Reading at Home for Families



TEST PREP

5th Grade

Name _____ Date _____

Read the passage "Saving Endangered Plants" and answer Numbers 1 through 6.

Saving Endangered Plants

by Jennie Merkooloff

1 When most people hear the word "plant," they probably think only of the plants we use for decoration. But plants are important resources with many benefits. For centuries, people have used plants to treat illnesses, and modern scientists continue to develop new ways to use plants to cure diseases. "Plants" also include the crops—such as corn, wheat, and rice—we use to feed ourselves and the animals we depend on.

2 Throughout our planet's history, plants have appeared, flourished, then vanished. As an area became warmer or colder, wetter or drier, some plants were not able to adapt to the changing conditions and disappeared.

3 This is still happening today. But people have caused plant species to disappear much more rapidly than they did in the past. People cut down trees for wood. They clear forests to build homes and shopping centers. Pollution is another factor. Poisonous wastes in the air and water kills plants. Acid rain threatens forests in many parts of the world.

4 Even the simple act of picking wildflowers is a threat to their continued existence. Many wildflowers are endangered. People are picking too many of them. As a result, we are not allowing their seeds to fall to the earth and produce more flowers.

5 It is estimated that by 2086, ten to fifteen percent of the wild plants in this country will be seriously threatened. The percentage may be even greater on a worldwide scale. Can the world afford to lose these valuable resources? This cannot be allowed to happen. We must work hard to make sure our plants will be saved.

GO ON

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6 Thankfully, many groups are taking action. The National Center for Plant Conservation was formed by botanical gardens from across the United States. Its plan is to collect and preserve live specimens of more than three thousand endangered varieties of plants. Researchers study what conditions are necessary to ensure the survival of these plants. Eventually, the plants will be checked as sources of medicines and useful chemicals.

7 Individual botanical gardens have projects of their own. The Institute of Economic Botany at the New York Botanical Garden collects cuttings and seeds of endangered species. These species are believed to be valuable for food, fuel, or medicine. The Berry Botanic Garden in Oregon also collects endangered plants. It dries and freezes the seeds.

8 We will hear more success stories if we support efforts to preserve our plants. Remember, their beauty and usefulness make our lives richer in many ways.



Now answer Numbers 1 through 6. Base your answers on the passage "Saving Endangered Plants."

1. Read these sentences from the passage.

"Even the simple act of picking wildflowers is a threat to their continued existence. Many wildflowers are endangered." (paragraph 4)

What is the meaning of the word endangered as it is used in these sentences?

A. at risk

B. not familiar

C. blossoming

D. disappointing

2. How does the structure of paragraph 4 affect the meaning of the passage?

A. by summarizing how most plants are destroyed

B. by showing the effect people's actions have on a plant

C. by comparing and contrasting the benefits of different plants

D. by describing a solution to the problems with endangered plants

GO ON

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

Part A
Read this sentence from the passage.

"Its plan is to collect and preserve live specimens of more than three thousand endangered varieties of plants." (paragraph 6)

What is the meaning of the word specimens as it is used in this sentence?

A. arrangements

B. remains

C. samples

D. treasures

Part B
Which word or phrase from the sentence supports the answer to Part A?

A. "collect and preserve"

B. "three thousand"

C. "endangered"

D. "varieties of plants"

4. Select **two** sentences that develop the author's claim that people have caused plant species to disappear more rapidly than in the past.

A. "Throughout our planet's history, plants have appeared, flourished, then vanished." (paragraph 2)

B. "This is still happening today." (paragraph 3)

C. "They clear forests to build homes and shopping centers." (paragraph 3)

D. "Pollution is another factor." (paragraph 3)

E. "It is estimated that by 2086, ten to fifteen percent of the wild plants in this country will be seriously threatened." (paragraph 5)



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

Part A

How does the author develop the claim that people are working hard to make sure existing plants will be saved?

A. by explaining that people have used plants for centuries

B. by providing information about how we learn about extinct plants

C. by explaining how people make a negative impact on the plants around them

D. by providing examples of what gardens around the country are doing to help

Part B

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

A. "As a result, we are not allowing their seeds to fall to the earth and produce more flowers." (paragraph 4)

B. "We must work hard to make sure our plants will be saved." (paragraph 5)

C. "The Institute of Economic Botany at the New York Botanical Garden collects cuttings and seeds of endangered species." (paragraph 7)

D. "We will hear more success stories if we support efforts to preserve our plants." (paragraph 8)

6. Select **two** details from the passage that support the central idea that people need to do more to save endangered plants.

A. "As an area became warmer or colder, wetter or drier, some plants were not able to adapt to the changing conditions and disappeared." (paragraph 2)

B. "People cut down trees for wood." (paragraph 3)

C. "Acid rain threatens forests in many parts of the world." (paragraph 3)

D. "Eventually, the plants will be checked as sources of medicines and useful chemicals." (paragraph 6)

E. "These species are believed to be valuable for food, fuel, or medicine." (paragraph 7)




STOP

Answer Key

Unit 1 Week 1 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	A	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
2.	B	Explain How Text Structure Contributes to Overall Meaning	2	Multiple Choice	1	5.R.2.1
3A.	C	Use Context Clues to Determine Meaning	2	Evidence-Based Selected Response (EBSR)	1	5.V.1.3
3B.	D	Use Context Clues to Determine Meaning	2	Evidence-Based Selected Response (EBSR)	1	5.V.1.3
4.	C, D	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	2	Multiselect	2	5.R.2.4
5A.	D	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	2	Evidence-Based Selected Response (EBSR)	1	5.R.2.4
5B.	C	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	3	Evidence-Based Selected Response (EBSR)	1	5.R.2.4
6.	D, E	Explain How Relevant Details Support the Central Idea(s)	2	Multiselect	2	5.R.2.2

Total: 10 Points

Grade 5 Unit 1: Week 1 Assessment

1. A. Correct. The phrase "threat to their continued existence" provides context that endangered means "at risk."

B. Incorrect. Although some endangered plants are "not familiar" because they are disappearing, this is not the correct meaning of endangered.

C. Incorrect. While plants do "blossom," this is not the correct meaning of endangered.

D. Incorrect. Although it may feel "disappointing" that many plants are endangered, this is not the correct meaning of endangered.

2. A. Incorrect. While some plants are likely destroyed in the way described in paragraph 4, the paragraph does not provide a summary.

B. Correct. The author presents a cause, "picking wildflowers," and then the effect, "not allowing their seeds to fall to the earth to produce more flowers."

C. Incorrect. There is not comparison or contrast made in paragraph 4.

D. Incorrect. The author presents a problem in paragraph 4, but a solution is not described.

3. **Part A**

A. Incorrect. While plants can be placed in "arrangments," this is not the correct meaning of specimens.

B. Incorrect. "Remains" suggest that a plant is ruined, specimens are fully intact samples.

C. Correct. A specimen is an example, or sample, of something.

D. Incorrect. While some specimens may be "treasures" because there are a small amount left of the plants, this is not the correct meaning.

Part B

A. Incorrect. While specimens are gathered, this phrase does not provide context for the word specimens.

B. Incorrect. This context provides the number of endangered plants collected.

C. Incorrect. This word indicates that the specimens collected are endangered, but does not provide context to determine the meaning of the word.

D. Correct. The context "varieties of plants" indicates that specimens are samples, different or kinds.

4. A. Incorrect. This sentence restates the idea that plants have vanished.

B. Incorrect. This sentence provides information that plant species still disappear today, but does not provide a cause as to why.

C. Correct. Clearing forests to build homes and shopping centers provides an example of how humans have caused plant species to disappear.

D. Correct. Pollution, which is created by human activities such as driving, provides an example of how humans have caused plant species to disappear.

E. Incorrect. This sentence further explains just how many plant species are disappearing but does not provide a reason why.

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5. Part A

A. Incorrect. While the people have been using plants for centuries, it is does not explain how people are working hard to make sure existing plants will be saved.

B. Incorrect. While it is important to learn about extinct plants, this is not how people are working to save existing plants.

C. Incorrect. While this is true, this is how people have a negative effect on plants.

D. Correct. The author presents evidence of how the Institute of Economic Botany at the New York Botanical Garden and the Berry Botanic Garden in Oregon are taking steps to make sure existing plants will be saved.

Part B

A. Incorrect. This sentence provides an example of the effects of picking flowers.

B. Incorrect. This sentence restates the idea that work must be done to save plants.

C. Correct. This sentence provides an example of what one organization is doing to protect existing plants.

D. Incorrect. This sentence provides what happens when people work to make sure existing plants will be saved.

6. A. Incorrect. This sentence shows how some plants may have become endangered, not how people need to do more to save endangered plants.

B. Incorrect. This sentence shows how trees may have become endangered, not how people need to do more to save endangered plants.

C. Incorrect. This sentence shows how environmental factors can affect forests.

D. Correct. Because some plants may be able to be used as sources of medicines and useful chemicals, it supports the central idea that people need to do more to save endangered plants.

E. Correct. People need to do more to save endangered plants because they may be able to be valuable sources of food, fuel, or medicine.

Name _____ Date _____

Read the passage and answer the questions that follow.

The Popular Peanut

1 Many people think that peanuts are nuts, but they are not. Peanuts are legumes, like beans or peas. Peanut plants grow bright yellow flowers, which then grow long shoots called "pegs." The pegs grow downward and bury themselves in the dirt. Their fruits grow into the peanut pods that we call "shells." Inside are the seeds, the part of the peanut plant we eat.

2 Peanuts grew wild in South America 10,000 years ago. In the 1500s, Spanish explorers took them back to Europe. Traders took peanuts to Asia, Africa, and North America. At first, U.S. farmers were not interested in growing peanuts. They were hard to raise and took a long time to harvest. But that changed after the Civil War. Engineers developed better ways to produce, harvest, and shell peanuts. They also invented new ways to process and eat them. By the twentieth century, Americans wanted more and more peanut butter, peanut oil, and peanut snacks. Peanuts were soon in high demand!

3 No one did more for the peanut than scientist and teacher George Washington Carver (1864–1943). At Tuskegee Institute in Alabama, he became famous for his work in agriculture. Carver developed hundreds of uses for peanuts, including soap, paints, ink, and even gasoline.

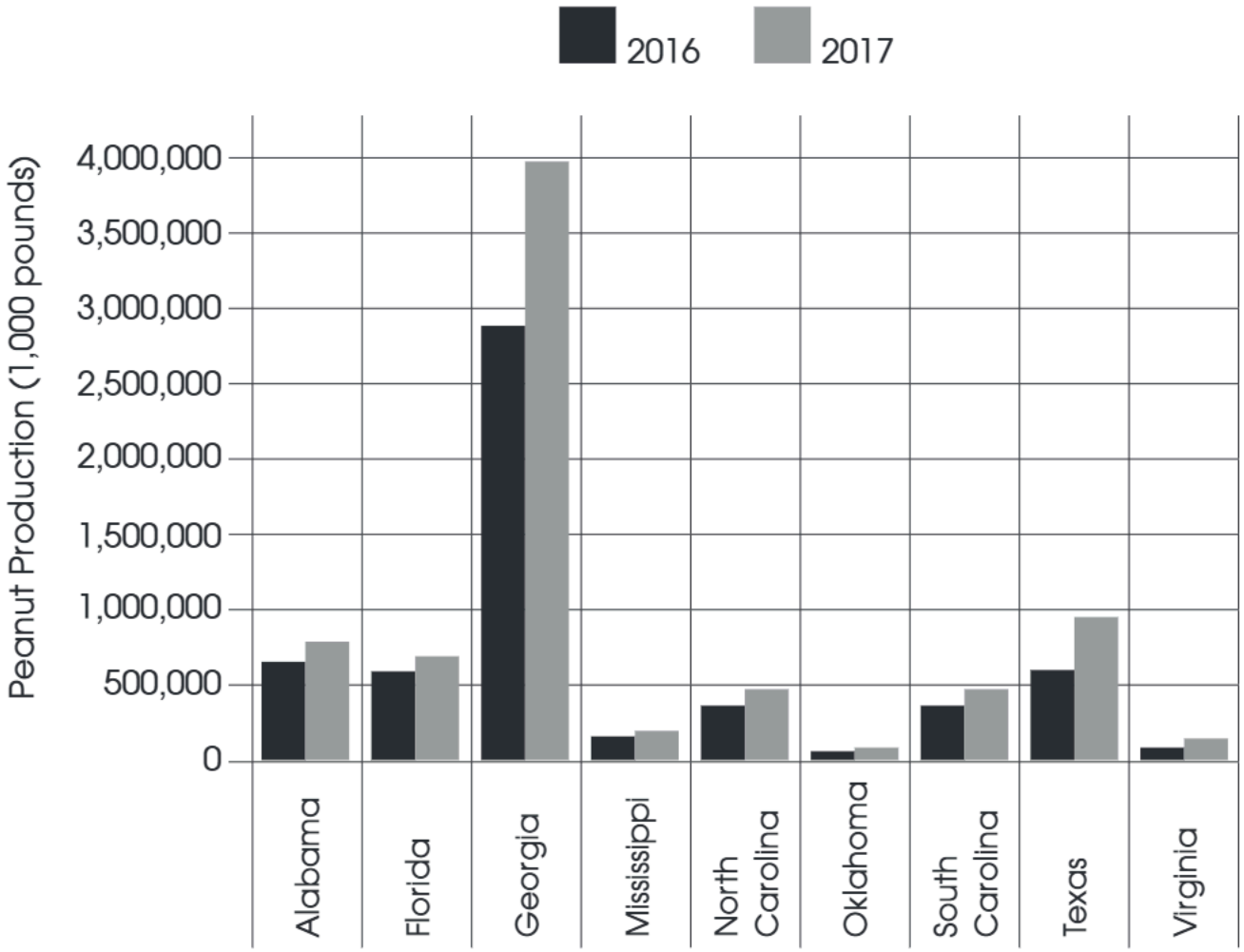
4 China is the current leading peanut producer in the world. It is followed by India, Nigeria, the United States, and Sudan. Most of the peanuts grown in the United States come from nine states.

