

Read the text and answer the questions.

## Sending Signals

- 1 Margie could hardly bear to look at the farmhouse where her best friend used to live. How she longed for the days when Viola was literally a stone’s throw from her own 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. To Margie, she and Viola felt miles apart now.
- 2 “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.
- 3 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.
- 4 “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 from pillowcases. Each color would represent its own code. And at night . . .”
- 5 “We could use candlelight somehow,” Viola interrupted.
- 6 “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 Read this sentence from paragraph 1.

But Viola moved across the field to the big yellow house on Poplar Ridge.

How does this description of the setting affect the text?

- A It shows Margie feels envious of Viola.
  - B It suggests what Margie will do later.
  - C It hints at Margie’s fears.
  - D It explains Margie’s main problem.
- 
- 2 How does the change of setting in paragraph 3 affect the text?
- F It shows that Margie enjoys school.
  - G It reveals Margie’s attitude toward her brother.
  - H It allows Margie to share her idea with Viola.
  - J It shows how Margie prepares for school each day.
- 
- 3 Which sentence from the text best reveals the time period in which the story is set?
- A *Margie could hardly bear to look at the farmhouse where her best friend used to live.*
  - B *Every morning, they’d meet at the swinging gate and walk to school down the lane by the pond.*
  - C *“You know, you don’t have to be so glum,” Ben informed Margie.*
  - D *She grabbed her books and ran towards the one-room schoolhouse.*
- 
- 4 Why is the location of Viola’s new house important to the resolution of the story? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	D	5.8(D)	2	Analyze	(c)4.K
2	H	5.8(D)	2	Analyze	(c)4.K
3	D	5.8(D)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The fact that Viola's house is still visible from Margie's house means that the girls can use flags and candlelight to signal each other, which solves their problem of being separated.

*(C.T. Traits: Reflect, Communicate, TEKS: 5.8(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Tree House Adventure

- 1 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.
- 2 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.
- 3 “Amelia, where are you?” Dylan calls, fear creeping into his voice.
- 4 I swiftly sneak down the ladder and drop in front of him. “It’s nap time, Dylan.”
- 5 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?”
- 6 “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 Which of these best summarizes the text and keeps the events in a logical order?
- A Amelia is watching her younger brother, Dylan, in the woods. She finds an old tree house before Dylan must take a nap. Amelia goes back to the tree house in a rush.
  - B Amelia finds a tree house and enjoys the view of sun, birds, and a brook. She tells her brother it is nap time. She does not tell her mother about the tree house but thinks she will tell her soon.
  - C Amelia is hiding from her little brother in an old tree house. Later, she brings her painting supplies back with her to what she considers her hideout. While she is painting, her brother takes a nap.
  - D Amelia discovers a tree house in the woods 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.
- 
- 2 Which is the best summary of paragraphs 5 and 6?
- F 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.
  - G 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.
  - H Amelia gets her painting supplies and heads for the tree house while Dylan takes a nap. Amelia tells Mama that she is going to paint, but she does not reveal where.
  - J Amelia packs her painting supplies in a backpack while Dylan naps and Mama shells peas. She says she will be back soon.

- 3 How is paragraph 2 best paraphrased?
- A Amelia gets to a higher level of the tree house by grabbing a branch and pulling herself up. She admires the view of colorful birds and a bubbling brook. She is a painter who likes to paint nature scenes.
  - B To avoid being seen by Dylan, Amelia goes higher in the tree house. There is a wonderful view of sunshine, nesting birds, and a brook. She wants to come back to the tree house and paint what she sees.
  - C Dylan gets closer to Amelia’s hideout, but she does not want him to find her. As she moves to a higher level of the tree house, she looks at the view. She feels like the tree house might be a good place to paint.
  - D It is hard for Amelia to get herself to the next level of the tree house, but she does it. The view from the top is lit by golden sunshine. Dylan looks for Amelia while she thinks about painting the wonders of nature.

- 4 Which two ideas from paragraph 1 would be most important to include in a summary? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	D	5.7(D)	2	Understand	(c)4.1
2	H	5.7(D)	2	Understand	(c)4.1
3	B	5.7(D)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: The most important ideas from paragraph 1 are that Amelia needs a short break from her little brother and that she finds a tree house. The words “a place to escape” and “I need time alone” support the first idea. The description of Amelia climbing up the wooden slats supports the second idea. These ideas would be important to include in a summary of this paragraph.

*(C.T. Traits: Link, Examine, TEKS: 5.7(D), DOK: 2, RBT: Understand, ELPS: (c)4.1)*



Read the text and answer the questions.

## The Benefits of Being in the Band

- 1 Ask any former band members what they enjoyed most about school, and you will likely receive 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 powerful bonds with each other.
- 2 Many scientific studies have demonstrated that when kids play music, they do 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.
- 3 I have personal proof that band helps people make connections. My parents met each other while playing in their high school band. Not only did they go on to get married, but they are still friends with some of their former bandmates. I love it when these friends bring their instruments and spend the evening making music with my parents.
- 4 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 make friends.

- 1 Which statement best expresses the author’s claim in the argument?
  - A Band benefits kids during their school years and beyond.
  - B People are likely to marry people they met in their school band.
  - C Kids who do well in band often go on to careers in math and science.
  - D Being in a school band is a lot like playing on a school sports team.
  
