

Name: \_\_\_\_\_

## Unit 1 Pre-Assessment

Read the passage. Then answer the questions.

# Braces and Bullies

by Everett Smith

“Mom, you just don’t understand,” I said as I slumped lower in the seat of the car. My new braces were tight and uncomfortable. I was dreading my return to school.

“What don’t I understand?” Mom asked.

“You don’t understand how some of the kids at school behave. They think it’s fun to tease people who are different. Leo will be waiting to make rude comments the minute I walk in the door.”

“Anthony, you know that bullies thrive on upsetting others. If you overlook his unkind remarks, Leo is likely to quit bothering you. Your best bet is to ignore him and focus your attention on your *real* friends.”

It sounded like good advice, but I was still uncertain. I walked into the classroom with my lips firmly pressed against my braces in an effort to hide them. I passed Leo’s desk, determined not to make eye contact. A hateful smirk began to spread across Leo’s face when he spotted my awkward lips.

As I slipped into my chair, I spied a welcoming sight from the corner of my eye. Nailah, the most popular girl in our class, was trying desperately to hide new braces behind a magazine! With a confidence I did not know I possessed, I made my way across the room. When I walked by Leo’s desk, my lips spread into a silvery smile. “Hi, Nailah!” I began as she lowered the magazine to reveal her own glittery grin. Mom’s advice was sounding better and better.

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1. Because Anthony tells the story, the reader is better able to understand
  - A. how Anthony plans to deal with Leo.
  - B. how Anthony allows Leo to bother him.
  - C. why Anthony ignores Mom's suggestions.
  - D. why Anthony feels a connection to Nailah.
  
2. How does Mom's point of view about bullying affect Anthony?
  - A. It makes him consider the situation in a different way.
  - B. It makes him angrier about the situation with his friends.
  - C. It allows him to accept the way he is feeling about the situation.
  - D. It allows him to change how he feels about the other students in the class.
  
3. How does the point of view support the meaning of the story?
  - A. It calls attention to the main events of the story.
  - B. It conveys the thoughts and actions of all the characters.
  - C. It expresses the narrator's inner fears about his new appearance.
  - D. It helps the reader understand the conflict between Leo and the narrator.
  
4. How would the story change if it were told from a different point of view? Use evidence from the passage to support your answer.

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## Unit 2 Pre-Assessment

Read the passage. Then answer the questions.

# Tree House Adventure

by Lakshmi Bollini

As I look for a place to escape from my little brother, I spy four narrow boards nailed to a tree trunk. I scramble up the slats of wood to a loft above the forest floor. I know it is my job to keep an eye on Dylan, but sometimes I need time alone.

As he nears my hideout, I quickly grip the branch above my head and hoist myself up to the next level of the tree house. The view is magical from my new post. Rays of golden sunshine peek through the branches of the tree. Colorful birds nest in nearby live oaks as a bubbling brook meanders along the forest floor. I dream of painting the wonders of nature in my new hideout.

“Amelia, where are you?” Dylan calls, fear creeping into his voice.

I swiftly sneak down the ladder and drop in front of him. “It’s nap time, Dylan.”

Later, when Dylan is napping, I stuff my painting supplies into my backpack. From the kitchen table where she is shelling peas, Mama asks, “Where are you going in such a happy rush?”

“Just to paint, Mama! I’ll be back before Dylan wakes,” I promise. I know I will tell Mama about the tree house soon, but for now it is mine and only mine.

1. How does Amelia respond to her need to have a quiet space for herself?
  - A. She ignores Dylan so she can have time alone.
  - B. She places her painting supplies in her backpack.
  - C. She tells her mother that she needs time away from Dylan.
  - D. She finds a location in the forest that only she knows about.
  
2. Which is the **best** summary of the last two paragraphs?
  - A. Amelia packs her painting supplies in a backpack while Dylan naps and Mama shells peas. She says she will be back soon.
  - B. As Amelia tries to leave the house with her backpack, Mama wants to know where she is going. Mama is in the kitchen shelling peas.
  - C. When Amelia's little brother takes a nap, she sneaks past Mama and out of the house. She wants to return to the tree house she found earlier.
  - D. Amelia gathers her painting supplies and goes to the tree house while Dylan takes a nap. Amelia tells Mama that she is going to paint, but she does not reveal where.
  
3. What is the theme of the story?
  - A. Everyone needs time to be alone.
  - B. Younger siblings are difficult to care for.
  - C. Responsibilities make us stronger and wiser.
  - D. It is unsafe to explore the forest without others.
  
4. Write a summary of the story. Use evidence from the passage to support your answer.

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### Unit 3 Pre-Assessment

Read the passage. Then answer the questions.

## The Benefits of Being in the Band

by Frederick Sanderson

Ask any former band members what they enjoyed most about school, and you will likely hear the same response: Being in the band! Playing an instrument in the school band is a deeply rewarding experience that offers a lifetime of benefits. It is a fun, creative activity that boosts mental and physical skills. Even better, it helps kids create meaningful bonds with others.

Many scientific studies have demonstrated that when kids play music, they perform better in school. Studying music develops our brains in a way that makes it easier to learn math and science. In addition, being in the band teaches discipline and teamwork. These skills are greatly valued by employers.

I have personal proof that band helps people make connections. My parents met while playing in their high school band. Not only did they get married, but they are still friends with some of their former bandmates. I enjoy when these friends bring their instruments and spend the evening making music with my parents.

Every kid deserves to experience the benefits of band. Even if you don't think you are a musician, I urge you to give band a try. I guarantee that you will learn new skills and form friendships that last for a lifetime.

1. Which statement **best** states the author’s opinion?
  - A. Band benefits kids during their school years and beyond.
  - B. People are likely to marry people they met in their school band.
  - C. Being in a school band is a lot like playing on a school sports team.
  - D. Kids who do well in band often go on to careers in math and science.
  
2. Which sentence **best** supports the idea that participating in band teaches important life skills?
  - A. “Ask any former band members what they enjoyed most about school, and you will likely hear the same response: Being in the band!”
  - B. “Even better, it helps kids create meaningful bonds with others.”
  - C. “In addition, being in the band teaches discipline and teamwork.”
  - D. “I enjoy when these friends bring their instruments and spend the evening making music with my parents.”

3. Read this sentence from the passage.

Many scientific studies have demonstrated that when kids play music, they perform better in school.

This fact supports the author’s argument by providing evidence that

- A. participating in band improves people’s mental abilities.
  - B. kids who make good grades can easily learn to play music.
  - C. band has been proven to be more fun than other school activities.
  - D. scientists are interested in understanding how people learn to play music.
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4. Why does the author include the example of a personal experience in paragraph 3? Use evidence from the passage to support your answer.

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## Unit 4 Pre-Assessment

Read the passage. Then answer the questions.

# Chasing Fame

by Steve Patterson

Parker propped his phone on the table. Standing in front of it, he began to sing the latest hit song. His family loved his singing, so he was sure the world would too. When he posted this video of himself singing on YouTube, he would finally become the Internet sensation he was meant to be.

He sang, “I work haarrdd—” *Ack*. What was wrong with his voice? He sounded like a dying crow. Parker made two more attempts to finish the song before he finally gave up.

Perhaps he was meant to achieve Internet fame a different way. He could *vlog*! From now on, he would carry his phone everywhere he went and record everything.

Parker filmed himself and his mom at the grocery store. “My mom is putting rice in our cart. White rice? Oops, no, brown.”

That night, Parker posted his video. He waited eagerly for views and likes. He received two. One was from his best friend. The other was from Grandma.

He decided to give stardom one more try. A girl his age had become famous from mixing different ingredients to make a stretchy, rubbery substance called *Slime*. She made purple slime, scented slime, and so on. Parker searched for her recipe. However, he knew he needed some interesting ingredients to make his How-To video stand out.

He mixed the water and borax powder. Then, instead of glue, he added his own secret ingredient: molasses! Parker thought molasses would work because it was sticky like glue.