5 The peanut is a powerhouse of nutrients, minerals, vitamins, and protein. Peanuts can be boiled or fried, roasted or crushed, or ground into a "butter." They can also be stored for many months.

6 Some people get sick if they are exposed to peanuts. They can get extremely ill if they eat peanuts or even touch them. But scientists are working on ways to help people overcome peanut allergies.



Peanut Production in the United States 2016–2017



GO ON

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

Part A

Which sentence states the central idea of the passage?

A. George Washington Carver was a famous supporter of peanuts.

B. Some people think peanuts are nuts, but they are legumes.

C. Spanish explorers found peanuts in South America.

D. Peanuts are popular worldwide and have many uses.

Part B

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

A. "Inside are the seeds, the part of the peanut plant we eat." (paragraph 1)

B. "At first, U.S. farmers were not interested in growing peanuts." (paragraph 2)

C. "By the twentieth century, Americans wanted more and more peanut butter, peanut oil, and peanut snacks." (paragraph 2)

D. "At Tuskegee Institute in Alabama, he became famous for his work in agriculture." (paragraph 3)

2. What is the **best** summary of the passage?

A. After farmers and scientists developed efficient ways to harvest and use peanuts, they became a popular crop.

B. Washington Carver found many uses for peanuts, including soaps, paints, and gasoline.

C. Peanuts can be stored for an extended amount of time, which makes the peanut a useful source of nutrients.

D. Farmers did not want to grow peanuts because they were very difficult to harvest.



3. Select the **two** options that describe the author's purpose for writing this passage.

A. to teach readers how to grow peanuts

B. to compare peanuts with other legumes

C. to share interesting information about peanuts

D. to suggest that inventions can change what foods we grow

E. to warn people about the danger of eating too many peanuts

4. How does the information in the graph support the meaning of the passage?

A. It identifies Texas as the state that produces the most peanuts.

B. It details how many products can be made from peanuts.

C. It explains why peanut products are more popular in the South.

D. It shows how peanut production has increased from 2016 to 2017.

5. Which phrase **best** helps the reader understand the meaning of the word exposed in paragraph 6?

A. "Some people get sick"

B. "eat peanuts or even touch them"

C. "working on ways"

D. "to help people overcome"



Read the passage and answer the questions that follow.

Banning the Peanut

1 About 1 percent of the people in the United States are allergic to peanuts. Many are children who may outgrow the condition as they get older. Peanut is the most common food allergy in school-aged children. Most people who are allergic to peanuts experience itching and redness. For others, the reaction can be more serious. It can even be life threatening.

2 Some children may react simply by breathing the dust that comes from peanuts. Others can be affected just by touching traces of peanut oil. Everyone knows that books, toys, and crayons are shared by many hands in early grades. Young children are not able to take care of themselves at these ages. They depend on adults to keep them safe. Studies show that protein from peanuts can stay on surfaces for as many as 110 days if they are not washed. Young children might also share foods. It is easy to imagine an accident happening. How can schools protect all the children? The answer is a simple one: we must keep peanuts out of schools.

3 Banning peanuts from schools is not difficult. There is evidence that peanut-free policies work. However, such a policy requires educating children, parents, and teachers. Food for classroom parties should be safe for all children. Food served in lunchrooms should be free from all peanuts. Peanut butter bird feeders must never be an arts and crafts project for young students. The risk is too great.

4 It is the job of schools to protect all students. The only way to protect students with peanut allergies is to ban peanuts from elementary schools. As Dr. Elissa Abrams, a Canadian family physician, states, "For very young children with peanut allergy, the learning environment should be free of peanuts."



6. Which of the following states the central idea of the passage?

A. "Many are children who may outgrow the condition as they get older." (paragraph 1)

B. "Everyone knows that books, toys, and crayons are shared by many hands in early grades." (paragraph 2)

C. "However, such a policy requires educating children, parents, and teachers." (paragraph 3)

D. "The only way to protect students with peanut allergies is to ban peanuts from elementary schools." (paragraph 4)

7. Choose **two** ways in which the cause and effect text structure of this passage contributes to the author's opinion that peanuts should be banned entire from schools?

A. It explains why peanut allergies are so common in Americans.

B. It describes what can happen when an allergic child is exposed to peanuts.

C. It predicts what crafts projects will be popular after peanuts are banned.

D. It details how peanut bans in schools will impact peanut growers.

E. It shows why the entire school community must be part of the peanut ban.

8. What is the author's purpose in writing this passage?

A. to describe what happens when a child gets sick

B. to persuade schools to take action about peanuts

C. to frighten people who don't know about allergies

D. to inform readers about the uses of peanuts in schools



9. Read the sentence from the passage.
"As Dr. Elissa Abrams, a Canadian family physician, states, 'For very young children with peanut allergy, the learning environment should be free of peanuts."
Which phrase **best** helps the reader understand the meaning of the word physician?

A. "Dr. Elissa Abrams"

B. "a Canadian family"

C. "very young children"

D. "the learning environment"

10. Read the sentences in the chart. Decide whether the detail in each row supports a central idea in "The Popular Peanut," "Banning the Peanut," or both. Fill in the bubble in the correct box in the chart beside each sentence.

Sentences	Only "The Popular Peanut"	Only "Banning the Peanut"	Both
Some people are very allergic to peanuts.	○	○	○
China is the largest producer of peanuts in the world.	○	○	○
The most common food allergy in young children is to peanuts.	○	○	○

GO ON

11. Which of the following choices is an accurate summary of Passage 2?

A. Peanut allergies are common and can be deadly, so it is important that peanuts are banned in all school contexts.

B. Even though some children cannot eat peanuts, schools should offer them to all students as a lunch choice.

C. Even the simplest school policies require that school staff, parents, and students work together.

D. Young students can be expected to share school materials and supplies throughout the course of the day.




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Answer Key

Unit 1 Week 2 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1A.	D	Explain How Relevant Details Support the Central Ideas	2	Evidence-Based Selected Response (EBSR)	1	5.R.2.2
1B.	C	Explain How Relevant Details Support the Central Ideas	3	Evidence-Based Selected Response (EBSR)	1	5.R.2.2
2.	A	Summarize a Text	1	Multiple Choice	1	5.R.3.2b
3.	C, D	Analyze an Author's Perspective and Purpose	2	Multiselect	2	5.R.2.3
4.	D	Explain How Text Features Contribute to Overall Meaning	1	Multiple Choice	1	5.R.2.1
5.	B	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
6.	D	Explain How Relevant Details Support the Central Ideas	2	Multiple Choice	1	5.R.2.2
7.	B, E	Explain How Text Structure Contributes to Overall Meaning	2	Multiselect	2	5.R.2.1
8.	B	Analyze an Author's Purpose	2	Multiple Choice	1	5.R.2.3
9.	A	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
10.	See Answer Chart and 2-Point Scoring Rubric	Explain How Relevant Details Support the Central Ideas	3	Table Match	2	5.R.2.2
11.	A	Summarize a Text	3	Multiple Choice	1	5.R.2.2

Total: 15 Points

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Answers to Question 10

Sentences	Only "The Popular Peanut"	Only "Banning the Peanut"	Both
Some people are allergic to peanuts.			X
China is the largest producer of peanuts in the world.	X		
The most common food allergy in young children is to peanuts.		X	

2-Point Scoring Rubric for Question 10

2	2 points for 3 correct answers
1	1 point for 2 correct answers
0	0 points for 1 or no correct answers

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Grade 5 Unit 1: Week 2 Assessment

1. **Part A**

A. Incorrect. Although this is the central idea of paragraph 3, it is not the central idea of the whole passage.

B. Incorrect. Although this is nearly the first sentence of the passage, it does not express the main idea.

C. Incorrect. Although this idea is implicit in paragraph 2, it is not the central idea of the whole passage.

D. Correct. This sentence is the best choice because it combines and covers many of the paragraphs' central ideas.

Part B

A. Incorrect. Although this detail appears in the first paragraph, it does not directly support the central idea from Part A.

B. Incorrect. Although this detail appears in paragraph 2, it does not directly support the central idea from Part A.

C. Correct. This detail most directly supports the central idea from Part A because it shows some of the uses for peanuts and how their popularity increased.

D. Incorrect. Although this detail about Carver appears in paragraph 3, it does not directly support the central idea from Part A.

2. A. Correct. This summary states the main idea - peanuts are a popular crop - and discusses some of the relevant details that support this claim.

B. Incorrect. The work of Carver helped support the popularization of peanuts, but this is a supporting the detail and does not capture the main idea of the passage.

C. Incorrect. Although this helps explain why peanuts have become a popular food, it is a supporting detail and does not effectively summarize the passage.

D. Incorrect. Although this is true, it is a minor detail in the passage and does not summarize the passage.

3. A. Correct. Although there are details about how peanuts grow in paragraph 1, this is not the purpose of the passage.

B. Incorrect. Although the author makes it clear that peanuts are legumes, there are no details comparing them with other legumes such as beans and peas.

C. Correct. Sharing peanut information of many different kinds—botany, history, innovation, production, nutrition—is clearly a purpose of this passage.

D. Correct. This idea is implicit throughout the passage, in terms of how growers embraced the crop when it became easier to grow and harvest and how Carver championed and expanded its versatility.

E. Incorrect. Although paragraph 6 mentions peanut allergies, this is not a reason the author wrote this passage.

4. A. Incorrect. Although Texas does produce peanuts, the graph shows it is not the dominant producer.

B. Incorrect. Although the passage describes the diversity of peanut products, the graph does not.

C. Incorrect. The graph focuses on production and not consumption.

D. Correct. The graph shows that all nine states increased production over the two years shown, connecting to the idea that peanuts are in demand.

5. A. Incorrect. Although this can be a result of exposure, the phrase does not offer a clue to the meaning of exposed.

B. Correct. The second sentence in the paragraph provides a clue to the meaning of exposed by giving examples of exposure.

C. Incorrect. Although this phrase describes what scientists are doing, it does not offer a clue to the meaning of exposed.

D. Incorrect. Although this phrase describes the scientists' goal, it does not offer a clue to the meaning of exposed.

6. A. Incorrect. Although this sentence provides an interesting fact about young people who suffer from peanut allergies, it is not the central idea of the passage.

B. Incorrect. Although this states a fact about how traces of peanuts may get passed to people who haven't eaten them, it is a relevant supporting detail and not a main idea.

C. Incorrect. Although this sentence describes some of the effort required to successfully enforce a peanut ban, it is a detail in the passage and not a statement of the central idea.

D. Correct. This sentence from paragraph 4 clearly states the author's central idea.

7. A. Incorrect. Although the passage states that peanut allergies are common, it does not say how this came to be.

B. Correct. The passage describes the dangerous consequences of exposure for allergic people .

C. Incorrect. Although the passage discusses banning a specific craft project, it does not suggest or predict what projects might replace it.

