

Test 1--Peter and the Beach

Directions: Read the passage to answer questions 1-5.

In front of the house there was a beach. Peter liked to stretch on the sand when the sun was warming it. From the back door of the house he would walk along a path as far as the sand, and stand at the water's edge looking at the sea. When nothing very interesting was happening on the water, he would go down on his knees and take a handful of sand. Through his fingers ran the sand until only small stones and shells were left. Then, with a large sweep of his arm and with as much strength as he could muster, Peter would throw them away as far as he could.

At other times, he would go on his back and gaze up at the clouds, his hands idly searching the sand at his sides. He never stopped playing with the sand and feeling it run through his fingers, however much he was absorbed by the changes in the clouds.

Occasionally some fishing boats came close enough to the beach for Peter to see what the fishermen were doing. Then with his hands clasped he would look and look, while his whole body moved with the boat from side to side. When the fishermen drew in their nets or cast them into the water, Peter would do the same with an imaginary net of his own from his place on the beach.

On this small beach, Peter had a world of his own.



1. This passage tells mainly about\_\_\_\_\_.
  - a. the fishermen
  - b. The beach
  - c. Peter's love for the beach
  - d. the house by the beach
2. When nothing interesting was happening on the water, Peter would\_\_\_\_\_.
  - a. take a handful of sand and let it run through his fingers
  - b. watch the fishing boats
  - c. pretend to be a fisherman by playing with his imaginary net
  - d. go back to the house
3. When did Peter like to stretch on the sand?
  - a. when it was cool and wet with the water
  - b. when the clouds were flying by
  - c. when the stones and shells washed up
  - d. when the sun was warming it
4. What did he do with the stones and shells left in his hand?
  - a. put them in his collection at home
  - b. them away as far as he could
  - c. buried them in the sand as he gazed at the sky
  - d. stuffed them in his pocket to play with later
5. In this passage, what was the last thing Peter did?
  - a. use his imaginary net
  - b. clasp his hands and look and look
  - c. move his body with the book from side to side
  - d. feel the sand run through his fingers

## Test 2--Aunt Prudence's Dog

Directions: Read the passage to answer questions 1-5.

Tom Hamilton liked his Aunt Prudence. She taught at the university. Her name was Dr. Prudence Hamilton. When she came to Tom's father's farm in the Cowichn Valley on Vancouver Island, which is part of the province of British Columbia, she always brought presents. Tom liked her.

He didn't like her constant companion, Genevieve Trueheart, a dog.

Tom Hamilton was fond of other dogs. He had a dog, a bull terrier called Rusty, a fighter right from the word go. Rusty kept the pheasants out of the garden and young grain. He worked for a living. Tom couldn't like Genevieve Trueheart. She was good for nothing. She never even looked like a dog. She was a great big soft wheezing lazy whagging monster, a great big useless lump.



1. What is Aunt Prudence's occupation?
  - a. Doctor
  - b. teacher
  - c. dog trainer
  - d. farmer
2. Where does Tom live?
  - a. in an apartment
  - b. on a British reservation
  - c. on a farm
  - d. in a mobile home park
3. What is the name of Tom's dog?
  - a. Bull Terrier
  - b. Genevieve Trueheart
  - c. Rusty
  - d. Hamilton
4. Which of the following DOES NOT describe Genevieve Trueheart?
  - a. a fighter from the word go
  - b. good for nothing
  - c. a great big useless lump
  - d. a lazy wagging monster
5. How does Tom feel about Genevieve Trueheart?
  - a. he admires how hard she works
  - b. he is afraid of such a big monster
  - c. he is very fond of her
  - d. he doesn't like her at all

### Test 3--The History of Cats

Directions: Read the passage to answer questions 1-5.

Cats have a long and interesting history. In fact, the cat was probably the first animal kept as a pet. The Egyptians worshiped cats. In Europe cats were praised for their ability to catch rats and mice. They were much in demand during the Black Plague illnesses of the 11th century.

In the Middle Ages, cats lost much of their appeal because they became connected with devil worship. Many cats lost their lives and gave rise to superstitions still held by some people today.

