Read the story. Then answer the questions that follow.

A Project for Two

by Wesley Vanderbilt

1 I don’t understand why Mrs. Lowe gets so excited about projects. Maybe it’s because she doesn’t have to do any of the work.

2 “I would like you and a partner to prepare a demonstration for the class,” Mrs. Lowe said. “First, choose a topic and then submit it to me for approval.”

3 “Can we pick our own partners?” Inez asked. I saw her look at her friend, Dee. Inez has always gotten on my nerves. She’s always jumping up to help Mrs. Lowe, and she seems to have all the right answers. On top of that, she’s disliked me ever since the day she tripped over my foot in class and dropped her model of a Native-American teepee. She thinks I did it on purpose. I didn’t. I can’t help it if I have big feet.

4 “No,” Mrs. Lowe said. “In the real world, you’ll have to work with people you don’t know well, don’t like, or don’t get along with. I’m assigning partners.”

5 Mrs. Lowe ignored our groans and went on. “After I approve your topic, you have one week to prepare your demonstration. I will post the schedule for presentations later this week.”

6 I’m not sure how random Mrs. Lowe’s partner choices were. When Mrs. Lowe said, “Inez and Emilio are partners,” I saw her look straight at me for a reaction. I rolled my eyes.

7 Inez lives in the same apartment building as I do. Having her for a partner was at least convenient. We met after school that day to pick a topic.

8 For the first few seconds, Inez and I just stared at each other. “I’m not happy about this,” she said finally.

9 “I’m not thrilled either,” I said.

10 “I always get good grades,” Inez said. “But I’m not doing all the work.”

11 “I didn’t expect you to,” I said. “What if we demonstrate how to fly a plane?”

12 “You know how to fly a plane?” Inez gasped.

13 “No,” I said.

14 She rolled her eyes. “I think the goal is to show something we know,” Inez said. “What if we demonstrate figure skating?”
“First of all,” I said, “I don’t figure skate. Second, we’d need an ice rink.”

“Oh, right,” she said sarcastically. “For your idea, we would only need a plane.”

Our brainstorming session continued like this for an hour. I was ready to give up and beg Mrs. Lowe for a new partner when Inez’s mom asked if I’d like to stay for dinner. “We’re having tacos,” she said.

“My favorite,” I said. “I’ll call my mom.”

A few minutes later, Mrs. Santos was busy browning meat and chopping lettuce, tomatoes, and cucumbers. She asked if we’d like to help. Since we weren’t getting anywhere with topic ideas, we agreed.

Inez showed me how to assemble each taco, layering refried beans, the spicy ground beef, and the chopped veggies.

“This is fun,” I said. “I like to cook. Whenever my dad makes pizza, I help. I’m getting great at throwing the dough in the air and shaping it into a circle.”

Inez looked up and smiled. I knew exactly what she was thinking.

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1 Based on the passage, which word best describes Inez’s attitude toward school?

A cautious
B amused
C carefree
D serious

2 Read these sentences from paragraph 6 of the story.

When Mrs. Lowe said, “Inez and Emilio are partners,” I saw her look straight at me for a reaction. I rolled my eyes.

Emilio rolls his eyes because he

A knows that rolling his eyes will make Mrs. Lowe laugh
B is bothered about having Inez assigned as his partner
C is motioning to Inez that she should listen to Mrs. Lowe
D wants to show Mrs. Lowe that he is paying attention
3. What is the first idea Emilio has for their demonstration?
   A. how to make a teepee
   B. how to make pizza
   C. how to figure skate
   D. how to fly a plane

4. The chart below shows what happens in the story.

   **WHAT HAPPENS IN THIS STORY**

   Inez and Emilio cannot think of a good topic.
   
   Inez’s mother invites Emilio to stay for dinner.
   
   ?
   
   Emilio tells Inez that he knows how to make pizza.

   Which step completes the chart?
   A. Inez shows Emilio how to put tacos together.
   B. Inez and Emilio brainstorm ideas for their project.
   C. Emilio goes to Inez’s apartment to work on the project.
   D. Emilio wants to beg Mrs. Lowe for a new partner.
Read this sentence from the last paragraph of the story.

Inez looked up and smiled.

Why does Inez smile?

A. She realizes that she enjoys spending time with Emilio after all.
B. She thinks it is funny to imagine Emilio throwing pizza dough.
C. She gets an idea for the project from listening to Emilio.
D. She sees that the tacos are ready for her and Emilio.

Which statement best describes how Emilio and Inez’s relationship changes throughout the story?

A. Emilio and Inez start out as enemies who have to work together, but they end up being best friends.
B. Emilio and Inez do not want to work together at first, but they later realize they have a common interest.
C. Emilio and Inez are excited to work together, but they realize that they have a hard time agreeing on anything.
D. Emilio and Inez are willing to work together at first, but they finally decide to ask their teacher for new partners.
Read the passage. Then answer the questions that follow.

