



Ready®

5 Reading ASSESSMENTS



To the Student

Ready® Assessments, Reading, has three assessments. In each assessment, you will answer 33 questions in the key areas of Reading, Writing, and Language. For some questions, you will choose the correct answer. For other questions, you will perform a task or write a response.

Your teacher will explain how you will do the assessments and record your answers. Be sure to follow the directions for each assessment. As you complete the assessments, read the passages and answer the questions carefully. Use the Answer Forms beginning on page 91 to record your answers to the selected-response questions. Remember to fill in the answer bubbles completely. Also, if you change an answer, you must erase your first answer fully. You will write out your answers to the constructed-response questions in the book.

While you work on the assessments, use the Tips below. Read these helpful tips carefully.

Tips for Answering Selected-Response Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Cross out any answer choices that are not reasonable. Then make your choice from the remaining choices.
- Read the question again. Check that your answer makes sense.

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NOT FOR RESALE

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Reading

Read the story. Then answer the questions that follow.

The Show Must Go On

by Melissa Shafer

1 “Where in the world could she be?” grumbled Mr. Griffin as he stared at his watch and paced back and forth across the stage. “How can we possibly perform *Peter Pan* without a Wendy?”

2 I was sitting with other students in the backstage makeup room, but we could all hear Mr. Griffin muttering to himself. It was apparent that he was even more agitated than usual before a performance.

3 I scratched my head, worried about what might have happened to Li, my best friend. For months, she had been preparing diligently for the part of Wendy. I suspected that she even practiced her lines in her sleep!

4 Mr. Griffin entered the makeup room and asked me, “Kristen, you haven’t heard from Li, have you?”

5 “Li usually calls me every day, but, come to think of it, I never talked to her today.”

6 Mr. Griffin frowned. “It just isn’t like her to miss opening night.”

7 “I know,” I said, shaking my head. Li was such a dedicated actress. Last year, for example, she fainted just a half hour before she was to play the lead in *Snow White*, and we actually had to wake her up, but then she recovered instantly and still performed spectacularly in the show.

8 I glanced at my watch and saw that there were still 45 minutes until the curtain rose. “I’m sure she’ll bound in here any minute with a good explanation,” I assured Mr. Griffin.

9 “I hope so,” he replied as he trudged away, the flat tone of his voice suggesting that he had less confidence than I did.

10 Time flew while everyone made last-minute preparations. The stage crew scrambled about like bees in a hive, setting up the bedroom for the opening scene, and the boys playing Peter, John, and Michael raced to the wardrobe room to finish dressing. Meanwhile, parents busily applied makeup to the actors’ faces. During all of this commotion, there was still no sign of Li.

Go On

11 *Yikes!* I thought. What if something bad had happened to her? I felt helpless, as there was nothing I could do but wait for Li to show up. I was very anxious, and as a result, my stomach was doing somersaults.

12 As I was reading the script, I felt that my emotions were turning from deep concern to anger. Didn't Li know that Mr. Griffin and I—her best friend—would be worried by now? Just then, I looked up into the large mirror in front of me and saw Li entering the room.

13 “Li, where have you been?” I shouted as I spun around in my seat. “Mr. Griffin practically had a heart attack worrying about you.”

14 A gloomy look crossed Li's face as she pointed down at her left leg, which was encased in a walking cast. My anger melted and once again, I was concerned. “Oh, no! What happened?”

15 “I suffered a slight stress fracture during the soccer tournament this afternoon,” Li explained. Then her lower lip curled up in a slight smile and she said, “But at least our team won the championship, and I scored the winning goal!”

16 “Congratulations,” I said. “But how are you going to perform tonight?”

17 Li shrugged. “My mother is explaining the situation to Mr. Griffin. I don't know what will happen.” Our conversation was interrupted by Mr. Griffin's sudden entrance.

18 “I'm so sorry that I've messed things up, Mr. Griffin,” Li blurted to Mr. Griffin as he fixed his eyes squarely on her cast.

19 “There's nothing to be sorry about,” replied Mr. Griffin. “Both your mother and your doctor have given their permission for you to be in the play. However, the decision is up to you. Some scenes may be a bit awkward for you, but I'm quite certain they won't be perilous. I'm thinking, of course, of the scenes that involve flight, but knowing you, I'm certain that you'll find a graceful way to handle this new challenge. I need to know now, though, what you want to do because the curtain rises in ten minutes.”