- 2 Which sentence from the text best reveals the audience that the author is addressing?
  - F *Ask any former band members what they enjoyed most about school, and you will likely receive the same response: Being in the band!*
  - G *My parents met each other while playing in their high school band.*
  - H *Every kid deserves to experience the benefits of band.*
  - J *Even if you don’t think you are a musician, I urge you to give band a try.*

- 3 Read this sentence from paragraph 2.

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

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

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

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	5.9(E)(i)	2	Analyze	(c)4.K
2	J	5.9(E)(ii)	3	Understand	(c)4.J
3	B	5.9(E)(iii)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The anecdote 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 powerful bonds” (paragraph 1) and reinforces the idea that band helps kids “make friends” (paragraph 4).

*(C.T. Traits: Link, Examine, TEKS: 5.10(G), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## All in the Family

- 1 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.
- 2 She'd 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 in which a chef solved mysteries. Cousin Rhoda had a tiny dog named Mr. Weathers that went everywhere she did. And every other word out of Uncle Henry's mouth was a pun.
- 3 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?"
- 4 Monique smiled weakly. Across the table, Rhoda was hand-feeding Mr. Weathers.
- 5 After dinner, Monique, Rhoda, and Aunt Jessamin headed to the campground showers. Rhoda turned on the water in one of the stalls. A minute later, she complained, "It's still freezing!"
- 6 "That's okay. I love cold showers," Monique said.
- 7 Rhoda and Aunt Jessamin stared at her. Then they both burst out laughing. "Thank goodness! I knew you had to have some kind of quirk," Aunt Jessamin said.
- 8 "Oddness runs in our family," Rhoda explained proudly. "You're one of us after all."
- 9 "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 After talking with her family members at the end of the story, Monique most likely feels —
  - A confused
  - B curious
  - C foolish
  - D relaxed
  
- 2 How does paragraph 2 help the reader understand Monique’s conflict?
  - F It shows she does not like reading, jokes, or animals.
  - G It indicates she has never been on a road trip before.
  - H It suggests that she is much younger than Cousin Rhoda.
  - J It reveals she considers certain actions unacceptable.
  
- 3 How does the conversation with Aunt Jessamin and Rhoda in paragraphs 6 through 9 affect Monique?
  - A It causes Monique to decide that her relatives are weird.
  - B It makes Monique start thinking of herself in a different way.
  - C It reminds Monique that she is stuck with her relatives for several more days.
  - D It encourages Monique to share an important secret about herself.
  
- 4 What helps Monique resolve her conflict with her family members? Use evidence from the text to support your answer.  

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Item	Answer	TEKS	DOK	RBT	ELPS
1	D	5.8(B)	2	Analyze	(c)4.K
2	J	5.8(B)	2	Analyze	(c)4.K
3	B	5.8(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: Monique's conflict is resolved when her aunt and cousin point out that she has a quirk just like they do (paragraphs 7 and 8). Their words make Monique feel more accepting of her family and their habits.

*(C.T. Traits: Reflect, Communicate, TEKS: 5.8(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## World Wide Web

- 1 The World Wide Web, also called the Web or the Internet, 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, anyone anywhere can essentially 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.
- 2 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 increase the number of 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.
- 3 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 the sentence from paragraph 2.

Newspapers place their articles online in order to increase the number of readers.

What key idea does this detail support?

- A Every website is created to achieve a unique purpose.
  - B People are able to access information quickly online.
  - C The Web influences nearly every aspect of people’s lives.
  - D People need to make sure they evaluate websites carefully.
- 
- 2 Which detail in the text best supports the idea that the Internet encourages expression?
- F The Web is considered important to global communication.
  - G Some websites have been specifically created for children.
  - H People can use the Web to shop without leaving home.
  - J Some people maintain blogs or personal websites.
- 
- 3 The details in paragraph 2 mainly focus on —
- A how to locate different websites
  - B how a person can become a webmaster
  - C how the Web was invented
  - D how people use the Web
- 
- 4 Which details in the text support the idea that the Web is used to influence people’s thoughts and ideas? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	5.6(G)	2	Understand	(c)4.1
2	J	5.6(G)	2	Understand	(c)4.1
3	D	5.6(G)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: The Web is used to advertise products and promote movies. It is also used by newspapers to share their articles, which can influence the thoughts and ideas of readers.

*(C.T. Traits: Link, Examine, TEKS: 5.6(G), DOK: 2, RBT: Understand, ELPS: (c)4.1)*



Read the text and 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,  
5 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.  
10 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.

*ThinkUp! ELAR*

1 Which of these statements best describes the speaker?

- A She is the poet Brittany Cole.
- B She is someone who appreciates bees.
- C She is a professional beekeeper.
- D She is fascinated by royalty.

2 The simile in the last line of the poem suggests the speaker —

- F greatly enjoys the taste of honey
- G feels unclear about how bees make honey
- H is impressed with the bees’ ability to make honey
- J understands the queen’s role in producing honey

3 In the poem, the poet personifies the bees in order to —

- A emphasize the complex relationships that exist in a hive
- B call the reader’s attention to the beauty of nature
- C explain the main reason the bees need a queen
- D help the reader picture the different parts of a beehive

4 What impact does the alliteration in line 8 have on the poem? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	5.9(B)	2	Analyze	(c)4.K
2	H	5.9(B)	2	Analyze	(c)4.K
3	A	5.9(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The phrase “sweet scents” and the words “wood” and “wax” help create a soothing feeling in the poem because of their soft “s” and “w” sounds.