The Sun: Our Shining Star

by Anne Hosmer

1. Trillions of stars shine in our universe. But, did you know that one of those shining stars is the Sun? The Sun is the star nearest to the planets in our solar system. Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do. Most scientists think that the Sun and solar system formed about 5 billion years ago.

2. All the planets and other objects in our solar system orbit the Sun. An orbit is the path a space object takes around a much larger object. The Sun is the largest object in our solar system. All the planets are held in orbit by the Sun’s gravity, which is the force that pulls objects toward one another. Because the Sun is so massive in size, it pulls with a tremendous amount of gravity. The diameter of the Sun is nearly 865,000 miles (1.4 million km). How big is the Sun compared to Earth? You would need more than 100 Earths to cover the length of the Sun’s diameter.

3. The Sun is made up of very hot gases. These gases are mainly hydrogen and helium. These gases are so hot that the surface of the Sun glows. The Sun’s surface is always boiling up with flares. The temperature of the Sun’s surface is about 10,000°F (5,500°C). Deep inside the Sun—at its core—the temperature is millions of times hotter. The core is the Sun’s power factory. Inside the core, tiny particles of gas are tightly packed in extreme heat and pressure. When these particles crash into one another, they create terrific energy. This energy is in the form of heat and light. It takes thousands of years for that energy to travel from the Sun’s core to the surface. But, once that energy bubbles up to the outer layer of the Sun’s atmosphere, it reaches Earth in a very short amount of time—about eight minutes!

4. The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat. How much energy a planet gets from the Sun depends on its position in the solar system. Planets closest to the Sun receive the most heat. Planets farthest away from the Sun receive the least heat. Earth is in an ideal position in the solar system. Earth’s position to the Sun makes life on Earth possible. Earth’s position keeps it warm enough so that most of the water on the planet is in liquid form, not frozen, but not so hot that
the water boils off into gas. People, plants, and animals on Earth need water to survive. We also need the Sun’s energy to make food. Without the Sun, we would not have water to drink or food to eat.

5 For thousands of years, people on Earth have recognized the importance of the Sun. Some groups of ancient people built temples to worship the Sun. Others built huge stone structures to mark the position of the Sun in the sky at different times of year. They used the Sun to create calendars. They used the position of the Sun to help them know when to plant crops. These ancient people can be thought of as the first astronomers. Today’s scientists have learned a lot about the Sun. But, they want to learn even more, especially about how the Sun affects our life on Earth.

7 According to the passage, the Sun seems brighter and bigger to us than other stars because it

A produces a lot of energy
B is the star closest to us
C grows brighter and bigger each year
D is made up of very hot gases

8 Which sentence from the passage best supports the idea that the Sun produces a huge amount of energy?

A “Most scientists think that the Sun and solar system formed about 5 billion years ago.”
B “The diameter of the Sun is nearly 865,000 miles (1.4 million km).”
C “The temperature of the Sun’s surface is about 10,000°F (5,500°C).”
D “How much energy a planet gets from the Sun depends on its position in the solar system.”
9 Based on information in the passage, what would **most likely** happen if the Sun’s energy greatly increased?

A  Earth would be unable to support life.
B  Earth would move closer to the Sun.
C  Earth would cool off slightly.
D  Earth would not stay in orbit around the Sun.

10 Which word means the opposite of “core” as it is used in paragraph 3?

A  outside
B  inside
C  cold
D  hot

11 Which of these ideas from the passage is represented in the diagram?

A  the time it takes the Sun’s energy to reach Earth
B  the gases that make up the Sun
C  the orbit of the planets around the Sun
D  the temperature of the Sun’s surface
12 From the passage and the diagram, which planet can the reader conclude is the coldest planet in the solar system?

A  Mercury
B  Mars
C  Jupiter
D  Neptune

13 Which best states the main idea of the passage?

A  “Earth’s position keeps it warm enough so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas.”

B  “You would need more than 100 Earths to cover the length of the Sun’s diameter.”

C  “The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat.”

D  “Some groups of ancient people built temples to worship the Sun.”
Read the passage. Then answer the questions that follow.

**Paint a Picture with Science**

*by Larry White*, Hopscotch

1. Tree roots gather water from the ground and the tree’s trunk, and branches carry the water up to the leaves. How does water flow up a tree?

2. One way is by capillary action. Water moves, all by itself, through tiny spaces. Very thin tubes inside the tree go from the roots to the leaves. Water is drawn up these tubes by capillary action.

3. A paper towel also has tiny spaces in it. If you dip one end of the towel in water, the water moves through these tiny spaces in the same way it moves up the tubes in a tree. We say paper towels absorb water. “Absorption” is capillary action at work!