20 Li's decision was reflected immediately in a brilliant smile that lit up the room. There was no doubt in her mind—or in anyone else's—what she would do. After all, the show must go on.

1 This question has two parts. First, answer part A. Then, answer part B.

Part A

Which of the following **best** describes a difference between Kristen and Mr. Griffin in the first part of the story?

- A** Mr. Griffin feels less hopeful than Kristen does that Li will show up.
- B** Kristen thinks Li is a very responsible person but Mr. Griffin doesn't.
- C** Mr. Griffin doesn't think Li is as good of an actress as Kristen does.
- D** Kristen is worried about the play while Mr. Griffin is worried about Li.

Part B

What helps the reader know how Mr. Griffin feels at the beginning of the story?

- A** The way he speaks to Li suggests that he is angry.
- B** The tone of his voice suggests that he is calm.
- C** The way he scratches his head suggests disappointment.
- D** The tone of his voice suggests he doesn't feel confident.

2 Which statement **best** compares the scene in the backstage makeup room to what is happening on the main stage at the time of the story?

- A** Kristen worries alone in the makeup room while Mr. Griffin mutters to himself on stage.
- B** Parents help students prepare in the makeup room while the stage remains empty before the show.
- C** Student actors get ready in the makeup room while the stage crew sets up for the first scene on stage.
- D** Kristen and Mr. Griffin wait in the makeup room while the rest of the actors begin the show on stage.

Go On

3 Kristen's feelings toward the missing Li change from the beginning to the middle of the story. Which sentence from the story **best** supports this statement?

- A** "I scratched my head, worried about what might have happened to Li, my best friend."
- B** "'Li usually calls me every day, but, come to think of it, I never talked to her today.'"
- C** "I felt helpless, as there was nothing I could do but wait for Li to show up."
- D** "As I was reading the script, I felt that my emotions were turning from deep concern to anger."

4 "The Show Must Go On" works as a title for the story because

- A** Li performs as Wendy even though she must overcome a challenge to do so.
- B** Mr. Griffin plans to have students perform the play whether Li arrives or not.
- C** Kristen volunteers to play Wendy if Li does not arrive backstage in time.
- D** Li performs as Wendy even though she originally played a different role.

5 Select the **two** sentences that **best** tell what the author is able to achieve by telling the story through Kristen's point of view.

- A** She can give Mr. Griffin's thoughts about what it feels like to direct a play.
- B** She can describe how bravely Li plays in the championship soccer game.
- C** She can tell how it feels to perform a starring role onstage in a school play.
- D** She can show how it feels to wait for Li without knowing what has happened.
- E** She can share the thoughts of all the characters in the story with the reader.
- F** She can tell the entire story using the voice and words of a student in the story.

Read these opening paragraphs from a story called “Last-Minute Larry,” which is also about a person who is late for an important event.

1 The game would start any moment. Coach Bentz couldn’t have looked more tense, and we all knew why. “This isn’t like him,” Coach muttered to himself, scowling. “He *always* shows up at the last minute, but he’s *never* late. Something must’ve happened.” He took another pained look around the baseball diamond searching for Larry, hoping to see his star player’s bike racing our way. But Larry was nowhere to be seen. Coach turned to me and growled, “Henderson! Where’s Larry? Have you seen him today? Will he grace us with his presence? Or has he decided to wait until the most important game of the season to finally ditch on us?”

2 “Larry” is the nickname of Leland Langston Lawrence, who happens to be my best friend, as well as the best hitter around—not just on our team, but in the entire league. We stood a great chance of winning this game with Larry, and not much of one without him. “I haven’t seen him today, Coach,” I said. “But he’ll be here. I know he will.” But the thing is, I *didn’t* know that. I stopped by Larry’s house on the way, mainly to give him a push, get him to a game early for once. But he wasn’t there. Nobody was home.

Compare Coach Bentz in “Last-Minute Larry” to Mr. Griffin in “The Show Must Go On.” How are they alike? How are they different? Use at least **two** details from the texts in your answer.

