For permission to reprint copyrighted material, grateful acknowledgment is made to the following sources:

# Grade 5 Benchmark Assessment
## End-of-Year

**Name** ____________________________  **Date** ____________________________

### Performance Summary

**READING**

**Reading Comprehension**
- Multiple-Choice Items: _____/32
- Short-Response Open-Ended Item: _____/2
- Short-Response Open-Ended Item: _____/2
- Extended-Response Open-Ended Item: _____/4

**Vocabulary and Word Analysis**: _____/20

**Total Student Reading Score**: _____/60

**WRITING**

**Writing Strategies and Conventions**: _____/25

**Writing Prompt**: _____/6

**ORAL READING FLUENCY**

**Passage 1**: _____ Words Correct Per Minute
**Passage 2**: _____ Words Correct Per Minute

(Bubble in the appropriate performance level.)

<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic (On-Level)</th>
<th>Proficient (On-Level)</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>1–35</td>
<td>36–45</td>
<td>46–55</td>
<td>56–60</td>
</tr>
<tr>
<td><strong>Writing Conventions</strong></td>
<td>1–10</td>
<td>11–15</td>
<td>16–19</td>
<td>20–25</td>
</tr>
<tr>
<td><strong>Writing Prompt</strong></td>
<td>1–2</td>
<td>3–4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Oral Reading Fluency</strong></td>
<td>25th Percentile: 109 WCPM</td>
<td>50th Percentile: 139 WCPM</td>
<td>75th Percentile: 168 WCPM</td>
<td>90th Percentile: 194 WCPM</td>
</tr>
</tbody>
</table>
Reading Comprehension

Read the story “A New Fan” before answering Numbers 1 through 6.

A New Fan

“But Mom!” Susie Chang knew her mother hated it whenever she whined, but she continued anyway.

“Honey,” said Susie’s mother, stretching her lips across her teeth as she applied a coat of Blushing Burgundy lipstick, “don’t you have some guests to attend to?”

“We’re making bracelets and anklets, and they’re fine.”

“That’s wonderful. How do I look?” Susie’s mother, dressed in a shimmering emerald green evening gown, struck a model’s pose.

“Like a traitor,” Susie pouted. “When I organized this slumber party, you said you were going to be home.” At the last minute, Susie’s mother had been invited to host an important charity function in the city with her dad.

“We won’t be getting home all that late. And don’t worry. Nai Nai will be right here all evening long.”

Susie’s face darkened visibly. Not one of her friends referred to their grandmother as Nai Nai, and none of them had a grandmother who lived with them either. Susie’s grandmother had moved into the house about six months ago from Minneapolis, where she had lived with Susie’s Ye Ye, or Grandpa Joe. When Ye Ye died, Nai Nai had relocated, and was living with Susie’s family. Though Susie hardly knew her, she was confident that no one else had a grandmother quite like Nai Nai.

After her mother’s elegant departure, Susie rejoined her company downstairs in the living room, where they were twisting embroidery threads into colorful bracelets, anklets, and other accessories. Nai Nai was sitting in the corner, playing a game of solitaire in the glow of a fringed floor lamp, with a delicate pair of half-moon spectacles sitting primly on the bridge of her nose.
“I sure wish my grandma would, like, go to the veranda, or something,” Susie muttered under her breath to Anna, whom she’d known since kindergarten.

Shocked, Anna turned to look at Nai Nai. “Why?”

“Talk about invading my personal space.” Susie stole a glance at the corner. Nai Nai was wearing one of those dresses made of a shiny satin fabric that fastened at the neck. Why couldn’t she just wear jeans, or a tracksuit, like any normal grandmother?

“Chill out, Susie,” said Hillary, whom Susie had met the year before playing youth basketball. “It’s 90 degrees outside—just enjoy the air conditioning.”

Susie listened as Julie and Becca chatted about a relative’s recent wedding reception. Then, to Susie’s absolute dismay, Nai Nai’s voice chimed in from the corner.

“In China, used to be man and woman married not only each other,” she said. “They wedded two families. So husband and wife both chosen very carefully.”

Susie rolled her eyes, bit her lower lip, and buried her face in her lap. “Really?” Anna exclaimed. “You mean like an arranged marriage?”

“But, eww,” said Julie. “What if the husband’s, like, ancient and ugly?”

“What if you don’t love him?” added Hillary.

“Sometimes still work out fine,” said Nai Nai, “like me and Joe. But now, I will leave my granddaughter to her guests.” She nodded at Susie, then abruptly frowned in the direction of the sofa. “Not feeling so good?”

Susie turned to see Greta, her best friend, lying across half the couch, holding a cushion to her forehead. “It’s just a really bad headache,” moaned Greta. “And it’s my own fault—I was reading without my glasses.”

Without a word, Nai Nai scurried to the kitchen, quickly returning with a cup of steaming liquid. “Herbal tea,” said Nai Nai. “Hibiscus blossom and honey, good for headache,” she explained, sitting next to Greta. And then, the lights went out.

With a single voice, everyone screamed. Anna yelled, “Flashlights!”

“They’re in the kitchen!” said Susie, fumbling her way to the adjoining room. “Oh, I can’t believe it—this is the unluckiest slumber party ever!” Her friends were stumbling along behind her, each girl holding on to the one in front, like boxcars in a railroad train.

“No, it’s not,” giggled Greta. “It’s awesome!”
Susie peered out the kitchen window, noticing that her neighbors’ homes—and the streetlights—had also gone dark.

“The power’s gone out on the entire street—super. Here, have a flashlight.”

“You call these flashlights?” Anna laughed. Two puny beams of light struggled to penetrate the blackness.

“You know what’s worse than no light?” Becca asked through the darkness. “No air conditioning!”

The girls all groaned their agreement. Then a sound made them swivel around and gaze toward the fireplace at the back of the room. On the mantle, a little flame appeared, then another and another, until a row of light danced across the mantle. Nai Nai had set up the candles and lit them one by one.

“Oooh,” the girls marveled in unison. They moved toward the fireplace as if drawn by an unseen magnet. Then they arranged themselves around the hearth and admired the flickering lights.