D. Incorrect. The passage does not mention the effect on peanut growers.

E. Correct. The passage shows how a peanut ban will require all the members of the school community to get involved in keeping kids safe.

8. A. Incorrect. Although the passage refers to both serious and less serious reactions to peanuts, this is not its central purpose.

B. Correct. The purpose of the passage is to persuade schools to ban peanuts so that every student is safe.

C. Incorrect. Although some of the details may be surprising, there is no evidence that the author's intention is to frighten.

D. Incorrect. Although paragraph 3 mentions some uses, including arts and crafts, this is not the central purpose of the passage.

9. A. Correct. The title "Dr." is a clue that a physician is a medical doctor.

B. Incorrect. Although these words precede physician in the paragraph, they do not provide a clue to its meaning.

C. Incorrect. Although these words appear in the paragraph, they do not provide a clue to the meaning of physician.

D. Incorrect. Although this phrase names a school setting, it does not provide a clue to the meaning of physician.

10. 1st sentence: Both. This sentence supports a central idea in both "Banning the Peanut" and "The Popular Peanut."

2nd sentence: "The Popular Peanut" only. This information appears in paragraph 4 of "The Popular Peanut."

3rd sentence: Details about the prevalence of peanut allergies in young people is relevant to a central idea of "Banning the Peanut."

11. A. Correct. This touches on the two major aspects of the author's passage. First, it explains the problem being discussed. Then it describes the author's proposed solution.

B. Incorrect. Although this mentions the issue of peanut allergies, it misrepresents the author's proposed solution.

C. Incorrect. Although the author mentions the importance of community involvement in executing school policies, this is a supporting detail in the passage and is not an effective summary.

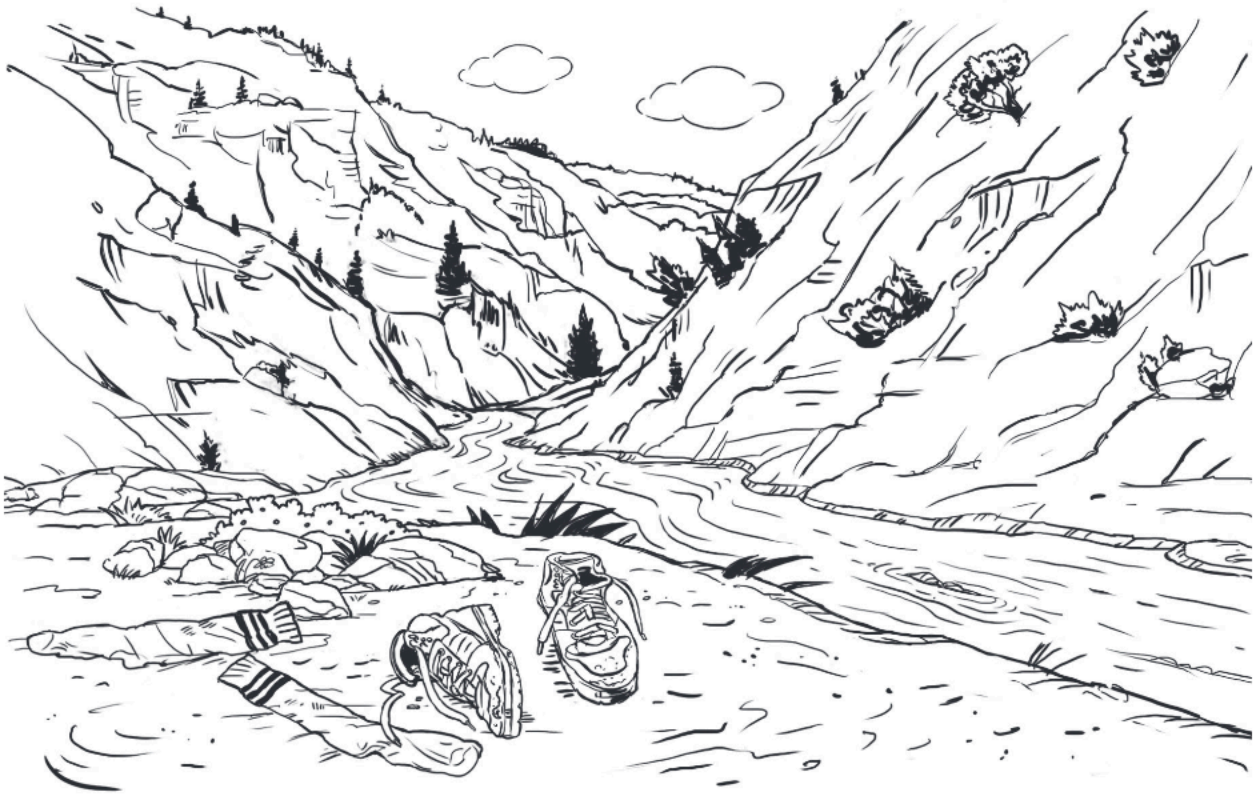
D. Incorrect. This is a more effective summary of the first passage in the assessment. Passage 2 does not focus on peanut growing and production.

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Name _____ Date _____

Read the passage and answer the questions that follow.

Sticking Together



1 When Elena and Julia asked permission to explore a canyon near their family's campsite, their father told them not to go too far. He reminded them to stick together, avoid the creek, and be alert for wild animals that could hurt them. Julia rolled her eyes. She had heard all this a thousand times before.

2 They hiked down the trail to the canyon. Its steep walls were an abstract painting of brightly colored rock layers. Before long, Julia left the trail and headed to the creek, while her younger sister stayed on the trail.

3 "Come on," Julia said when she realized Elena had not followed her.

4 "We're supposed to stay out of the creek," Elena replied.

GO ON

5 Julia had already unlaced her hiking boots and sat down on the sand. She yanked off each boot and peeled off her socks. With silent disapproval, Elena watched Julia step into the creek.

6 Just then, Julia heard Elena's tense, urgent whisper. "Listen to me. Do exactly as I say. Don't scream, don't run, but step out of the creek and climb back up here."

7 Glancing up, Julia spotted the cause of Elena's alarm. On the other side of the creek stood a large brown bear and a cub. Julia hopped out of the water and crossed the sand in three broad strides. As she joined her sister on the trail, Julia remembered she'd left her boots and socks behind, but she did not care.

8 When the sisters returned to the campsite, their father noticed Julia's bare feet. "Tell me what happened," he commanded with both irritation and concern.

9 Julia was ashamed and confessed that she had gone into the creek, despite her father's warnings. Before their father could reply, Elena spoke up. She described the bears' sudden appearance and praised Julia for getting out of the water calmly and safely.

10 Elena's comments dampened the scolding her father seemed prepared to deliver. "You handled that well, Julia," he remarked. "If that mother bear had felt threatened, she might have confronted you." Then he added, "I'm glad you two stuck together."

11 Julia looked at Elena and silently mouthed, "You're the best!"



1. Read this sentence from the passage.

"He reminded them to stick together, avoid the creek, and be alert for wild animals that could hurt them."

Which phrase helps the reader understand the meaning of alert?

A. "reminded them"

B. "stick together"

C. "avoid the creek"

D. "that could hurt them"

2. Which **two** plot events belong in a summary of the story?

A. The canyon walls were brightly colored.

B. Julia rolled her eyes because she knew how to be safe.

C. Elena reminds Julia to stay by the creek.

D. Two sisters narrowly escape a close encounter with a couple bears.

E. The sisters remain calm and trust in each other in a crisis.

3. Which of the following best describes Julia's perspective?

A. Julia is more concerned with safety than her younger sister is.

B. Julia feels that what she wants is more important than her father's rules.

C. Julia would rather escape consequences than admit doing wrong.

D. Julia panics when she is stressed or frightened.



4. Select the traits that describe Elena and the traits that describe Julia. Check the correct box for each sister.

Phrases	Elena	Julia
cautious	○	○
older	○	○
grateful	○	○
protective	○	○

5. What does the word confronted mean as it is used in paragraph 10?

A. scolded

B. attacked

C. protected

D. entertained

6. Which sentence summarizes the end of the story?

A. The girls return safely, and Julia admits she made a mistake.

B. Julia and Elena claim they are the best hikers around.

C. Julia plans to go on another hike, but Elena does not want to go.

D. The girls' father explains why a mother bear might feel threatened.



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

Part A

How does the illustration add to the plot of the story?

A. It shows the result of Julia's decision to disobey her father's and sister's warnings.

B. It shows that hiking in the mountains requires good equipment and strong legs.

C. It shows that Julia is comfortable enough in the outdoors to remove her shoes and socks.

D. It shows that Elena and Julia have hiked together before and wear the same kind of boots.

Part B

Which sentence from the story **best** supports the answer to Part A?

A. "They hiked down the trail to the canyon." (paragraph 2)

B. "Julia hopped out of the water and crossed the sand in three broad strides." (paragraph 7)

C. "When the sisters returned to the campsite, their father noticed Julia's bare feet." (paragraph 8)

D. "Before their father could reply, Elena spoke up." (paragraph 9)



DO NOT WRITE ON THIS PAGE

Answer Key

Unit 2 Week 1 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
2.	D, E	Summarize the Story	2	Multiselect	2	5.R.3.2a
3.	B	Describe How Authors Develop a Character's Perspective	2	Multiple Choice	1	5.R.1.3
4.	See answer chart and 2-Point Scoring Rubric.	Describe How Authors Develop a Character's Perspective	3	Table Match	2	5.R.1.3
5.	B	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
6.	A	Summarize: Include Plot and Theme	2	Multiple Choice	1	5.R.3.2a
7A.	A	Analyze How Story Elements Contribute to Plot	2	Evidence-Based Selected Response (EBSR)	1	5.R.1.1
7B.	C	Analyze How Story Elements Contribute to Plot	3	Evidence-Based Selected Response (EBSR)	1	5.R.1.1

Total: 10 Points

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Answer Chart for Question 4

Phrases	Elena	Julia
cautious	X	
older		X
grateful		X
protective	X	

2-Point Scoring Rubric for Question 4

2	2 points for 4 correct answers
1	1 point for 2 to 3 correct answers
0	0 points for 1 or fewer correct answers

Grade 5 Unit 2: Week 1 Assessment

1. A. Incorrect. Although this phrase introduces the father's warning, it does not offer a clue to the meaning of alert.

B. Incorrect. Although this phrase is part of the father's warning, it does not offer a clue to the meaning of alert.

C. Incorrect. Although this phrase is what the father told the girls, it does not offer a clue to the meaning of alert.

D. Correct. This phrase gives a clue to the meaning of alert, which means "watchful" or "quick to notice" something dangerous.

2. A. Incorrect. Although this is stated in the text, this is minor detail in the story and does belong in an effective summary.

B. Incorrect. Although this detail appears in paragraph 1, it is not a key event and does not belong in a summary of the story.

C. Incorrect. Although this occurs in paragraph 4, it is a minor detail and does not belong in a summary of the story.

D. Correct. This summarizes one of the major conflicts of the story and its resolution.

E. Correct. This behavior by the sisters reflects on a major theme: the importance of staying calm and working together in a crisis.

3. A. Incorrect. Although Julia doesn't actively seek out danger, she does ignore her fathers guidelines, which are intended to keep her safe.

B. Correct. Julia is aware of her father's rules, but ignores them to pursue what she wants.

C. Incorrect. Although Julia is happy that his sister's intervention softens her father's reaction, she does confess to breaking her father's rules.

D. Incorrect. Although Julia is frightened when she encounters the bears and she loses her footwear, she calmly follows her sister's advice and does not panic.

4. A. Correct for Elena. She remembers and follows the safety rules her father gave her.

B. Correct for Julia. Elena is described as her younger sister in paragraph 2.

C. Correct for Julia. Julia shows she appreciates Elena's willingness to defend her in the final paragraph.

D. Correct for Elena. Elena acts as Julia's protector at the creek and when their father is angry with Julia.

5. A. Incorrect. Although the father was about to scold Julia in the previous paragraph, this meaning does not fit this context.

B. Correct. In this context, the father suggests that a mother bear could attack a person she sees as a threat to herself or her cub.

C. Incorrect. Although the sisters protected each other, the mother bear would not have been protective; this meaning does not fit the context.

D. Incorrect. Although bears may seem entertaining to some people, this meaning does not fit the context.

6. A. Correct. This sentence is a good summary of the end of the story because it describes the plot's resolution and its broader meaning.