4. Here is a neat experiment that uses capillary action to paint a pretty picture.

5. **You Will Need:**
   - paper towels
   - several colors of liquid food coloring
   - soup bowls
   - dinner plate
   - water

6. Please do this experiment on a bare-topped table and cover the top with old newspapers. It can get (easy-to-clean-up) messy!

7. **FIRST EXPERIMENT:**
   Fill a soup bowl 1/2 full of water and set it beside the dinner plate.

8. Fold one corner of a paper towel down. Lay the towel on the dinner plate with the folded-down corner going into the water in the soup bowl.

9. The water will start to “crawl” up the towel by capillary action. You will be able to see it moving!
Place two drops of food coloring (any color) on the towel just in front of the wet part of the towel and watch what happens. The water will carry the color with it, and as the water spreads out, the food color will too.

**SECOND EXPERIMENT:** Put two drops (or more) of another color in the same place you put the first drops. Even though this spot is now wet, the moving water will carry this color outward too. After a few minutes, you will have two curved bands of color. You can add other colors (always in the same spot) to create a “rainbow” of colors.

Now that you know how to use capillary action to “paint” a rainbow, experiment!

Try mixing different food colors, a drop of red with a drop of green, or mix a drop of yellow with blue and red.

Use more soup bowls. Bend down other corners of the towel and dip them in the bowls. You can “paint” from two, three, or all four corners of the towel at the same time!

**KEEP YOUR PAINTINGS:** After a while, the water will creep all the way across the paper towel and carry the color bands off the paper. Before this happens, take the towel out of the water when it looks pretty and let it dry. Then “hang it” or tape it to a window to look like “stained glass.”

And, when your friends ask how you painted such unusual pictures, tell them that a science friend of yours, named **capillary action**, helped you!

Which sentence from the passage best tells how capillary action works?

A  “Try mixing different food colors, a drop of red with a drop of green, or mix a drop of yellow with blue and red.”

B  “After a while, the water will creep all the way across the paper towel and carry the color bands off the paper.”

C  “Before this happens, take the towel out of the water when it looks pretty and let it dry.”

D  “And, when your friends ask how you painted such unusual pictures, tell them that a science friend of yours, named capillary action, helped you!”
15 Read this sentence from paragraph 6 of the passage.

Please do this experiment on a bare-topped table and cover the top with old newspapers. It can get (easy-to-clean-up) messy!

Why does the author include the second sentence?
A to warn readers that old newspapers aren’t always clean
B to describe how to clean up the table top after the experiment is done
C to prove that making a mess is necessary to the experiment
D to tell why covering the table top with old newspapers is important

16 Why is food coloring placed on the paper towel in the first experiment?
A to see the color make the water move back into the soup bowl
B to make the water move faster and faster along the towel
C to see the water carry the color with it as it spreads through capillary action
D to stop the capillary action and keep the water and color in one place

17 How does the writer organize the experiments?
A by describing the steps from first to last
B by comparing trees to paper towels
C by explaining why experiments are useful
D by asking a question and then answering it
18. How does the picture most help the reader better understand how to do the experiment?
   A. It shows what a plate and bowl look like.
   B. It tells how many drops of food coloring to use.
   C. It shows what a bare-topped table looks like.
   D. It makes clear where to place the food coloring.

19. Look at this label in the picture.
   FOOD COLOR HERE (AT THE CREASE)

   Based on what you have read, what is a “crease”?
   A. a bowl
   B. a fold
   C. a towel
   D. a tiny space
Read the passage. Then answer the questions that follow.

What Is Supersonic Flight?

by Heather R. Smith, www.NASA.gov
NASA Educational Technology Services

What Is Supersonic Flight?

1. Supersonic flight is one of the four speeds of flight. Objects moving at supersonic speeds are going faster than the speed of sound.

2. The speed of sound is about 768 miles per hour at sea level. That is about four times faster than a racecar.

3. Supersonic includes speeds up to five times faster than the speed of sound!

4. The first person to fly an aircraft faster than the speed of sound was Capt. Charles E. “Chuck” Yeager.

What Flies at Supersonic Speeds?

5. A bullet fired from a gun flies at supersonic speeds. Some military aircraft also fly this fast. The space shuttle flies at supersonic speeds during parts of its mission.

6. The most famous airplane to fly passengers at supersonic speeds was called the Concorde. The Concorde’s fastest speed was more than twice the speed of sound. It could fly people from London, England, to New York in less than 3 1/2 hours. A regular airplane would take twice that long! The Concorde stopped flying in 2003.

Why Does NASA Study Supersonic Flight?

7. Learning more about supersonic flight helps NASA make better aircraft and spacecraft. When NASA studies supersonic flight, it is studying aeronautics. Aeronautics is the science of flight.

How Does NASA Study Supersonic Flight?