“Candle collection packed away,” said Nai Nai. “Now put to good use.” She picked up a slender candle and used it to help light her way out of the living room.

“Your grandmother is so awesome,” said Hillary.

“And so is this party!” Julie added. “Hey, you know, I bet if we stay really still, we won’t be so hot.” As if on cue, Nai Nai returned and began passing out small solid objects from a bulky plastic bag. Initially confused, the girls examined the items in the flickering light.

“I know!” Greta yelled. With a flap, she shook open what was suddenly a semi-circular fan. Nai Nai had handed one to each girl. As the girls batted the fans at themselves and each other, they admired the patterns painted on them—cypress trees, cherry blossoms, and buffaloes.

As she waved her fan, Susie’s tension let go in the comforting atmosphere of the candlelight. It was funny how here, in the darkness, she could see Nai Nai more clearly than ever before.
Now answer Numbers 1 through 6. Base your answers on the story “A New Fan.”

1. What causes the conflict at the beginning of the story?
   - A Susie’s mother becomes a traitor.
   - B Susie’s whining annoys her mother.
   - C Susie’s friends think her mother looks elegant.
   - D Susie’s mother unexpectedly goes out for the evening.

2. What is the setting of “A New Fan”?
   - F Minneapolis
   - G the Changs’ home
   - H Nai Nai and Ye Ye’s home
   - I an important charity function

3. What does Susie assume her friends will think about Nai Nai?
   - A They will admire her dress.
   - B They will enjoy her company.
   - C They will laugh at her remarks.
   - D They will find her embarrassing.

4. Which of the following makes Susie feel embarrassed by her grandmother?
   - F Nai Nai is a widow.
   - G Nai Nai plays solitaire.
   - H Nai Nai helps Greta with her headache.
   - I Nai Nai dresses in old-fashioned clothing.
5. Read the sentence from the story.

   It was funny how here, in the darkness, she could see Nai Nai more clearly than ever before.

What does this sentence tell readers about the conflict within Susie?

A It is resolved as Susie makes tea for her guests.
B It continues as Susie become jealous of her friends.
C It is resolved as Susie comes to appreciate Nai Nai.
D It continues as Susie is still embarrassed by Nai Nai.

6. What lesson does Susie learn on the night of the slumber party?

F She learns to forgive her mother for going out.
G She learns to be prepared for changes in plans.
H She learns to trust her friends to enjoy themselves.
I She learns to accept someone very different from her.
Read the article “Stephen Bishop: Cave Explorer” before answering Numbers 7 through 12.

Stephen Bishop: Cave Explorer

by Judith Boogaart

Stephen’s lantern cast shaky shadows on the walls of Mammoth Cave, Kentucky. Hurrying after his guide, he stumbled along the rocky path. He couldn’t lose sight of Mr. Miller. He might not find his way back out.

Stephen was a slave owned by Franklin Gorin. Gorin had bought Mammoth Cave to develop it for tourists. Like many people in the 1830s, he didn’t worry about preserving the natural wonder. He wanted to make money from it. Since a slave wouldn’t need to be paid, Gorin decided to have 17-year-old Stephen trained as a guide.
Facing the challenge

Stephen knew little about caves, but he was expected to obey his master. Every day he followed his guide, Mr. Miller, over the cave routes. Stephen found he could easily remember the twisting passages and the formations that served as markers. Soon he knew the eight miles of cave routes as well as Mr. Miller.

But guiding meant more than knowing the trails. Stephen had to explain what visitors were seeing. He listened closely to learn facts and stories about the caves.

Soon Stephen began giving tours himself. He pointed out log pipes and wooden vats in the passages. These had been used in the mining of saltpeter to make gunpowder for the War of 1812.

He took visitors deep underground to Chief City. Here, early tribes had left behind slippers, gourds, and cane sticks. Stephen lit fires to show off the room’s huge size.

In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling. Legend says Stephen learned to read and write by studying them. Soon he added his name to theirs.

Exploring Mammoth Cave

Stephen loved the cave. While giving tours, he spotted many leads off the main passages. He itched to explore them, and Gorin let him. More passages meant more cave tours—and more money for Gorin.

Stephen spent hours underground. He climbed up domes and down pits. In the dim light of his tin lamp, he squeezed through narrow tunnels and crawl spaces. He memorized landmarks such as special rocks or sand beds to guide himself back out.

One day, Stephen followed a twisting passage not on the tours. He climbed up a slick wall, over slopes, and down a 30-foot drop. He crawled
through an opening partway up the passage wall. There he found a large dome no one had known about. Gorin was thrilled. It was named Gorin’s Dome, and newspapers printed stories of the discovery.

**Beyond Bottomless Pit**

Stephen kept exploring, but one space always stopped him: Bottomless Pit. On tours, he lit scraps of paper and tossed them in. Visitors, watching them drift down, could never see the bottom. The pit gaped as wide as a country lane. No one had ever dared to cross it. But Stephen wanted to know what was on the other side.

On October 20, 1838, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit. Imagine inching over a yawning black hole on a crude ladder. “I’m not sure I would have tried it,” admits Chuck DeCroix, an experienced caver who guides visitors today. “They had poor lighting and no knowledge of what was below them. It would take guts to cross.”

Stephen’s courage paid off. He and the visitor found two miles of new passages that day. What beautiful stalactites, stalagmites, and gypsum rosettes they saw! Again Gorin was thrilled. He had a sturdy bridge built across the pit. Guides and visitors explored six more miles of passages that year.
Stephen discovered underground rivers in Mammoth Cave. He saw eyeless fish swimming in them. No one had heard of such creatures. Scientists came from all over the world to study them.

Stephen became famous for his dramatic tours. He gave boat trips on the rivers. He showed off a beautiful place called Snowball Room. Its ceiling was covered with white gypsum rosettes. He used lantern light and torches to make formations sparkle and glow. He sang songs to demonstrate the cave’s great sound. He told interesting stories. One visitor called him the “prince of guides.”