B. Incorrect. Although the story ends with the words "You're the best," the words do not describe Elena's outdoor skills but instead Julia's affection for her sister.

C. Incorrect. Although this may seem logical, there is no textual evidence to support this choice.

D. Incorrect. Although the girls' father does discuss how a threatened bear might be dangerous, he does not explain why a mother bear might feel threatened.

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7. Part A

A. Correct. The illustration reflects the moment after Julia takes off her boots to wade into the creek, despite her father's warning, and then has to flee from the bears without her boots.

B. Incorrect. Although this may be true, this statement does not describe how the illustration adds to the story.

C. Incorrect. Although this may be true, this statement does not describe how the illustration adds to the story.

D. Incorrect. Although this conclusion may seem logical, there is no textual evidence to support it, and it does not describe how the illustration adds to the story.

Part B

A. Incorrect. Although this sentence describes the general context of the narrative, it does not directly support the answer to Part A.

B. Incorrect. Although this event happens while Julia is barefoot, it does not directly support the answer to Part A.

C. Correct. This is the moment when the father realizes that Julia risked her safety by wading into the creek, a key turning point in the story.

D. Incorrect. Although this event happens after the girls return to the campsite, it does not support the answer to Part A.

Name _____ Date _____

Read the two chapters and answer the questions that follow.

The Four-Hour Walk

Chapter 1: The Business

1 In the summer after fifth grade, Tony and Han were looking for a business that would make them wealthy. Sure, they were only 12, but they were best buddies and budding businessmen.

2 When their neighborhood newsletter was posted on Monday, Han noticed an advertisement looking for someone to care for a 7-year-old. The hours were from 8:00 a.m. until 1:00 p.m. on Tuesdays and Wednesdays. Both parents worked, and neither could be home during those times and days. Han's father would be nearby, and there was a playground across the street, so it seemed like a solid opportunity.

3 "We can make some serious cash," said Tony.

4 "Yeah," said Han, "but what will we do with a 7-year-old for five hours?"

5 "We need a schedule," said Tony.

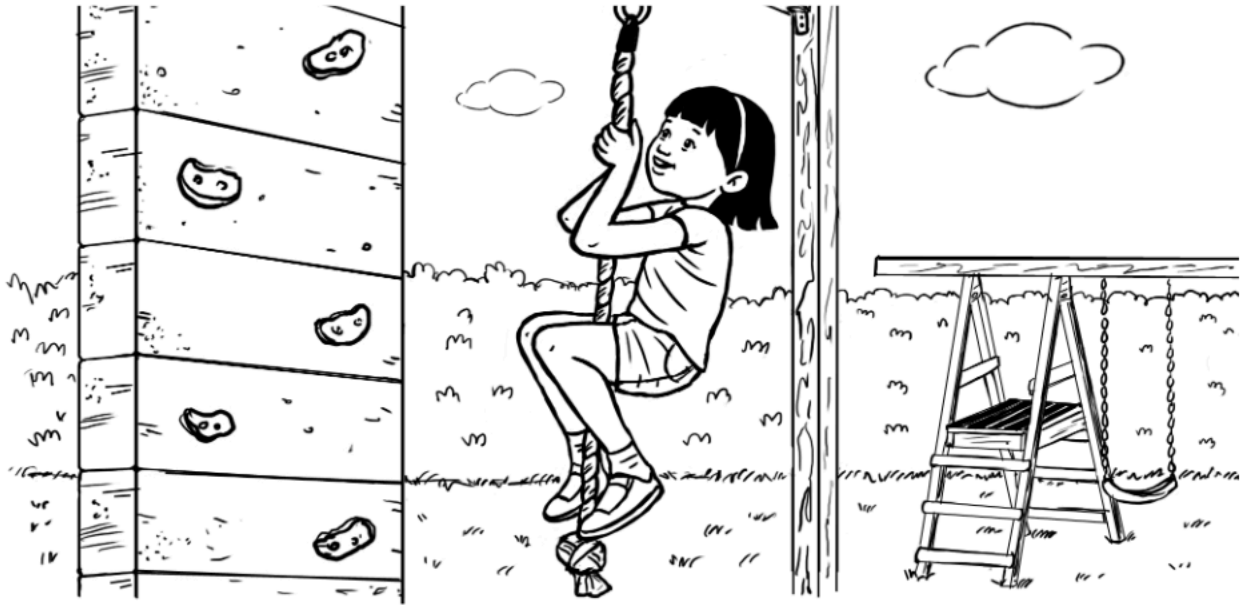
6 "No way," said Han. "We should just let her do whatever she wants."

7 "I'll plan Tuesday and you plan Wednesday," said Tony, "and we'll see what works best."

8 "Deal," said Han, bumping his friend's fist. After a couple of phone calls, they got the job.



Chapter 2: The Schedule



9 On Tuesday, Tony and Han showed up at 7:45, and Tony brought this schedule:

9:00 a.m.: playground

10:00 a.m.: reading

11:00 a.m.: lunch

Noon: your choice

10 Lila, the mom, liked the schedule a lot, which was a good sign for the boys' future employment prospects and business plans. Her daughter's name was Noreen, and Noreen never stopped talking. She told you everything that was in her brain, which was both kind of maddening and kind of fun.

11 They went to the playground right away and climbed around, playing tag. They brought a fun book with them and read it while they sat on a picnic table. Then the boys cut the sandwiches they had brought for lunch into the shape of lightning bolts, but they came out a little crooked.

12 At noon, Noreen chose hopscotch, so they stayed at the playground, jumping and laughing. Before long she started getting tired and grumpy, so everyone was happy when her dad came to pick her up at 1:15.

GO ON

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

Part A

How does the illustration reflect plot events in the story?

A. It shows that Noreen dislikes playing on the swing set.

B. It shows that Noreen talks all the time.

C. It shows Noreen doing an activity on Tony's schedule.

D. It shows Noreen prefers fantasy books to mystery books.

Part B

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

A. "Han's father would be nearby, and there was a playground across the street, so it seemed like a solid opportunity." (paragraph 2)

B. "Her daughter's name was Noreen, and Noreen never stopped talking." (paragraph 10)

C. "They went to the playground right away and climbed around, playing tag." (paragraph 11)

D. "Before long she started getting tired and grumpy, so everyone was happy when her dad returned to pick her up at 1:15." (paragraph 12)

2. Which describes Tony's perspective in the first two chapters?

A. Tony is not interested in watching a young child.

B. Tony feels that he and Han should plan out Noreen's day.

C. Tony thinks that Lila is difficult to please.

D. Tony is very impatient with Noreen's constant talking.

3. What does the word wealthy mean as it is used in paragraph 1?

A. glad

B. rich

C. older

D. excited



4. Read the sentence from the passage.

"Lila, the mom, liked the schedule a lot, which was a good sign for the boys' future employment prospects and business plans."

What is the meaning of prospects?

A. job openings

B. work schedules

C. babysitting needs

D. future chances

5. Which **two** sentences belong in a summary of events for chapters 1 and 2?

A. Two friends accept a job caring for a 7-year-old girl.

B. Some neighborhoods post newsletters every week.

C. It is a good idea to organize a schedule for a new job.

D. Noreen spends the first day playing and reading.

E. Tony and Han live next door to each other.



Read the next chapter and answer the questions that follow.

Chapter 3: The Explorer



1 On Wednesday, Tony was running late. So when Han showed up at exactly 8:00 a.m., he realized he would have to improvise. He thought about how smoothly things had gone the day before. "What do you want to do today?" he asked as soon as Noreen's mother departed for work.

2 "I don't know," said Noreen as she chewed on a fingernail. "You're the boss. My mom and dad said I have to do what you tell me to do, and that's what happened yesterday."

3 "Yeah, but you're the boss today," Han answered with a chuckle as Noreen looked up, her eyes wide with surprise.

4 Noreen stared ahead, considering Han's question. Yes, she was only 7, but no one had ever asked her to decide what she wanted to do. A plan began to form in her head, swirling around like a cloud at first and then turning into a trail through a huge park, for Noreen was an explorer.

GO ON

5 "We have five hours," Noreen observed, "so let's pack a lunch and explore for two hours. We'll keep track on a map, and maybe we'll take a train or a bus, but mostly we'll walk. After two hours, we'll turn around and come back, but maybe not the same way. Yep, that's what I'd like to do."

6 Han grinned, picturing all the supplies, like maps and compasses, canteens and binoculars. He knew Tony would love this.

7 "You're a great babysitter," Noreen said with a smile.

8 That's how the Four-Hour Walk began.



6. How does the illustration in chapter 3 reflect the plot events of the story?

A. It shows that Tony and Han ignore Noreen's suggestions.

B. It shows that Noreen offers many ideas about things to do.

C. It shows that Noreen is too young to make up her own mind.

D. It shows that Noreen does not want to be with Tony and Han.

7. Use the chart below to compare and contrast Tony and Han in all three chapters. Decide whether each phrase describes only Tony, only Han, or both characters. Fill in the bubble in the correct box in the chart.

Phrases	Only Tony	Only Han	Both
is late on the second day on the job	○	○	○
applies for a job babysitting a young girl	○	○	○
prefers to follow an organized schedule	○	○	○

8. What does the word improvise mean as it is used in paragraph 1?

A. take charge

B. stall for time

C. make things better

D. act without a plan



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9. How does Tony's delay at the beginning of chapter 3 affect the plot of the story?

A. It inspires Noreen to get a pet dog.

B. It leaves Han in charge of watching Noreen

C. It upsets Noreen's mother and father.

D. It causes a fight between Tony and Han.

10. Which of these describes Noreen's perspective in chapter 3?

A. She is happy to be asked for her opinions and to make plans.

B. She is concerned about Tony and distracted by his absence.

C. She believes that she would be better off with new babysitters.

D. She wishes that she could stay home instead having to go outside.

11. Which **two** sentences belong in a summary of chapter 3?

A. Noreen chews her fingernails when she is nervous.

B. Han lets Noreen choose what they do on Wednesday.

C. Tony is running late, so he is not part of the chapter.

D. Han knows that Tony is going to love what they will be doing.

E. Noreen decides that she wants to go on a four-hour exploration.



Answer Key

Unit 2 Week 2 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1A.	C	Analyze How Story Elements Contribute to Plot	2	Evidence-Based Selected Response (EBSR)	1	5.R.1.1
1B.	C	Analyze How Story Elements Contribute to Plot	3	Evidence-Based Selected Response (EBSR)	1	5.R.1.1
2.	B	Describe How Authors Develop a Character's Perspective	2	Multiple Choice	1	5.R.1.3
3.	B	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
4.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
5.	A, D	Summarize the Story	2	Multiselect	2	5.R.3.2a
6.	B	Analyze How Story Elements Contribute to Plot	2	Multiple Choice	1	5.R.1.1
7.	See answer chart and 2-Point Scoring Rubric.	Describe How Authors Develop a Character's Perspective	3	Table Match	2	5.R.1.3
8.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
9.	B	Analyze How Story Elements Contribute to Plot	3	Multiple Choice	1	5.R.1.1

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Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
10.	A	Describe How Authors Develop a Character's Perspective	3	Multiple Choice	1	5.R.1.3
11.	B, E	Summarize: Include Plot and Theme	2	Multiselect	2	5.R.3.2a

Total: 15 Points

2-Point Scoring Rubric for Question 7

2	2 points for 3 correct answers
1	1 point for 1 or 2 correct answers
0	0 points for 0 correct answers

Answer Chart for Question 7

Phrases	Tony	Han	Both
is late on the second day on the job	X		
applies for a job babysitting a young girl			X
prefers to follow an organized schedule	X		

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Grade 5 Unit 2: Week 2 Assessment

1. Part A

A. Incorrect. Although Noreen is shown playing on the climbing wall and not the swing, it does not show anything that suggests she dislikes swinging on the swings.

B. Incorrect. Although this detail appears in paragraph 10, the illustration does not support it.

C. Correct. The illustration shows Noreen playing at a playground, just as Tony's schedule prescribed.

D. Incorrect. Although the passage says that they read books at the park, the illustration provides no information about the book they read or their reading preferences.

Part B

A. Incorrect. Although this sentence mentions the playground, this is not the best support for the answer to Part A.

B. Incorrect. This sentence supports the idea that Noreen talks a lot, but it does not support the answer to Part A.

C. Correct. This sentence describes what Noreen is doing in the picture.

D. Incorrect. Although this sentence is at the end of chapter 2, it does not support the answer to Part A.

2. A. Incorrect. Paragraph 3 reveals that Tony is excited by the idea and believes that it will make them a lot of money.