*(C.T. Traits: Link, Examine, TEKS: 4.9(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## **A Surprising Friendship**

- 1 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. There, she met Anne Sullivan, her lifelong teacher and friend.
- 2 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.”
- 3 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.
- 4 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 she 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 inference does paragraph 4 support?
- A Bell continued to help Keller financially.
  - B Bell encouraged Keller to become an author.
  - C Keller shared Bell’s wish to help others.
  - D Keller traveled to many different countries.
- 2 Which sentence from the text best supports the idea that Alexander Graham Bell was a generous person?
- F *Driven by curiosity, Alexander Graham Bell spent his life learning and inventing.*
  - G *One person who greatly benefited from knowing Bell was Helen Keller, who was both deaf and blind.*
  - H *Keller once wrote about her first meeting with Alexander Graham Bell, “He understood my signs, and I knew and loved him at once.*
  - J *When Keller expressed a desire to attend college, Bell established a trust fund for her.*
- 3 Which inference is supported by information throughout the text?
- A Helen Keller’s life was transformed by education.
  - B Helen Keller shared Bell’s interest in science and inventing.
  - C Helen Keller’s friendship with Bell surprised many people.
  - D Helen Keller did not feel she deserved fame.
- 4 Based on the quotations in paragraphs 2 and 4, what did Helen Keller value most in life? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	5.6(F)	3	Understand	(c)4.J
2	J	5.6(F)	3	Understand	(c)4.J
3	A	5.6(H)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: Both quotations show that Keller valued connections with other people. This is shown by her use of the words “friendship, companionship, love” in the first quote and the mention of things “felt with the heart” in the second quote. AND/OR The quotes show that Keller valued knowledge. She mentions knowledge in the first quote and things that cannot be seen or touched in the second.

*(C.T. Traits: Reflect, Strive, TEKS: 5.6(H), DOK: 3, RBT: Understand, ELPS: (c)4.J)*



Read the text and answer the questions.

## On Xoba Prime

- 1 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 strange atmosphere, the odd soils—of this alien planet.
- 2 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 to study science, 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.
- 3 Alyxa immediately punched the codes into her Triometer so 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.
- 4 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.
- 5 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.
- 6 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 hand it over to the Council.

*ThinkUp! ELAR*

- 1 How does paragraph 2 contribute to the rising action?
  - A It reveals that Alyxa is interested in science.
  - B It suggests Alyxa prefers to work alone.
  - C It explains why Alyxa has come to Xoba Prime.
  - D It explains what Alyxa’s home planet is like.

- 2 Which event in the text provides the climax?
  - F Alyxa lands on an unfamiliar planet.
  - G Alyxa locates the Galpha in a heap of trash.
  - H Myx takes the Galpha from Alyxa.
  - J Nim sneaks up on Myx.

- 3 Read the sentence from paragraph 6.

When they were safely away in the inky black darkness of space, they studied the Galpha.

How does this sentence contribute to the falling action?

- A By showing that Alyxa and Nim think the same way
- B By suggesting that Alyxa and Nim will decide to keep the Galpha
- C By explaining where Alyxa and Nim are going next
- D By emphasizing that Alyxa and Nim have escaped from Myx

- 4 How is the story’s conflict resolved? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	5.8(C)	2	Analyze	(c)4.K
2	H	5.8(C)	2	Analyze	(c)4.K
3	D	5.8(C)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: Alyxa's first mate, Nim, helps her to retrieve the Galpha and to escape. In paragraph 5, Nim sneaks up on Myx and distracts him. This allows Alyxa to grab the Galpha. Nim and Alyxa then run back to their ship and take off.

*(C.T. Traits: Reflect, Communicate, TEKS: 5.8(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## **Jockeys and Their Equipment**

- 1 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.
- 2 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 these jackets are registered by the horses' owners or trainers. They are 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/ *adjective*  
1. gentle or delicate  
2. not dark in color, pale  
3. not requiring much effort  
4. of little weight

Which definition best matches the way light is used in paragraph 1?

- A Definition 1
  - B Definition 2
  - C Definition 3
  - D Definition 4
- 2 Which phrase from paragraph 2 helps the reader understand what the word traced means?
- F thought to be from
  - G jousts were held
  - H knights and their horses
  - J silks help judges
- 3 In paragraph 2, the root of the word spectators helps the reader know that this word refers to people who are —
- A competing in something
  - B participating in something
  - C refereeing something
  - D watching something
- 4 In paragraph 2, which words help the reader know the meaning of the word garments? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	D	5.3(A)	1	Apply	(c)4.F
2	F	5.3(B)	2	Apply	(c)4.F
3	D	5.3(C)	1	Apply	(c)4.F

4. Answers may vary. Student responses might include: The word “jackets” in the previous sentence and “lightweight silk fabric” in the same sentence support the idea that “garments” means “clothing.”

*(C.T. Traits: Link, Adapt, TEKS: 5.3(B), DOK: 2, RBT: Apply, ELPS: (c)4.F)*



Read the text and answer the questions.