Stephen drew a new map of Mammoth Cave. Slaves didn’t usually get credit for their accomplishments, but the map was published in 1845 under Stephen’s name.

For 150 years, other people have continued to explore the cave. Today, 365 miles have been surveyed in the Mammoth Cave system. It is the longest cave in the world. Stephen Bishop found more miles of passage than any other guide of his time. His curiosity, determination, and courage helped him discover Mammoth’s secrets.
Now answer Numbers 7 through 12. Base your answers on the article “Stephen Bishop: Cave Explorer.”

7. Which action BEST supports the idea that Bishop had "curiosity, determination, and courage"?
   A) Stephen Bishop made a map of the cave for Franklin Gorin.
   B) Stephen Bishop was called the “prince of guides.”
   C) Stephen Bishop told visitors stories about the cave.
   D) Stephen Bishop crossed the Bottomless Pit on a pole-ladder.

8. Which of these details from the article is an opinion about Bishop?
   F) He was considered the prince of guides.
   G) He made money for the cave’s owner.
   H) He found many miles of cave passages.
   I) He discovered eyeless fish in the cave’s rivers.

9. Which of the following was MOST helpful to Stephen Bishop as he learned the cave?
   A) contact with Mr. Miller
   B) his memory for passages
   C) his youth and fitness
   D) his ability to read and write

10. When did Stephen Bishop make his map of Mammoth Cave?
    F) after he received his freedom
    G) before he learned to read and write
    H) before he crossed the Bottomless Pit
    I) after he discovered the underground rivers
11. How did Franklin Gorin’s use of the cave DIFFER from Stephen Bishop’s use of the cave?
   A Franklin Gorin worked in the cave, while Stephen Bishop owned it.
   B Franklin Gorin was afraid of the cave, while Stephen Bishop enjoyed it.
   C Franklin Gorin wanted to make money, while Stephen Bishop wanted to explore.
   D Franklin Gorin conducted tours of the cave, while Stephen Bishop made a map of it.

12. Summarize the important role that Stephen Bishop played in the history of Mammoth Cave. Use details and information from the article to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Read the article “The Ellis Island Experience” before answering Numbers 13 through 17.

The Ellis Island Experience

Ellis Island lies in New York Harbor, with a view of the Statue of Liberty and New York City’s impressive skyline. Between 1892 and 1954, over twelve million immigrants entered the United States through Ellis Island.

Before they arrived in New York Harbor, immigrants had already made tough decisions. Some decided to leave behind family and friends, perhaps never to see them again, while others sold everything they couldn’t carry to pay for their tickets. Most made the long sea trip beneath the deck, in cramped conditions. Immigrants often traveled with the cargo and were included on the ship’s cargo list, along with barrels of food and bolts of wool.

Immigrants put up with all of this in order to seek out fresh opportunities in a new world.

When they arrived at Ellis Island, all immigrants had one question: Could they begin new lives in the United States, or would they have to get back on a ship and return home? Happiness, hope, and sometimes heartbreak filled the station’s rooms as each immigrant waited for the answer to this question. Most made it through the tests; about two percent had to return home.

In the Harbor

Before any ship could dock in New York City, inspectors came on board and checked
passengers for any contagious illness. Passengers who were ill had to be treated before being allowed to go ashore. Once cleared, first and second class passengers got on a ferry to the city, and then the others passengers from the ship came up on deck, dragging suitcases and trunks heavy with everything they owned. Each person and piece of baggage was tagged with a piece of paper giving the name of the ship and their number on the cargo list. Then the newcomers took a ferry to the Ellis Island station.

In the Baggage Room
At Ellis Island, immigrants were instructed to place their baggage in a pile to spare them from having to drag it through the station during the arrival process. However, some immigrants refused. They feared their baggage—everything they had brought to the new country—would be lost or stolen.

With or without their suitcases, immigrants formed a line and walked up the broad stairs to the Registry Room. As they walked, doctors and inspectors checked them again for illness or other medical problems. Doctors looked at each person's scalp, face, neck, hands, and way of walking. Doctors asked people to remove their hats and unbutton their high collars. This way, doctors could check for problems more easily. Some immigrants found the exam embarrassing. Whenever doctors saw a problem, they took chalk and wrote a code on the person's clothing.

Other doctors checked each person for signs of contagious illness. Some illnesses were so feared that anyone who had them was sent back to the ship immediately. But most illnesses could be treated. The sick were taken to dorms where they stayed until they were well again. Men stayed in one dorm, women in another. It was possible for an entire family to be turned away when one member was ill, especially if the person was a child.

Immigrants also took an intelligence test as they slowly moved up the stairs. This was not easy for some. The questions were in English, and not all immigrants spoke the language well. If they were over fourteen years of age, immigrants were asked to read a short text in their home language.

By the time they reached the top of the stairs, immigrants had passed the first tests.

In the Registry Room
Now immigrants faced legal tests to their entry into the United States. Translators helped them understand the questions. Inspectors asked, “Do you have a job waiting for you?” If the answer was “No,” the immigrant might be turned away.

Immigrants often had letters from family already in the United States. They might have rail tickets to their new homes. These papers helped greatly. Most people passed the legal test in just a few minutes. They gladly gathered their belongings and took the ferry to New York City.
But some immigrants did not pass the legal test. They had to face more questions. Any woman traveling on her own had to have a family member or sponsor waiting for her. Otherwise, she was sent home. Sadly, now and then, a wife came with her children, only to find her husband could not come to claim her. When this happened, she had to take her children back to her home country.

The Ellis Island experience was scary for some immigrants. Coming to a new nation was risky. Still, most made it through the station in a day. During the 1920s, immigrants were required to pass all the tests before leaving their home port. This saved travelers from getting to America only to have to turn around and make a long and expensive trip back home.

Ellis Island closed in 1954. It is now a museum and a monument to the immigrants who chose to become Americans.
Now answer Numbers 13 through 17. Base your answers on the article “The Ellis Island Experience.”