B. Correct. The different attitudes each boy has towards organizing their time with Noreen is a significant conflict between the boys in the first chapter.

C. Incorrect. Lila approves of Tony's schedule and the is no evidence of conflict between Lila and Tony.

D. Incorrect. Although the story mentions that Noreen's nonstop chatter can be frustrating, it doesn't specify that one of the boys finds it annoying and the other doesn't. Furthermore, it clarifies that neither boy was particularly upset by it.

3. A. Incorrect. Although the boys might be "glad" to get a job, this is not the meaning of wealthy.

B. Correct. The boys are looking for a business that they hope will make them "rich," or wealthy.

C. Incorrect. Although the boys will get a little older as the summer goes on, this is not their goal and is not the meaning of wealthy.

D. Incorrect. Although the boys might be "excited" about getting a job, this is not the meaning of wealthy.

4. A. Incorrect. Although the boys found "job openings" in the newsletter, the word prospects refers to "future opportunities."

B. Incorrect. Although Tony worked out a schedule for Noreen, this is not the meaning of prospects.

C. Incorrect. Although Noreen's parents had "babysitting needs," this is not the meaning of prospects.

D. Correct. The fact that their employer, Lila, was happy looks promising for the boys' "future chances" of employment.

5. A. Correct. This sentence describes the events in chapter 1 and belongs in a good summary of events.

B. Incorrect. Although a detail appears in paragraph 2 about the neighborhood newsletter, this does not belong in a summary of the story's events.

C. Incorrect. Although Tony might agree with this statement, this is an opinion and a statement of theme rather than a summary of events.

D. Correct. This sentence describes the important events in chapter 2 and belongs in a good summary of events.

E. Incorrect. Although this is possible, there is no textual evidence to support it, and it does not belong in a summary of the two chapters.

6. A. Incorrect. Although the boys may be young for babysitting, this opinion does not describe how the illustration adds to the story.

B. Correct. The illustration shows Noreen's thoughts at the moment when Han asks her what she'd like to do that day.

C. Incorrect. Although Noreen might be too young to make decisions, this opinion does not describe how the illustration adds to the story.

D. Incorrect. Although Noreen may or may not want to be with the boys, this statement does not describe how the illustration adds to the story.

7. 1st phrase: Only Tony. This detail appears in paragraph 1 of chapter 3.

2nd phrase: Both. This happens in paragraph 8 of chapter 1; the two boys apply for the job together.

3rd phrase: Only Tony. Tony suggests this in chapter 1 and follows through with it in chapter 2.

8. A. Incorrect. Although Han does "take charge" of the situation, this is not the meaning of improvise.

B. Incorrect. Although Han might want to "stall for time" until Tony arrives, this is not the meaning of improvise.

C. Incorrect. Although the word "improve" means "make things better," this is not the meaning of improvise.

D. Correct. Since Tony does not arrive with a schedule, Han has to make something up, or "act without a plan.

9. A. Incorrect. Although the illustration suggests Noreen is thinking about a dog - perhaps one she expects to see on her walk - there is not evidence that she wants to get a pet dog.

B. Correct. Because Tony is late, Han is left in charge. Han is less schedule oriented than Tony and he lets Noreen plan the events of the day.

C. Incorrect. Although both Noreen's mother and father are mentioned, neither is described as upset.

D. Incorrect. Tony doesn't appear in the chapter at all.

10. A. Correct. The author makes it clear that Noreen is not often asked for her opinions or put in charge. The fact that she later smiles and calls Han a great babysitter reveals that she's happy with the turn of events.

B. Incorrect. Although the author says Tony is late, neither of the other two main characters seem to concerned about it Noreen makes no mention of Tony.

C. Incorrect. Although Noreen seems surprised that she can choose what she wants to do, there is no indication that she wants new babysitters.

D. Incorrect. Noreen gets to make her own plans and they require going outside.

11. A. Incorrect. Although this detail appears in paragraph 2, it is not a key event and does not belong in a summary of the chapter.

B. Correct. This is a key event in the chapter and belongs in a summary.

C. Incorrect. Although this detail appears in paragraph 1, it is not a key event and does not belong in a summary of the chapter.

D. Incorrect. Although this detail appears in paragraph 6, it is not a key event and does not belong in a summary of the chapter.

E. Correct. This key event from paragraph 5 belongs in a summary of the chapter.

Name _____ Date _____

Read the passage and answer the questions that follow.

Click It or Ticket!



1 These days, most people getting into their cars reach for their seat belts. That's a good safety habit. It's also the law in nearly every state.

2 This has not always been so. The first seat belt was invented by Edward J. Claghorn in 1885. Early seat belts were not about accident safety. Their purpose was to keep people inside their cars. Early roads were so bumpy that people could tumble out!

3 During the 1950s, the rise of the automobile meant that nearly every household had one. But people didn't worry much about safety. Seat belts were not standard in every car, and hardly anyone used them. In 1956, President Eisenhower approved the building of the National Highway System. This network of highways allowed drivers to go longer distances on smoother roads at higher speeds. Sounds like a good idea, right?

GO ON

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4 The new highways did offer a lot of benefits, but there were also downsides. Lack of safety was definitely a major drawback. In 1965, consumer advocate Ralph Nader published a now-famous article that was helpful for car buyers. It was called "Unsafe at Any Speed: The Designed-In Dangers of the American Automobile." Before, many people had total faith in their vehicles. But this article made them aware of numerous safety issues.

5 Thanks to Nader, the U.S. Congress drafted and passed new legislation to improve the safety of automobiles. The National Traffic and Motor Vehicle Safety Act and the Highway Safety Act both became laws in 1966. Under these laws, carmakers were required to include seat belts in all new cars. But the federal laws did not require people to actually *use* the seat belts. Laws governing seat-belt use were left up to each state. Today there are two types of seat-belt laws in different states. First, law-enforcement officers can ticket drivers or passengers for not wearing seat belts (primary seat-belt law). A secondary law means officers can issue seat-belt tickets only if another traffic violation, such as speeding, has occurred. New Hampshire does not require adults to use seat belts at all.

6 Evidence shows that seat belts do make a difference. Multiple studies have found far fewer serious injuries (or worse) when everyone is buckled in. When getting into a car, don't forget to click that seat belt.



1. How did the publication of "Unsafe at Any Speed: The Designed-In Dangers of the American Automobile" affect automobile safety?

A. It inspired Edward J. Claghorn to invent the seat belt.

B. It gathered public support for the construction of the highway system.

C. It drove the increased popularity of the automobiles in the 1950s.

D. It pressured Congress to create national automobile safety regulations.

2. According to the author, why is wearing seat belts a good idea?

A. "The National Traffic and Motor Vehicle Safety Act and the Highway Safety Act both became laws in 1966." (paragraph 5)

B. "First, law-enforcement officers can ticket drivers or passengers for not wearing seat belts (primary seat-belt law)." (paragraph 5)

C. "Multiple studies have found far fewer serious injuries (or worse) when everyone is buckled in." (paragraph 6)

D. "When getting into a car, don't forget to click that seat belt." (paragraph 6)

3. Which word **best** helps the reader understand the meaning of advocate in paragraph 4?

A. "consumer"

B. "published"

C. "famous"

D. "helpful"

4. Read the sentence from the passage.

"Thanks to Nader, the U.S. Congress drafted and passed new legislation to improve the safety of automobiles."

What is the meaning of drafted?

A. to select at random

B. to plan and write

C. to eliminate

D. to debate

GO ON

Read the passage and answer the questions that follow.

Are Self-Driving Cars a Good Idea?

1 Self-driving cars can control themselves with little or no human help. We do not have cars like these on the road right now, but we should. They could solve some common problems, such as speeding and accidents. We already have cars that can maintain a constant speed in "cruise control." Some cars give warnings if other cars get too close. Other cars can even park themselves. Within ten years, we will have vehicles that control every aspect of driving.

2 Before long, cars will be able to use radar and lasers to find information and create maps. These maps will allow vehicles to plot routes and obey road rules. They will also identify potential dangers ahead. The computers in self-driving cars will recognize obstacles in the road and make decisions to avoid them.

3 In my view, self-driving cars are a good idea that can help us in many ways. First, computers think faster and make fewer mistakes than people do. So self-driving cars will reduce the number of traffic accidents. Also, these new cars will provide elderly and disabled owners with much more freedom because they will be able to drive themselves. People won't have to drive them.

4 Experts predict that in the 2020s, about 51,000 self-driving cars will be sold each year. By 2040, that number will likely jump to over 33 million. Yet some people have serious concerns. For one, they believe we need laws for the design and operation of self-driving vehicles to protect everyone on the road.

5 A recent survey found that 64 percent of Americans are suspicious of fully self-driving vehicles. Many people do not understand how they work. Self-driving cars have also been in a few accidents. So that does not make people feel any more comfortable.

6 These concerns have some merit, but self-driving cars are new and exciting. They make some people nervous, and that's understandable. But carmakers will work out the glitches as they develop these wonderful new cars, and our world will be a better place.



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

Part A

According to the author, how will self-driving cars avoid collisions?

A. Sensors will warn cars of danger on the road.

B. Riders will communicate potential problems to the cars.

C. Laws will regulate cars and prevent them from crashing.

D. Self-driving cars will maintain a steady speed.

Part B

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

A. "Self-driving cars can control themselves with little or no human help." (paragraph 1)

B. "We do not have cars like these on the road right now, but we should." (paragraph 1)

C. "Before long, cars will be able to use radar and lasers to find information and create maps." (paragraph 2)

D. "Experts predict that in the 2020s, about 51,000 self-driving cars will be sold each year." (paragraph 4)

6. Read the sentence from the passage.

"The computers in self-driving cars will recognize obstacles in the road and make decisions to avoid them."

What is the meaning of obstacle?

A. a sign of progress

B. something in the way

C. a self-driving car

D. person who drives a car



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

Part A

Which of the following is an effective summary of passage 2?

A. Self-driving cars will make streets safer and help those cannot drive themselves.

B. Some modern cars already include cruise control and safety features that can help stop accidents.

C. Experts predict that millions of Americans will purchase self-driving cars by 2040.

D. The majority of Americans do not trust computers and self-driving cars to make important decisions.

Part B

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

A. "First, computers think faster and make fewer mistakes than people do." (paragraph 3)

B. "Also, these new cars will provide elderly and disabled owners with much more freedom because they will be able to drive themselves." (paragraph 3)

C. "Experts predict that in the 2020s, about 51,000 self-driving cars will be sold each year." (paragraph 4)

D. "For one, they believe we need laws for the design and operation of self-driving vehicles to protect everyone on the road." (paragraph 4)

E. "A recent survey found that 64 percent of Americans are suspicious of fully self-driving vehicles." (paragraph 6)



Answer Key

Unit 3 Week 1 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	D	Explain How Relevant Details Support the Central Idea	2	Multiple Choice	1	5.R.2.2
2.	C	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	3	Multiple Choice	1	5.R.2.4
3.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
4.	B	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
5A.	A	Explain How Relevant Details Support the Central Idea	2	Evidence-Based Selected Response (EBSR)	1	5.R.2.2
5B.	C	Explain How Relevant Details Support the Central Idea	3	Evidence-Based Selected Response (EBSR)	1	5.R.2.2
6.	B	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
7A.	A	Summarize: Include Central Idea and Relevant Details	3	Multiple Choice	1	5.R.3.2b
7B.	A, B	Summarize: Include Central Idea and Relevant Details	3	Multiselect	2	5.R.3.2b

Total: 10 Points

Grade 5 Unit 3: Week 1 Assessment

1. A. Incorrect. Claghorn invented the seat belt in 1885, before Nader wrote his article.

B. Incorrect. Highway construction began in 1956, before Nader wrote his article.

C. Incorrect. The "rise of the automobile" occurred in the 1950s, almost a decade before Nader's article.

D. Correct. Nader's article showed just how dangerous car accidents can be and pressured Congress to take action.

2. A. Incorrect. This sentence tells which laws were passed and when but it does not explain why wearing seat belts is a good idea.

B. Incorrect. Although this sentence states what happens when people break state laws, it does not explain why wearing seat belts is a good idea.

C. Correct. In this sentence, the author explains why wearing seat belts is a good idea.

D. Incorrect. Although this sentence gives a good piece of safety advice, it does not explain why wearing seat belts is a good idea.