It didn’t.

Not completely discouraged, Parker headed outside to shoot some hoops. There was nothing wrong with being a regular kid

. . . for now!

1. How does Parker first attempt to achieve fame?
  - A. by making slime
  - B. by playing basketball
  - C. by recording himself singing
  - D. by filming a trip to the grocery store
  
2. What might the reader conclude about Parker?
  - A. He does well in school.
  - B. He has a variety of interests.
  - C. He is on the basketball team.
  - D. He has a good relationship with his parents.
  
3. Which sentence from the passage **best** supports the idea that Parker does not give up easily?
  - A. "His family loved his singing, so he was sure the world would too."
  - B. "He waited eagerly for views and likes."
  - C. "He decided to give stardom one more try."
  - D. "He mixed the water and borax powder."
  
4. How does Parker **most likely** feel about technology? Use evidence from the passage to support your answer.

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## Unit 5 Pre-Assessment

Read the passage. Then answer the questions.

# World Wide Web

by Emily Saenz

The World Wide Web, also called the Web, has become an essential part of global communication. The Web is an electronic communications network that connects computer networks around the world. Through this network, essentially anyone anywhere can share content with others. Therefore, advertising goods or products and sharing ideas or information on a global scale is fast and easy with the use of the Web.

Webmasters design websites in order to attract people. Each site is created for a specific audience and purpose. One website may be specifically created for children, while another site targets adults. Classrooms have websites to allow students to post projects for public viewing. Newspapers place their articles online in order to gain new readers. Movie studios may produce sites to promote films. Stores use websites to make it easier for people to purchase products without leaving the comfort of their homes. Other people use personal sites or blogs to post their thoughts on topics of interest.

The Web is a part of media that can have a powerful influence on the lives of people. It is important that people recognize the purposes of websites in order to use the information effectively.

1. Read this sentence from the passage.

Newspapers place their articles online in order to gain new readers.

What main idea does this detail support?

- A. People can access information online quickly.
  - B. Every website is created to achieve a unique purpose.
  - C. The Web influences nearly every aspect of people’s lives.
  - D. People need to be certain they evaluate websites carefully.
2. Which detail in the passage **best** supports the main idea that the Web encourages personal expression?
- A. Some people maintain their own websites and blogs.
  - B. People can use the Web to shop without leaving home.
  - C. Some websites have been specifically created for children.
  - D. The Web is considered important to global communication.
3. What is the main idea of paragraph 2?
- A. The Web is interesting.
  - B. Classrooms use the Web to help students.
  - C. Web designers know how to attract people.
  - D. The Web offers information for different audiences.
4. How might you summarize the first paragraph? Use evidence from the passage to support your answer.

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## Unit 6 Pre-Assessment

Read the passage. Then answer the questions.

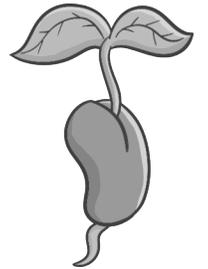
# The Fragrance of Life

by Katie Perkins

On days when clouds burst, golden drops  
fall from the sky, and the *earth is quenched*.



The *quenched earth* accepts seeds and roots as part of its  
family, *encouraging growth* in the saturated, satisfied soil.



*Growth is encouraged* with the first exhale of warmth,  
and *blooming begins* as pushing buds emerge, triumphant.



*Beginning blooms* appear, delicate petals  
open—the fragrance of life.



1. What does the first illustration emphasize?

- A. Rainfall comes from clouds.
- B. Rainy days take place when it is warm.
- C. Flowers begin growing when the rain starts.
- D. Rainfall occurs only when the skies are cloudy.

2. How does the structure of the poem contribute to its beauty?

- A. The length of the lines in the poem grow just as a flower grows.
- B. The words at the end of each line rhyme to enhance the rhythm of nature.
- C. The number of stanzas in the poem is the same as the number of flowers that bloom.
- D. The repeated words used by the poet link the ideas from rain to seeds to roots to buds to blooms.

3. Which word in the third stanza contributes to the tone of the poem?

- A. “exhale”
- B. “warmth”
- C. “pushing”
- D. “triumphant”

4. How do the italicized words contribute to the poem? Use evidence from the poem to support your answer.

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## Unit 7 Pre-Assessment

Read the passage. Then answer the questions.

# A Surprising Friendship

by Christian David

Driven by curiosity, Alexander Graham Bell spent his life learning and inventing. He wanted to improve the lives of others. One person who greatly benefited from knowing Bell was Helen Keller, who was both deaf and blind. The pair first met when Keller was six years old. Bell referred her family to the Perkins Institution in Boston. Soon, she met Anne Sullivan, her lifelong teacher and friend.

Keller once wrote about her first meeting with Alexander Graham Bell, “He understood my signs, and I knew and loved him at once. But I did not dream that the interview would be the door through which I should pass from darkness into light, from isolation to friendship, companionship, knowledge, love.”

Much of Bell’s work was dedicated to deaf education. When Keller expressed a desire to attend college, Bell established a trust fund for her. This money, along with additional financial support, allowed Keller to attend Radcliffe College in Boston.

As a result of Bell’s influence, Helen Keller inspired others through her words and actions. She became a world-famous author, speaker, and political advocate for people with disabilities. Both Helen Keller and Alexander Graham Bell embraced life. In Helen Keller’s words, “The best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart.”

1. Which sentence from the passage **best** supports the inference that Helen Keller wished to help others?
  - A. “Much of Bell’s work was dedicated to deaf education.”
  - B. “This money, along with additional financial support, allowed Keller to attend Radcliffe College in Boston.”
  - C. “She became a world-famous author, speaker, and political advocate for people with disabilities.”
  - D. “Both Helen Keller and Alexander Graham Bell embraced life.”
  
2. Which sentence from the passage **best** shows that Alexander Graham Bell was a generous person?
  - A. “Driven by curiosity, Alexander Graham Bell spent his life learning and inventing.”
  - B. “One person who greatly benefited from knowing Bell was Helen Keller, who was both deaf and blind.”
  - C. “Keller once wrote about her first meeting with Alexander Graham Bell, ‘He understood my signs, and I knew and loved him at once.’”
  - D. “When Keller expressed a desire to attend college, Bell established a trust fund for her.”
  
3. Which inference is supported by information in the passage?
  - A. Helen Keller did not feel she deserved fame.
  - B. Helen Keller’s life was transformed by education.
  - C. Helen Keller’s friendship with Bell surprised many people.
  - D. Helen Keller shared Bell’s interest in science and inventing.
  
4. What did Helen Keller value most in life? Use evidence from the passage to support your answer.

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## Unit 8 Pre-Assessment

Read the passage. Then answer the questions.

# All in the Family

by Edward Valdez

Monique and her relatives sat at a picnic table eating dinner. Their campsite was beautiful. There were pine trees everywhere, and a brook murmured in the distance. However, she was too annoyed to enjoy herself.

She had had her doubts when her parents had encouraged her to go on a two-week road trip with her relatives. Aunt Jessamin was obsessed with books about a chef who solved mysteries. Cousin Rhoda had a tiny dog named Mr. Weathers that followed her everywhere. And every other word out of Uncle Henry's mouth was a pun.

Now, Uncle Henry leaned toward Monique. "What did the lettuce say to the tomato?" He barely waited before bellowing, "I'm all dressed up with no plate to go! Get it?"

Monique smiled weakly. Across the table, Rhoda was hand-feeding Mr. Weathers.

After dinner, Monique, Rhoda, and Aunt Jessamin went to the campground showers. Rhoda turned on the water in one of the stalls. A minute later, she complained, "It's still freezing!"

"That's okay. I love cold showers," Monique said.

Rhoda and Aunt Jessamin stared at her. Then they both burst out laughing. "Thank goodness! I knew you had to have some kind of quirky behavior," Aunt Jessamin said.

"Odd behavior runs in our family," Rhoda explained proudly. "You're one of us after all."