13. According to the article, why did immigrants choose to make the challenging journey to the new world?
   - [F] to pass hard tests
   - [G] to begin a new life
   - [H] to sell their belongings
   - [I] to get medical treatment

14. What is the MOST LIKELY reason the author wrote “The Ellis Island Experience”?
   - [A] to tell the story of one immigrant family
   - [B] to teach readers how to pass immigration tests
   - [C] to encourage people to immigrate to the United States
   - [D] to explain the immigration process of the early twentieth century

15. Which statement from the article presents the author's opinion on the processing of immigrants?
   - [F] “Between 1892 and 1924, about twelve million immigrants entered the United States through Ellis Island.”
   - [G] “Most made it through the tests; about two percent had to return home.”
   - [H] “Other doctors checked each person for signs of contagious illness.”
   - [I] “The Ellis Island experience was scary for some immigrants.”
16. Why, in the 1920s, did some immigrants take the immigration tests BEFORE leaving their home countries rather than when arriving in the United States?
   A to limit how many immigrants could come to the United States
   B to prevent contagious illnesses from spreading in the United States
   C to create jobs for immigration inspectors in other countries
   D to make sure immigrants would be allowed to enter the United States

17. Which summary MOST accurately describes the use of Ellis Island?
   F It served as a processing station for immigrants for more than six decades and is now a museum.
   G It served as a processing station for immigrants for ten years and is now part of the New York skyline.
   H It served as a processing station for immigrants for many years and continues to welcome immigrants today.
   I It served as a processing station for immigrants for many years and is now the gateway to the Statue of Liberty.
Read the poem “Ode to an Otter” before answering Numbers 18 through 22.

I ought to be an otter, ’cause when all is said and done
I could play along the riverbank, or stretch out in the sun.
I’d swim beneath the water, or backstroke up on top.
I’d dive in like a graceful swan, or do a belly flop.

My days would be so peaceful as a furry, swimming mammal
As opposed to bearing burdens like a one-humped desert camel.
I wouldn’t want to herd sheep like a working collie dog
Or end up an amphibian—a turtle, toad, or frog.

But oh, to be an otter! It would be a stroke of luck
Just to spend all day a-swimming, or a-rolling in the muck.
But oh, as fate would have it, I’m required to spend the summer
Doing schoolwork. Quite an awful bummer!
The month of May has ended, and all across the nation
Schools have shut their doors, and the kids are on vacation.
Yet here it’s still the school year, and it can’t end any too soon,
But the days they go so slowly, stretching till the end of June.

Ah, the otter, who, when heat glares at the shore,
Stays within its coolsome burrow, eating clams and snails and more.
It swims along the river, catching crayfish, frogs, and trout.
I’d be an awesome otter—of that I have no doubt.

For now I watch the summer tapping at each window pane
And count the days till school is out, and I can swim again.
I’ll walk in glorious mud that squeezes through my toes
And skip along the river, free from tests and schoolwork woes.

Till then, I’ll be an otter, if only in my head,
And start the summer early there, along the riverbed.
‘Cause if I was an otter and could romp and roll and roam,
I wouldn’t have to think of what to write for my class poem.
Now answer Numbers 18 through 22. Base your answers on the poem “Ode to an Otter.”

18. Why does the otter sometimes stay in its “coolsome burrow”?
   A. The sun is too hot to enjoy.
   B. Snails and frogs are stored there.
   C. The otter is avoiding going to school.
   D. It’s May, and June is when the otter emerges.

19. According to the speaker, why would it be better to be an otter than a camel?
   F. Otters take it easy; camels worry a lot.
   G. Otters are peaceful; camels are dangerous.
   H. Otters live in the water; camels live in the desert.
   I. Otters are free; camels have to carry things for people.

20. Why does the speaker envy kids “all across the nation”?
   A. They swim like otters.
   B. They are out of school.
   C. They stay out of the hot sun.
   D. They get to write class poems.

21. What is MOST LIKELY the poet’s purpose in writing “Ode to an Otter”?
   F. to teach readers facts about animals
   G. to entertain readers with a funny idea
   H. to persuade readers to do well in school
   I. to encourage readers to learn how to swim

22. Why is the end of the poem funny?
   A. The speaker decides to write a poem about an otter.
   B. The speaker turns into an otter and swims away from school.
   C. The speaker changes her mind and doesn’t want to be an otter.
   D. The speaker has finished the poem that seemed too hard to write.
Long ago, a poor country boy left home to seek his fortune. Day and night he traveled, stopping to eat at inns along the way. Though he ate sparingly, his money quickly dwindled until, one day, no silver akches remained.

Still, the boy kept walking. Soon, however, his empty belly began to ache. Staggering up to the next inn he saw, he approached the innkeeper.

“Please feed me!” he said. “I don’t have any money now, but I promise to pay you as soon as I can.”

“I’ll see what I can spare,” the innkeeper grumbled. He took five boiled eggs out of a large bowl and put them on a plate with some stale bread.

“Here,” he said, plopping the platter in front of the boy.

The famished lad gratefully gobbled every morsel. Then, repeating his promise to pay back the innkeeper, he journeyed on.
Revived by his five-egg breakfast, the boy soon reached a bustling seaport. Intent on finding his fortune, he set sail on the first ship that was leaving the harbor.

Years passed, and the lad prospered. As a sea merchant, he sailed far, stopping in many exotic ports. However, he never forgot his humble beginnings or the money he owed the innkeeper.

When he finally returned home, he stopped by the old roadside inn.

"Kind sir," he respectfully inquired, "how much for the five boiled eggs that you served me so long ago?"

In truth, the innkeeper did not remember him, for this fine-looking fellow looked nothing like the scrawny lad who had begged for food some ten years before. Still, eager to make a profit, he readily added up the charges. "That'll be ten thousand akches," he declared.

"For five eggs?" The rich stranger gasped. He had thought that he would have to pay no more than ten or twenty akches.

"Ah, but you must consider their lost worth," the greedy innkeeper replied. "Had you not eaten those eggs, they would have hatched into hens. Those hens, in turn, would have laid eggs that would have hatched into hens . . . ." On and on he ranted until at last he reached his grand total.

When the stunned merchant refused to pay, the innkeeper declared that he would take him to court.