3. A. Incorrect. The word "consumer" describes the people who benefited from Nader's work, but it does not describe the nature of what he does. It is not the best clue to its meaning.

B. Incorrect. The word "published" describes on of Nader's specific actions, but not his relationship toward the people he helped.

C. Incorrect. The word "famous" describes how well-known Nader's become, but does not describe the aim of his work.

D. Correct. An advocate is "helpful" and promotes a specific cause or community.

4. A. Incorrect. Although random selection for service in the armed forces is known as a draft, that is not the meaning of the word in this instance.

B. Correct. Congress planned and wrote out new traffic regulations.

C. Incorrect. Congress created new laws instead of eliminating them.

D. Incorrect. Although it is reasonable to assume that Congress debated the new traffic laws, that is not the meaning of the word draft.

5. **Part A**

A. Correct. The use of sensors to avoid accidents is mentioned in paragraph 2.

B. Incorrect. The article defines a self-driving car as a vehicle that will not need the intervention of a passenger.

C. Incorrect. The article makes no mention of laws that might regulate the use and behavior of self-driving cars.

D. Incorrect. Although the article mentions that many current automobiles can use cruise control to maintain a steady speed (paragraph 1), it does not identify this functionality as something that will be a factor in stopping self-driving cars from getting into accidents.

Part B

A. Incorrect. This sentence describes a characteristic of self-driving cars, but it does not support the answer to Part A.

B. Incorrect. This sentence expresses the author's opinion that we should have more self-driving cars, but it does not support the answer to Part A.

C. Correct. This sentence describes the mechanisms self-driving cars will use to avoid accidents.

D. Incorrect. This sentence provides some support for the idea that self-driving cars will be more common in the future, but it does not support the answer to Part A.

6. A. Incorrect. An obstacle is something that gets in the way and prevents progress, the opposite of a "sign of progress."

B. Correct. An obstacle is something that "gets in the way" and, in this case, would prevent a vehicle from moving forward.

C. Incorrect. An obstacle is something that gets in the way and could affect a self-driving car; it does not refer to the car itself.

D. Incorrect. An obstacle is something that gets in the way of progress; it does not refer to the person driving the car.

7. **Part A**

A. Correct. This describes the central ideas of the passage and captures the thrust of the writer's argument.

B. Incorrect. The focus of the passage is what the future holds for self-driving cars, not on what cars can currently do.

C. Incorrect. This describes the potential popularity of self-driving vehicles, but does not summarize the central ideas of the passage.

D. Incorrect. Although the article states this fact, it is a counterargument and not an effective summary of the passage.

Part B

A. Correct. This sentence supports on the central arguments of the passage: that computers are better and faster at avoiding accidents.

B. Correct. This sentence describes some of the people who will helped by self-driving cars.

C. Incorrect. This sentence provides some support for the idea that self-driving cars will be more common in the future, but it does not support the answer to Part A.

D. Incorrect. This sentences indicates a concern that some people have about the safety of self-driving cars, but it does not support the answer to part A.

E. Incorrect. This sentence describes the widespread concern about self-driving cars.

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Name _____ Date _____

Read the passage and answer the questions that follow.

Social Media: A User's Guide

1 Communication has changed a lot since radios and telephones became widespread in the early 1900s. Home computers became common in the 1980s, and early versions of cell phones and the Internet came along soon afterward. By the 1990s, you could pick up a cell phone and call almost anyone in the world, or you could easily send anyone an e-mail.

2 Then, social media emerged. The first of this type of website, called Six Degrees, went online in 1997. That's when everything changed about communication again. Today, you can chat online, visit social media sites, search the World Wide Web, write personal blogs, share photos, and communicate with your friends every second of the day. But is that a good idea? Social media sites, such as Facebook and Twitter, offer many benefits and advantages, but they can also cause some problems. Here are some tips for using social media sites safely and effectively.

- Limit the amount of time you spend looking at a screen. Staring at a phone or computer screen too long is bad for your eyes and your head. Experts recommend 60 to 90 minutes per day.
- Communicate only with people you know or recognize. Don't accept or respond to messages from strangers, and keep your personal information private. You cannot trust that everyone on the Internet is friendly and honest.
- Balance your time online with time in the real world. Meet and talk with people in person more often. Play sports or other activities and get to know others face-to-face.
- Spend time with your family. Studies have shown that physically being with friends and family can make young people much happier and more productive.
- Set aside time for your studies. You can't talk on the phone, send messages, share selfies, and still read or solve math problems at the same time. Getting your homework done requires mental focus and concentration. So turn off the phone for a while and focus on your work. You will get it done much faster and the results will be better.

GO ON

1. Which **two** details support the central idea that social media users should follow some common sense guidelines to stay safe?

A. Home computers were invented in the 1980s and cell phones arrived about a decade later.

B. Looking at a computer or phone screen for a long time can hurt the user's eyes.

C. The first social media web site was called Six Degrees and it went online in 1997.

D. Users should keep their personal information private because it is not easy to tell who is trustworthy.

E. Playing sports is good way to exercise and it provides an excellent opportunity to meet people.

2. What happened soon after home computers became common?

A. Telephones and radios became widespread.

B. Cell phones and the Internet came into use.

C. The number of social media sites exploded.

D. People sent e-mails to everyone in the world.

3. What does the word emerged mean as it is used in paragraph 2?

A. got better

B. took control

C. became popular

D. came into being



4. The author recommends that you communicate only with people you know or recognize when using social media sites. Which **two** details from the passage support this idea?

A. Don't accept messages from strangers.

B. Meet people in person more often.

C. Keep your personal information private.

D. Try to spend more time with your family.

E. Get to know other people face-to-face.

5. According to the author, why should young people turn off their phones when doing homework?

A. They should not trust everyone on the Internet.

B. Using the phone too much is bad for their eyes.

C. Leaving the phone off can make them happier.

D. They can get their work done faster and better.



Read the passage and answer the questions that follow.

Laws in the Age of Social Media

1 In the United States, our government makes laws to protect us and our rights. These include laws about how we use social media. But social media is changing faster than our laws. As a result, social media users are unsure of their rights. They don't always know what they can and cannot do online.

2 Today, two basic rules govern the Internet. First, people cannot libel or slander anyone. While we have the right to free speech, we cannot spread false information that hurts other people. That means social media users must consider the truth of what they say online. Second, people cannot use copyrighted materials without permission. Users must check materials that they want to post or share and ask for approval if needed. You know you can't copy a published book and claim that you wrote it. In the same way, you can't post or reuse pictures, videos, or text owned by other people. So stop and think before posting material that might harm someone else or that you did not create yourself.

3 These rules seem reasonable, but they might not be enough. There is still the issue of personal data collected from social media users. Information that people share online can be gathered into large pools of data. The data might include details about what you buy, for example, or your political beliefs. Sometimes this information is sold to groups that research people's shopping or voting habits. Other times, data pools are simply stolen.

4 In 1988, the United Nations (UN) warned countries that personal data should be guarded to protect citizens. European countries passed laws in the 1990s and again in 2016. In the United States, we are still talking about which laws we need. For example, what rights should users have? How can data be collected? Who owns the data? These questions must be answered soon.



6. Read this sentence from the passage.

"First, people cannot libel or slander anyone."

Which phrase from paragraph 2 helps the reader understand what libel means?

A. "two basic rules"

B. "the right to free speech"

C. "spread false information"

D. "must consider the truth"

7. Which **two** details support the central idea that two basic rules govern the Internet?

A. "In the United States, our government makes laws to protect us and our rights." (paragraph 1)

B. "That means social media users must consider the truth of what they say online." (paragraph 2)

C. "In the same way, you can't post or reuse pictures, videos, or text owned by other people." (paragraph 2)

D. "Information that people share online can be gathered into large pools of data." (paragraph 3)

E. "Sometimes this information is sold to groups that research people's shopping or voting habits." (paragraph 3)

8. What does the word research mean as it is used in paragraph 3?

A. study

B. change

C. punish

D. identify



9. Why does the author compare the actions of European nations to the laws in the United States in paragraph 4?

A. It explains why some problems with the Internet are easier to fix than others.

B. It shows that it is possible to solve problems on the Internet by updating a country's laws.

C. It describes how citizens in different countries have different expectations regarding free speech.

D. It helps readers understand how Europe and the United States have worked together to protect copyrights.

10. According to the author of this passage, why do we need more laws and rules governing social media?

A. to keep children safe in school

B. to protect people's personal data

C. to change people's habits and beliefs

D. to prevent the use of copyrighted materials

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

Part A

Which describes the structure of this passage?

A. Chronological.

B. Compare and contrast.

C. Cause and effect.

D. Problem and solution.

Part B

How does this structure contribute to the meaning of the text?

A. It demonstrates how the Internet's hazards have increased over time.

B. It clarifies that Europeans use the Internet more than Americans do.

C. It explains why Internet companies have created products that contribute to the issues users face online.

D. It shows that legislators can and should pass new laws regulating the Internet.



Answer Key

Unit 3 Week 2 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	B, D	Explain How Relevant Details Support the Central Idea(s)	2	Multiselect	2	5.R.2.2
2.	B	Explain How Relevant Details Support the Central Idea(s)	2	Multiple Choice	1	5.R.2.2
3.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
4.	A, C	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	2	Multiselect	2	5.R.2.4
5.	D	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	1	Multiple Choice	1	5.R.2.4
6.	C	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
7.	B, C	Explain How Relevant Details Support the Central Idea(s)	3	Multiselect	2	5.R.2.2
8.	A	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
9.	B	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	2	Multiple Choice	1	5.R.2.4
10.	B	Track the Development of an Argument, Identifying Claim(s), Evidence, and Reasoning	3	Multiple Choice	1	5.R.2.4
11A.	D	Explain How Text Structure and/or Features Contribute to Overall Meaning	3	Evidence-Based Selected Response (EBSR)	1	5.R.2.1
11B.	D	Explain How Text Structure and/or Features Contribute to Overall Meaning	3	Evidence-Based Selected Response (EBSR)	1	5.R.2.1

Total: 15 Points

Grade 5 Unit 3: Week 2 Assessment

1. A. Incorrect. Although this fact is presented in the passage, it does not discuss safety guidelines.

B. Correct. This stresses the concern about staring at screens for extended periods of time and supports the need to safety guidelines.

C. Incorrect. Although this detail is presented in the passage, it does not explain the need for guidelines or what those guidelines might be.

D. Correct. This explains a danger people face online and how to avoid it.

E. Incorrect. Although the passage mentions playing sports, it does not mention exercise or discuss how playing sports could make social media users safer.

2. A. Incorrect. Telephones and radios became widespread in the early 1900s, decades before home computers were invented.

B. Correct. This happened soon after home computers were invented, as stated in the first paragraph.

C. Incorrect. Although social media sites increased rapidly after 1997, this was many years after home computers were invented.

D. Incorrect. Although paragraph 1 says that you could send e-mails to anyone in the world by the 1990s, this did not literally happen.

3. A. Incorrect. Although this phrase could fit into the sentence, this is not the meaning of emerged.

B. Incorrect. The word emerged means that social media sites first "came into being"; they did not "take control."

C. Incorrect. The word emerged means that social media sites first "came into being"; it does not mean they "became popular."

D. Correct. The word emerged means "came into being."

4. A. Correct. This detail supports the idea that you should communicate only with people you know.

B. Incorrect. This detail gives a reason to spend less time staring at a screen, but it does not support the idea that you should communicate only with people you know.

C. Correct. This detail supports the idea that you should communicate information only with people you know.

D. Incorrect. This detail gives a reason to spend less time staring at a screen, but it does not support the idea that you should communicate only with people you know.

E. Incorrect. This detail suggests another way to spend your time instead of staring at a screen, but it does not support the idea that you should communicate only with people you know.

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5. A. Incorrect. Although this sentence gives a reason for young people to communicate online only with people they know, it does not give a reason for turning off the phone while doing homework.

B. Incorrect. Although this sentence gives a reason for spending less time staring at computer screens, it does not give a reason for turning off the phone while doing homework.

C. Incorrect. The passage says that spending more time with friends and family will make young people happier, but it does not give this as a reason for turning off the phone while doing homework.

D. Correct. The author gives this view as a reason for turning off the phone while doing homework.

6. A. Incorrect. Although libel is covered under one of the "two basic rules" in the passage, this phrase does not give a clue to the meaning of libel.

B. Incorrect. Although libel is a form of speech, this phrase does not give a clue to the meaning of libel.

C. Correct. This phrase shows what libel means by explaining what people do when they commit it—they "spread false information."