"I am, aren't I?" Monique marveled. She promised herself she would no longer be annoyed by her relatives' habits. They were weird—but they were fun!

1. In the beginning of the story, why does Monique believe her relatives are different from her?
  - A. They love the outdoors.
  - B. They enjoy telling jokes.
  - C. They have odd behaviors.
  - D. They are more adventurous.
  
2. How are Aunt Jessamin, Cousin Rhoda, and Uncle Henry **alike**?
  - A. They laugh at Monique's habits.
  - B. They want Monique to have fun.
  - C. They have habits that irritate Monique.
  - D. They support Monique in different ways.
  
3. How are Monique and her relatives **similar**?
  - A. They want to have fun.
  - B. They enjoy taking cold showers.
  - C. They do things that make others feel uncomfortable.
  - D. They have qualities that others might consider strange.
  
4. How do the events at the beginning of the story affect Monique differently from the events at the end of the story? Use evidence from the passage to support your answer.

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## Unit 9 Pre-Assessment

Read the passage. Then answer the questions.

# Jockeys and Their Equipment

by Rick Simpson

In many sports, the size of the athletes is important. The sport of horse racing is one example. The men and women who ride horses in races are called jockeys. While jockeys are muscular, most are not tall. There are no height restrictions for jockeys, but they typically range from about 4 feet 10 inches to 5 feet 6 inches. A jockey's weight is also important. Most jockeys have a light, athletic build. They attempt to maintain a body weight between 108 and 118 pounds.

Jockeys use specialized equipment, or tack, including saddles, pants, crops, helmets, and boots. Their colorful silks are supplied by the horses' owners. The colors and patterns on their clothing are registered by the horses' owners or trainers. The clothing is called *silks* because in early years the jockeys' garments were made of lightweight silk fabric. Today, the term *silks* includes helmet covers as well as jackets. The practice of jockeys wearing silk clothing is thought to be from the Middle Ages when jousts were held between knights. Many of today's racing colors and patterns can be traced to medieval times when both the knights and their horses wore colorful silk cloth. Racing silks help judges and spectators recognize the different riders and their horses on the track. The tradition of jockeys wearing silks links modern-day horse racing to the past.

1. Read the dictionary entry for the word light.

**light** /līt/ (*adj*) 1. gentle or delicate 2. not dark in color, pale 3. not requiring much effort 4. of less weight

Which definition best matches the way light is used in the first paragraph?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

2. Read this sentence from the passage.

Many of today's racing colors and patterns can be traced to medieval times when both the knights and their horses wore colorful silk cloth.

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

- A. "thought to be from"
- B. "jousts were held"
- C. "knights and their horses"
- D. "silks help judges"

3. Read this sentence from the passage.

Racing silks help judges and spectators recognize the different riders and their horses on the track.

The root word *spec* helps the reader determine that the word spectators means

- A. people who are watching something.
- B. people who are refereeing something.
- C. people who are competing in something.
- D. people who are participating in something.

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4. Read this sentence from the passage.

The clothing is called *silks* because in early years the jockeys' garments were made of lightweight silk fabric.

In paragraph 2, what does the word garments mean? Use evidence from the passage to support your answer.

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**Unit 10 Pre-Assessment**

Read the passage. Then answer the questions.

## Protecting Homes

by Gary Herschap

Benjamin Franklin was one of the Founding Fathers of the United States of America. He was also a scientist and an inventor. His natural curiosity and love of learning inspired him to invent many things that helped the people of his time. He invented a musical instrument, a type of stove, and special eyeglasses called *bifocals*. However, his most important achievement is thought to be the invention of the lightning rod.

In colonial America, lightning was a major cause of fires and destruction of property. Homes and buildings often burned to the ground after being struck by lightning. Benjamin Franklin wanted to solve this problem. He knew that lightning was a form of electricity. In a famous experiment, he flew a kite in a storm to prove his hypothesis.

After his successful experiment with lightning, Franklin developed the lightning rod. This tool was attached to the tallest part of a house or building. This tall metal rod pointed toward the sky. The other end of the rod was attached to a metal wire or cable which ran down the side of the building and was buried underground.

As Franklin had hoped, lightning was attracted to the rod since it was the highest part of the building. The electricity traveled through the rod, down the cable, and into the ground. This invention saved many houses and buildings from being destroyed by fire.

## Seeing Clearly

by Beverly Clawson

Benjamin Franklin is well-known for practical inventions. His goal was to develop solutions to common problems. He wanted everyone to benefit from his solutions. Because of this, he never patented any of his inventions. He let anyone copy them. As a result, he earned very little money from his creations. Many of these inventions are still useful today, more than two hundred years later. One of these is the invention of bifocals.

As happens with most people, Franklin's eyesight became worse as he grew older. Because he had difficulty focusing on near and far objects, he needed two types of glasses—one type for reading and another type for seeing at a distance. As you might imagine, switching between two pairs of glasses was frustrating for Franklin.

To solve this problem, Franklin removed the lenses from his two pairs of glasses. He cut the lenses in half. He put the lens for seeing at a distance at the top of the frames and the lens for reading at the bottom of the frames. He called his invention *double spectacles*.

Today, these glasses are called *bifocals*. People who wear these inventive glasses have Benjamin Franklin to thank for their ability to see close objects as well as objects across the room.

Name: \_\_\_\_\_

1. How is the point of view of “Protecting Homes” **similar** to the point of view of “Seeing Clearly”?
  - A. The authors believe Benjamin Franklin is to be admired.
  - B. The authors hope Benjamin Franklin will become wealthy.
  - C. The authors think Benjamin Franklin is foolish for not obtaining patents.
  - D. The authors believe Benjamin Franklin should be careful with his inventions.
  
2. Which statement **best** describes a **similarity** in the focus of the texts?
  - A. Both detail how new inventions are amazing.
  - B. Both describe a problem that needed to be solved.
  - C. Both explain why people enjoy inventing new things.
  - D. Both show the importance of performing experiments.
  
3. With which statement would **both** authors agree?
  - A. Benjamin Franklin helped to establish American democracy.
  - B. Benjamin Franklin had positive effects on the lives of Americans.
  - C. Benjamin Franklin persuaded Americans to take safety precautions.
  - D. Benjamin Franklin believed education was important for Americans.
  
4. How does the invention of the lightning rod **differ** from the invention of bifocals? Use evidence from the passages to support your answer.

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## Unit 11 Pre-Assessment

Read the passage. Then answer the questions.

# The Gold Touch

a dramatic adaptation of the fable “King Midas”

### Cast of Characters

**KING MIDAS**

**MARIGOLD**

**VISITOR**

**SERVANT**

### SCENE ONE

*(As the curtain opens, it is evening in the palace study of King Midas.)*

**KING MIDAS:** *(Counting gold coins.)* One thousand one, one thousand two, one thousand three . . .

**MARIGOLD:** Father, would you like to walk with me in the garden?

**KING MIDAS:** Not now, Marigold. Can't you see I'm counting my gold coins? You know how important it is for me to count my money before bedtime.

**MARIGOLD:** *(Looking disappointed.)* Goodnight, Father.

*(Marigold exits stage left. King Midas continues counting his gold coins.)*

### SCENE TWO

*(The next morning King Midas is sitting in his study.)*

**KING MIDAS:** *(Loudly.)* Good morning, my treasures. I would be so happy if there were more of you.

*(Suddenly, an unexpected visitor appears in the room.)*

**VISITOR:** Midas, I've been sent to grant you a wish.

**KING MIDAS:** *(Surprised.)* I want everything I touch to turn to gold!

**VISITOR:** Your wish has been granted.

*(The visitor exits stage left. Midas sinks into his favorite chair and immediately the chair turns to gold. The king stares in disbelief.)*

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### SCENE THREE

*(King Midas sits in the palace dining room. His servant enters, carrying a tray of food.)*

**SERVANT:** King Midas, your morning meal is served.

*(King Midas picks up a fresh strawberry. It turns to gold. Then, he picks up a slice of bread. It, too, turns to gold.)*

**KING MIDAS:** Oh no, whatever will I do to keep from starving?

*(Marigold's cat brushes against the king's leg. The king strokes the cat. It turns to gold. Marigold enters stage left.)*

**MARIGOLD:** *(Sobbing.)* Father! What have you done?

**KING MIDAS:** Oh Marigold, I am so sorry.

*(Without thinking, King Midas hugs Marigold. She, too, becomes gold.)*

**KING MIDAS:** *(Crying out.)* Lock me up before I touch another thing!

*(The visitor has been listening.)*

**VISITOR:** King Midas, do you wish to be rid of your golden touch?

**KING MIDAS:** *(Dropping to his knees.)* I will do anything to be free from this curse.

**VISITOR:** Take this pail and go to the river. Fill it with water and sprinkle the water on everything you've touched. From this day forward, remember to treasure the gifts that are truly greater than gold.