A trial was set for the following week. Alas, rumor had it that the judge was a close friend of the innkeeper.

"I'm ruined!" the merchant muttered as he sat in the village square. "What will I do?"

At that moment, he was approached by a sturdy little man wearing a white turban and riding a donkey. "Nasreddin Hodja, at your service," the man said with a friendly nod. "What seems to be the problem?"
After hearing the merchant’s story, Hodja announced, “This is your lucky day! It would be my honor to defend you. I have great experience in these matters.”

“Thank you,” the merchant said, amazed at his good fortune.

But when the court date finally arrived, Nasreddin Hodja was nowhere in sight.

“Woe is me,” mumbled the merchant.

“I’ll soon be rich!” cried the innkeeper.

“Where is Hodja?” demanded the judge, growing angrier by the minute. He was about to render judgment in the innkeeper’s favor when Hodja boldly barged in.

“Pardon me,” he said, panting, as he hastily took the witness stand. “I would have been here sooner, but this morning I had the cleverest plan. Instead of eating my boiled corn for breakfast, I planted it. Think of the rich harvest I’ll reap!”

“That’s absurd,” the innkeeper scoffed. “You can’t grow corn from cooked kernels!”

“Indeed?” Hodja said with mock wonder. “Then, sir, how is it that you would have been able to hatch chickens from boiled eggs?”

At that, the whole room reeled with laughter.

“Order in the court!” shouted the judge, pounding his gavel and scowling at the innkeeper.

The judge then ruled that the merchant would not have to pay even one akche for the eggs. Instead, the innkeeper would have to pay a fine for wasting the court’s time with such foolishness.

Nasreddin Hodja is famous in folklore for being both clever, as he is here, and foolish.
Now answer Numbers 23 through 29. Based your answers on the folktale “Five Boiled Eggs.”

23. How does Hodja persuade the judge to rule in favor of the merchant and against the innkeeper?
   - Hodja becomes a closer friend with the judge than the innkeeper.
   - Hodja shows that the merchant is still a poor man.
   - Hodja tricks the innkeeper into displaying his faulty thinking.
   - Hodja explains how much money ten thousand akches is.

24. Which of the following sentences would be another way to describe how hungry the boy was in the beginning of the story?
   - The boy could have eaten a million eggs.
   - He imagined he was walking on the moon.
   - The boy felt like a water-filled balloon.
   - The eggs laughed when he approached.

25. Based on the story, what are akches?
   - a type of ship
   - a type of food
   - a type of judge
   - a type of money
26. The people in the courtroom burst into laughter when they suddenly realize how
   A funny Hodja can be.
   B smart the merchant is.
   C inexpensive boiled eggs really are.
   D silly the innkeeper’s claim is.

27. Which action BEST supports the idea that Hodja is a clever man?
   F He offers to help the merchant.
   G He plans to grow corn from cooked kernels.
   H He sees the error in the innkeeper’s argument.
   I He entertains everyone by coming late to court.

28. What happens to the innkeeper as a result of taking the merchant to court?
   A He must pay a fine.
   B He must pay for the eggs.
   C He must buy dinner for Hodja.
   D He must apologize to the merchant.
29. What is the theme of the story? Use details and information from the story to support your answer.
Read the story “The Newest Board Sport” before answering numbers 30 through 35.

The Newest Board Sport

People spot them in airports or checking into a hotel—a group of city teenagers. They are the Raging Rooks. Sometimes, they carry a large, shiny trophy. People stare. A few ask, “What sport do you play?” or “Are you a singing group?” The answer is almost always a surprise.

These Harlem middle school boys are a chess team. Yes, ladies and gentlemen, chess. And they are champions. The Raging Rooks come from the Adam Clayton Powell Jr. Junior High School 43. Once, they tied for first place in the National Junior High Chess Championship. Along the way, they topped 60 other teams.

The Rooks are named for a chess piece called a rook, or castle. These young people are changing the common image of chess players: shy, dull, and, well, sort of . . . not cool. This hip team of teens challenges what people often think about chess: that kids will be bored by a board game.

How did these ordinary kids get the chance to become such winners? They learned in school. Since 1986, New York City’s “Chess-in-the-Schools” program has involved thousands of students. This program brings great chess players into the public schools. It brought the Raging Rooks their coach, Maurice Ashley.
One Cool Coach

Maurice Ashley, at the age of 33, became the world’s first African American to earn the title of International Grandmaster. Grandmaster . . . sounds like a DJ or a karate instructor. Actually, it’s the highest level of achievement in chess.

Born in Jamaica, Maurice Ashley grew up in Brooklyn, New York. He got serious about chess when he was 14. As he was first beginning to play, a friend beat him in a game . . . badly. Maurice Ashley’s response was to hit the library. He studied chess books. He decided to play in local tournaments. He also improved his skills by playing members of the Black Bear School of Chess. This local group of African American masters helped feed his hunger for the game. The Black Bears held Friday night “chess rumbles.” Here, he says, members attacked the game like fighters.

Maurice Ashley is known for his modern playing style, which is aggressive and determined. He has also been a guest announcer for famous chess meets. At the mike, he spices things up. He has also made the video “Maurice Ashley Teaches Chess,” in which he uses sports comparisons to make the game more exciting.

Are Chess Players Athletes?

Maurice Ashley has worked to showing that chess is a true sport . . . and a fun, cool one. He knows that people laugh when chess is compared to athletics. Let’s face it, a chess move is nothing like shooting a three-pointer or leaping up a wall to catch a sure home run. However, what chess, and all sports, are about, he says, is not just what fans see, but also the energy that goes into the game.

Top players like Maurice Ashley train hard in order to have the staying power for tournament play. One game can last as long as six hours. During this time, players need to remain focused. Their brains must be sharp and ready. “If I am not fit,” Maurice Ashley tells a Jamaican sports newsletter, “come round seven or eight . . . my tongue is hanging on the floor.”
The Benefits of Playing Chess

- Chess improves memory and concentration.
- Chess encourages independent thinking as players make on-the-spot decisions.
- Chess develops players’ ability to make predictions and to see ahead to what might happen next.
- Chess improves thinking in science and mathematics.
- Chess develops creativity and helps players use their imaginations.
- Chess helps players’ control their nerves and helps them learn patience.
- Chess gives players the chance to play, meet people, and have fun!
Now answer Numbers 30 through 35. Base your answers on the story “The Newest Board Sport.”