Read the passage. Then answer the questions that follow.

Star Clusters

by Maya Sanchez

1 Our star, the Sun, is what astronomers call a field star. It is so far away from other stars that it doesn't really interact with them. Based on our experience with the Sun, it's easy to think all stars are field stars. However, scientists know this isn't true. Stars actually have all kinds of relationships. One type of relationship is called a star cluster.

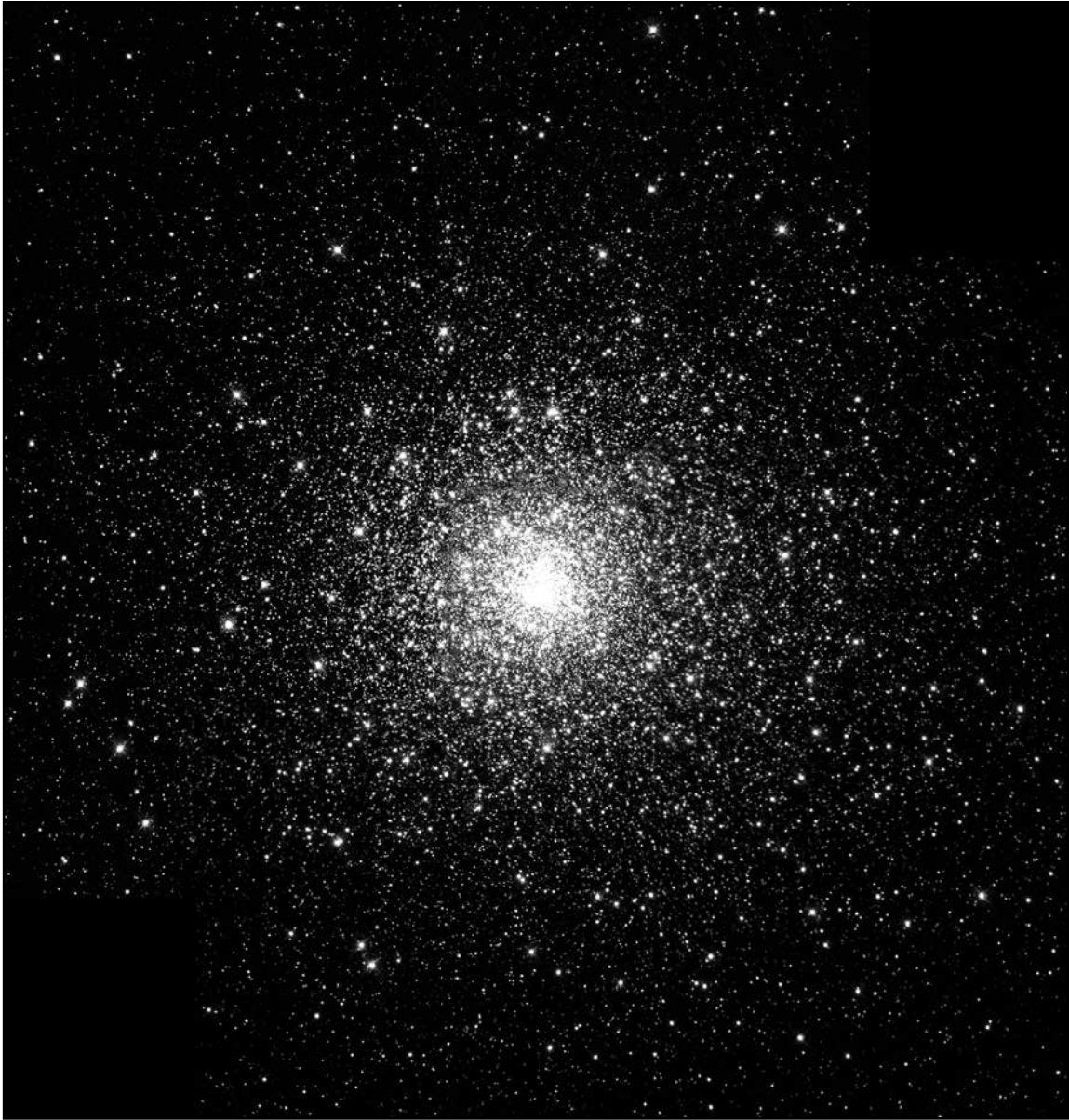
2 A star cluster is a group of stars in a small area. They are so close that their gravity keeps them from drifting away from each other. (Gravity is the invisible pulling force that all objects make. The Earth's gravity holds you on the planet, and the Sun's gravity keeps the solar system together.) As a star cluster moves, its stars move as a group. If you can imagine the stars being connected by invisible rods, then you've got the idea. Astronomers talk about two types of clusters: globular and open. Many globular clusters are as much as a few hundred light years¹ across. Open clusters can be about 50 light years across. This makes them millions of times larger than our solar system. The two types of clusters do not have a lot in common.