The American Indian did not appear to keep cats as pets, so it wasn't until the white settlers came from Europe that cats were kept as pets in America. The Colonists, like the Europeans, found cats helpful in controlling rats and mice.



1. Through the ages, the cat \_\_\_\_\_.
  - a. has been a favorite pet
  - b. has been both prized and hated
  - c. has been kept by all races of people
  - d. has been valued for its intelligence
2. The group that DID NOT appear to keep cats as pets were \_\_\_\_\_.
  - a. the Colonists
  - b. the American Indians
  - c. the Europeans
  - d. the Egyptians
3. When did cats lose much of their appeal because they were connected with devil worship?
  - a. the 11th century
  - b. during Colonial times
  - c. in the Middle Ages
  - d. during the twentieth century
4. In this passage, the writer \_\_\_\_\_.
  - a. explains why the cat was the first pet kept by man
  - b. defends the importance of cats in the home
  - c. traces man's attitudes about cats
  - d. compares the cat with other animals
5. Which sentence best expresses the main idea?
  - a. Cats have a long and interesting history.
  - b. In fact, the cat was probably the first animal kept as a pet.
  - c. Many cats lost their lives and gave rise to superstitions still held by some people today.
  - d. The Egyptians worshiped cats.

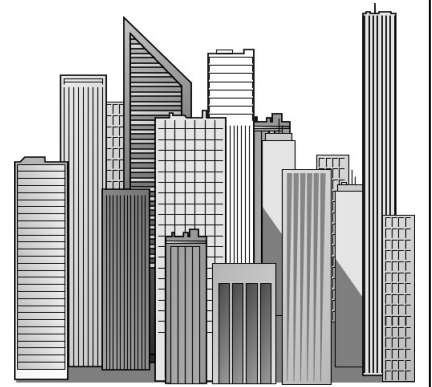
## Test 4--All about Steel

Directions: Read the passage to answer questions 1-5.

Iron is only one chemical element. Steel, on the other hand, is a mixture of at least 2 elements--iron and carbon. Steel may have as much as 1.5 percent carbon in it. But the steel we use most often has only 0.2 percent carbon in it. Besides carbon, steel may have small amounts of other metals that have been put into the "melt" on purpose.

Metals like manganese, found in some forms of iron, can improve the quality of steel. But there are also some elements found in steel which do not belong. An element such as sulfur can ruin steel. Steel makers try their best to get rid of it.

Without the use of steel, the face of the world today would look a lot like the way it did in the middle 1800's. We would not have tall skyscrapers, huge steamships, cars, planes, and large machines to make life easier.



1. The manganese found in iron ore\_\_\_\_\_.
  - a. is removed before steel is made
  - b. improves the quality of steel
  - c. can ruin the "melt"
  - d. is sometimes as high as 2 percent
2. The writer points out that\_\_\_\_\_.
  - a. steel is made mostly of sulfur and iron ore
  - b. manganese melts at very low temperatures
  - c. tin is found in some iron ore
  - d. steel is a mixture of several metals
3. The invention of steel\_\_\_\_\_.
  - a. has brought progress to the world
  - b. has helped put colonies on Mars
  - c. has allowed some countries to become too powerful
  - d. has lengthened the lifespan of man
4. The difference between iron and steel is that\_\_\_\_\_.
  - a. iron is only one chemical element
  - b. steel is only one chemical element
  - c. steel is stronger and sturdier
  - d. iron is stronger and sturdier
5. An element sometimes found in steel that does NOT belong is\_\_\_\_\_.
  - a. carbon
  - b. manganese
  - c. iron
  - d. sulfur



## Test 5--Sails Can Be Useful

Directions: Read the passage to answer questions 1-5.

Sails are usually found on boats. But even without a boat, a sail can be useful. In the winter you can use a sail when you are on ice skates. If the ice is smooth and there is a good wind, you can have lots of fun. The sail will propel you across the ice at great speeds. You can use it at other times of the year too. Try using one when you're on roller skates or on a skateboard. If you have a surfboard or a small rowboat, you can also have fun with a sail.