30. What event led to the formation of teams like the Raging Rooks?
   - Maurice Ashley became the world’s first grandmaster.
   - New York City started the “Chess-in-the-Schools” program.
   - Studies showed that playing chess helps students do well in class.
   - The team tied for first place in the National Junior High Chess competition.

31. Read these sentences from the article.
    The Black Bears held Friday night “chess rumbles.” Here, [Ashley] says, members attacked the game like fighters.
    Which of the following similes has the SAME effect as Ashley’s?
   - Playing chess is like relaxing in a hammock.
   - Playing chess is like studying for a tough test.
   - Playing chess is like watching a ball game on TV.
   - Playing chess is like wrestling with a strong opponent.

32. Which detail from the article is an opinion about the Raging Rooks?
   - The team’s members are hip and exciting.
   - The team has beaten at least 60 other teams.
   - The team’s members learned chess at school.
   - The team comes from a junior high school in Harlem.
33. Which benefit listed in the box would help someone who just completed an audition to perform with a talented group of musicians and is waiting for the results?
   A) Chess improves memory and concentration.
   B) Chess improves thinking in science and mathematics.
   C) Chess helps players control their nerves and helps them learn patience.
   D) Chess gives players the chance to play, meet people, and have fun!

34. Read these sentences from the article.

   People stare. A few ask, “What sport do you play?” or “Are you a singing group?” The answer is almost always a surprise.

Why is the answer to the questions people ask “almost always a surprise”?
   F) People do not expect middle school students to win trophies.
   G) People do not expect middle school students to be cool or hip.
   H) People do not expect middle school students to travel together.
   I) People do not expect middle school students to compete at chess.
35. What steps did Maurice Ashley take, after a friend “beat him in a game . . . badly,” to become a competitive chess player? Use details and information from the article to support your response.
Choose the best word to complete each sentence for Numbers 36 through 45.

36. Anton was still hungry because the lunch servings had been so _____.
   A gourmet  
   B bland  
   C measly  
   D laden

37. The president disagreed with the committee’s decision and _____ it.
   F vetoed  
   G elongated  
   H withered  
   I proposed

38. When speaking in class, Erica sometimes becomes nervous and _____.
   A bustles  
   B stammers  
   C bellows  
   D smirks

39. The ship rolled and tossed about on the _____ sea.
   F exhilarated  
   G turbulent  
   H giddy  
   I spectacular

40. We need to shop because our food supplies are ______.
   A appropriate  
   B exceptional  
   C extravagant  
   D insufficient
41. When baking a birthday cake, a reliable recipe is ______.
   F precious
   G essential
   H customary
   I genial

42. With her jeweled crown and fur robes, the queen looked ______.
   A prestigious
   B grateful
   C regal
   D gleeful

43. A ballet dancer needs strength, balance, and ______.
   F industry
   G coordination
   H sensibility
   I altruism

44. Gina has a sore throat, and her voice is ______.
   A fickle
   B wispy
   C grim
   D raspy

45. Dana and Samantha do not get along and are constantly ______.
   F bickering
   G appalled
   H basking
   I sorrowful
Read and answer Numbers 46 through 52.

46. Read this sentence.

Andrea decided to enlarge the poster so that it could be seen clearly from further away.

Which word means the OPPOSITE of enlarge?

A) brighten  
B) increase  
C) lower  
D) shrink

47. Read this sentence.

Beautiful and always charming, Dinah King is one of the most glamorous and busy actresses working in movies today.

Which words in the sentence help you understand the meaning of glamorous?

F) actresses, movies  
G) busy, working  
H) beautiful, charming  
I) most, always

48. Read this sentence.

With no supplies getting through to the space station, the astronauts soon experienced a shortage of food and water.

Which word has the SAME meaning as shortage?

A) scent  
B) lack  
C) smallness  
D) wealth

Vocabulary and Word Analysis 34
49. Read this sentence.

Seeking help with my project, I spoke with an adviser who gave me several good suggestions.

Which words give context clues about the meaning of adviser?
- seeking, several
- project, good
- help, suggestions
- spoke, gave

50. Read this sentence.

As the jet soared upward and gained altitude, the world far below appeared to grow smaller and smaller.

Which word is similar in meaning to altitude?
- vision
- depth
- confidence
- height

51. Read this sentence.

After hours with no results, we had to give up the search as futile.

Which word means the OPPOSITE of futile?
- thorough
- useful
- hopeless
- simple
52. Read this sentence.

The lovely fragrance of the flowers wafted over me like a memory, reminding me of the sweet smell of my grandmother’s garden.

Which words in the sentence point to the meaning of fragrance?

A memory, reminding
B wafted, over
C me, my
D flowers, smell
Choose the best word to complete each sentence for Numbers 53 through 55.

53. Happy and free of cares, Tomaso sat back with a sense of _____.
   - F contentism
   - G contentity
   - H contentance
   - I contentment

54. Syreeta enjoyed the book so much she _____ it.
   - A biread
   - B misread
   - C reread
   - D subread

55. The endless train ride was boring, uncomfortable, and _____.
   - F tiresome
   - G tireless
   - H tireful
   - I tireous
Below is a first draft of an explanatory essay that Mary Elizabeth wrote. The essay has some mistakes. Read the essay to answer Numbers 56 through 58.