*(King Midas exits stage right, pail in hand, as the curtain lowers.)*

1. How does Scene 1 affect the plot?
  - A. It reveals King Midas's obsession with gold.
  - B. It shows King Midas's dedication to Marigold.
  - C. It reveals that King Midas works hard to earn gold.
  - D. It shows that Marigold enjoys walking in the garden.
  
2. How do the stage directions at the beginning of each scene link the scenes?
  - A. They show King Midas has the same feelings in all the scenes.
  - B. They indicate that all the scenes take place in King Midas's palace.
  - C. They provide background information about new characters in each scene.
  - D. They reveal how the characters' relationships change in the different scenes.
  
3. What is the **most likely** reason the drama is divided into scenes?
  - A. The events of the drama occur at different times.
  - B. The events of the drama are difficult to understand.
  - C. The events of the drama are told by different characters.
  - D. The events of the drama do not happen in chronological order.
  
4. Why is Scene 3 important to the drama? Use the evidence from the drama to support your answer.

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## Unit 12 Pre-Assessment

Read the passages. Then answer the questions.

### Canting and Capping

by Hanna Kirchoff

Batik, a traditional method of dyeing fabric in a way that creates a pattern or design, is thought to have originated in Indonesia over 200 years ago. Some historians disagree with the location and time of its origin. But no one can dispute the artistic beauty of batik designs. Mastering the skills needed to create beautiful batik can require years of practice.

The most desirable and expensive batik is handcrafted by women in the time-honored tradition. Female workers apply melted wax in intricate designs using a *canting*, a hollow copper tube usually fitted with a handle of bamboo. When the fabric is dyed, the wax-covered areas resist the dye.

To make batik more affordable to customers, another method of applying wax was invented in the mid-1800s. A copper stamp called a *cap*, pronounced “chop,” is used. The cap is dipped in melted wax and then pressed against the fabric to leave a wax design. Men are often employed to produce batik using the cap method.

Both the traditional canting and the more modern cap produce beautiful batik cloth that is used for clothing and even displayed in museums.

### Create Your Own Batik

by Kristine Everett

Traditional batik designs are created by applying melted wax to fabric and then dyeing the fabric. Because working with melted wax may cause injury, a wax-less process can be used to create a simple batik design. Using the following supplies, anyone can make a beautiful batik.

- 12-inch square of white cotton fabric
- pencil
- washable glue
- acrylic paint and paintbrushes
- water

Use the pencil to lightly draw your design on the white fabric. With the tip of the glue bottle, cover the outline of your design and any other parts of the cloth you do not wish to paint. Allow the glue to dry completely.

Use water to thin the acrylic paint. Wet the cloth with clean water. Use paintbrushes to paint over your dried glue design. Allow the painted fabric to dry completely.

Soak the painted fabric in warm water for 15–20 minutes. Scrub the fabric to remove all the glue and wring the water out of the fabric. Hang the fabric to dry or place it in a clothes dryer. Admire your finished batik.

1. What is the relationship between “Canting and Capping” and “Create Your Own Batik”?
  - A. “Create Your Own Batik” describes how to make the product discussed in “Canting and Capping.”
  - B. “Create Your Own Batik” explains the origin of the product discussed in “Canting and Capping.”
  - C. “Create Your Own Batik” explains the importance of the product discussed in “Canting and Capping.”
  - D. “Create Your Own Batik” describes a process more complicated than those discussed in “Canting and Capping.”
  
2. With which of the following would the authors of both texts **most likely** agree?
  - A. Children often create the most impressive batiks.
  - B. Using melted wax for batik is likely to cause injury.
  - C. The traditional method of making batik has been forgotten.
  - D. Making batik using the traditional method requires time and skill.
  
3. Based on **both** texts, how is the glue in “Create Your Own Batik” **similar** to the wax in “Canting and Capping”?
  - A. Both make washing the finished batik easier.
  - B. Both prevent the fabric they cover from being dyed.
  - C. Both are traditionally used to create Indonesian batik.
  - D. Both are commonly applied to fabric using different tools.
  
4. What is a main idea in **both** passages? Use evidence from the passages to support your answer.

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Name: \_\_\_\_\_

## Unit 13 Pre-Assessment

Read the passage. Then answer the questions.

# A Big Splash

by Todd McCreary

Jackson stood on a diving board that soared 12 feet above the swimming pool. He frowned at the water that seemed miles below him. The kids splashing in the blue crests looked like tiny minnows. He grimaced as he remembered his cousin's words, "We found a new pool with a high board that you'll love." Originally, Jackson could hardly wait to try out the high dive—he even pictured himself launching in the air before curling into a cannonball upon impact with the water.

But that was then, and this was now.

As he stood at the edge of the board, he felt his whole body start to shiver. He just couldn't convince himself to take the plunge.

He glanced behind him at the kids waiting in line. All eyes seemed to shout at him, "Just jump!" He felt like the shortest, weakest boy at the pool. He didn't want to appear even weaker by admitting defeat and climbing down the ladder.

"Just bite the bullet," the pretty red-haired girl at the front of the line whispered to him as she flashed a smile that made him feel ten-feet tall and bulletproof.

"Thanks," Jackson said and turned to face his nemesis. He squeezed his eyes shut, summoned all the courage he had in his small frame, and . . . jumped!

Jackson's first try didn't produce the awesome splash he dreamed of, but if he had anything to say about it, his next jump would!

1. Read these sentences from the passage.

He frowned at the water that seemed miles below him. The kids splashing in the blue crests looked like tiny minnows. He grimaced as he remembered his cousin's words, "We found a new pool with a high board that you'll love."

Based on the meaning of frowned, what does the word grimaced mean?

- A. a concerned look
- B. a frightened face
- C. a guilty appearance
- D. a pained expression

2. Read this sentence from the passage.

"Just bite the bullet," the pretty red-haired girl at the front of the line whispered to him as she flashed a smile that made him feel ten-feet tall and bulletproof.

Which phrase **best** describes what bite the bullet means?

- A. to reduce injury
- B. to happen rarely
- C. to get something over with
- D. to start an activity from the beginning

3. Read this sentence from the passage.

"Thanks," Jackson said and turned to face his nemesis.

What effect does the author create by describing the high dive as Jackson's nemesis?

- A. It reveals that Jackson is comfortable participating in difficult tasks.
- B. It allows Jackson to feel calmer about taking his time to decide to jump.
- C. It shows that Jackson feels the high dive is an enemy he needs to conquer.
- D. It provides Jackson with a reason to give up trying to jump from the high dive.

Name: \_\_\_\_\_

4. Read this sentence from the passage.

He squeezed his eyes shut, summoned all the courage he had in his small frame, and . . . jumped!

Why does the author use the phrase small frame to describe Jackson? Use evidence from the passage to support your answer.