8. One way NASA learns more about supersonic flight is by testing models of airplanes in wind tunnels.

9. Wind tunnels are tube-shaped buildings that move air over a vehicle as if it were flying. Flying model airplanes in wind tunnels helps NASA learn how the real aircraft will fly. In wind tunnels, NASA can test new designs for airplanes.

10. NASA also studies supersonic flight by flying real supersonic aircraft.

11. Another way NASA learns about it is by using computers. Computers help scientists test what will happen to a plane when it flies.

Go On
What Is a Sonic Boom?

12 A sonic boom is a loud noise like thunder. A person on the ground hears a sonic boom when an aircraft flies overhead at supersonic speeds.

13 The noise is caused by a fast release of air pressure. Air pressure builds up as a plane flies through the air. When the pressure is released, it makes a loud noise. This is similar to when a balloon pops. A pin that pops a balloon releases the air pressure inside the balloon and causes a loud “pop.”

14 NASA is studying and testing things that could be used on aircraft to lessen the noise from sonic booms.

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20 Read these two sentences from paragraph 6.

[The Concorde] could fly people from London, England, to New York in less than 3 1/2 hours. A regular airplane would take twice that long!

Which of the following describes the relationship between these two sentences?

A The sentences describe two steps in the same process.
B The sentences show how two objects are different.
C The first sentence explains the effect of the second.
D The second sentence gives the reason for the first.

21 What does NASA learn from testing models of airplanes in wind tunnels?

A how real airplanes will fly in the air
B how real airplanes will fly in cold weather
C how pilots will be able to fly in the dark
D how pilots will react during an emergency
22 Which heading in the article would you look under to find the rate at which sound travels?
A What Is Supersonic Flight?
B What Flies at Supersonic Speeds?
C Why Does NASA Study Supersonic Flight?
D What Is a Sonic Boom?

23 The sentences below are from paragraph 13 of the passage.

Air pressure builds up as a plane flies through the air. When the pressure is released, it makes a loud noise.

Which of the following best describes the text structure of these sentences?
A Cause-effect: The sentences tell how the air pressure is what enables planes to fly.
B Comparison: The sentences tell how the sound of a flying plane is similar to a loud noise.
C Cause-effect: The sentences tell how a loud sound is the effect of the release of built-up air pressure.
D Comparison: The sentences tell similarities and differences between air pressure and loud noises.
Which sentence from the passage best shows that sonic booms are unpleasant?

A  “A person on the ground hears a sonic boom when an aircraft flies overhead at supersonic speeds.”

B  “The noise is caused by a fast release of air pressure.”

C  “A pin that pops a balloon releases the air pressure inside the balloon and causes a loud ‘pop.’”

D  “NASA is studying and testing things that could be used on aircraft to lessen the noise from sonic booms.”

Which of the following details would you most likely include in a summary of the passage?

A  The science of flight, including supersonic flight, is called aeronautics.

B  The supersonic aircraft called the Concorde stopped flying in 2003.

C  NASA studies supersonic flight so they can make better aircraft and spacecraft.

D  Captain “Chuck” Yeager was the first person to fly an aircraft faster than the speed of sound.
Read the play. Then answer the questions that follow.

James the Vine Puller

A Play Based on a Brazilian Folktale
by Pat Betteley, Faces

CHARACTERS:
Narrator 1
Narrator 2
Narrator 3
Narrator 4
James
Elephant
Whale

1 Narrator 1: James the turtle lived happily under the palm trees in the jungle, with orchids blooming all around him. Every morning, he went swimming and played on the beach. In the evening, he watched beautiful sunsets over the ocean.

2 Narrator 2: One afternoon, James was eating a coconut that had fallen from a tree. A mighty elephant came crashing through the bush.

3 Elephant: I am the king of the jungle. What are you doing eating MY coconut?

4 James: Oh. I’m sorry. I didn’t know they were yours.

5 Elephant: Everything in the jungle is mine. Don’t ever eat here again!

6 Narrator 3: The elephant shook the trees so hard that coconuts rained down all around.

7 Narrator 4: James decided to find another place to eat. He swam out into the ocean and nibbled on some very tasty seaweed. Suddenly, a great black whale rose from the water.

8 Whale: Maybe you don’t know the rules. As king of the ocean, I get to eat all of the seaweed I want. As a teeny little turtle, you get nothing. Understand? So don’t let me catch you in my garden again!

9 James: That’s great. I can’t eat on land because the elephant is the king there. I can’t eat in the ocean because the whale is king there. What’s with all the kings around here, anyway?

10 Narrator 2: That night, James went to bed hungry. He dreamed that he had a vine tied around his waist. The whale was on one end pulling him. The elephant was pulling from the other end. The vine was getting tighter around his middle. His stomach hurt. James woke up with a start. He had hunger pangs — and a plan. He went to find the elephant in the jungle.
James: You are a selfish ruler. I’m going to take that crown away from you.