3 Globular clusters are spherical (ball-shaped). They hold millions of stars. Most globular clusters are many billions of years old; some of them are nearly as old as the universe. Many of the stars are red giants, which are much larger, cooler, and older than our Sun. You can't find a globular cluster with your own eyes; they are too distant and too dim. Even with a good telescope, most globular clusters look like tiny smudges. Only the most powerful telescopes can get a good look at one of them.

4 Open clusters can be any shape. They have hundreds or thousands of stars, not millions. Compared with globular clusters, open clusters are young—just hundreds of millions of years old, not billions. The brightest stars in open clusters are blue giants, which are much larger, hotter, and younger than our Sun. Finally, some open clusters are close enough to Earth that you can find them with a small telescope. You can even see one with your own eyes. The open cluster called the Pleiades appears in the sky between late fall and early spring.

5 Globular and open clusters are different in many other ways, including how they form, what their stars are made of, and where they appear in the universe. One of the things they do have in common is that studying clusters has helped astronomers better understand the place of our own Sun—that lonely field star—in the vast universe.

¹ **light year:** the distance a beam of light in space can travel in one year. A light year is a measure of distance, not of time.



Globular Cluster M80 contains hundreds of thousands of stars.

Go On

7 This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence states two main ideas in “Star Clusters”?

- A** Globular clusters hold millions of stars; open clusters hold hundreds or thousands of stars.
- B** There are two types of star clusters; globular clusters are much older than open clusters.
- C** Globular clusters contain stars called red giants; open clusters contain stars called blue giants.
- D** The open cluster Pleiades can be seen with the naked eye; you need a strong telescope to see globular clusters.

Part B

Which sentence from the article **best** supports the answer to part A?

- A** “Many globular clusters are as much as a few hundred light years across.”
- B** “You can’t find a globular cluster with your own eyes; they are too distant and too dim.”
- C** “Compared with globular clusters, open clusters are young—just hundreds of millions of years old, not billions.”
- D** “Globular and open clusters are different in many other ways, including how they form, what their stars are made of, and where they appear in the universe.”

8 What is the meaning of the word “astronomer” as it is used in the article?

- A** a designer and maker of telescopes
- B** an astronaut who travels to distant solar systems
- C** a writer who creates descriptive names for stars and planets
- D** a scientist who studies stars and other objects in space

9 Select the sentence from paragraph 3 that explains why globular clusters can only be seen with a telescope.

- A** "Globular clusters are spherical (ball-shaped)."
- B** "They hold millions of stars."
- C** "Most globular clusters are many billions of years old; some of them are nearly as old as the universe."
- D** "Many of the stars are red giants, which are much larger, cooler, and older than our Sun."
- E** "You can't find a globular cluster with your own eyes; they are too distant and too dim."
- F** "Even with a good telescope, most globular clusters look like tiny smudges."

10 Look at the photograph on page 7. Which detail about globular clusters does this photograph make clear?

- A** Globular clusters are spherical in shape.
- B** Globular clusters are made up of billions of stars.
- C** Globular clusters are extremely old.
- D** Globular clusters are impossible to see without a good telescope.

11

Describe how gravity affects star clusters. Use at least one detail from the passage to support your answer.

Read the poem. Then answer the questions that follow.

The Old Oaken Bucket

by Samuel Woodworth

How dear to my heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, and deep-tangled wildwood,
And every loved spot which my infancy knew,
5 The wide-spreading pond and the mill which stood by it,
The bridge and the rock where the cataract¹ fell;
The cot² of my father, the dairy house nigh it,
And e'en the rude bucket which hung in the well.
The old oaken bucket, the iron-bound bucket,
10 The moss-covered bucket which hung in the well.