## The Invention of the Lightning Rod

- 1 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 led 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 may have been the invention of the lightning rod.
- 2 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 thought lightning was a form of electricity. In a famous experiment, he flew a kite in a storm to prove his hypothesis.
- 3 After his successful experiment with lightning, Franklin developed the lightning rod. This tool could be 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.
- 4 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. This device and others invented by Benjamin Franklin are still being used today.

- 1 Which is the best summary of the text?
- A Founding Father Benjamin Franklin was also a successful inventor. He did an experiment to prove lightning is electricity. He then developed an invention to keep buildings from being hit by lightning. His lightning rod saved property and lives.
  - B Benjamin Franklin was a scientist who wanted to help people through his inventions. He was also a Founding Father. Franklin thought that lightning was electricity. During an experiment that involved lightning, he invented the lightning rod.
  - C A lightning rod has several parts. It has a tall metal rod and an underground cable. This invention was first developed by Founding Father Benjamin Franklin. Franklin lived in colonial America and saw fires destroy homes and other buildings.
  - D One of America's Founding Fathers was also a curious scientist who loved to learn. He was responsible for many useful inventions. He wanted to prevent buildings from being hit by lightning. Eventually, he invented the lightning rod.
- 2 Which paraphrase keeps the ideas in paragraph 2 in a logical order?
- F Buildings often burned after lightning hit them. Franklin's experiment with a kite during a storm became famous. He was interested in solving the problem of lightning causing fires and destroying property.
  - G Franklin thought lightning was a form of electricity and did an experiment to prove this. He wanted to do something about the issue of lightning striking and burning homes and buildings. He flew a kite in a storm.
  - H Lightning often started fires and struck homes in colonial America. Benjamin Franklin wanted to learn about lightning to help prevent its damage. He flew a kite during a storm to test if lightning was electricity.
  - J During stormy weather, Franklin flew a kite to learn about electricity. Lightning often caused damage in colonial America. Fires made homes burn to the ground, a problem Franklin wanted to do something about.



- 3 Which is the best summary of paragraphs 3 and 4?
- A One of Franklin’s inventions that is still used today is the lightning rod. He hoped the tall metal rod would save many houses and buildings. It worked by attaching a tall, pointed metal rod to a house or building.
  - B Franklin invented a lightning rod to protect buildings. This was a metal rod that became the highest point on a building. The rod attracted lightning, which then traveled harmlessly down a cable and into the ground.
  - C While inventing the lightning rod, Franklin attached a metal rod to a cable that ran down the side of a building. Lightning is electricity and can start fires. However, it now travels through the rod and down the cable.
  - D Lightning rods were invented by Franklin to stick up above tall buildings. Instead of starting a fire in a building, lightning was supposed to hit the rod instead. This and some other Franklin inventions are still used today.

- 4 How might paragraph 1 best be paraphrased to maintain a logical order? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	5.7(D)	2	Understand	(c)4.1
2	H	5.7(D)	2	Understand	(c)4.1
3	B	5.7(D)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: One of America's Founding Fathers, Benjamin Franklin also loved to study science and invent things. Bifocal eyeglasses, a musical instrument, a kind of stove, and the highly useful lightning rod were all invented by him.

*(C.T. Traits: Link, Examine, TEKS: 5.7(D), DOK: 2, RBT: Understand, ELPS: (c)4.1*



Read the text and answer the questions.

## **A Touching Drama**

a dramatic adaptation of the fable “King Midas”

### **Characters**

**KING MIDAS**

**MARIGOLD**

**VISITOR**

**SERVANT**

### **Scene 1**

1 *[As the curtain opens, it is evening in the palace study of King Midas.]*

2 **KING MIDAS:** *[Counting gold coins.]* One thousand one, one thousand two, one thousand three . . .

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

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

5 **MARIGOLD:** *[Looking disappointed.]* Goodnight, Father.

6 *[Marigold exits stage left. King Midas continues counting his gold coins.]*

### **Scene 2**

7 *[The next morning in King Midas's study.]*

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

9 *[Suddenly, an unexpected visitor appears.]*

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

11 **KING MIDAS:** *[Surprised.]* I want everything I touch to turn to gold!

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

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

**Scene 3**

- 14 *[King Midas sits in the palace dining room. His servant enters, carrying a tray of food.]*
- 15 **SERVANT:** King Midas, your morning meal is served.
- 16 *[King Midas picks up a fresh strawberry, and it turns to gold. Then, he picks up a slice of bread. It, too, turns to gold.]*
- 17 **KING MIDAS:** Oh no, whatever will I do to keep from starving?
- 18 *[Marigold's cat brushes against the king's leg. The king strokes the cat, and it turns to gold. Marigold enters stage left.]*
- 19 **MARIGOLD:** *[Sobbing.]* Father! What have you done?
- 20 **KING MIDAS:** Oh Marigold, I am so sorry.
- 21 *[Without thinking, King Midas hugs Marigold. She, too, becomes gold.]*
- 22 **KING MIDAS:** *[Crying out.]* Lock me up before I touch another thing!
- 23 *[The visitor has been listening.]*
- 24 **VISITOR:** King Midas, do you wish to be rid of your golden touch?
- 25 **KING MIDAS:** *[Dropping to his knees.]* I will do anything to be free from this curse.
- 26 **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.
- 27 *[King Midas exits stage right, pail in hand, as the curtain lowers.]*

1 Read these lines from the text.

**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?

What do the bold words represent in these lines?

