked window curtain with a clothespin, then disappeared into the back of the store. A few seconds later he came out again with a big pan and set it down on the table between himself and Sarah. He grabbed some dough and started kneading it. Sarah couldn't believe her eyes!

14 "You were right," Daddy said. "We needed this table." Once in a while he looked up and waved at the crowd on the street. "Pretty good advertising, wouldn't you say?" he asked.

15 "The best," said Sarah.

16 "Yep," said Daddy, "nobody's gonna say our bread isn't homemade. No sirree."

17 Mama looked on and smiled. A minute later she brought out a pan of dough and started making cinnamon rolls. "When we get settled in," she said, "I might try my hand at cakes and pies. Just a few at first, to see how they go. I used to be good at it."

18 "That would be wonderful," said Sarah.

19 "What do you think we oughta call our bakery?" asked Daddy. "Every business oughta have a name."

20 "Gee, I don't know," said Sarah. "I never thought about it."

21 "I have an idea," he said. "After all, Sarah, you won that blue ribbon at the fair a while back." He glanced across the table at Mama. "If it wasn't for our champ here, we might have ended up in the poorhouse. I think we oughta call it the Blue Ribbon Bakery."

22 Sarah grinned. Daddy must be proud of her to suggest that name. But to her, it didn't seem quite right.

23 "That's nice, Daddy," she said. "But I think we ought to call it Pucketts' Blue Ribbon Bakery. It's a family business now."

Excerpt from THE BREAD WINNER by Arvella Whitmore, Copyright © 1990 by Arvella Whitmore. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

GO ON ►

15. **Part A**

What does paragraph 11 reveal about the characters?

Ⓐ The characters have different opinions about the table.
Ⓑ The characters had a disagreement about starting a bakery.
Ⓒ The characters agree on a name for their new bakery.
Ⓓ The characters think working together is a good idea.

Part B

Which word from paragraph 11 supports the answer to Part A?

Ⓐ nodded
Ⓑ grinned
Ⓒ outnumbered
Ⓓ thoughtful

GO ON ►

16. **Part A**

What is a theme of the passage?

Ⓐ If you are willing to change, good things may happen.
Ⓑ Hard work pays off in many ways.
Ⓒ People can find friendship in the most unexpected places.
Ⓓ Opportunities are everywhere; you just need to take advantage of them.

Part B

Which paragraph from the passage supports this theme?

Ⓐ paragraph 1
Ⓑ paragraph 12
Ⓒ paragraph 13
Ⓓ paragraph 16

GO ON ▶

17. **Part A**

What does the narrator's point of view reveal about Sarah?

Ⓐ She is proud of winning a blue ribbon at the fair.

Ⓑ She wants her Mama to start baking desserts again.

Ⓒ She is worried about her father's actions toward the man in the truck.

Ⓓ She is confident and willing to take a risk with the business.

Part B

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

Ⓐ " 'Ma'am,' he said, 'I have a big table in my truck here. I thought since you folks were in the baking business, you might want it. It's been in our basement a long time and we don't need it.' " (paragraph 1)

Ⓑ " 'Please, Daddy,' Sarah cried, 'let's take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter.' " (paragraph 10)

Ⓒ " 'I have an idea,' he said. 'After all, Sarah, you won that blue ribbon at the fair a while back.' He glanced across the table at Mama. 'If it wasn't for our champ here, we might have ended up in the poorhouse.' " (paragraph 21)

Ⓓ " 'That's nice, Daddy,' she said. 'But I think we ought to call it Pucketts' Blue Ribbon Bakery. It's a family business now.' " (paragraph 23)

GO ON ►

18. **Part A**

Compare Sarah's and Daddy's reactions to the offer of the table. Select **two** quotations that show their different reactions.

Ⓐ "It must be seven or eight feet long and at least four feet wide, thought Sarah. Strong looking, too, with its thick, swirled oak legs. They'd have to keep it in the front of the store since there wouldn't be room in back. But it would be just right for kneading dough. The tables they owned were too small." (paragraph 2)

Ⓑ "Sarah smiled as Daddy came out, wiping his hands on his apron. A week ago you couldn't have paid him to step out on Main Street in an apron. Sarah guessed he'd been so busy he forgot." (paragraph 3)

Ⓒ "Daddy shook his head. 'I don't know. We don't have room for it in the back.' " (paragraph 6)

Ⓓ "Though Daddy had never said a word about it, they both knew that he would rather people didn't see him work with dough." (paragraph 9)

Ⓔ "Daddy nodded to the man and grinned. 'Seems I'm outnumbered. Guess we'll take it. Mighty thoughtful of you. Here, let me give you a hand.' " (paragraph 11)

Ⓕ " 'Gee, I don't know,' said Sarah. 'I never thought about it.' " (paragraph 20)

Part B

Why do Sarah and Daddy have different reactions to the offer of the table?