That moss-covered bucket I hailed as a treasure;
For often at noon, when returned from the field,
I found it the source of an exquisite pleasure,
The purest and sweetest that nature can yield.
15 How ardent I seized it with hands that were glowing!
And quick to the white-pebbled bottom it fell;
Then soon, with the emblem of truth overflowing,
And dripping with coolness, it rose from the well;
The old oaken bucket, the iron-bound bucket,
20 The moss-covered bucket, arose from the well.

How sweet from the green mossy brim to receive it,
As poised on the curb, it inclined to my lips!
Not a full blushing goblet could tempt me to leave it,
Though filled with the nectar that Jupiter sips.
25 And now, far removed from the loved situation,
The tear of regret will intrusively swell,
As fancy reverts to my father's plantation,
And sighs for the bucket which hangs in the well;
The old oaken bucket, the iron-bound bucket,
30 The moss-covered bucket which hangs in the well.

¹ **cataract:** a large waterfall or steep rapids

² **cot:** a small house



Go On

12 Which **two** statements **best** describe how the second stanza of the poem contributes to the poem's overall meaning.

- A** It contrasts the battered old bucket with the surrounding beauty of nature.
- B** It develops the setting by listing the different features of the family's farm.
- C** It provides detailed information about how to operate an old-fashioned well.
- D** It describes the speaker's fond memories of drawing water from the well.
- E** It explains why the iron on the bucket felt like it was glowing with heat.
- F** It expresses how much the speaker looked forward to a cold drink from the well.

13 Read line 17 from the poem.

Then soon, with the emblem of truth overflowing,

What does the "emblem of truth" in this line refer to?

- A** the deep stone well
- B** the well's wooden bucket
- C** the well's white pebbles
- D** the water from the well

14 What does the illustration help the reader understand about the poem?

- A** that the speaker remembers how difficult his life on the farm used to be
- B** that the speaker feels joy in recalling simple things from his childhood
- C** that the speaker is bothered by how much work it used to be just to get a drink
- D** that the speaker is saddened by how far his childhood home was from other people

- 15** This question has two parts. First, answer part A. Then answer part B.

Part A

Which of the following **best** expresses a central theme of the poem?

- A** A poor life on a farm is better than a rich one in town.
- B** Remembering better times can result in deep regrets.
- C** Living in the past keeps one from enjoying the present.
- D** Good memories take on greater meaning as time passes.

Part B

Which line from the poem best supports the answer to part A?

- A** "How dear to my heart are the scenes of my childhood"
- B** "The cot of my father, the dairy house nigh it"
- C** "And quick to the white-pebbled bottom it fell"
- D** "Though filled with the nectar that Jupiter sips"

- 16** Underline the line in the following excerpt that supports the idea that the narrator frequently went to the well after working all morning on the farm.

That moss-covered bucket I hailed as a treasure;
For often at noon, when returned from the field,
I found it the source of an exquisite pleasure,
The purest and sweetest that nature can yield.
How ardent I seized it with hands that were glowing!

Read the article. Then answer the questions that follow.

How Humpbacks Go Fishing

by Linda Brown Anderson, Highlights

1 Humpback whales are known for feeding alone or in pairs. Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill. But humpbacks that live near the west coast of North America have a surprising and spectacular way of catching fish. When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below. A steady flow of bubbles rises to the surface, forming a circle.

2 Suddenly, all of the whales explode out of the water at once, right in the middle of the bubble-circle. Their huge mouths are open and full of silver, wriggling fish.

3 Scientists wanted to know more about how the whales fed on schools of fish. Using underwater microphones, they listened to humpbacks as they fed. The whales made magnificent trumpetlike sounds as they swept up and ate the fish.

4 The researchers also used the Crittercam, a video camera that can be attached harmlessly to the back of a whale. It showed that the whales waved their huge flippers back and forth as they fed.

5 Most researchers thought the humpbacks were fighting over the fish. Whales are known to use bubbles and loud calls when they try to chase away other whales. Maybe they also waved their flippers to shoo one another away.