- A They tell which actors will speak the lines of dialogue.
  - B They provide stage directions to each specific actor.
  - C They help the audience know what the actors are doing in the drama.
  - D They tell all the actors that appear in each scene of the drama.
- 2 The stage directions at the end of each scene are intended to —
- F show the feelings of the characters to the audience
  - G explain the relationships between the characters
  - H provide background information about important characters
  - J indicate which actions the actors playing the characters should take
- 3 What is the most likely reason the drama is divided into scenes?
- A The events of the drama do not happen in chronological order.
  - B The events of the drama are told by different characters.
  - C The events of the drama are difficult to understand.
  - D The events of the drama occur at different times.
- 4 Why is the dialogue in Scene 1 important to the drama? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	5.9(C)	2	Analyze	(c)4.K
2	J	5.9(C)	2	Analyze	(c)4.K
3	D	5.9(C)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The dialogue in Scene 1 is important to the drama because it shows that the King loves money more than anything else.

*(C.T. Traits: Link, Examine, TEKS: 5.9(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## **Canting and Capping**

- 1 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 take years or even decades.
- 2 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 gets dyed, the wax-covered areas resist the dye.
- 3 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.
- 4 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**

- 5 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
- 6 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.
- 7 Thin the acrylic paint with water. Wet the cloth square with clean water. Use paintbrushes to paint over your dried glue design. Allow the painted fabric to dry completely.
- 8 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 Which statement best describes the key **differences** in the two texts?
- A “Canting and Capping” describes traditional batik techniques, while “Create Your Own Batik” provides directions for making a simple batik.
  - B “Canting and Capping” explains that batik was once important in Indonesia, while “Create Your Own Batik” argues that batik is gaining popularity again.
  - C “Canting and Capping” tells how batik was invented, while “Create Your Own Batik” proves that batik has become easier to make.
  - D “Canting and Capping” suggests the best way to make batik, while “Create Your Own Batik” shares a newly invented batik method.
- 2 The authors of the two texts would most likely agree that —
- F children often create the most impressive batiks
  - G using melted wax for batik is likely to cause injury
  - H the tradition of making batik has been mostly forgotten
  - J making batik the traditional way takes 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 are traditionally used to create Indonesian batik.
  - B Both are commonly applied to fabric using different tools.
  - C Both prevent the fabric they cover from being dyed.
  - D Both make washing the finished batik easier.
- 4 If you were to make your own batik fabric, how could you make sure your design looked like traditional Indonesian artwork? Use evidence from “Canting and Capping” to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	5.6(E)	3	Understand	(c)4.J
2	J	5.6(E)	3	Understand	(c)4.J
3	C	5.6(E)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: Paragraph 4 of “Canting and Capping” states that Indonesians wear batik and display it in museums, so I could likely find Indonesian designs by looking online or finding a book about the topic.

*(C.T. Traits: Link, Reflect, TEKS: 5.6(E), DOK: 3, RBT: Understand, ELPS: (c)4.J)*



**Read the text and 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 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**

- 1 The Brooklyn Bridge, a symbol of American ingenuity, preened in the distance, admiring its reflection in the water. The newsboys, who were usually in the business of conveying information, would soon attempt to stop it.
- 2 “It’s never going to work, Hoppy,” Biscuit said, wiping the sweat from his forehead with his filthy sleeve.
- 3 “Probably not, but what choice do we have? We can’t afford to eat with these newspaper prices the way they are,” Hoppy replied.
- 4 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 could 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.
- 5 “I’m hungry,” Biscuit croaked. “How are we gonna buy supper if we didn’t sell any papers, Hoppy?”
- 6 “Quit whining and keep walking.”

1 Read the sentence from paragraph 2.

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

What does this imagery suggest about the characters?

- A They worry about their future.
  - B They live in a place that has a hot climate.
  - C They work hard at the job they do.
  - D They are headed home after a day’s work.
- 
- 2 The author includes the figurative language in paragraph 4 to —
- F reveal the boys’ affection for the Brooklyn Bridge
  - G explain the details of the strike the boys will join
  - H indicate that the boys feel conflict over their actions
  - J show that the boys are committed to the strike
- 
- 3 Why does the author most likely use the word “croaked” in paragraph 5?
- A To show that Biscuit recognizes the danger he is in
  - B To emphasize that Biscuit feels unsure about the situation
  - C To demonstrate that Biscuit has a deep voice for his age
  - D To reveal that Biscuit enjoys acting silly around Hoppy
- 
- 4 In paragraph 4, what does the author’s use of the word “trudged” suggest? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	5.10(D)	2	Analyze	(c)4.K
2	J	5.10(D)	2	Analyze	(c)4.K
3	B	5.10(D)	2	Analyze	(c)4.K

4. Answers may vary. 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 they feel determined.

*(C.T. Traits: Adapt, Strive, TEKS: 5.10(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*