James: I may be little, but I am smart. I challenge you to a vine-pulling contest. If I am stronger, you must leave the jungle. If you are stronger, I will leave.

Elephant: That sounds fun. I would enjoy dragging your scrawny body around the jungle.

James: We’re on, then. I’ll see you this afternoon.

Narrator 4: Next, James went to the seashore. He sent a crab into the ocean to find the whale. Soon the whale’s big hump rose slowly above the water. One big eye looked down at him.

Whale: You again? This had better be good. You woke me up from my morning nap.

James: I’m sick of you being the king of the ocean. I think I would make a better one. So, here’s my plan. We have a vine-pulling contest. If you win, I find a new ocean. If I win, I can swim in your waters unharmed.

Whale: Pulling you halfway across the ocean will be my pleasure, little friend. I’ll do it.

James: Great. First, I’ll tie this strong vine to your tail. Next, I’ll tie the other end to my leg. Now, let me walk the length of the vine. When I get to the end. I’ll give you a jerk. That will signal it’s time to begin the contest.

Narrator 1: The whale chuckled as he waited for James to tug on the vine. Meanwhile. James went behind the trees. He took the vine off his leg and carried it to the elephant in the jungle.

James: Time for the contest. I’ll tie this long vine to your trunk. Now give me time to get to the end of the vine so I can tie it to my leg. When you feel it jerk, start pulling.

Narrator 2: The elephant smiled as he waited. James walked back toward the ocean. As soon as the elephant couldn’t see him, he gave the vine a jerk. Then he hid behind a palm tree.

Narrator 3: The whale pulled. The elephant was almost dragged into the water. Luckily, the whale was under the water, so the elephant thought it was the turtle on the other end of the vine.

Narrator 4: The elephant pulled. The whale was almost drawn onto the beach. But as the elephant was behind the trees, the whale thought it was the turtle on the other end of the vine.

Narrator 1: All afternoon, the whale and the elephant struggled back and forth. Finally, they were both too tired to move. James came out of hiding. He went to the elephant.
27  **James:** You see that you are not stronger than me. Let’s just call it a draw. We’ll both continue to live — and eat — in the jungle as we did before.

28  **Narrator 2:** Next, James went to the whale.

29  **James:** It seems that neither of us can win. Maybe we should just agree to leave each other alone in the ocean.

30  **Whale:** Maybe we should.

31  **Narrator 3:** So there was peace on the land and in the sea. Once again. James swam and played at the beach in the mornings. And in the evenings, he watched the sunset. It looked more beautiful than ever.

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**26** Read these words that Whale says.

   Whale: Pulling you halfway across the ocean will be my pleasure, little friend.

What do these words tell the reader about Whale?

A  Whale wants to make friends with other animals in the ocean.
B  Whale prefers being far out at sea to being near land.
C  Whale knows that James is strong but is happy to help him.
D  Whale is sure he will beat James in the contest.

**27** How does the writer tell how James came up with a plan to solve his problem?

A  through the introduction by Narrator 1
B  through dialogue between James and Elephant
C  through a description of a dream by Narrator 2
D  through an explanation in stage directions

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**Go On**
28. When Narrator 3 says in line 6 that “coconuts rained down all around,” she means that
   A. it looked like a rain shower when the coconuts fell
   B. it sounded like thunder when the coconuts hit the ground
   C. the coconuts got everything wet when they broke open
   D. lots of coconuts fell from the trees onto the ground

29. How does the reader know who is in the play?
   A. through stage directions
   B. through a cast of characters
   C. through the author’s name
   D. through the introduction

30. Which piece of dialogue supports the play’s main theme?
   A. “Everything in the jungle is mine.” (line 5)
   B. “Maybe you don’t know the rules.” (line 8)
   C. “I may be little, but I am smart.” (line 13)
   D. “I’m sick of you being king of the ocean.” (line 18)
Read the poem. Then answer the questions that follow.

**A Bird Came Down the Walk**

“A Bird Came Down the Walk” from Poems of Emily Dickinson by Emily Dickinson, published by Roberts Brothers, 1892.

A Bird came down the walk—
He did not know I saw;
He bit an angleworm in halves
And ate the fellow, raw.

5 And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
10 That hurried all abroad—
They looked like frightened beads, I thought—
He stirred his velvet head—

Like one in danger; cautious,
I offered him a crumb,
15 And he unrolled his feathers
And rowed him softer home

Than oars divide the ocean,
Too silver for a seam,
Or butterflies, off banks of noon,
20 Leap, splashless, as they swim.
31 Read these lines from the beginning of the poem.

A Bird came down the walk—
He did not know I saw;
He bit an angleworm in halves
And ate the fellow, raw.

Which lines end with words that rhyme?