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**Unit 14 Pre-Assessment**

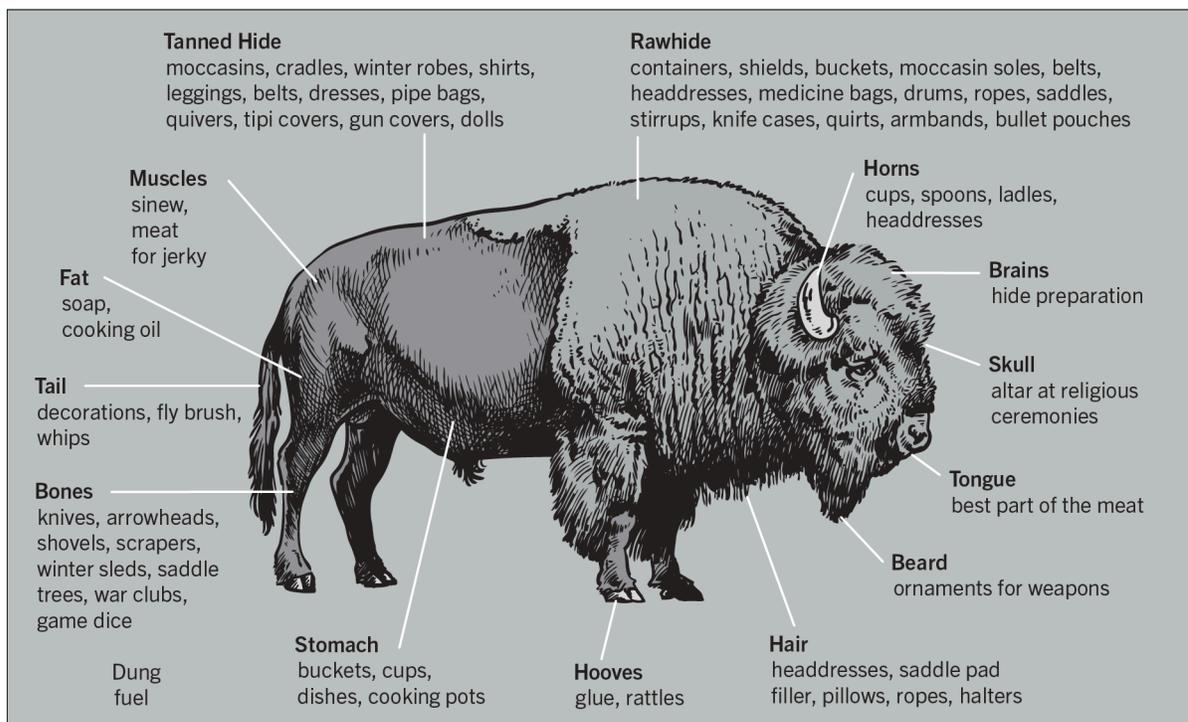
Read the passage. Then answer the questions.

**Buffalo and Their Uses**

by Tim Davis

On the Great Plains in the early 1800s, American Indians hunted buffalo in order to survive. At one time, this valued resource numbered more than 50 million. When a buffalo was killed, the Indians used every part of the animal to provide for the needs of their people.

Body Part	Uses
bones	knives, arrow-heads, shovels, paintbrushes, sleds
buckskin	moccasin tops, shirts, leggings, dresses, cradles, bedding
hair	headdresses, saddle pads, pillows, ropes, ornaments, medicine balls
hooves and feet	glue, rattles
horns	cups, fire carriers, spoons, ladles, toys, headdresses
meat	food
muscles	bows, thread
rawhide	containers, buckets, shields, drums, saddles, cinches, ropes, clothing, sandals, moccasin soles
stomach lining	containers for carrying and storing water
tail	switches, fly brushes, decorations
tongue	food



Name: \_\_\_\_\_

1. Why does the author include the chart?
  - A. to help the reader understand that people today could benefit greatly from raising buffalo
  - B. to help the reader understand that buffalo were once found in abundance on the Great Plains
  - C. to help the reader understand that buffalo were essential to meeting the needs of the American Indians
  - D. to help the reader understand that some parts of the buffalo were more useful to American Indians than others
  
2. Why is the diagram of the buffalo **most likely** included with the passage?
  - A. to show that the buffalo's horns tended to be very short
  - B. to provide a visual representation of the parts of the buffalo
  - C. to illustrate the parts of the buffalo in the order of their importance
  - D. to demonstrate the way a buffalo's body contributes to the strength of its legs
  
3. Based on **both** the chart and the diagram, what part of the buffalo was commonly used to carry water?
  - A. the bones
  - B. the hooves
  - C. the tanned skin
  - D. the stomach lining
  
4. Why might a reader find the chart more useful than the diagram when trying to quickly locate information about a specific buffalo part? Use evidence from the chart and diagram to support your answer.  

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## Unit 15 Pre-Assessment

Read the passage. Then answer the questions.

*Joseph Pulitzer and William Randolph Hearst owned two of the largest newspapers in New York City in the late 1800s, the “New York World” and the “New York Journal.” By raising the wholesale prices of their newspapers from 65 cents per hundred to 85 cents per hundred, they slashed the profits that newsboys depended on for survival on the streets of New York. Newsboys, often orphaned and homeless, banded together to fight this injustice.*

### Newsboys Make News

by Peter Baker

The Brooklyn Bridge, a symbol of American resourcefulness, stood proudly in the distance, admiring its reflection in the water. Atop that very bridge, the newsboys, who were usually in the business of bringing information, would soon attempt to stop it.

“It’s never going to work, Hoppy,” Biscuit said, wiping the sweat from his forehead with his sleeve.

“Probably not, but what choice do we have? We can’t afford to eat with these newspaper prices as high as the skyscrapers,” Hoppy replied.

The boys trudged across the Brooklyn Bridge. Their legs were stone, but their hearts were steel. They hoped to block the news from getting from New York City to Brooklyn. Hundreds of newsboys just like them would be trusted to do the same. They would do their part in the Newsboys Strike of 1899. They would get the attention and the support of the public. They would force Pulitzer and Hearst to listen.

“I’m hungry,” Biscuit croaked. “How are we gonna buy supper if we don’t sell any papers, Hoppy?”

“Quit whining and keep walking.”

Name: \_\_\_\_\_

1. Read this sentence from the passage.

“We can’t afford to eat with these newspaper prices as high as the skyscrapers,” Hoppy replied.

What does the simile in this sentence suggest?

- A. The newsboys sell newspapers.
- B. Newspaper prices are very high.
- C. The buildings in New York are tall.
- D. The newsboys do not have money to buy food.

2. Read this sentence from the passage.

Their legs were stone, but their hearts were steel.

Why does the author include the phrase their hearts were steel in this sentence?

- A. to indicate that the boys feel uncertain about their actions
- B. to express the boys’ appreciation of the Brooklyn Bridge
- C. to show that the boys are firmly committed to the strike
- D. to explain the details of the strike the boys will join

3. Read this paragraph from the passage.

“I’m hungry,” Biscuit croaked. “How are we gonna buy supper if we don’t sell any papers, Hoppy?”

Why does the author **most likely** use the word croaked in this paragraph?

- A. to show that Biscuit recognizes the danger he is in
  - B. to reveal that Biscuit enjoys acting silly around Hoppy
  - C. to demonstrate that Biscuit has a deep voice for his age
  - D. to emphasize that Biscuit feels unsure about the situation
4. In paragraph 4, what does the author’s use of the word trudged suggest? Use evidence from the passage to support your answer.

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## Unit 16 Pre-Assessment

Read the passages. Then answer the questions.

### Working Dogs

by Cecil Cooper

Working dogs have been trained to help humans by performing tasks. These tasks include herding, hauling, guarding, and rescuing.

#### Qualities of Working Dogs

Approximately 25 breeds of dogs are classified as working dogs. Most of these breeds are large and strong. Working dogs are focused and smart. They learn to follow commands.

#### Breeds and Their Tasks

Herding dogs are used by ranchers to help manage cattle, sheep, or goats. Breeds such as the Old English sheepdog, the German shepherd, and the Australian shepherd are often used as herding dogs. Dogs used for hauling and pulling help people by transporting supplies over snowy ground. The Siberian husky and the Alaskan malamute are the most common breeds used as sled dogs.