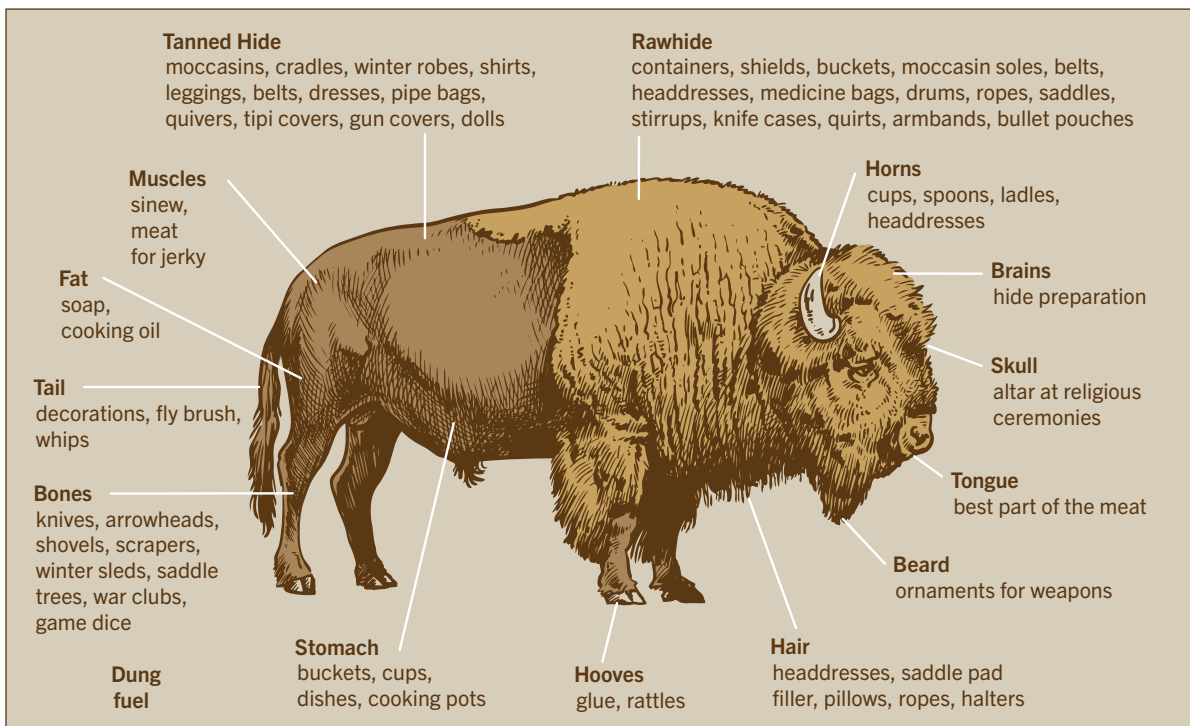


Read the text and answer the questions.

## Buffalo and Their Uses

- 1 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



*ThinkUp! ELAR*

- 1 The author includes the table to help the reader understand that —
  - A the buffalo was essential to the lifestyle of American Indians
  - B buffalo were once found in abundance on the Great Plains
  - C people today could benefit greatly from raising buffalo
  - D 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 text?
  - F To demonstrate the way a buffalo’s body contributes to the strength of its legs
  - G To provide a visual representation of the parts of the buffalo
  - H To illustrate the parts of the buffalo in the order of their importance
  - J To show that the buffalo’s horns tended to be very short
  
- 3 Based on **both** the table and the diagram, what part of the buffalo was commonly used to carry water?
  - A The bones
  - B The tanned skin
  - C The stomach lining
  - D The hooves
  
- 4 Why might a reader find the table more useful than the diagram when trying to quickly locate information about a specific buffalo part? Use evidence from the text to support your answer.  

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	5.10(C)	2	Analyze	(c)4.K
2	G	5.10(C)	2	Analyze	(c)4.K
3	C	5.9(D)(ii)	2	Apply	(c)4.I

4. Answers may vary. Student responses might include: The table lists body parts in alphabetical order, so a reader could quickly skim to find a specific part. The diagram is not easy to skim because there is so much to look at.

*(C.T. Traits: Examine, Strive, TEKS: 5.10(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Braces and Bullies

- 1 “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.
- 2 “What don’t I understand?” Mom asked.
- 3 “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 moment I walk in the door.”
- 4 “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.”
- 5 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.
- 6 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 fashion 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.

- 1 Which of these identifies the point of view of the story?
  - A First person from Mom’s perspective
  - B First person from Anthony’s perspective
  - C Third person from the perspective of an all-knowing narrator
  - D Third person from a limited perspective

- 2 Read the sentences from paragraph 6.

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.

The language in these sentences contributes to a \_\_\_ voice.

- F positive
  - G mocking
  - H concerned
  - J secretive
- 
- 3 How does the point of view affect the story?
    - A It allows the author to convey the thoughts and actions of all the characters.
    - B It allows the author to call attention to the main events of the story.
    - C It allows the author to help the reader understand the conflict between Leo and the narrator.
    - D It allows the author to have the narrator express his inner fears about going to school with braces.
  
  - 4 How does the language in paragraph 5 contribute to the voice in the text? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	5.10(E)	2	Analyze	(c)4.K
2	F	5.10(F)	2	Analyze	(c)4.K
3	D	5.10(E)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: Words in the paragraph like “still uncertain,” “an effort to hide,” “hateful smirk,” and “awkward” help create a voice that conveys anxiety.