D. Incorrect. Although to "consider the truth" may help prevent libel, this phrase does not give a clue to the meaning of libel.

7. A. Incorrect. Although this introduces the important idea governments pass laws to help its citizens, it does not discuss the two basic rules of the Internet.

B. Correct. Avoiding slander and libel is the first basic rule of the Internet.

C. Correct. Respecting the intellectual property of other is the second basic rule of the Internet.

D. Incorrect. Although the passage discusses the collection of data from Internet users, this is a cause for concern and not a rule regulating the Internet.

E. Incorrect. Although this explains why data collection might be a reason for worry, it does not discuss a basic rule of the Internet.

8. A. Correct. In this context, the word research means "analyze," or "study."

B. Incorrect. Although people's buying habits and beliefs may "change," this is not the meaning of research.

C. Incorrect. Although some people might want to "punish" others for their beliefs, this is not the meaning of research.

D. Incorrect. Although data can be used to "identify" people's habits and beliefs, this is not the meaning of research.

9. A. Incorrect. Although it may be easier to solve some problems than others, the author does not explore the relative difficulty of the problems legislators must solve.

B. Correct. Soon after the UN warning, European countries acted by passing new laws. This shows that legislation can help solve problems with the Internet.

C. Incorrect. Although law governing free speech do differ from country to country, the author does not discuss this.

D. Incorrect. The author does not mention international cooperation to enforce copyright.

10. A. Incorrect. Although many laws are intended to keep children safe in school, this is not a reason the author gives for why we need more laws governing social media.

B. Correct. This is a reason the author gives for why we need more laws governing social media.

C. Incorrect. Although new laws might have the effect of changing people's beliefs or habits, this is not a reason the author gives for why we need more laws governing social media.

D. Incorrect. The passage says that we already have laws protecting copyrighted materials, so this is not a reason the author gives for why we need more laws governing social media.

11. **Part A**

A. Incorrect. Although some specific dates are mentioned, the time line of the issues involved is not crucial to the meaning of the text.

B. Incorrect. Near the end of the passage, the author compares Europe's actions to the United States' inaction, but this is not a structure throughout the text.

C. Incorrect. The passage makes no mention why the problems Internet users now face developed.

D. Correct. The passage focuses on problems faced by users of the Internet and how legislation might fix them.

Part B

A. Incorrect. The development of privacy vulnerabilities over time is not discussed.

B. Incorrect. The passage does not compare Internet usage between Europeans and Americans.

C. Incorrect. The causes for the issues are not discussed; the author focuses on issues and a potential solution.

D. Correct. The author focuses on the problems Internet users face and stresses that regulation could fix them.

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Name _____ Date _____

Read the passage and answer the questions that follow.

Smart Choices in Barcelona

1 Looking down from my hotel window in Barcelona, Spain, I suddenly noticed streetlights turning on and off for no apparent reason. Naturally intrigued, I went out to investigate. As I approached the nearest lamppost, the light came on. After I passed, it went off again. I should have known. This was a smart lamppost in a smart city.

2 In "smart" cities, computer systems and apps interconnect to make everything run more smoothly and cost-effectively. Around the world, more and more cities now rely on smart technology. The technology is used in areas ranging from toll roads to waste management.

3 Barcelona began its smart transformation when it hosted the Olympics in 1992. Hundreds of miles of fiber optic cable were installed to deal with increased communication demands and huge crowds. After the Olympics, the city government decided to build on that foundation. They wanted Barcelona to become a model for technological innovation. They hoped to attract businesses and make Barcelona a better place to live and work. Today in Barcelona, smart technology affects almost every part of life.

Water and Energy Use

4 With sensors in parks and fountains, watering is now done only where and when it's needed. Smart lampposts also collect data about air pollution and serve as Wi-Fi hot spots. Besides conserving resources and improving living conditions, these technologies have saved Barcelona millions of dollars.

Waste Management

5 Barcelonans put out their trash and recycling in smart bins. The bins' sensors can sense how full the containers are. Trash pickup trucks only go to bins that are at least half full. This reduces fuel consumption and pollution, in addition to saving the city a lot of money.

GO ON

Transportation

6 Because officials can gather usage data, buses now run on more efficient routes. Digital bus stop signs tell passengers about wait times and fares. Traffic monitors allow stoplights to be adjusted to keep vehicles moving. Sensors in parking garages direct drivers to available spaces.

7 Of course, no system operates perfectly all the time. At one point, I was puzzled by parking spaces near my hotel labeled "occupied" even though no car was there. Then someone told me the reason: in-road sensors were being tripped every time a subway train stopped underneath. Oops!

Moving Forward

8 Barcelona doesn't just want to be a technological marvel. Barcelonans want their extensive use of smart technology to improve people's lives.



1. Reread paragraph 3 from the passage. Underline the sentence that describes a solution to a problem that Barcelona faced.

"Barcelona began its smart transformation when it hosted the Olympics in 1992. Hundreds of miles of fiber optic cable were installed to deal with increased communication demands and huge crowds. After the Olympics, the city government decided to build on that foundation. They wanted Barcelona to become a model for technological innovation. They hoped to attract businesses and make Barcelona a better place to live and work. Today in Barcelona, smart technology affects almost every part of life."

2. What does the word innovation mean as it is used in paragraph 3?

A. a use of technology to improve communications

B. an app-driven sensor linked to central computers

C. a creative and useful new way of using technology

D. a fix for problems facing existing computer systems

3. Look at the list of smart technologies. Fill in the bubble that explains how each smart technology can solve a problem in Barcelona. Some technologies can solve more than one problem.

Smart Technology	Conserve Resources	Save Money	Improve Transportation
Digital bus stops	○	○	○
Sensors in parks and fountains	○	○	○
Smart trash bins	○	○	○
Traffic monitors	○	○	○



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Read the poem and answer the questions that follow.

It's Coming Down the Road: The Self-Driving Car

It's sailing down the road
Without a steering wheel.
It's flying down the highway,
Like a robot cased in steel.

It'll change the way we travel,
This breakthrough machinery.
It'll shift our focus from the road
To games and scenery.

It's coming down the road,
No more pedals, no more brakes,
With radar to avoid things
And end our driving mistakes.

It'll change the way we travel,
With software to guide the way
And systems to help drivers
Travel safely every day.

Here's to the end of accidents
And the end of traffic trouble.
Here's to computers that drive for us
In a modern kind of bubble.

And here's to the engineers, too,
Creators of a dream.
Here's to the sensors and programs
Of the miracle driving team.



4. How does the imagery of "a modern kind of bubble" support the theme of the poem?

A. It implies that self-driving cars are delicate and break easily.

B. It suggests that the passenger is insulated from the outside world.

C. It explains how interest in self-driving cars is a short-lived fad.

D. It describes how self-driving cars react to dangerous traffic conditions.

5. In the first stanza, how do the metaphors of "sailing" and "flying" help support the meaning of the poem?

A. They explain why self-driving cars will always be nothing but a dream.

B. They show how self-driving cars will no longer travel on roads.

C. They communicate how dangerous self-driving cars will be.

D. They emphasize how smooth and easy riding in a self-driving car will be.



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

Part A

Which statement describes a central idea from Passage 1 and 2?

A. Increased technology will make living in cities more expensive.

B. New technology can improve the lives of all citizens.

C. Changes in technology do not require a lot of time and work.

D. Technology will make trash pick-up more convenient and cheaper.

Part B

Select **one** detail from **each** passage that supports the answer to Part A.

A. "Looking down from my hotel window in Barcelona, Spain, I suddenly noticed streetlights turning on and off for no apparent reason." (passage 1, paragraph 1)

B. "They hoped to attract businesses and make Barcelona a better place to live and work." (passage 1, paragraph 3)

C. "Smart lampposts also collect data about air pollution and serve as Wi-Fi hot spots." (passage 1, paragraph 4)

D. "It's sailing down the road / Without a steering wheel." (passage 2, lines 1 and 2)

E. "And systems to help drivers / Travel safely every day." (passage 2, lines 15 and 16)

7. How does the poem develop the theme of using technology to make life better?

A. The poem uses imagined situations to discuss the benefits self-driving cars might bring.

B. The poem emphasizes the work of the many different people inventing self-driving cars.

C. The poem uses a narrative to show how new technologies change the lives of everyday people.

D. The poem describes how self-driving technology built off of old technological developments.



Answer Key

Unit 5 Week 1 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	"Hundreds of miles of fiber optic cable were installed to deal with increased communication demands and huge crowds."	Explain How Relevant Details Support the Central Idea(s)	3	Selectable Text	1	5.R.2.2
2.	C	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
3.	See answer chart and 2-Point Scoring Rubric	Explain How Relevant Details Support the Central Idea(s)	2	Table Match	2	5.R.2.2
4.	B	Explain How Figurative Language Contributes to Meaning	2	Multiple Choice	1	5.R.3.1
5.	D	Explain How Figurative Language Contributes to Meaning	2	Multiple Choice	1	5.R.3.1
6A.	B	Compare Texts Related to the Same Topic	3	Evidence-Based Selected Response (EBSR)	1	5.R.3.3
6B.	B, E	Compare Texts Related to the Same Topic	3	Evidence-Based Selected Response (EBSR)	2	5.R.3.3
7.	A	Explain the Development of Themes	2	Multiple Choice	1	5.R.1.2

Total: 10 Points

Answer Chart for Question 3

Smart Technology	Conserve Resources	Save Money	Improve Transportation
Digital bus stops			X
Sensors in parks and fountains	X	X	
Smart trash bins	X	X	
Traffic monitors			X

2-Point Scoring Rubric for Question 3

2	2 points for 4-6 correct answers
1	1 point for 2 or 3 correct answers
0	0 points for 1 or no correct answer

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Grade 5 Unit 5: Week 1 Assessment

1. 1st sentence: Incorrect. Hosting the Olympics created some challenges for Barcelona, but this sentence does not describe the solution to a problem.

2nd sentence: Correct. Fiber optic cable was the solution for increased communication and crowd problems.

3rd sentence: Incorrect. This sentence does not describe a solution to a problem, but gives basic information.

4th sentence: Incorrect. This sentence does not describe a solution to a problem, but gives other reasons for technology to be used.

5th sentence: Incorrect. Although "better place to live" might seem to imply problems, this sentence does not describe a solution.

6th sentence: Incorrect. This sentence does not describe a solution to a problem.

2. A. Incorrect. Although the paragraph mentions improved communications, other changes in technology are also included in the context for innovations.

B. Incorrect. Although apps and sensors are mentioned throughout the passage, those are examples of innovations, not definitions.

C. Correct. This response draws context from the previous references to "transformation" and "build[ing] on that foundation."

D. Incorrect. Although some new technologies in Barcelona undoubtedly fixed or replaced problematic systems, the passage does not discuss that issue.

3. Digital bus stops: Correct for Improve Transportation. The purpose of this technology is to "keep vehicles moving" and help passengers catch a bus.

Sensors in parks and fountains: Correct for Conserve Resources and Save Money. Paragraph 4 says these technologies are "conserving resources" and saving "millions of dollars."

Smart trash bins: Correct for Conserve Resources and Save Money. Paragraph 5 says that the use of smart bins "reduces fuel consumption" and saves "the city a lot of money."

Traffic monitors: Correct for Improve Transportation. This technology helps "keep vehicles moving."

4. A. Incorrect. The poet thinks that self-driving cars will be safer than normal cars and less likely to get in accidents or be damaged.

B. Correct. The image of the bubble is meant to emphasize the passenger's isolation from the road around him or her.

C. Incorrect. The poet believes that self-driving cars will permanently change the way we travel.

D. Incorrect. This is the focus of the third stanza.

5. A. Incorrect. The poet states that self-driving cars are truly coming to change how we travel.

B. Incorrect. The cars metaphorically sail and fly; the poet does not mean to literally suggest that the cars will travel on water or through the air.

C. Incorrect. The poet explicitly states that self-driving cars will be safer than human-piloted automobiles.

D. Correct. The poet uses metaphors of easy, smooth motion to suggest how nice it will be to ride in a self-driving car.

6. Part A

A. Incorrect. The author stresses that smart technology make the city more economically efficient and the poet does not mention the cost of self-driving cars.

B. Correct. Both the author of passage 1 and the poet emphasize how smart technology will improve people's lives.

C. Incorrect. The author of passage 1 makes it clear that extensive work was done to integrate smart technology into the city. The poet discusses the engineers and programmers that are working to make self-driving cars a reality.