A lines 3 and 4 rhyme
B all four lines rhyme
C lines 1 and 3 rhyme
D lines 2 and 4 rhyme

32 Read the following lines from the third and fourth stanzas of the poem.

He stirred his velvet head—
Like one in danger; cautious,

Now read this dictionary entry.

stir (v) 1. to move slightly 2. to be active or busy 3. to mix together using a circular movement 4. to awaken strong feelings

Which meaning of “stir” is used in the poem?

A meaning 1
B meaning 2
C meaning 3
D meaning 4
33 Read these lines from the fourth and fifth stanzas of “A Bird Came Down the Walk.”

   And he unrolled his feathers
   And rowed him softer home
   Than oars divide the ocean,

What is the bird **most likely** doing in these lines?

A  cleaning his feathers  
B  flying quietly away  
C  swimming away  
D  rowing a boat

34 Read these lines from the last stanza of the poem.

   Or butterflies, off banks of noon,
   Leap, plashless, as they swim.

What does the word “plashless” mean?

A  like a fish  
B  without a splash  
C  as if flying  
D  with a loud sound

35 What feature of “A Bird Came Down the Walk” tells the reader that it is a poem?

A  It tells a story.  
B  It is about nature.  
C  It is written in stanzas.  
D  It has a bird as a character.

*Go On*
Which detail from the poem supports the idea that humans can enjoy nature but should not bother its creatures?

A  The bird hops sidewise to let the beetle pass.
B  The bird doesn’t know that the speaker sees it.
C  The bird leaves when the speaker offers it a crumb.
D  The bird floats like a butterfly.

In the poem, what does the bird drink from?

A  a piece of grass
B  a person’s hand
C  a puddle
D  a river
Read the passages. Then answer the questions that follow.

**Dust Bowl Migration**

*by William Furman*

1. Imagine living through dust storms so fierce that great piles of dust block your front door. Dust blows in through the cracks of your home’s closed doors and windows. It coats every surface with a thick brown film. The dust gets into your nose and throat, making you cough and sneeze.

2. It sounds like life in a hot, lonely desert. But millions of people experienced dust storms like these right here in America. The plains of Texas, Oklahoma, Kansas, Colorado, and New Mexico were once covered with fields of wheat and corn. Farmers used every inch of land to plant as much as possible. But in 1931, a great drought hit the United States. The rains that once fed the crops stopped falling. The dry soil of the plains had been so overworked that there was nothing to hold it down when the winds came. It simply blew across the plains, now called the Dust Bowl.

3. Within just one year, there was a great desert in the middle of the United States. Over the next few years, things just got worse. The dust storms came more and more often, and they were making people sick. On a single day in 1935, “Black Sunday,” twenty dust storms struck the Dust Bowl.

4. The country’s new president, Franklin Roosevelt, tried to think of ways to help the people who lived in the Dust Bowl. But nothing could make crops grow in dusty soil without rain. Many people abandoned their homes and land. They set out for the West, looking for new homes and work to do to support their families. Two and a half million migrant people left the Dust Bowl for California, Oregon, Washington, and other states in the 1930s. But not everyone in the Western states was happy to see the newcomers. Some people there called the newcomers “Okies,” since many came from Oklahoma. There were not enough jobs or homes for everyone. At first, many of the migrant people had to live in camps and handmade shelters.

5. In 1941, the United States began to fight in World War II. This meant that the American people would need to build planes, tanks, and weapons for the soldiers to use in the war effort. Although the rains had returned to the Dust Bowl, most of the migrant people stayed in the Western states where there were plenty of jobs to go around.
These are diary entries written by someone who actually experienced the dust storms in 1934.

from Dust Bowl Diary

by Ann Marie Low

April 25, 1934, Wednesday

1 Last weekend was the worst dust storm we ever had. We’ve been having quite a bit of blowing dirt every year since the drouth\(^1\) started, not only here, but all over the Great Plains. Many days this spring the air is just full of dirt coming, literally, for hundreds of miles. It sifts into everything. After we wash the dishes and put them away, so much dust sifts into the cupboards we must wash them again before the next meal. Clothes in the closets are covered with dust.

2 Last weekend no one was taking an automobile out for fear of ruining the motor. I rode Roany to Frank’s place to return a gear. To find my way I had to ride right beside the fence, scarcely able to see from one fence post to the next.

3 Newspapers say the deaths of many babies and old people are attributed to breathing in so much dirt.

July 6, 1934, Friday

4 I am still herding cows, and it is awfully hot. Where they have eaten every weed and blade of grain, Bud is plowing so the ground will be softened to absorb rain (if it comes). He is very fed up and anxious to get away to school and fit himself for a job.

5 Poor Bud. He has worked so hard and saved so hard. He has done without nice clothes and never went to a dance or movie oftener than about once a year because he was saving every penny for college. He hoped his livestock would pay his way for four years. The price was so low he didn’t sell any last year. This year they are worth less, and he absolutely must sell them because there is not enough feed for them and no money to buy feed. All the stock he has won’t pay his way through one year of college.