*(C.T. Traits: Examine, Strive, Adapt, TEKS: 5.10(E), 5.10(F), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Magnetic Mysteries

- 1 Magnets were discovered thousands of years ago. One legend tells of a shepherd named Magnes. Interestingly, he 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.
- 2 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 pull the iron nails out of 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.
- 3 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.

- 1 The author most likely wrote this text to —
  - A reveal the lack of scientific knowledge about a particular topic
  - B highlight the importance of scientific research in overcoming superstition
  - C provide historical background on something modern people take for granted
  - D convince readers to learn more about a subject by conducting experiments
  
- 2 The organizational structure of paragraphs 2 and 3 emphasizes the —
  - F primary effect of using magnets
  - G ways that magnets differ from ordinary rocks
  - H mysterious nature of magnets
  - J different views that ancient people held about magnets
  
- 3 The author includes the information in paragraph 1 to —
  - A entertain with a funny anecdote
  - B provide an explanation of how magnets were first discovered
  - C help readers understand why ancient people would be afraid of magnets
  - D show how careful observation led to an important discovery
  
- 4 Why is paragraph 3 important to the text? Use evidence from the text to support your answer.  

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	5.10(A)	2	Analyze	(c)4.K
2	J	5.10(B)	2	Analyze	(c)4.K
3	B	5.10(A)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: Paragraph 3 is important to the text because it illustrates that people today find magnets as useful as people did in the past. This is shown by the fact that both ancient and modern people use magnets as a medical treatment.

*(C.T. Traits: Link, Examine, Reflect, TEKS: 5.10(A), 5.10(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Chasing Fame

- 1 Parker propped his phone on the table. Standing in front of it, he began to sing the latest Top 40 hit. 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.
- 2 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.
- 3 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.
- 4 Parker filmed himself and his mom at the grocery store. “My mom is putting rice in our cart. White rice? Oops, no, brown.”
- 5 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.
- 6 He decided to give stardom one more try. A girl his age had gotten famous just from mixing different ingredients to make a stretchy, rubbery substance called Slime. She made purple slime, scented slime, and so on. Parker looked up her recipe. However, he knew he needed some interesting ingredients to make his How-To video stand out.
- 7 He mixed the water and borax powder. Then, instead of glue, he added his own secret ingredient: molasses! Parker figured molasses would work because it was sticky like glue.
- 8 It didn’t.
- 9 Fed up, Parker headed outside to shoot some hoops. There was nothing wrong with being a regular kid . . . for now!

- 1 Why did the author most likely write this text?
  - A To offer tips for becoming well-known on the Internet
  - B To compare the popularity of different types of Internet videos
  - C To emphasize that becoming famous is harder than it seems
  - D To encourage young people to stick with their dreams no matter what
  
- 2 The author structures the text to help the reader understand —
  - F how Parker is like other kids who make videos
  - G why Parker stops trying to become famous
  - H how Parker gets better at making videos
  - J what Parker wants to learn about the Internet
  
- 3 The author includes paragraph 1 most likely to —
  - A provide details about Parker’s home
  - B establish Parker’s conflict
  - C express an opinion about Parker’s actions
  - D reveal Parker’s personality and interests
  
- 4 Why is paragraph 2 important to the text? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	5.10(A)	2	Analyze	(c)4.K
2	G	5.10(B)	2	Analyze	(c)4.K
3	D	5.10(A)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: Paragraph 2 introduces Parker’s conflict. That he does not like the sound of his singing voice shows him that becoming an Internet sensation may not be as easy as he expects.

*(C.T. Traits: Link, Examine, Reflect, TEKS: 5.10(A), 5.10(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Working Dogs

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

### Qualities of Working Dogs

- 2 Approximately 25 breeds of dogs are classified as working dogs. Most of these breeds are large and strong. A working dog must also be focused and smart. He or she must learn to follow many commands.

### Breeds and Tasks

- 3 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.
- 4 Dogs used for hauling and pulling assist people by transporting supplies over snowy ground. The Siberian husky and the Alaskan malamute are the most common breeds used as sled dogs.
- 5 Guard dogs, also called watchdogs, often assist the police and the military in protecting people and property. These dogs are expertly trained to do dangerous work. German shepherds, Rottweilers, and Doberman pinschers are working dogs commonly used for these risky jobs.
- 6 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.
- 7 Working dogs are more than just pets. They work diligently each day to be man's best friend.

- 1 How do the facts in paragraph 1 prepare the reader for the information that follows?
  - A They suggest that working dogs require a great deal of training.
  - B They indicate that dogs help humans in several different ways.
  - C They emphasize that dogs and humans often face dangerous situations.
  - D They show that dogs are the only animals that could perform the tasks.
  