D. Incorrect. Although the author of passage 1 mentions improvements in sanitation, it is not mentioned in the poem.

Part B

A. Incorrect. Although this is an example of smart technology at work, it does not directly connect to the idea that it improves the lives of all Barcelona residents.

B. Correct. The idea of making the city a better place to live and work speaks directly to the fact that technology is meant to improve the lives of all citizens.

C. Incorrect. Although this an example of smart technology, it doesn't speak directly to improving the lives of all citizens.

D. Incorrect. This describes a feature of self-driving cars, but does not directly discuss improving people's lives.

E. Correct. Safer road conditions improve the lives of all citizens. These lines directly support the central idea of improving conditions through technological innovation.

7. A. Correct. The poem uses hypothetical benefits cars may someday bring to praise self-drive technology.

B. Incorrect. Although the poem mentions engineers once, the poet does not focus on them or their work.

C. Incorrect. The poem contains no narrative.

D. Incorrect. The poem does not trace the steps that led to the development of self-driving technology.

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Name _____ Date _____

Read the poem and answer the questions that follow.

The Railway Train

by Emily Dickinson

Trains were not a recent innovation in 1862 when this poem was written. However, railroad lines to western Massachusetts, where the poet lived, were still new enough that incoming trains attracted spectators.

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious,[1] step

Around a pile of mountains,
And, supercilious,[2] peer
In shanties by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down the hill

And neigh like Boanerges;[3]
Then, punctual[4] as a star,
Stop—docile and omnipotent—
At its own stable door.

1*prodigious: extremely large*
2*supercilious: haughty; having too much pride*
3*Boanerges: a speaker (especially a preacher) with a loud, powerful voice*
4*punctual: on time*

GO ON

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1. Read this sentence from the introduction to the poem.

"Trains were not a recent innovation in 1862 when this poem was written."

What does the word innovation mean in this sentence?

A. to be free of guilt

B. the introduction of something new

C. existing between people

D. a state of depending on others

2. What does the word spectators mean as it is used in the introduction?

A. large machines

B. people who ride trains

C. new businesses

D. people who look at something



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

Part A

What is a theme of "The Railway Train"?

A. Trains are huge and noisy, but they are consistently on time.

B. When technology conflicts with nature, technology always wins.

C. Railroads will destroy the environment and must be stopped.

D. Trains, like animals, need to be fed and taken care of.

Part B

Which lines from the poem **best** support the answer to Part A?

A. "And then, prodigious, step / Around a pile of mountains, / And, supercilious, peer / In shanties by the sides of roads;" (lines 4–7)

B. "And then a quarry pare / To fit its sides, and crawl between," (lines 8–9)

C. "Complaining all the while/ In horrid, hooting stanza;" (lines 10–11)

D. "And neigh like Boanerges; / Then, punctual as a star, / Stop—docile and omnipotent—" (lines 13–15)

4. How do the stanzas fit together in this poem?

A. Each stanza introduces a new image to describe the train.

B. The poem is a single sentence, but each stanza expresses a separate thought.

C. The content of the poem runs from one stanza to another without stopping.

D. The stanzas are divided by a rhyming pattern that is different in each stanza.



Read the poem and answer the questions that follow.

The Engine

by Ella Wheeler Wilcox

Into the gloom of the deep, dark night,
With panting breath and a startled scream;
Swift as a bird in sudden flight
Darts this creature of steel and steam.

Awful dangers are lurking nigh,
Rocks and chasms are near the track,
But straight by the light of its great white eye
It speeds through the shadows, dense and black.

Terrible thoughts and fierce desires
Trouble its mad heart many an hour,
Where burn and smoulder the hidden fires,
Coupled ever with might and power.

It hates, as a wild horse hates the rein,
The narrow track by vale and hill;
And shrieks with a cry of startled pain,
And longs to follow its own wild will.

GO ON

5. What does the word lurking mean as it is used in line 5?

A. lying hidden

B. jumping out

C. causing trouble

D. speeding ahead

6. What does the word chasms mean in line 6?

A. large stones

B. bodies of water

C. deep holes or gorges

D. wild animals or beasts

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

Part A

What is the main theme in this poem?

A. Trains hate people.

B. Trains are wild animals.

C. Trains need to be controlled.

D. Trains are dangerous and scary.

Part B

Which lines in the poem best support the answer to Part A?

A. "Swift as a bird in sudden flight / Darts this creature of steel and steam." (lines 3–4)

B. "Awful dangers are lurking nigh, / Rocks and chasms are near the track," (lines 5–6)

C. "Terrible thoughts and fierce desires / Trouble its mad heart many an hour," (lines 9–10)

D. "It hates, as a wild horse hates the rein, / The narrow track by vale and hill;" (lines 13–14)



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8. What are **two** ways the stanzas contribute to the structure of the poem?

A. Each stanza compares the train to a different animal.

B. Each stanza uses a new set of rhyming sounds.

C. Each stanza describes a different quality of the train.

D. Each stanza uses the engine as a symbol for something different.

E. Each stanza adds details that slowly reveal the secret of the train.

9. What does the last stanza suggest about the train?

A. It can move faster than a horse.

B. It does not want to be controlled.

C. It makes a loud neighing sound.

D. It does not like to go too fast.



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

Part A

Which of the following poetic elements help express the poet's fear of trains?

A. Personification.

B. Alliteration.

C. Rhyme.

D. Meter.

Part B

Which **two** lines from the poem are examples of the answer from Part A?

A. "Into the gloom of the deep, dark night," (line 1)

B. "Awful dangers are lurking nigh," (line 5)

C. "Rocks and chasms are near the track," (line 6)

D. "But straight by the light of its great white eye" (line 7)

E. "It hates, as a wild horse hates the rein," (line 14)



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Answer Key

Unit 5 Week 2 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	B	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
2.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
3A.	A	Explain the Development of Themes	2	Evidence-Based Selected Response (EBSR)	1	5.R.1.2
3B.	D	Explain the Development of Themes	3	Evidence-Based Selected Response (EBSR)	1	5.R.1.2
4.	C	Explain How Figurative Language and Other Poetic Elements Work Together	2	Multiple Choice	1	5.R.1.4
5.	A	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
6.	C	Use Context Clues to Determine Meaning	2	Multiple Choice	1	5.V.1.3
7A.	D	Explain the Development of Themes	2	Evidence-Based Selected Response (EBSR)	1	5.R.1.2
7B.	C	Explain the Development of Themes	3	Evidence-Based Selected Response (EBSR)	1	5.R.1.2
8.	B, C	Explain How Figurative Language and Other Poetic Elements Work Together	2	Multiselect	2	5.R.1.4
9.	B	Explain How Figurative Language Contributes to Meaning	2	Multiple Choice	1	5.R.1.3
10A.	A	Explain How Figurative Language and Other Poetic Elements Work Together	3	Evidence-Based Selected Response (EBSR)	1	5.R.1.4

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
10B.	D, E	Explain How Figurative Language and Other Poetic Elements Work Together	3	Evidence-Based Selected Response (EBSR)	2	5.R.1.4

Total: 15 Points

Grade 5 Unit 5: Week 2 Assessment

1. A. Incorrect. To be free of guilt is the definition of innocence.

B. Correct. The root of innovation means "come upon" or "find." It refers to the introduction of something new.

C. Incorrect. This is the definition of the word "interpersonal."

D. Incorrect. This is the definition on word "interdependent."

2. A. Incorrect. Although trains are "large machines," the word spectators comes from the Latin root *spec,* meaning "look."

B. Incorrect. Although spectators are usually people, the word is not related to trains.

C. Incorrect. Although trains might attract "new businesses" to an area, this meaning does not relate to the Latin root *spec* in the word spectators.

D. Correct. The Latin root *spec* means "watch" or "look."

3. **Part A**

A. Correct. Although the train is described as a huge beast, it is also predictable and reliable.

B. Incorrect. Although the train may impact the natural world, this idea is not explored in the poem.

C. Incorrect. Although line 8 may refer to making alterations to the landscape to accommodate trains and railroad tracks, the poem does not suggest that railroads need to be stopped.

D. Incorrect. Although the poem compares the train to a horse, the idea of caring for it is not present; the train animal feeds itself and takes itself to the "stable door."

Part B

A. Incorrect. These lines suggest that the train is large, but they do not support the theme from Part A.

B. Incorrect. Although these lines may hint at harm to the environment, they do not support the theme from Part A.

C. Incorrect. These lines describe the noise a train makes, but they do not support the theme from Part A.

D. Correct. The phrase "punctual as a star" supports the idea that the train behaves predictably, even though it makes a lot of noise.

4. A. Incorrect. Although different images are used throughout the poem, they are not related to the stanza structure.

B. Incorrect. Although the poem is a single sentence, it does not express a fully separate thought in each stanza.

C. Correct. This is an accurate description of the poem's structure.

D. Incorrect. Although the near-rhyming end sounds change with each stanza, the overall rhyming pattern is consistent.

5. A. Correct. The word lurking suggests that dangers are lying in wait for a victim to come by.

B. Incorrect. Although there are dangers that might "jump out," this is not the meaning of lurking, which suggests hiding.

C. Incorrect. Although dangers near the tracks could "cause trouble," this is not the meaning of lurking, as the darkness of the setting suggests hiding.

D. Incorrect. Although the train is "speeding ahead," this is not the meaning of lurking.

6. A. Incorrect. Line 6 says there are rocks by the tracks, but chasms are not "large stones" and are mentioned in addition to the rocks.

B. Incorrect. Although chasms may contain water, they are not "bodies of water."

C. Correct. The word chasms refers to "deep holes or gorges" that a train might fall into.

D. Incorrect. There could be "wild animals" near the track, but chasms are holes, not living things.

7. **Part A**

A. Incorrect. Although the train is portrayed negatively, there is no evidence to support this theme, and a train would have no feelings about people.

B. Incorrect. Although the train is compared to a bird and a wild horse, the poet is not saying that trains are literally wild animals.

C. Incorrect. Although the poem refers to control ("rein," "track"), this is not the main theme of the poem.

D. Correct. The train is portrayed throughout the poem as dark, malevolent, and barely under control.

Part B

A. Incorrect. Although these lines describe the train as a bird, they do not support the theme from Part A.

B. Incorrect. Although these lines refer to danger, the danger is to the train and not caused by it.

C. Correct. These lines describe the train as "terrible" and "mad," which make it sound dangerous and frightening.

D. Incorrect. Although these lines compare the train to a horse, they do not support the theme to Part A.

8. A. Incorrect. Although the first and last stanzas compare the train to a bird and a horse, respectively, the middle stanzas do not.

B. Correct. Within the *abab* rhyme scheme, the *a* and *b* sounds change with each stanza.

C. Correct. The four stanzas describe how the train sounds, how it behaves, how it feels, and how it reacts to being constrained in its movements.

D. Incorrect. Although the engine may represent technology or mechanization in general, the symbolism does not change with each stanza.

E. Incorrect. Although new information is added throughout the poem, it is not divided by stanza, nor does it reveal any secret.

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9. A. Incorrect. Although this stanza compares the train to a horse, it does not compare the speed of a train and a horse.

B. Correct. The train, like "a wild horse," does not want to be reined in or controlled.

C. Incorrect. The train "shrieks" in line 15, but it does not make a "neighing" sound like a horse.

D. Incorrect. The whole poem suggests that the train is moving very fast, and the last stanza does not contradict that.

10. **Part A**

A. Correct. Giving the train characteristics of a living creature - sometimes a human, sometimes an animal - helps communicate the poet's fear of the trains power and potential for loss of control.

B. Incorrect. Although the poem contains some very limited examples of alliteration ("wild will"), it is not a poetic element the poet uses often or relies on heavily.

C. Incorrect. Although the poet does use rhyme to contribute to the poem's sense of rhythmic movement, it is not how she communicates what scares her about trains.

D. Incorrect. Although the poet uses meter to give the poem a train-like rhythm, it is not the poetic element the poet uses to express her fear of trains.

Part B

A. Incorrect. Although this line adds to the foreboding mood of the poem, they do not describe the train.

B. Incorrect. Although this line adds to the sense of danger that is an important part of the poem, it does not describe the train.

C. Incorrect. This line describes the landscape through which the train travels. It does not use personification to describe the train.

D. Correct. This personifies the train by describing its headlight as an eye.

E. Correct. This line ascribes thought and feeling to the train and is an example of personification.