A Brief History of My Small City

1. Pine Ridge, where I was born and live, is located where two rivers come together. 2. The perfect location for a town to be built. 3. The rivers provided food, transportation, drinking water, and water for growing crops. 4. They also brought new people with a wide variety of skills. 5. Among the people who first settled Pine Ridge were Joshua and Eliza Rinehart and their son Russell. 6. When Russell was a schoolboy, an uncle from Europe hung out with his family for a month. 7. The uncle told amazing stories about the circuses he had worked in for many years. 8. Russell decided that when he grew up he would run a circus. 9. Circuses have an interesting history, just like Pine Ridge does. 10. Later in life, Russell Rinehart made his dream come true. 11. First, he started a school for circus performers in Pine Ridge. 12. He hired famous circus people from Europe to be teachers at his school. 13. Later, he had animals shipped from India and Africa. 14. Finally, he started a circus with the best students from his school. 15. For many years our little city was famous because of the Rinehart School for Circus Performers. 16. Then the school closed in 1933. 17. Circuses had stopped being as popular as they once were.
56. Which sentence needs to be rewritten because it is not a complete sentence?

A) sentence 2
B) sentence 10
C) sentence 13
D) sentence 16

57. In which sentence is there a phrase that does not fit with the tone of the essay?

F) sentence 1
G) sentence 6
H) sentence 10
I) sentence 17

58. Which sentence below should be added at the end of the essay?

A) The Rinehart School for Circus Performers stayed open for many years.
B) Russell Rinehart decided early in life what he wanted to do as an adult.
C) Pine Ridge was settled long before it became well known for a circus school started by Russell Rinehart.
D) Although Pine Ridge is not large, its interesting history makes up for its small size.
Below is a first draft of instructions that Rafael wrote. The draft has some mistakes. Read the draft to answer Numbers 59 through 62.

**A Healthy Snack**

1. Kids our age eat a lot of snacks.  
2. Many of the snacks we eat aren’t healthy for us.  
3. They contain too much fat or too much sugar, and some of them contain too much of both!  
4. I’m going to tell you about a snack that you can make at home.  
5. It’s easy and quick.  
6. It tastes good and is fun to eat.  
7. It’s healthy for you.  
8. The snack is crunchy, raw vegetables served with a dip.  
9. First, make the dip.  
11. Then put the yogurt in a bowl.  
12. Next, measure 1 teaspoon each of a few spices or seasonings that you and your family like.  
13. You might want to ask an adult which spices or seasonings would be good to use.  
14. Stir these into the yogurt.  
15. Next, ask an adult to help you cut up vegetables into bite-size pieces.  
16. Finally, it’s time to eat.  
17. Dip the vegetable pieces into the yogurt.  
18. You’ll be amazed at how good the vegetables taste!
59. Which transition should be added to the beginning of sentence 7 to help connect the ideas in the paragraph?
   A Meanwhile,
   B However,
   C Most importantly,
   D In other words,

60. What is the best way to improve the meaning of sentence 18?
   A Change amazed to happy
   B Change taste to are
   C Change good to delicious
   D Change You’ll to You will

61. The writer wants to add the following sentence to the instructions.
    This snack is a good snack for several reasons.
    Where should this sentence be added to correctly organize the ideas?
   A after sentence 2
   B after sentence 4
   C after sentence 7
   D after sentence 18

62. Which sentence below should the writer add at the end of the fourth paragraph to improve the focus of his draft?
   A Be sure to offer the snack to the adult who helped you.
   B This snack will make eight small servings.
   C You can have fun thinking up a clever name for this snack.
   D Plus, you’ll be eating a snack that’s good for you.
Below is a first draft of a story that Chris wrote. The story has some mistakes. Read the story to answer Numbers 63 through 65.

Ivan Remembers

1. Ivan was playing four-square with his friends Marian, Timothy, and Rochelle.
2. It had been hard for him to sit still in Mr. Beasley’s class.
3. After a long, cold winter, the weather had finally turned warm!
4. Just when it was Ivan’s turn to serve the ball, he heard Lauren Slater’s voice coming from behind him.
5. Ivan turned around.
6. He saw that Lauren was teasing Yen Ling, the new student.
7. Lauren was teasing Yen Ling about how she spoke English.
8. Yen Ling was looking at the ground, looking very unhappy.
9. Suddenly Ivan remembered something that had happened to him.
10. It had happened at this same place about three years ago.
11. Only a few days before, he had arrived here from his own country far away.
12. He did not speak English very well.
13. At this same place, an older boy teased him about how he talked.
14. Ivan threw the ball on the ground.
15. He walked over to Lauren and Yen Ling.
16. Without looking at Lauren, he asked Yen Ling if she wanted to play four-square.
17. His friends were confused.
18. She followed Ivan to the four-square court.
63. Which sentence could best be added to the first paragraph to give information about the setting?
   
   F A long school day had ended just a few minutes ago.
   G Ivan went to Oak Valley Elementary School in a town in Ohio.
   H The sky was full of puffy clouds that looked like cotton balls.
   I He was happy to be on the playground on that early spring day.

64. What is the best way to rewrite sentence 7?

   A Lauren was making fun of the way Yen Ling spoke English.
   B Lauren was talking to Yen Ling about her way of speaking English.
   C Lauren was making comments to Yen Ling about how she spoke English.
   D Lauren was teasing her and showing her a better way to speak English.

65. Where should sentence 17 be moved?

   F to follow sentence 1
   G to follow sentence 7
   H to follow sentence 9
   I to follow sentence 14
Read the story “An Interesting Character.” The story contains blanks. Choose the word or words that correctly complete the blanks asked about in Numbers 66 through 68.

**An Interesting Character**

Liliana was upset. Her mother was making her spend Saturday morning helping out at the library. What she really wanted to do was stay home and read. In books she met exciting people who had interesting lives. Her own life, however, was boring.

She pushed a cart of books to the nonfiction section. Just as she put the first book on the shelf, she heard someone say, “There it is!”

Liliana looked between shelves of books and saw an older lady. The lady read aloud. “The ship left port on August 1, 1924, on its way to China,” she read. The lady looked up and saw Liliana. “I was on that ship,” she said. In that moment Liliana knew that she (66) someone as interesting as a book character.

For the next half hour, the lady told Liliana about her travel adventures. When she stopped, Liliana asked, “Don’t you have (67) more stories?”

“I have lots of (68),” answered the lady. “I’ll tell you more next Saturday.”

Liliana said good-bye. She couldn’t wait to work at the library again.