- 2 After reading paragraphs 3 and 4, the reader can predict that paragraphs 5 and 6 will most likely —
  - F provide details about two other tasks performed by working dogs
  - G give more information about dogs that herd and dogs that haul
  - H compare guard and rescue dogs to herding and hauling dogs
  - J describe how the work that dogs do has changed over time
  
- 3 If the author had made the Qualities of Working Dogs section longer, which information would have most likely been included?
  - A How a dog owner can give his or her pet the qualities of a working dog
  - B How some working dog tasks are more important than others
  - C How dogs compare to other animals in terms of intelligence
  - D How trainers select the dogs that will become working dogs
  
- 4 How do the subheadings help the reader understand what information is presented in the text? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	5.6(C)	2	Understand	(c)4.J
2	F	5.6(C)	2	Understand	(c)4.J
3	D	5.6(C)	2	Understand	(c)4.J

4. Answers may vary. Student responses might include: The subheadings suggest that certain types of dogs are much better for certain tasks than others. The subheading **Qualities of Working Dogs** suggests that certain qualities are needed, and the subheading **Breeds and Tasks** suggests that not all dogs do all types of work.

*(C.T. Traits: Inquire, Strive, TEKS: 5.6(C), DOK: 2, RBT: Understand, ELPS: (c)4.J)*



Read the text and answer the questions.

## A Big Splash

- 1 Jackson stood on a diving board soaring 12 feet above the swimming pool. The water looked miles away, so far in the distance that 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 catapulting in the air before curling into a cannonball upon impact with the water.
- 2 But that was then, and this was now.
- 3 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.
- 4 He glanced back behind him at the kids waiting in line. All eyes seemed to shout at him, "Just jump!" He didn't want to admit defeat by climbing back down, but . . .
- 5 "Don't worry," the pretty red-haired girl at the front of the line whispered to him. "If other people think it's fun, I bet you will too." She flashed a smile that calmed him.
- 6 "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!
- 7 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 What is the story’s main theme?
  - A Family members should support each other no matter what.
  - B Taking risks can lead to positive experiences.
  - C Some activities are much less enjoyable than they seem.
  - D Mastering a new skill requires time and patience.

- 2 Read the sentences from paragraphs 1 and 3.

Originally, Jackson could hardly wait to try out the high dive—he even pictured himself catapulting in the air before curling into a cannonball upon impact with the water.

He just couldn’t convince himself to take the plunge.

Which theme is suggested by these sentences?

- F Situations often differ from what people expect.
  - G Acting too confident makes a person look foolish.
  - H Personal safety is more important than anything else.
  - J It is important to properly prepare for a new experience.
- 
- 3 Which theme does paragraph 5 best support?
    - A Kids should do their best to ignore peer pressure.
    - B It is important to finish what you start.
    - C People may not understand what others are going through.
    - D A little encouragement can make a big difference.
  
  - 4 How does the text establish the theme that kindness is important? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	5.8(A)	3	Understand	(c)4.J
2	F	5.8(A)	3	Understand	(c)4.J
3	D	5.8(A)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The girl waiting behind Jackson is kind, and this helps him find the courage to jump. Her kindness is shown by the dialogue and description in paragraph 5 in which she encourages and calms Jackson.

*(C.T. Traits: Link, Communicate, TEKS: 5.8(A), DOK: 3, RBT: Understand, ELPS: (c)4.J)*



Read the text and answer the questions.

## The Good, the Bad, and the Bully

- 1 When modern people hear the word *bully*, they most likely picture someone who threatens someone smaller or weaker with unkind words or actions. No one today would want to be called a bully. However, this was not always the case. Although the exact origin of the word is uncertain, it likely comes from the Old Dutch word *boele* or the German word *buhle*, which means “brother” or “friend.” Early dictionaries from the 1600s define *bully* as a fine fellow or a good friend. Theodore Roosevelt, who was America’s president from 1901 to 1909, was known to shout “Bully!” when he was excited. He used the word as a synonym for *wonderful* or *excellent*.
- 2 The more negative meaning of *bully*, the one that is commonly used today, goes back to the late 1700s. *Bully* was used to describe a person who tried to protect another, such as a friend or relative. Often, people were hired and paid to protect others. It is not difficult to imagine that these protectors may have begun to use cruel or threatening methods to “protect” their friends or family members. While the original meaning of *bully* referred to a person who demonstrated kindness, today’s meaning of *bully* is anything but kind.

*ThinkUp! ELAR*

- 1 Which statement best expresses the central idea of the text?
  - A A bully is someone who uses power to threaten or intimidate others.
  - B President Theodore Roosevelt played a role in introducing the word bully to Americans.
  - C The word bully has come to mean the opposite of what it once meant.
  - D Historians do not agree on the origin of the word bully.
  
- 2 The author organizes paragraph 2 by —
  - F using cause and effect to explain how a word changed its meaning
  - G using problem-solution to explain how people protected themselves
  - H tracing the historic use of a popular word in chronological order
  - J describing the steps that bullies usually follow to intimidate others
  
- 3 The author includes the information about President Roosevelt to support the idea that —
  - A he misunderstood the historical meaning of the word bully
  - B he caused a shift in the way Americans used the word bully
  - C the word bully originated a very long time ago
  - D the word bully historically meant something positive
  
- 4 Why did the author most likely use a compare-contrast organizational pattern in the text? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	5.9(D)	2	Understand	(c)4.I
2	F	5.9(D)	2	Analyze	(c)4.K
3	D	5.9(D)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The compare-contrast organizational pattern emphasizes the difference between the original, positive meaning of “bully,” as described in paragraph 1, and the later, negative meaning of “bully” that developed in the 1700s and has lasted still today.

*(C.T. Traits: Link, Examine, TEKS: 5.9(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*