6 Grover has already had to ship out more cattle. He wanted me to help him. Roany and I got to Grandma’s by 4:30 A.M. We got the cattle to the stockyards in Pingree by 10:00. Then back to herd cows on the wheat field again.

\(^1\) drouth: drought
38 According to “Dust Bowl Migration,” what was life like for many people who left their homes in the Dust Bowl and moved to the West? Use two details from the passage to support your answer.

Write your answer in complete sentences.

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39 According to “Dust Bowl Migration,” what caused the great dust storms in the Dust Bowl? Use two details from the passage to support your answer.

Write your answer in complete sentences.

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Go On
In *Dust Bowl Diary*, who is Roany? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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Planning Page

You may PLAN your writing for question 41 here if you wish, but do NOT write your final answer on this page. Write your final answer on pages 30 and 31.
“Dust Bowl Migration” and Dust Bowl Diary both explain how the dust storms and the lack of rain affected people’s lives. How are the explanations similar and different? Use specific examples from the passage and the diary to support your answer.

In your response, be sure to do the following:
• describe what “Dust Bowl Migration” says about how the dust storms affected people’s lives
• describe what Dust Bowl Diary says about how the dust storms affected people’s lives.
• compare and contrast the two explanations
• include details from both the passage and the diary to support your answer

Write your response in complete sentences.

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Read the passage. Then answer the questions that follow.

**Myths and Facts About the Earwig**

*by Harriet Gershwin*

1. Imagine this: you’re in your bedroom. Your parents have informed you that, before you can play any more Ukulele Hero III, you must first clean up the pile of magazines and comic books by your bed. Grumbling, you grab a handful of papers. You start to lift them toward the recycling bin when something crawls out from between two pages of a comic book. The thing runs onto your hand and makes you drop the papers and shake your whole arm back and forth. The thing falls on the floor from your shaking. Now you can see that it’s a half-inch long, flat, reddish-brown insect with creepy antennae on its head and what look like two grabby stingers coming from its rear end. And it’s coming toward you again! You run out of your room and shut the door, vowing never to return.

2. What was that thing? You’ve just had a run-in with an earwig. Many people fear earwigs. And with those pinchers on its bottom, who can blame them? They are scary-looking bugs! There’s even a myth that earwigs like to live in people’s ears. (That may even be where the earwig gets its name.) But in truth, the earwig is completely harmless. You’re in no more danger from an earwig than you are from a sweet little kitten. And you’ve probably never had a kitten in your ear.

3. Why are people so afraid of earwigs? The fears may have started over two thousand years ago. A Roman man named Pliny the Elder wrote about earwigs and how to remove them from people’s ears. Pliny believed that earwigs could lay eggs in human ears. This myth is completely false. It has never happened in recorded history. Today, many people still believe the same myth that Pliny the Elder believed. But Pliny also believed that caterpillars come from the dew on leaves. Nobody believes that anymore. We know now that caterpillars come from eggs laid by butterflies. So why are we still afraid of earwigs?

4. In reality, there is no reason to think an earwig has ever made a home in anyone’s ear. Even if an earwig could crawl inside an ear, there is a thick bone in the ear canal that would keep it from getting very far.

5. And those grabby things on their backsides aren’t even stingers. They’re called forceps. If you pick up an earwig and don’t let it go, it might try to get away by squeezing you with its forceps. The forceps can give a very slight pinch, but can’t really do any harm. The worst thing an earwig can do is release a stinky liquid from its scent gland. They do this so you will leave them alone and they can get away.
6 Even though it can do no real harm, thousands still fear this harmless bug. It’s feared because years ago, people made up stories about it. The stories were based on what the bug looks like. People thought, “Look at those pinchers. Surely that bug is harmful!” Then other people who heard those stories repeated them to other people as facts. Now, those “facts” are widely believed, even though they are false. And it’s all because of what the earwig looks like. But we tell each other not to judge people based on their appearances. Why is it okay to do the same to a bug?

7 So let’s go back to our scene in your room. Everything is the same, except this time, you know all about earwigs. You don’t panic. You know it’s harmless. Instead, you just take the papers outside and let the bug go. Then you’re proud of yourself for using your brain instead of being afraid of something that can’t hurt you. The myths we allow to come into our ears and live in our minds are much more harmful than the feared (but not fierce) earwig.

42 Does the author believe that Pliny the Elder understood nature as well as people do today? Use two details from the article to support your answer. Write your answer in complete sentences.
How does the author support the idea that earwigs look scarier than they actually are? Use two details from the article to support your answer.

Write your answer in complete sentences.
Read the myths. Then answer the questions that follow.