A Deep Mystery

6 Dr. Fred Sharpe had a radical idea for the late 1980s, when he began his research. Maybe the whales were working together!

7 Dr. Sharpe led a team of researchers. They used sonar to “see” deeper into the water. A sonar device sends out sound waves, then catches the echoes of those waves after they bounce off objects, such as whales, fish, and bubbles. Using the echoes, the sonar creates pictures of the objects.

8 The sonar showed that, to a humpback, bubbles are tools. A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles.

9 Also using sonar, the scientists saw other whales moving toward the herring, chasing the fish toward the bubble wall. The herring were reluctant to try to escape through the bubbles. The bubble-blowing whale began to swim in a circle, making the wall of bubbles go all the way around the fish. The fish were trapped in a bubble net!

10 Using an underwater microphone, the research team recorded the sounds of the whales. The whales swam under the herring and began their trumpetlike calls. Then the whales swam upward all at once, waving their flippers, and gulped a large number of fish.

11 The whales were working together!

12 How did the whales use their calls and flippers to help catch their food?

13 To find out, Dr. Sharpe and his team placed a school of herring into an aquarium. Then the researchers pumped in air to make a wall of bubbles. The fish would not swim through the bubbles.

14 When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds. The sounds make it easier to trap the fish in the bubble net.

15 The scientists also placed a model of a humpback flipper into the aquarium. Like a real humpback flipper, the model was dark on one side and white on the other. As the researchers turned the flipper and flashed the white underside at the school, the fish quickly swam away.

Working as a Team

16 Now Dr. Sharpe understood how humpbacks feed together. One whale forms a wall of bubbles around the fish. Other whales approach from the sides and from below. One of the whales, the leader, makes calls from below that send the fish toward the surface and into the ring of bubbles. As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.

17 Finally, all of the whales swim up into the feast of fish, making trumpetlike calls and flashing the white sides of their flippers to keep the trapped fish from escaping between them.

18 Over the years, the research group has seen that humpback whales often live and hunt together for years. Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.

19 Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence. We also know that these famous “loners” actually can form lifelong relationships with others of their species.

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

Part A

Which of the following is an inference that can be drawn from the article?

- A** Humpback whales are the most intelligent animal living in the ocean.
- B** A single bubble-blowing whale could succeed in trapping all the fish it wanted.
- C** Scientists are sometimes mistaken about why animals act the way they do.
- D** Dr. Sharpe’s aquarium experiments were more important to his study than observing real whales.

Part B

Which sentence from the article **best** supports the answer to part A?

- A** “But humpbacks that live near the west coast of North America have a surprising and spectacular way of catching fish.”
- B** “Most researchers thought the humpbacks were fighting over the fish.”
- C** “To find out, Dr. Sharpe and his team placed a school of herring into an aquarium.”
- D** “As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.”

- 18** Which sentence from the article shows why scientists thought the whales were fighting each other for food?
- A** "Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill."
 - B** "Suddenly, all of the whales explode out of the water at once, right in the middle of the bubble-circle."
 - C** "Whales are known to use bubbles and loud calls when they try to chase away other whales."
 - D** "A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles."

- 19** According to paragraph 7, what do "sonar" devices use to "see" under water?
- A** sound
 - B** bubbles
 - C** cameras
 - D** temperature

- 20** Which paragraph has evidence to support the claim, "The whales were working together"?
- A** paragraph 4
 - B** paragraph 5
 - C** paragraph 9
 - D** paragraph 13

21 Select the **three** sentences that should be left out of a summary of this article.

- A** Humpback whales hunt together to catch schools of herring.
- B** The Crittercam is a special video camera that attaches to a whale.
- C** Whales blow bubbles and wave their flippers to trap fish.
- D** Researchers used sonar to watch the whales at work.
- E** Tiny shrimp-like creatures called krill live near the west coast.
- F** Dr. Sharpe and his team used an aquarium to perform experiments.
- G** Dr. Sharpe began his research about whales in the late 1980s.

22 Complete the table below to describe how humpback whales work together. Copy phrases or sentences directly from the article into the empty boxes.