Guard dogs, or watchdogs, often assist the police and the military in protecting people and property. These dogs are expertly trained to perform dangerous tasks. German shepherds, Rottweilers, and Doberman pinschers are dogs commonly used for these risky jobs.

Rescue dogs are often used to search for and rescue survivors after a disaster. Saint Bernards, German shepherds, and Newfoundlands are breeds well suited for these dangerous jobs.

Working dogs are more than pets. They work diligently each day to be man's best friend.

### Service Dogs

by Jeffrey Carlson

Have you ever seen a dog wearing a special vest that says "Service Dog"? When you notice a dog wearing this uniform, you are seeing a dog at work. Service dogs fulfill an important purpose for their owners.

#### What is a service dog?

A service dog is a specially trained dog that provides assistance. People who cannot hear or see benefit greatly from service dogs. These smart dogs are also helpful to people with a variety of other medical conditions, such as those with diabetes or who have seizures.

Name: \_\_\_\_\_

### **What do service dogs do?**

Service dogs perform a variety of functions depending on the needs of their owners. A dog who has an owner who is blind will help him or her move about safely in the home. Outside the home, the dog will expertly guide their owners around obstacles and stop at street corners. A dog who has an owner who is deaf will alert him or her to common noises, such as knocks on the door or cell phones ringing. Service dogs can be trained to meet many of their owners' needs.

### **How are service dogs trained?**

Service dogs participate in extensive training. They often spend as much as a year in training to learn necessary skills such as being patient and ignoring other people in order to focus solely on their owners. Before a service dog is paired with an owner, the dog must pass a test. When a service dog is placed with an owner, then more training must be completed so the dog and its owner learn to work together.

When you see service dogs, it is important to follow these rules. Remember that service dogs are working. Respect the dogs and their owners. Do not touch service dogs unless the owners give you permission. Do not give the dogs treats. Finally, never give service dogs commands because that is the job of the owners. But do remember to admire service dogs for their intelligence and dedication to helping people.

1. What does the introductory paragraph in **both** “Working Dogs” and “Service Dogs” do?
  - A. defines unfamiliar words for the reader
  - B. prepares the reader for the topic of the text
  - C. explains how the reader should learn the information
  - D. presents the most important information about the topic
  
2. How is “Service Dogs” structured **differently** from “Working Dogs”?
  - A. “Service Dogs” uses a cause and effect organization.
  - B. “Service Dogs” uses a question and answer organization.
  - C. “Service Dogs” uses a compare and contrast organization.
  - D. “Service Dogs” uses a classification and description organization.
  
3. How are the organizational structures of the passages **similar**?
  - A. They both use headings to organize the information.
  - B. They both use titles to present the main idea of the texts.
  - C. They both use summaries to introduce and conclude the texts.
  - D. They both use order of importance to organize the information.
  
4. How do **both** authors use description to structure the passages? Use evidence from the passages to support your answer.

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Name: \_\_\_\_\_

## Unit 17 Pre-Assessment

Read the passage. Then answer the questions.

# Sending Signals

by Rich Montgomery

Margie could hardly bear to look at the small red farmhouse where her best friend used to live. How she longed for the days when Viola was literally a stone's throw from her house. Every morning, they'd meet at the swinging gate and walk to school down the lane by the pond. But Viola moved across the field to the big yellow house on Poplar Ridge. Now they couldn't run to each other's homes whenever they wanted to. And they couldn't walk to school together. To Margie, she and Viola felt miles apart.

"You know, you don't have to be so glum," Ben informed Margie. Older brothers are the kind to put it like it is. "She didn't move to the moon," he said as he grabbed his lunch pail from the kitchen table and started to school.

Margie knew her brother was right, though she'd never tell him. Surely, there had to be a way for her to communicate with Viola whenever she wanted. Then, in mid-thought, an idea popped into Margie's mind. She grabbed her books and ran towards the one-room schoolhouse.

"Viola!" Margie shouted while trying to catch her breath. "I have the best idea! We can send messages to each other by using signals. We can use different-colored flags made from pillowcases. Each color would represent its own code. And at night . . ."

"We could use candlelight somehow," Viola interrupted.

"Exactly!" Margie giggled. "No field of grain can keep us apart!" she continued. "And sometimes, we'll just read each other's minds—like always."

1. What can the reader infer about Margie and Viola's homes?
  - A. The homes are very large.
  - B. The homes are painted red.
  - C. The homes are close to the pond.
  - D. The homes do not have electricity.
  
2. How does the setting change in paragraph 4?
  - A. Margie is at her own house.
  - B. Margie is at Viola's old house.
  - C. Margie is at the schoolhouse.
  - D. Margie is at Viola's new house.
  
3. How do Margie and Viola's lives change because Viola moves?
  - A. They must attend different schools.
  - B. They are no longer allowed to be best friends.
  - C. They are unable to spend as much time together.
  - D. They are unable to communicate with one another.
  
4. How are Viola's old home and new home different? Use evidence from the passage to support your answer.

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Name: \_\_\_\_\_

## Unit 18 Pre-Assessment

Read the passage. Then answer the questions.

# The Honey Queen

by Brittany Cole

Her golden court is abuzz with anticipation;  
The queen approaches ceremoniously,  
Dressed in royal robes of black and gold and silver.

Her Highness passes regally over freshly waxed tiles,  
Doted upon by her entourage of young maidens.  
She lacks for nothing as her workers, nurses, and drones  
Fulfill her every decree.

The sweet scents of wood and wax radiate through her palace.  
The queen pauses to inhale fragrances as warm as the summer sun.  
Here, order and symmetry, devotion and industry  
Are the rules of the day.

As her sentries stand watch at the entrance of her ivory tower,  
Royal cupbearers pass goblets of nectar across their lips.  
Like wizards of old, they transform simple syrup into pure honey.

1. Which describes a **similarity** among the stanzas?
  - A. They all use the same number of lines to describe the hive.
  - B. They all use a similar rhyming pattern to describe the hive.
  - C. They all provide a solution to a problem the bees in the hive face.
  - D. They all provide descriptions of the different types of bees in a hive.
  
2. Which of the following connects the four stanzas?
  - A. the comparison of the hive to a royal palace
  - B. the causes of the bees' actions within the hive
  - C. the description of the honey produced by the bees
  - D. the explanation of the hive using scientific terms
  
3. Why does the poet use personification to describe the bees?
  - A. to explain the main reason the bees need a queen
  - B. to call the reader's attention to the beauty of nature
  - C. to help the reader picture the different parts of a beehive
  - D. to emphasize the humanlike relationships that bees exhibit
  
4. How do the stanzas work together to describe the queen? Use evidence from the poem to support your answer.

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Name: \_\_\_\_\_

## Unit 19 Pre-Assessment

Read the passages. Then answer the questions.

### On Xoba Prime

by Leona Moses

After pressing a button to shield her spacecraft from prying eyes, Alyxa stepped onto the surface of Xoba Prime. The planet's yellow sky was blinding. Luckily, she was wearing a biosuit that protected her from the unfamiliar conditions—the intense heat, the noxious atmosphere, the strange soils—of this alien planet.

Alyxa's landing next to a Xobian trash heap gave her that same twinge of excitement that she always felt when she saw objects made by an alien civilization. *You are not here for scientific exploration*, she quickly reminded herself. She knew she had to locate the Galpha, an artifact with mysterious powers, so it could be destroyed before it was too late.

Alyxa immediately punched the codes into her Triometer so that it would scan the garbage piles for the Galpha. Finally, the instrument began to beep and flash. While digging for the Galpha, Alyxa didn't notice the stealthy approach of a figure in a long black coat.

Just as she lifted the Galpha from the ground, the cloaked creature ripped it from her hand. Even though he was shrouded in darkness, his evil laugh revealed his identity. It was Myx, one of the galaxy's most wanted criminals. Alyxa knew she could not let him take the artifact. The survival of the galaxy depended upon its destruction.