How Beaver Stole Fire

*a Nez Perce tale, retold by Katharine B. Judson,*


1 Long ago there were no people in the world. Animals and trees talked just as men do now. They also walked about. Now in those days, Pine Trees had the secret of fire. They would tell no one else. No one could have a fire, no matter how cold it was, unless he were a Pine. One winter it was so cold the animals almost froze to death. Then they called a council. They wanted to steal fire from Pine Trees.

2 Now on Grande Ronde River, Pine Trees were holding also a great council. They had built a large fire to warm themselves. Guards were put around the fire to keep off all animals. But Beaver hid under the bank, near the fire, before the guards took their places, so they did not see him. After a while a live coal rolled down the bank near Beaver. He hid it in his breast and ran away. Pine Trees started after him. When Pine Trees caught up near him, Beaver dodged from side to side. Other times he ran straight ahead. That is why Grande Ronde River winds from side to side in some places. In other places it is straight.

3 When they had run a long way, Pine Trees grew tired. They stopped on the river banks. So many stopped there, and so close together, that even today hunters can hardly get through the trees. A few kept on after Beaver and stopped here and there. These also remain here and there on the river bank.

4 A few Pine Trees kept close after Beaver. So did Cedar. Cedar said, “I will run to the top of that hill. I will see how far ahead he is.” So Cedar ran to the top of the hill. Beaver was far ahead. He was just diving into Big Snake River where Grande Ronde joins it. Beaver swam across Big Snake River and gave fire to Willows on the opposite bank. Farther on he gave fire to Birches and to other trees. So these woods have fire in them. Ever since then animals and Indians can get fire from these woods by rubbing two pieces together.

5 Cedar still stands all alone on the very top of the hill. He is very old. His top is dead. The chase was a long one. You can see that because there are no other cedars within a hundred miles of him. Old men of the tribes point him out to the children. They say, “There is Old Cedar. He stands just where he stopped when he chased Beaver.”
Stealing Fire from Zeus

as told by Prometheus

1. If you ask me, sometimes it can be absolutely impossible to get along in a big family, and in my family, my cousin and I are no exception! A long time ago, my cousin, Zeus, and I got into an enormous argument. After hearing my story, you can tell me whom you think was right!

2. I should first tell you that my name is Prometheus. That’s Greek. I should also tell you in my family we are mostly gods, although I am a Titan. Some of us have more power than others. Zeus, for example, has a huge amount of power. Most people call him the King of the Gods because he controls the sky, weather, and law and order. I guess you can tell that Zeus really likes being in control.

3. Power isn’t really my thing; I am more a “titan” of the people. I always liked humans more than most of the gods in my family. I liked to watch how humans lived, and I sometimes tried to make their lives better. So as you can imagine, when I noticed that humans were always shivering in caves, I thought to myself, “If I give them fire, they can be warm and cook their food. This will fix everything for them!”

4. I went to my cousin and asked him to give fire to people in order to warm them up. And can you believe that he refused? He said, “Your humans don’t have enough brains to take care of fire. They are far too careless!” Personally, I think he was afraid humans would become too strong for him to control. I listened to Zeus, but I didn’t agree with him.

5. Finally, I was through with Zeus’s bossiness, and I decided to steal fire for the humans. I climbed Mount Olympus where Zeus lived, I crept into Zeus’s house, and I stole a spark from his lightning bolt. I carefully took it back down the mountain and gave it to the humans. I am sure you can imagine how happy they were, especially after I showed them how to build a fire and how to cook food.

6. The only problem was that Zeus was not happy at all. When he looked down from Mount Olympus and saw that humans had fire, he was furious. It didn’t take him long to guess that I was the one who had stolen the fire. It’s not surprising that he was mad, but do you think it was fair to chain me to the side of a mountain? Lucky for me, Heracles came along just in time. He unchained me and I was free.

7. So, do you think what I did was so bad, or maybe I should ask this—when you are cold, who should you thank? Zeus or me?
44 In “How Beaver Stole Fire,” what changes to the land does Beaver cause when he runs away with fire? Use two details from the story to support your answer.

Write your answer in complete sentences.

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45 What is a theme of “Stealing Fire from Zeus”? Use two details from the myth to support your answer.

Write your answer in complete sentences.

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Go On
How are the points of view in the two stories different? Use one detail from each story to support your answer.

Write your answer in complete sentences.
Planning Page

You may PLAN your writing for question 47 here if you wish, but do NOT write your final answer on this page. Write your final answer on pages 40 and 41.
These myths come from two different cultures. Both myths explain how fire was given to those who needed it. How are the explanations the same, and how are they different? Use details from both myths to support your answer.

In your response, be sure to do the following:
• explain how the myth “How Beaver Stole Fire” tells how fire was given to those who needed it
• explain how the myth “Stealing Fire from Zeus” tells how fire was given to those who needed it
• compare and contrast the two explanations
• include details from both myths to support your answer

Write your answer in complete sentences.
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