Whale role	Activity
bubble-blowing whale	
lead whale	"makes calls from below that send the fish toward the surface and into the ring of bubbles"
other whales	

Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, *Climbing Mount Whitney*. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

Go On

Now that you're in shape and used to the height, rest. The day before your climb, take it *easy*. The night before your climb, eat a dinner of spaghetti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will had reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

23 Read this sentence from the essay.

I read all about it in a library book, *Climbing Mount Whitney*.

What is the correct way to write the title of the book?

- A** 'Climbing Mount Whitney'
- B** "*Climbing Mount Whitney*"
- C** *Climbing Mount Whitney*
- D** "Climbing Mount Whitney"

24 Read this sentence from the essay.

Yes you can also do it, but you'll need some preparation.

Which of the following should replace the underlined part to make the sentence correct?

- A** Yes—you can also do it
- B** Yes, you can also do it,
- C** Yes you can also do it
- D** Yes! you can also do it,

25 Read this sentence from the essay.

If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

On the lines below, rewrite the sentence with the correct verb tense for the underlined word.

26 Read this sentence from the essay.

By the end of about eight hours, you will had reached the top of Mount Whitney.

How should the underlined part be corrected?

- A** reached
- B** had been reaching
- C** have reached
- D** will have reached

Go On

27

A student is writing a narrative story about a mystery for English class. Read these sentences from the story. Then read the directions that follow.

Carl just couldn't figure it out. Before locking up his pet store last night, he had fed his new arrivals—six small orange kittens. Then he had closed up the store and caught the bus home. The next day, Carl opened the store. He walked over to the orange kittens. This is what he saw. In place of the orange kittens were six fully grown black cats! How was this possible?

Which revision **best** revises the underlined portion of the paragraph and adds to the effect of the text?

- A** After waking up, Carl went to the store, unlocked the door, walked inside, and saw something.
- B** But this morning, after opening the store, Carl went to look in on the kittens—and couldn't believe his eyes.
- C** Carl then opened the store and thought about the orange kittens, so he went over to them.
- D** When Carl woke up he said, "I need to go to my store," so he did—and saw something surprising.

28

A student is writing an informational report for history class. Read a paragraph from the report and the directions that follow.

The Articles of Confederation was the first constitution of the United States of America. In 1777, Congress sent the Articles to the states to be ratified, a word that means "approved." For the Articles to become law, all of the states had to ratify them. Virginia, the first state to ratify the Articles, did so in 1777. Other states followed.

The student wants to revise the paragraph by adding more information. Which sentence **best** supports the topic of the report?

- A** The Declaration of Independence was written in the summer of 1776, around the same time as the Articles were being developed.
- B** Maryland was the last state to ratify the Articles, and did so in 1781.
- C** One part of the Articles said that Quebec, which is part of modern-day Canada, could join the United States if it wished.
- D** Forty-eight people signed the Articles, with Massachusetts having the most signers.

A student has been doing research on the topic of schools replacing textbooks with tablet computers for an opinion article in the school newspaper. Read the notes and the directions that follow.

Reasons to Replace Textbooks with Tablet Computers	Reasons <u>Not</u> to Replace Textbooks with Tablet Computers
<ul style="list-style-type: none"> • Digital textbooks cost about 50% less than printed textbooks. 	<ul style="list-style-type: none"> • It costs a lot of money to buy enough tablets for an entire school.
<ul style="list-style-type: none"> • One tablet can hold hundreds of textbooks. 	<ul style="list-style-type: none"> • A print textbook cannot freeze or break.
<ul style="list-style-type: none"> • Tablets decrease paper use, saving money and helping the environment. 	<ul style="list-style-type: none"> • A print textbook does not need electricity to work.
<ul style="list-style-type: none"> • Most teachers say that tablets increase student interest in learning. 	<ul style="list-style-type: none"> • Tablets bring distractions like games, e-mail, and websites.

Write a paragraph about your opinion on whether or not schools should replace textbooks with tablet computers. Be sure to include reasons for your opinion as well as support for your reasons. Be sure to use details from the notes in the table using your own words as needed.

Write your answer on the lines below.

30

A student is writing an informational paragraph about taking care of guinea pigs. The paragraph needs an introduction to the topic. Read the paragraph and the directions that follow.