To make a sail, you need a double bed sheet and T-shaped frame. Put the frame together from two light sticks. Sew your bed sheet to the frame. It will look like a triangle when it is finished. As a rule, the sail should be as tall as you. Quite a lot of sewing is needed. You may need someone to help you with the sewing.

How long you hold the sail is up to you. Put handholds where you want them or just hold on to the frame. To use it with a boat or surfboard, rig up a kind of mast and attach your sail to it.



1. The main point of this passage is that\_\_\_\_\_.
  - a. people can make sailboats
  - b. you must learn to sew
  - c. a sail has many uses
  - d. roller skating is fun
2. Choose the answer that lists the uses for a sail in the same order as the above passage.
  - a. boats, skateboards, roller skates, ice skates, surfboard
  - b. surfboard, ice skates, roller skates, boats, skateboards
  - c. ice skates, roller skates, surfboard, boats, skateboards
  - d. boats, ice skates, roller skates, skateboards, surfboards
3. To make a sail, you must sew the bed sheet to the\_\_\_\_\_.
  - a. triangle
  - b. frame
  - c. bed
  - d. sail
4. Once you have the necessary material, what is the first step in making a sail?
  - a. Sew your bed sheet to the frame.
  - b. Put handholds where you want them.
  - c. Put the frame together with two light sticks.
  - d. Get someone else to help with the sewing.
5. As a rule, the sail should be\_\_\_\_\_.
  - a. about as tall as you
  - b. taller than you
  - c. shorter than you
  - d. no wider than your arm span

Directions: Read the passage to answer questions 1-5.

Adapted from “The Animal Mind: Smart and Sensitive.”

We humans are used to thinking that our minds separate us from other animals. But new studies show that animals are quite intelligent and sensitive.

Animal intelligence isn't found only in mammals. It can be found in other animals, such as birds. Although we sometimes call people “birdbrains” as an insult, our feathered friends can be very smart. Some can solve puzzles. For example, ravens can untie knots. Some birds can use tools. Some crows, for example, use twigs as spears. Some birds can even use our language. An African Grey parrot named Alex does more than just imitate human sounds. This parrot can name dozens of objects. It also seems to understand the ideas of “same,” “different,” and “amount.”

Animals are able to feel emotion, too. This ability can be as painful for them as it is for humans. For example, some baboons live in groups where the leaders control through fear. Low-ranking baboons can live in a constant state of stress. This stress can cause health problems, just as it does in humans.

Some animals feel sadness when a family member dies. Elephants show interest even in decades-old elephant bones. Like humans, they are connected to each other in many ways.

1. **Main Idea/essential message**

What would be another good title for the above passage?

- a. The Human mind of birds.
- b. Stress as a health problem for birds.
- c. Humans and Animals share similar Intelligence.
- d. African Grey Parrots are Sensitive Too.

2. **Details/facts**

What details in the text supports the idea that birds are smart?

- a. Birds show interest and live in constant stress.
- b. Birds have their own language and use twigs as spears.
- c. Some birds use tools and imitate human sounds.
- d. Birds have large brains and feel stress.

3. **Main Idea/essential message**

What can you conclude about baboon societies after reading the passage?

- a. Baboons are different from other monkeys.
- b. Baboons fight all of the time.
- c. Baboons are a lot like birds.
- d. Baboons feel emotions like humans.

4. **Main Idea/essential message**

How can Alex, the parrot, understand human sounds?

- a. because he has practice a lot.
- b. because he is very intelligent.
- c. because he mimics whatever he hears.
- d. because he grew up in a pet store.



Directions: Read the passage to answer questions 1-5.

From “The Meeting of the Rails” by Paul Robert Walker

It was like a circus in the wilderness. The sounds of brass bands, speeches, and laughter filled the air as about a thousand spectators milled around in the desert. Newspapers called it the second greatest event in U.S. history – second only to the signing of the Declaration of Independence.

What was it? It was the completion of the first transcontinental railroad line across the United States.

Before 1869, there were many railroads on the East Coast, but none stretched across the vast wilds of the West to the Pacific. Travel west was difficult at best, deadly at worst.