Suddenly, a small movement near her spacecraft caught her eye. A figure burst onto Myx, knocking him to the ground. It was Nim, her loyal first mate. As Nim distracted Myx, Alyxa seized the Galpha and darted back to the spaceship, with Nim close on her heels. Alyxa hopped into the pilot's seat and threw the controls into warp speed.

When they were safely away in the inky black darkness of space, they studied the Galpha. It looked small and harmless—but they both knew it wasn't. Alyxa felt great relief that soon, she could deliver it to the Council.

## The Cure

by Thom Becker

Augus guided his sonicar along the Planetary Highway, his mind muddled by his thoughts. With a diagnosis of limb mutation, he already felt the effects of the rapid deterioration of his fingers and toes. He was now forced to concentrate on every movement. Augus willed his fingers to obey his brain. If he had waited much longer, he wouldn't have been able to transport himself to Mars.

Mars—the planet that held the cure for his disease. But also the planet that was in the middle of a civil war. Foreigners were banned from the planet until the conflict was over. Augus didn't have time to wait.

Augus had already contacted a doctor on Mars who held the cure. All Augus had to do was land his sonicar in the designated location, walk two blocks, provide payment, and receive the cure. *Easy enough*, Augus kept reminding himself.

As the red planet came into view, Augus guided his craft to the landing spot. After donning his protective gear, Augus stepped onto the unforgiving Mars terrain. He trembled as he heard fusion blasts in the distance. He commanded his weakened legs to walk as quickly as possible. He fixed his eyes on the ground as he passed Planetary Soldiers and Intergalactic Guards. If he were caught on foreign soil, he would never return home. He arrived at the location just as the doctor landed his hoverbike. The exchange was made, and Augus breathed a deep sigh of relief.

Augus was two steps away from his sonicar when he heard, "Stop!" His heart raced as he came face to face with an Intergalactic Guard.

"Sir, you dropped this about a block back," the guard said. He handed Augus the package that contained his cure.

*I hate this disease, Augus thought as he realized the cure had slipped from his barely useful hands. I almost lost my one chance at survival.*

Augus nodded his thanks as he climbed into his sonicar. As he left Mars's atmosphere, his cure carefully secured next to him, Augus commanded his craft homeward.

Name: \_\_\_\_\_

1. Which topic do **both** texts have in common?

- A. space travel
- B. incurable disease
- C. dangerous devices
- D. wars between planets

2. How do “On Xoba Prime” and “The Cure” **differ**?

- A. In “On Xoba Prime” the characters face great danger, while in “The Cure” the characters face no danger.
- B. In “On Xoba Prime” the characters are extremely frightened, while in “The Cure” the character is very brave as he fights to save himself.
- C. In “On Xoba Prime” the characters must find an artifact and destroy it, while in “The Cure” the character must find the cure to save himself.
- D. In “On Xoba Prime” the characters work on their own to complete a task, while in “The Cure” the characters work together to achieve a goal.

3. What theme is common in **both** texts?

- A. Believe in yourself when others doubt you.
- B. Important tasks often require great courage.
- C. Living simply will lead to peace and happiness.
- D. Great rewards await those who show determination.

4. How do Alyxa and Augus **differ**? Use evidence from the passages to support your answer.

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**Unit 20 Pre-Assessment**

Read the passage. Then answer the questions.

## Magnetic Mysteries

by Jarred Slocum

Magnets were discovered thousands of years ago. One legend tells of a shepherd named Magnes who lived in an area of Greece called Magnesia. Magnes was herding his sheep when the nails in his shoes stuck to a large rock. This type of rock became known as *magnetite*, either after Magnes or Magnesia, where this type of mineral was common. Because magnetite is a natural magnet, it is believed that Magnes had discovered the first magnet.

The ancient Greeks, Romans, and Chinese knew that magnetite attracted iron objects. Archimedes, an Italian engineer, was said to have the power to sink enemy ships. It was rumored that he used magnets to remove the iron nails from their sockets, creating thousands of tiny holes in a ship's underbelly. Because of stories such as these, ancient people were superstitious of magnets and falsely believed that magnets had magical powers.

More than 2,000 years ago, Greek and Chinese doctors used magnets as part of their medical treatments. Magnet therapy has recently regained popularity in the field of medicine. Many patients claim to experience relief of painful conditions such as arthritis. Additional studies are being conducted to learn more about the mysteries of magnets.

Name: \_\_\_\_\_

1. Based on information in the passage, how are Greek and Chinese doctors from long ago **similar** to current medical practices?
  - A. They lack scientific knowledge about magnets.
  - B. They believe magnets can be used as a treatment option.
  - C. They think magnets hold mysterious properties for healing.
  - D. They conduct experiments to determine possible uses for magnets.
  
2. How did Archimedes use the power of magnets?
  - A. to fight his enemies
  - B. to build ships to use during war
  - C. to become a well-known engineer
  - D. to make people suspicious of enemies
  
3. What effect did magnets have on ancient people?
  - A. They thought magnets needed to be studied.
  - B. They believed magnets had mysterious powers.
  - C. They were fearful of scientists who used magnets.
  - D. They considered magnets to be the best way to cure illnesses.
  
4. What is the relationship between magnets and pain? Use evidence from the passage to support your answer.

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# Level 5 CCSS Pre-Assessments

## Unit 1 Answer Key Braces and Bullies

Item	Answer	CCSS	DOK	RBT
1	D	RL.5.6	2	Analyze
2	A	RL.5.6	2	Analyze
3	C	RL.5.6	2	Analyze

4. Student responses might include: Words in the story like “still uncertain,” “an effort to hide,” “hateful smirk,” and “awkward” help create a voice that conveys anxiety. If the story were told from a different point of view, the word choices would likely convey a different emotion.

(CCSS: RL.5.6, DOK: 2, RBT: Analyze)

## Unit 2 Answer Key Tree House Adventure

Item	Answer	CCSS	DOK	RBT
1	D	RL.5.2	2	Understand
2	D	RL.5.2	2	Understand
3	A	RL.5.2	2	Understand

4. Student responses might include: Amelia discovers a tree house in the forest while she is watching her younger brother. It has a beautiful view. She decides to return and paint there, not yet willing to share her discovery with her mother or brother.

(CCSS: RL.5.2, DOK: 2, RBT: Understand)

## Unit 3 Answer Key The Benefits of Being in the Band

Item	Answer	CCSS	DOK	RBT
1	A	RI.5.8	3	Understand
2	C	RI.5.8	3	Understand
3	A	RI.5.8	3	Understand

4. Student responses might include: The example about the author’s parents shows that school band friendships can last a lifetime. This use of evidence supports the author’s claim that band “helps kids create meaningful bonds” (paragraph 1) and reinforces the idea that band helps kids “make friends” (paragraph 4).

(CCSS: RI.5.8, DOK: 2, RBT: Analyze)

## Unit 4 Answer Key Chasing Fame

Item	Answer	CCSS	DOK	RBT
1	C	RL.5.1	2	Understand
2	B	RL.5.1	2	Understand
3	C	RL.5.1	3	Understand

4. Student responses might include: Parker likely thinks technology is an essential tool for achieving fame because he wants to post a “video of himself singing on YouTube,” and he decides to “carry his phone everywhere he went and record everything” and he uses the Internet to search for a recipe.

(CCSS: RL.5.1, DOK: 2, RBT: Understand)

# Level 5 CCSS Pre-Assessments

## Unit 5 Answer Key World Wide Web

Item	Answer	CCSS	DOK	RBT
1	B	RI.5.2	2	Understand
2	A	RI.5.2	2	Understand
3	D	RI.5.2	2	Understand

4. Student responses might include: The Web is an important and effective part of communicating and sharing ideas and information with people around the world.