Guinea pigs need comfortable bedding made of paper or fleece. You must change their bedding often to keep their conditions clean and safe. Guinea pigs also need a regular supply of clean water, typically from a water bottle. The water should be replaced at least once a day. As for food, you must buy guinea pig pellets with vitamin C in it. Without vitamin C, a guinea pig will get very sick. Guinea pigs like to have small shelters in which to sleep. They also need wood on which to gnaw so that their front teeth do not get too long. Finally, you should regularly hold and pet your guinea pig so that they learn to love and trust you.

Write **at least one** sentence that could be added to the beginning of the paragraph to introduce the topic.

Write your answer on the lines below.

A student is writing a research report about history tests for her school newspaper. She has gathered some information. Read each article and answer the questions that follow.

Article 1

Students are performing poorly on history tests. No doubt this is at least partly because history textbooks are so boring. Books talk about this person and that person, this date and that date, but what does it all mean? Why should we care? Think about the Declaration of Independence. This document was debated for months. Not everyone thought it was a good idea, but why? This question is more important than remembering the year 1776. In fact, we should have the same debate in class and figure out what we would think if we were in our ancestors' shoes. Then we might remember!

Article 2

A new report says that many students are doing worse on history tests than in the past. Math tests might be easier because there is only one correct answer. Now some people think we should debate history. But that only means that there will be more to learn. Tests will be harder and students will do even worse. I have never liked history myself. Rather than read about the Declaration of Independence, I would like to play softball. In the end, isn't doing what makes you happy more important than doing well on a test?

-
- 31** The student wants to compare the two articles. Which of the following ideas appears in both articles?
- A** Playing softball makes the author happy.
 - B** Not everyone supported the Declaration of Independence.
 - C** Some people find math tests easier than history tests.
 - D** Debates in class might help students do better in history.
 - E** Student performance on history tests has declined.

32 To better understand each article, the student wants to determine how each one is organized. Which organizational structure is used by both articles?

- A** chronological
- B** cause/effect
- C** problem/solution
- D** comparison

33 Which article has the best support and should be used by the student in her report for the school newspaper? Explain why that article is more appropriate for the school newspaper, using information from both articles to support your reasoning.

STOP

Ready Assessments, Reading, Grade 5
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 1

Session 1: Reading

- 1A. (A) (B) (C) (D)
- 1B. (A) (B) (C) (D)
- 2. (A) (B) (C) (D)
- 3. (A) (B) (C) (D)
- 4. (A) (B) (C) (D)
- 5. (A) (B) (C) (D) (E) (F)
- 6. See page 5.
- 7A. (A) (B) (C) (D)
- 7B. (A) (B) (C) (D)
- 8. (A) (B) (C) (D)
- 9. (A) (B) (C) (D) (E) (F)
- 10. (A) (B) (C) (D)
- 11. See page 10.

- 12. (A) (B) (C) (D) (E) (F)
- 13. (A) (B) (C) (D)
- 14. (A) (B) (C) (D)
- 15A. (A) (B) (C) (D)
- 15B. (A) (B) (C) (D)
- 16. See page 13.
- 17A. (A) (B) (C) (D)
- 17B. (A) (B) (C) (D)
- 18. (A) (B) (C) (D)
- 19. (A) (B) (C) (D)
- 20. (A) (B) (C) (D)
- 21. (A) (B) (C) (D) (E) (F) (G)
- 22. See page 18.

Session 2: Writing and Research

- 23. (A) (B) (C) (D)
- 24. (A) (B) (C) (D)
- 25. See page 21.
- 26. (A) (B) (C) (D)
- 27. (A) (B) (C) (D)
- 28. (A) (B) (C) (D)
- 29. See page 23.
- 30. See page 24.
- 31. (A) (B) (C) (D) (E)
- 32. (A) (B) (C) (D)
- 33. See page 26.

Cut along the dotted line.

TEACHER USE ONLY

- 6. (0) (1) (2)
- 11. (0) (1) (2)
- 16. (0) (1) (2)
- 22. (0) (1) (2)
- 25. (0) (1) (2)
- 29. (0) (1) (2)
- 30. (0) (1) (2)
- 33. (0) (1) (2)



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