66. Which answer should go in blank (66)?
   A) had meted  
   B) had met  
   C) has met  
   D) meted

67. Which answer should go in blank (67)?
   F) any  
   G) no  
   H) none  
   I) either

68. Which answer should go in blank (68)?
   A) their  
   B) them  
   C) they  
   D) theirs
Seattle, WA
June 20
Dear Rachel,

How are you doing? I'm doing fine, even though at first I thought this summer was going to be boring. All of my best friends were leaving. You were going to visit your grandmother, and David and Charlie were going on a long trip with (69) parents. Marie and I were the only ones staying home. I was feeling sad.

Then something happened last Friday. A family moved into the empty house down the street. The next day I saw a boy run by my house. He was about my age, but he was running (70) than most of the grown-ups I see running in the park.

That evening I went over to his house to meet him. He told me all about his running program. He’s practicing every day (71) he wants to run on the track team at the middle school. He invited me to run with him. Maybe I’ll try out for the team, too!

I hope you're having fun. I (72) you another letter soon.

Your friend,
Paul

69. Which answer should go in blank (69)?
   - F they
   - G theirs
   - H his
   - I their

70. Which answer should go in blank (70)?
   - A faster
   - B more fast
   - C more faster
   - D most fast

71. Which answer should go in blank (71)?
   - F which
   - G that
   - H because
   - I when

72. Which answer should go in blank (72)?
   - A will write
   - B wrote
   - C have written
   - D had written
Name

Read and answer Numbers 73 through 75.

73. In which sentence is the **verb** correct?

   - **F** Please set down next to the fireplace.
   - **G** Whose turn is it to raise the flag today?
   - **H** The cat likes to lay on the front porch.
   - **I** Where does Victor usually sit in the classroom?

74. In which sentence below is all **punctuation** correct?

   - **A** Our neighbor said “to water the grass in the morning.”
   - **B** Steve wrote a report on a book titled “The Last Bear.”
   - **C** Kelli, George, and Sandra weren’t at home.
   - **D** “What are the correct answers?” Akira asked.

75. Combine the sentences in the box to make one sentence.

   Tom can play the piano.
   Tom can play the trumpet.
   Tom likes playing the trumpet more than the piano.

Which sentence below correctly combines the sentences in the box?

   - **F** Tom can play the piano, and the trumpet, for he likes playing the trumpet more.
   - **G** Tom can play the piano and he can play the trumpet, because he likes playing the trumpet more.
   - **H** Tom can play the piano and he can play the trumpet, then he likes playing the trumpet more than the piano.
   - **I** Tom can play the piano and the trumpet, but he likes playing the trumpet more.
For Numbers 76 through 80, read each sentence. Choose the sentence that has the underlined word misspelled. If none of the underlined words are misspelled, choose the answer “No mistake.”

76.  A. The _magician_ performed a new magic trick.
    B. The _audience_ clapped loudly at the end of the concert.
    C. Read this _chronicle_ of events that took place in 1850.
    D. No mistake

77.  F. The house has a _balcony_ that faces the mountains.
    G. After two days, the jury finally reached a _verdict_.
    H. The _scenery_ you see on the way to the capital is beautiful.
    I. No mistake

78.  A. There was some _confusion_ about who had won the race.
    B. For Mr. Jackson it is _impossibly_ hard to learn Spanish.
    C. Would you like maple _syrup_ on your pancakes?
    D. No mistake

79.  F. The results of the test are _inaccurate_.
    G. My grandfather repairs _radios_ and _televisions_.
    H. Ryan is too _outspoken_ and needs to learn when to keep quiet.
    I. No mistake

80.  A. Aunt Pat’s garden is full of tomatoes and cucumbers.
    B. Mrs. Lara is _dependant_ on her neighbors for transportation.
    C. The spaghetti sauce was the most _delicious_ part of the meal.
    D. No mistake
People often work together to accomplish something.  
Think about a time when you worked with others to accomplish something.  
Now write to explain how you worked with others and what you accomplished.  

Planning Page

Use this space to make your notes before you begin writing. The writing on this page will NOT be scored.
Begin writing here. The writing on this page and the next WILL be scored.
Everything on earth—buildings, people, air, animals, plants, oceans, and dirt—is made of 92 elements. Everyone knows about oxygen and hydrogen, and people might think that one of these is the most common, but that is not the case. To the surprise of many, iron is the most common element on the planet.

In fact, 35% of our planet is made of iron, but don’t start digging up your backyard looking for it. Most of the iron is in the earth’s solid core, in the center of the earth, almost 4,000 miles below the surface.

Iron forms about 6% by weight of the earth’s crust. This makes it one of the most common elements and most common metals in the crust. Also, iron is spread across every state in the United States and almost every country in the world.

Iron is even in the cells of our bodies. Most humans carry about 1/8 ounce or 3.5 grams of iron, mostly in our red blood cells and in the organs where these cells are created and destroyed.

It is believed that iron occurs naturally all over the universe. Every rock ever collected from space and studied is made mostly of iron, proving that iron really is everywhere.
New music by the band Lively Radish had just come out and Gary Harrison had saved enough of his paper route money to buy the compact disc. However, he had to wait until Friday, the day he got his check from the *Daily News* office. Zero’s Music Store was only two blocks away, and Gary’s bank was in between. On Friday, Gary went to his favorite teller at the bank, deposited his check, and withdrew $15 in cash. He folded the bills and stuffed them into his pocket.

As he strutted down the sidewalk, Gary hummed Lively Radish’s new single, “Accident,” a quiet song about how accidents happen every day. Outside the music store, he met his friend Sylvia who listened to Lively Radish, too. When Gary pulled out a magazine article about the lead singer he kept folded up in his pocket, Sylvia was impressed.

After they said goodbye, Gary went into the music store, where copies of Lively Radish’s newly released CD were stacked next to the register. As the cashier rang up his purchase, Gary reached for his cash. The folded article was there, but the fifteen dollars was gone.

Gary ran to the spot where he had talked to Sylvia and searched everywhere. The money had disappeared—along with the possibility of buying the CD. Suddenly the words to “Accident” seemed truer than ever.