Ⓐ Sarah does not mind if people see her through the windows working, but Daddy does not want people to see him.

Ⓑ Daddy thinks they do not need another table, but Sarah thinks they do because the tables that they have are too small.

Ⓒ Sarah thinks the table will be perfect in the store because the table is big and strong, but Daddy thinks the table is too old and dirty to put in the store.

Ⓓ Daddy thinks the table will be useful as a counter because the store looks bare, but Sarah thinks the table is too big to put in the store.

GO ON ▶

19. Write a journal entry about the day the table arrived from the point of view of either Sarah, Daddy, or Mama. Use details from the story to describe how the table was used, the emotional effect the table had on the family member chosen, and thoughts about how the table will affect business in the future.

GO ON ►

GO ON ▶

GO ON ►

GO ON ▶

Read the poems about cats. Then answer the questions.

The Rain and the Cat

by Sharon Chmielarz

The rain and the cat
came to the door
at the same time.

Both wanted in.
The cat from the rain and
the rain from the wind.

The door opened
a crack
and the cat

squeez-
ed
through. That left
a puddle on the floor,
a shadow of the wind
in the corner and tracks

to the cat who sat
whisker to rainstroke at the window.
“Let us in!” cried rain and wind.

When cat woke, night
looked in, his long, black
cloaktail pulled right

up to his chin.
Only one white tooth
showed in his grin.

“The Rain and the Cat” copyright © 1986 by Sharon Chmielarz. Reprinted with the permission of Sharon Chmielarz.

GO ON ►

The Stray Cat

by Eve Merriam

It's just an old alley cat
that has followed us all the way home.

It hasn't a star on its forehead,
or a silky satiny coat.

No proud tiger stripes, no dainty tread,
no elegant velvet throat.

It's a splotchy, blotchy
city cat, not pretty cat,
a rough little tough little bag of old bones.

"Beauty," we shall call you.
"Beauty, come in."

"The Stray Cat" from Jamboree: Rhymes for All Times by Eve Merriam. Copyright © 1962, 1966, 1973, 1984 Eve Merriam. Reprinted by permission of Marian Reiner.

GO ON ►

20. In “The Rain and the Cat,” how do stanzas 1 and 2 fit in with the rest of the poem?

    Ⓐ They introduce a problem.
    Ⓑ They identify the time of day.
    Ⓒ They reveal the feelings of the cat.
    Ⓓ They describe the strength of the wind.

21. In “The Rain and the Cat,” what is the reason the words “squeezed through” are arranged across lines 10–12?

    Ⓐ to explain the size of the cat in the poem
    Ⓑ to imitate the actions of the cat
    Ⓒ to show the amount of rain on the floor
    Ⓓ to describe the shape of the puddle

22. Near the end of “The Rain and the Cat,” what is the “long, black cloaktail”?

    Ⓐ the cat’s smile
    Ⓑ the wind’s shadow
    Ⓒ the rain’s puddles
    Ⓓ the night’s darkness

23. Read these lines from “The Stray Cat.”

    city cat, not pretty cat,

    a rough little tough little bag of old bones.

    What does the phrase “bag of old bones” suggest?

    Ⓐ The cat wants to live longer.
    Ⓑ The cat is orange in color.
    Ⓒ The cat is very thin.
    Ⓓ The cat likes to fight.

GO ON ►

24. How does the last stanza fit with the other ideas of "The Stray Cat"?

Ⓐ It identifies the tone of the poem.

Ⓑ It supports the descriptions in earlier stanzas.

Ⓒ It offers a surprising ending given the images that come before.

Ⓓ It explains the problem that the speaker experienced.

25. This question has two parts. First, answer part A. Then, answer part B.

Part A

What attitude do the speakers of **both** poems share?

Ⓐ Simple pleasures are the best ones.

Ⓑ Animals do not need to be attractive to be liked.

Ⓒ Preparing for difficulties is always wise.

Ⓓ Animals deserve the comfort of shelter.

Part B

Which lines from the poems **best** support the answer in part A? Select one from **each** poem.