(CCSS: RI.5.2, DOK: 2, RBT: Understand)

## Unit 6 Answer Key The Fragrance of Life

Item	Answer	CCSS	DOK	RBT
1	A	RL.5.7	2	Analyze
2	D	RL.5.7	2	Analyze
3	D	RL.5.7	2	Analyze

4. Student responses might include: The italicized words highlight ideas the poet wants to emphasize in the stanzas. The first stanza ends with the words “*earth is quenched*,” which is repeated in the second stanza but with a reversal of words as “*quenched earth*.” This structure continues in the remaining stanzas.

(CCSS: RL.5.7, DOK: 2, RBT: Analyze)

## Unit 7 Answer Key A Surprising Friendship

Item	Answer	CCSS	DOK	RBT
1	C	RI.5.1	3	Understand
2	D	RI.5.1	3	Understand
3	B	RI.5.1	3	Understand

4. Student responses might include: Helen Keller valued connections with other people. This is shown by her use of the words “friendship, companionship, knowledge, love” in paragraph 2 and the mention of things “felt with the heart” in paragraph 4.

(CCSS: RI.5.1, DOK: 3, RBT: Understand)

## Unit 8 Answer Key All in the Family

Item	Answer	CCSS	DOK	RBT
1	C	RL.5.3	2	Analyze
2	C	RL.5.3	2	Analyze
3	D	RL.5.3	2	Analyze

4. Student responses might include: At the beginning of the story, Monique is not having a good time. This is evident in the statement, “However, she was too annoyed to enjoy herself.” But at the end of the story, Monique’s attitude changes when she decides her relatives are fun and “she would no longer be annoyed by her relatives’ habits.”

(CCSS: RL.5.3, DOK: 2, RBT: Analyze)

## Level 5 CCSS Pre-Assessments

### Unit 9 Answer Key Jockeys and Their Equipment

Item	Answer	CCSS	DOK	RBT
1	D	L.5.4.C	1	Apply
2	A	L.5.4.A	2	Apply
3	A	L.5.4.B	1	Apply

4. Student responses might include: The word “garments” means “clothing.” I know this because the word “jackets” in the previous sentence and “lightweight silk fabric” in the same sentence support my understanding of this word.  
(CCSS: RI.5.4, DOK: 2, RBT: Apply)

### Unit 10 Answer Key Protecting Homes and Seeing Clearly

Item	Answer	CCSS	DOK	RBT
1	A	RI.5.6	2	Analyze
2	B	RI.5.6	2	Analyze
3	B	RI.5.6	2	Analyze

4. Student responses might include: The lightning rod helped the lives of people because “This invention saved many houses and buildings from being destroyed by fire,” but bifocals help only people who have difficulties with their eyesight because “As happens with most people, Franklin’s eyesight became worse as he grew older.”  
(CCSS: RI.5.6, DOK: 2, RBT: Analyze)

### Unit 11 Answer Key The Gold Touch

Item	Answer	CCSS	DOK	RBT
1	A	RL.5.5	2	Analyze
2	B	RL.5.5	2	Analyze
3	A	RL.5.5	2	Analyze

4. Student responses might include: Scene 3 reveals the lesson King Midas has learned as a result of his experience. He learns to “treasure the gifts that are truly greater than gold.”  
(CCSS: RL.5.5, DOK: 2, RBT: Analyze)

### Unit 12 Answer Key Canting and Capping and Create Your Own Batik

Item	Answer	CCSS	DOK	RBT
1	A	RI.5.9	3	Understand
2	D	RI.5.9	3	Understand
3	B	RI.5.9	3	Understand

4. Student responses might include: Both texts indicate that batik is a beautiful form of art. “Canting and Capping” states “Both the traditional canting and the more modern cap produce beautiful batik cloth that is used for clothing and even displayed in museums.” “Create Your Own Batik” states, “Using the following supplies, anyone can make a beautiful batik.”  
(CCSS: RI.5.9, DOK: 3, RBT: Understand)

# Level 5 CCSS Pre-Assessments

## Unit 13 Answer Key A Big Splash

Item	Answer	CCSS	DOK	RBT
1	D	L.5.5.C	2	Apply
2	C	L.5.5.B	2	Analyze
3	C	L.5.5.A	2	Analyze

4. Student responses might include: The author uses the phrase “small frame” to explain that Jackson is a short, thin boy. Earlier, the passage states that Jackson, “felt like the shortest, weakest boy at the pool,” which further emphasizes that Jackson is not as big as his peers. Using the words “small frame” is a more complimentary way to describe Jackson’s size.

(CCSS: L.5.5, DOK: 2, RBT: Analyze)

## Unit 14 Answer Key Buffalo and Their Uses

Item	Answer	CCSS	DOK	RBT
1	C	RI.5.7	2	Analyze
2	B	RI.5.7	2	Analyze
3	D	RI.5.7	2	Apply

4. Student responses might include: The table lists body parts in alphabetical order, so a reader can quickly skim to find a specific part. The diagram is not easy to skim because of the details and long lists.

(CCSS: RI.5.7, DOK: 2, RBT: Analyze)

## Unit 15 Answer Key Newsboys Make News

Item	Answer	CCSS	DOK	RBT
1	B	RL.5.4	2	Analyze
2	C	RL.5.4	2	Analyze
3	D	RL.5.4	2	Analyze

4. Student responses might include: To “trudge” means to walk slowly. The word emphasizes that the boys are tired but also determined. Paragraph 2 suggests that the boys are tired from trying to sell papers, while paragraph 4 supports the idea that they feel determined.

(CCSS: RL.5.4, DOK: 2, RBT: Analyze)

## Unit 16 Answer Key Working Dogs and Service Dogs

Item	Answer	CCSS	DOK	RBT
1	B	RI.5.5	2	Analyze
2	B	RI.5.5	2	Analyze
3	A	RI.5.5	2	Analyze

4. Student responses might include: Both passages describe the tasks that dogs perform. “Working Dogs” describes tasks such as helping to “manage cattle, sheep, or goats” and “assist people by transporting supplies over snowy ground.” “Service Dogs” describes tasks such as guiding “owners around obstacles” and alerting a deaf owner “to common noises, such as knocks on the door or cell phones ringing.” The authors of both passages also describe using specific details and examples.

(CCSS: RI.5.5, DOK: 2, RBT: Analyze)

# Level 5 CCSS Pre-Assessments

## Unit 17 Answer Key Sending Signals

Item	Answer	CCSS	DOK	RBT
1	D	RL.5.3	2	Understand
2	C	RL.5.3	2	Understand
3	C	RL.5.3	3	Understand

4. Student responses might include: Viola’s old home was a “small red farmhouse,” but her new home is a “big yellow house.”  
(CCSS: RL.5.3, DOK: 2, RBT: Understand)

## Unit 18 Answer Key The Honey Queen

Item	Answer	CCSS	DOK	RBT
1	D	RL.5.5	2	Analyze
2	A	RI.5.5	2	Analyze
3	C	RI.5.5	2	Analyze

4. Student responses might include: The stanzas all provide details about either the appearance or the treatment of the queen, such as “Dressed in royal robes of black and gold and silver,” “passes regally,” “devotion,” and “her sentries stand watch.”  
(CCSS: RL.5.5, DOK: 2, RBT: Analyze)

## Unit 19 Answer Key On Xoba Prime and The Cure

Item	Answer	CCSS	DOK	RBT
1	A	RL.5.9	3	Understand
2	C	RL.5.9	2	Analyze
3	B	RL.5.9	3	Understand

4. Student responses might include: Alyxa willingly risks her own safety to protect her planet, while August disobeys international laws to help himself.  
(CCSS: RL.5.9, DOK: 2, RBT: Analyze)

## Unit 20 Answer Key Magnetic Mysteries

Item	Answer	CCSS	DOK	RBT
1	B	RI.5.3	3	Understand
2	A	RI.5.3	2	Understand
3	B	RI.5.3	2	Understand

4. Student responses might include: Some current medical practices use magnet therapy because some patients “experience relief of painful conditions.”  
(CCSS: RI.5.3, DOK: 3, RBT: Understand)