Ⓐ The door opened
a crack ("The Rain and the Cat")

Ⓑ . . . That left
a puddle on the floor, ("The Rain and the Cat")

Ⓒ "Let us in!" cried rain and wind. ("The Rain and the Cat")

Ⓓ It's just an old alley cat ("The Stray Cat")

Ⓔ It's a splotchy, blotchy
city cat, not pretty cat, ("The Stray Cat")

Ⓕ "Beauty, come in." ("The Stray Cat")

STOP

Session 3
Reading Literary and Informational Texts

Directions:

Today, you will take Session 3 of the Grade 5 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

GO ON ►

Read the passage. Then answer the questions.

The Rescuer from Lime Rock

by Stephen Currie

Huge waves crashed against the shore. A cold wind raced across the ocean, sending spray everywhere. Rain mixed with snow and ice pelted down. If you had been in Newport, Rhode Island, on that March day back in 1869, you might have enjoyed the violent storm—from indoors!

On Lime Rock, a small island near Newport, Ida Lewis had been sneezing and coughing all afternoon. Ida was a lighthouse keeper. Each night she lit the huge lamp that guided ships safely into Newport Harbor. She had just propped her chilly bare feet next to the kitchen oven when she heard a cry. Ida knew what it meant: out on the ocean, a boat had tipped over.

Ida didn't hesitate. "I started right out, just as I was," she recalled years later: no shoes, no jacket, no hat. Ignoring her mother, who begged her to stay inside, Ida ran to a rowboat she kept on the beach. Far from shore, two men were struggling in the icy water. Could she reach them in time?

Quickly Ida slid her boat into the waves and began to row. It was hard work. The wind made steering almost impossible, and waves splashed over her every few seconds. Luckily Ida was strong and determined, and she never lost sight of her target. Little by little she worked her way through the storm toward the drowning men.

But getting there was only part of the problem. Bringing the men into the boat would be just as hard. Ida knew they would not be able to help themselves. First she stroked hard on one oar, turning the boat so its broad stern faced the struggling men. Then she braced her legs against the side of the boat and reached into the black, frigid water. She had steered well. One of the men, nearly unconscious, was within reach. Seizing his hand, she turned him onto his back and pulled him toward her. Then she reached under his shoulders and locked her arms securely around his chest. Ida balanced as steadily

GO ON ►

as she could in the rocking surf. With all her might, she heaved the man up and back. She pulled again, drawing more of his body over the side, but it took several lifts before his knees cleared the stern. Ida made sure he was still breathing. Then, leaving him at the bottom of the boat, she fished the other man out of the water, too.

During fifty years of keeping the Lime Rock lighthouse, Ida single-handedly rescued seventeen people—and most of the other rescues were just as dangerous as this one. In 1866, for instance, a soldier overturned his boat on a windy February night. Luckily Ida knew the harbor well. Using the lighthouse beam to guide her, Ida steered around jagged rocks and up to the struggling soldier, then rowed him to safety.

Another winter, three farmers set off across the harbor in a leaky boat, trying to catch an escaped sheep that was swimming toward the ocean. When they capsized, Ida rowed out, pulled all three farmers into her own boat, and brought them to shore. Then she went back to save the sheep!

But Ida's bravest rescue of all didn't involve her boat. In 1881, two men who were walking across the frozen harbor fell through a patch of thin ice. Fortunately, Ida saw them from Lime Rock. She had to run a half mile across the treacherous ice and pull both of them out of the chilly water. She said many years later, "I never thought of danger when people needed help."

Although her rescues made her famous, she disliked the attention. "If there were some people out there who needed help," she told a writer, "I would get into my boat and go to them even if I knew I couldn't get back. Wouldn't you?" Rescuing people was something that simply had to be done. "I just went," she said, "and that was all there was to it."

"The Rescuer from Lime Rock" reprinted by permission of *Cricket* magazine, January 1998, copyright © 1998 by Stephen Currie.

GO ON ►

26. Select **two** main ideas in the passage.

Ⓐ Ocean storms create serious situations.

Ⓑ Boating can be fun but also dangerous.

Ⓒ Ida Lewis loved the sea and boating.

Ⓓ Ida Lewis grew up in a lighthouse.

Ⓔ Ida Lewis's actions often caused her mother to worry about her.

Ⓕ Ida Lewis risked her life to save others.

27. Read these sentences from the passage.

Bringing the men into the boat would be just as hard. Ida knew they would not be able to help themselves.

How does the author support the point that bringing the men into the boat was difficult?

Ⓐ by sharing Ida's account of the event

Ⓑ by explaining the construction of Ida's boat

Ⓒ by describing Ida's actions with great detail

Ⓓ by comparing this rescues to Ida's other rescues

28. How do the author and Ida view the rescues described in the passage?

Ⓐ They both agree that the rescues are the actions of a great, courageous leader.

Ⓑ The author exaggerates Ida's accomplishments, and Ida sees the rescues as lucky happenings.

Ⓒ The author emphasizes how daring and selfless Ida's actions are, but Ida sees the rescues as just part of her job.

Ⓓ They both agree that the rescues represent the typical life of a lighthouse keeper.

GO ON ►

29. Read the sentence from the passage.

When they capsized, Ida rowed out, pulled all three farmers into her own boat, and brought them to shore.

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

Ⓐ tipped over

Ⓑ gathered up

Ⓒ moved around

Ⓓ passed through

30. Which sentence from the passage **best** describes how Ida's "bravest rescue of all" was different from the other rescues?

Ⓐ Quickly Ida slid her boat into the waves and began to row.

Ⓑ Ida balanced as steadily as she could in the rocking surf.

Ⓒ Ida steered around jagged rocks and up to the struggling soldier, then rowed him to safety.

Ⓓ She had to run a half mile across the treacherous ice and pull both of them out of the chilly water.

GO ON ▶

31. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the **most** important point the author makes in the passage?

Ⓐ Ida ignored signs of trouble.

Ⓑ Ida was dedicated to her job.

Ⓒ Ida wanted others to be recognized.

Ⓓ Ida liked to be alone at the lighthouse.

Part B

Which sentence from the passage **best** supports the answer in part A?

Ⓐ A cold wind raced across the ocean, sending spray everywhere.

Ⓑ She had just propped her chilly bare feet next to the kitchen oven.

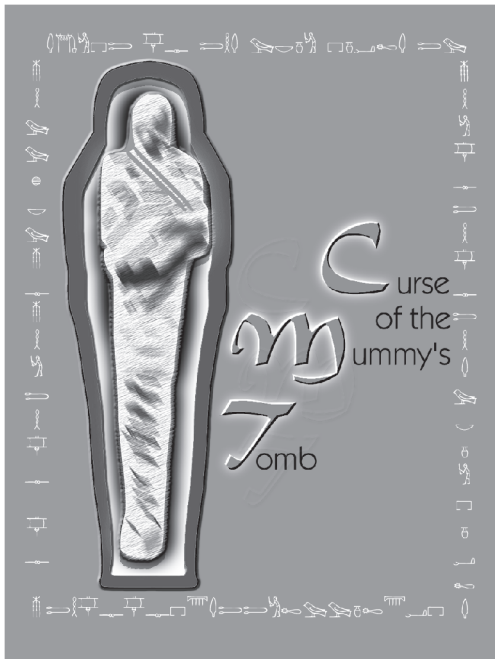
Ⓒ Far from shore, two men were struggling in the icy water.

Ⓓ During fifty years of keeping the Lime Rock lighthouse, Ida single-handedly rescued seventeen people.

GO ON ►

Read the following passages about mummies. Then answer the questions.

Curse of the Mummy's Tomb!



April 2000

PETERBOROUGH: You know, this scoop isn't really news to horror-film buffs, because we know that if you enter a mummy's tomb you'll be cursed with death. But it is news to scientists who are now raising their eyebrows in astonishment over the discovery that some of Egypt's tombs once contained high levels of radon—a radioactive gas that can be deadly! The radon is produced by the decay of uranium in the desert ground and in rocks used to build the monuments. Being exposed to high levels of radon can increase the risk of lung cancer . . . and death!

Today, the amount of radon in the tombs isn't enough to kill visitors, but Canadian researcher Jaime Bigu (Laurentian University, Sudbury, Ontario) and researchers in Cairo did find potentially hazardous radon concentrations in three of the seven monuments they visited. Visitors would have to be exposed eight hours a day for a year to be subjected to harmful effects. More at risk are local tourist guides, who currently work inside the monuments for around four hours a day. If their working hours doubled, they would be at risk.

Bigu says that the solution is as simple as improving ventilation at the monuments. Interestingly, concentrations of radon would have been much higher when the tombs were first opened. "The high radon levels may not have caused the Curse of Tutankhamen," says Murdoch Baxter, editor of the Journal of Environmental Radioactivity, "but they probably didn't do those early Egyptologists much good."

GO ON ►

Egyptian Mummies

The methods of embalming, or treating the dead body, that the ancient Egyptians used is called mummification. Using special processes, the Egyptians removed all moisture from the body, leaving only a dried form that would not easily decay. It was important in their religion to preserve the dead body in as life-like a manner as possible. So successful were they that today we can view the mummified body of an Egyptian and have a good idea of what he or she looked like in life, 3,000 years ago.

Mummification was practiced throughout most of early Egyptian history. The earliest mummies from prehistoric times probably were accidental. By chance, dry sand and air (since Egypt has almost no measurable rainfall) preserved some bodies buried in shallow pits dug into the sand. About 2600 B.C., during the Fourth and Fifth Dynasties, Egyptians probably began to mummify the dead intentionally. The practice continued and developed for well over 2,000 years, into the Roman Period (ca. 30 B.C.–A.D. 364). Within any one period the quality of the mummification varied, depending on the price paid for it. The best prepared and preserved mummies are from the Eighteenth through the Twentieth Dynasties of the New Kingdom (ca. 1570–1075 B.C.) and include those of Tutankhamen and other well-known pharaohs.

GO ON ►

32. Read the sentences from “Curse of the Mummy’s Tomb!”

You know, this scoop isn’t really news to horror-film buffs, because we know that if you enter a mummy’s tomb you’ll be cursed with death. But it is news to scientists who are now raising their eyebrows in astonishment over the discovery that some of Egypt’s tombs once contained high levels of radon—a radioactive gas that can be deadly!

How does the author support the idea that a mummy’s tomb is cursed?

Ⓐ by referring to popular movie plots

Ⓑ by beginning with a resolution to a problem

Ⓒ by defining key words that are discussed later

Ⓓ by introducing a recent scientific finding

33. This question has two parts. First, answer part A. Then, answer part B.

Part A

According to the passage “Curse of the Mummy’s Tomb,” what is the relationship between radon and being inside an Egyptian tomb?

Ⓐ The dangers of radon exposure are greater the longer people stay inside the tomb.

Ⓑ The dangers of radon exposure are less if more uranium is found near the tomb.

Ⓒ The dangers of radon exposure are greater if fresh air comes into the tomb.

Ⓓ The dangers of radon exposure are less the longer people work inside the tomb.

Part B

Which detail from the passage **best** supports the answer in part A?

Ⓐ The radon is produced by the decay of uranium in the desert ground and in rocks used to build the monuments.

Ⓑ Today, the amount of radon in the tombs isn’t enough to kill visitors.

Ⓒ More at risk are local tourist guides, who currently work inside the monuments for around four hours a day.

Ⓓ Interestingly, concentrations of radon would have been much higher when the tombs were first opened.

GO ON ▶

34. Which sentences **best** state main ideas of "Egyptian Mummies"? Choose **two** answers.

Ⓐ The use of mummification has been helpful in understanding the religion of ancient Egyptians.

Ⓑ The mummification process used by Egyptians included special ingredients and processes.

Ⓒ The ingredients used to preserve ancient mummies are similar to those used today in other countries.

Ⓓ Mummification is still used today by Egyptians.

Ⓔ The mummification process evolved throughout Egyptian history.

35. How are the points of view of the authors in **both** passages similar?

Ⓐ Both authors think that the pharaohs buried in Egyptian tombs belonged to a certain dynasty.

Ⓑ Both authors believe that certain conditions in Egyptian tombs are dangerous.

Ⓒ Both authors think that maintaining Egyptian tombs has become too expensive.

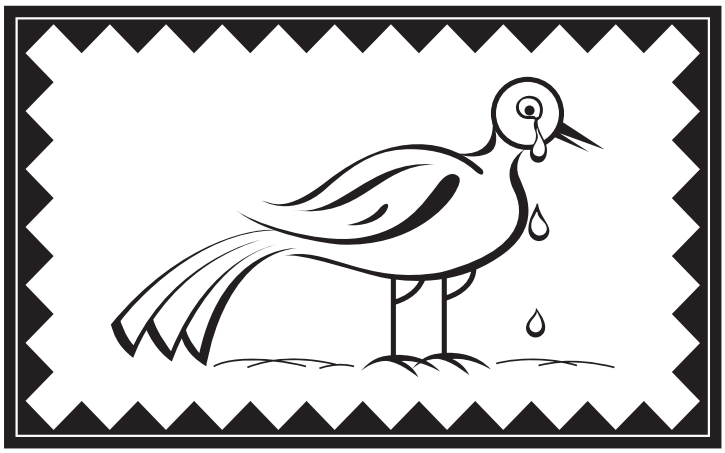
Ⓓ Both authors believe that some features of Egyptian tombs happened by accident.

GO ON ►

Read the passage. Then answer the questions.

BIRD THAT SINGS SAD SONG
A NAVAJO TALE

Retold by Alice Putnam



The stories the Navajo Indians of the Southwest told their children as they sat around their hogan fires have been passed down for generations. Many of the stories are fanciful tales about the creatures of nature. This is one of those tales.

IN THE BEGINNING, when the world was new, all birds flew out of a great basket and came to earth. Some perched on yellow flowers, and so their feet became yellow.

Some perched on gray bushes or brown soil. Their feet became gray or brown. But the dove, after a long journey, found the valley where medicine men gather sacred red clay. That night the rain fell. The next day the dove, to his surprise and delight, discovered that his feet were red.

The dove was so proud of his crimson feet that he began to boast about them. He no longer sang sweetly as the other birds did. “I am more beautiful than any of you,” he told them. Soon his fellow birds began to dislike and shun him.

The unhappy dove moved away to a high mountain. For a while he was very lonely there. Then he found a mate. Together, they built a nest that sheltered their two young ones.

One day the dove went in search of seeds and berries to feed his family. He found a chokecherry bush beside a lake. While he was eating the fruit, he saw himself in the water. “How beautiful I am!” he said. “No other bird has feet as bright and brilliant as mine!” He lifted his red feet, one after the other, to admire their reflection in the lake.

The dove stayed by the lake all that day and for days that followed. He forgot about his hungry children. He forgot about his mate who worried because he did not return. He thought of nothing but his own beauty.

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At last the dove tired of looking at himself. Remembering his waiting family, he hastily gathered some cherries for them and hurried back to the mountain. The nest was empty!

The dove searched all along the rocky ledge. “Where are you-oo-oo?” he called. But only the Echo Voices answered, “Where are you-oo-oo?”

The dove never found his mate and children. “I have been punished because I was too proud,” he said. He covered his feathers with dust so that they were never white again but always dull and drab. And forever after he sang only one plaintive sad song, “Where are you-oo-oo?”

He became known as the mourning dove.

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GO ON ►

36. Which sentence **best** states the theme of the passage?

Ⓐ Not thinking of others leads to loneliness.

Ⓑ Being away from friends leads to sadness.

Ⓒ Impatience can lead to sorrow.

Ⓓ Not appreciating differences leads to unhappiness.

37. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** describes how the other birds respond to the dove's behavior?

Ⓐ They are jealous of him.

Ⓑ They are worried about him.

Ⓒ They think he is handsome.

Ⓓ They think he is too proud.

Part B

Which detail from the passage **best** supports the answer in part A?

Ⓐ The next day the dove, to his surprise and delight, discovered that his feet were red.

Ⓑ He no longer sang sweetly as the other birds did.

Ⓒ "I am more beautiful than any of you," he told them.

Ⓓ The dove never found his mate and children.

38. How are the settings of the passage different?

Ⓐ The mountain is where the dove loses his friends, but the area around the lake is where the dove finds happiness with a mate.

Ⓑ The valley is where the dove makes many friends, but the mountain is where the dove discovers that he is alone.

Ⓒ The valley becomes the location of the dove's home, and the mountain is where the dove becomes greedy for more food for his family.

Ⓓ The valley is the source of the dove's changes, and the time the dove spends at the lake is what leads to unhappiness.

GO ON ▶

39. Which of the dove's actions is **most** responsible for his problems?

Ⓐ He stops singing sweet songs with his friends.

Ⓑ He fails to gather cherries for his family.

Ⓒ He spends too much time looking at his reflection.

Ⓓ He forgets to build a shelter for his two young ones.

40. This question has two parts. First, answer part A. Then, answer part B.

Part A

How does the dove respond when he cannot find his children?

Ⓐ He goes back to the valley and makes new friends.

Ⓑ He never gives up his search for his family and finds them eventually.

Ⓒ He is ashamed of himself and lives alone for the rest of his life.

Ⓓ He shares his song with other birds, so they can learn from his mistake.

Part B

Which sentence from the passage **best** supports the answer in part A?

Ⓐ The unhappy dove moved away to a high mountain.

Ⓑ Together, they build a nest that sheltered their two young ones.

Ⓒ One day the dove went in search of seeds and berries to feed his family.

Ⓓ He covered his feathers with dust so that they were never white again but always dull and drab.

STOP

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1 Excerpts from *Bulletin 118*

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