In the early 1860s the U.S. government commissioned two railroad companies—the Union Pacific and the Central Pacific – to build a track all the way across the country. A railroad that linked East and West would take settlers and goods quickly and safely across the United States.

For six years the Central Pacific had laid track eastward from Sacramento, California, battling the snows of the Sierra Nevada mountains and the heat of the Nevada desert. At the same time the Union Pacific built westward from Omaha, Nebraska.

Now they were coming together at Promontory Summit, a sagebrush-covered, isolated valley in the Wasatch Mountains of northern Utah Territory.

The festivities began on Monday morning, May 10, 1869. The Central Pacific’s engine, *Jupiter* – decorated in blue, red, and gold – pulled to the end of the western line. The Union Pacific’s engine, *Number 119*, did the same on the eastern line. With two engines facing each other, laborers from the Central Pacific laid the last crossties, leaving space for one last tie.

Next came two teams of tracklayers carrying the last two rails. After the Union Pacific team finished, the Central Pacific stood ready to lay the final rail.

Then four special spikes were presented: two of gold; one of silver; and one of gold, silver, and iron. Construction officials from each railroad slipped the last crosstie, a beautiful piece of polished laurelwood, under the rails. The spikes of precious metal were dropped into holes in the laurelwood tie and symbolically tapped into place. Then they were removed, and a regular tie and iron spike were made ready.

1. **Analyze words/text**

Read this sentence from the article.


**“It was the completion of the first transcontinental railroad line across the United States.”**

The word *transcontinental* in this sentence means?

- between two states
- a long line of rail cars.
- a new type of train.
- stretching across a continent



Directions: Read the poem below and answer the questions 1-6.

|  |   |   |
|--|---|---|
| <p>Wilbur Wright and Orville Wright<br/> <i>Rosemary and Stephen Vincent Benet</i></p>   |   |   |
| <p>Said Orville Wright to Wilbur Wright<br/>         "These birds are very trying.<br/>         I'm sick of hearing them cheep-cheep<br/>         About the fun of flying.<br/>         A bird has feathers, it is true.<br/>         That much I freely grant.<br/>         But, must that stop us, W?"<br/>         Said Wilbur Wright, "It shan't."</p> |   | <p>They glided here, they glided there,<br/>         They sometimes skinned their noses.<br/>         ----For learning how to rule the air<br/>         Was not a bed of roses----<br/>         But each would murmur, afterward,<br/>         While patching up his bro,<br/>         "Are we discouraged, W?"<br/>         "Of course we are not, O!"</p> |
| <p>And so they built a glider, first,<br/>         And then they built another.<br/>         ---- There never were two brothers more<br/>         Devoted to each other.<br/>         They ran a dusty little shop<br/>         For bicycle-repairing,<br/>         And bought each other soda-pop<br/>         And praised each other's daring.</p>       | <p>And finally, at Kitty Hawk<br/>         In Nineteen-Three (let's cheer it!)<br/>         The first real airplane really flew<br/>         With Orville there to steer it!<br/>         ----And kingdoms may forget their kings<br/>         And dogs forget their bites,<br/>         But, not till Man forgets his wings,<br/>         Will men forget the Wrights.</p> |   |

1. **(Analyze Text)**

*For learning how to rule the air --- Was not a bed of roses...* What do these words imply?

- that it had no real importance
- that it was as easy as planting flowers
- that it took too long to accomplish
- that it was a very difficult task.

2. **(Conclusions/Inferences)**

Based on the text, how do the poets feel about the Wright brothers?

- The poets think the brothers are to be admired.
- The poets think of the brothers as friends.
- The poets think the brothers drank too much soda pop.
- The poets think the brothers were careless.

3. **(Details/Facts)**

According to the poem, what business did the Wrights work at together?

- bottling soda pop
- canning vegetables
- repairing bicycles
- selling bicycles

4. **(Cause and Effect)**

What happened when the brothers heard the birds "cheep cheep about the fun of flying?"

- Orville became very ill.
- They started trying to make a glider.
- They praised each other's daring.
- Wilbur bought Orville a soda pop.

5. **(Main Idea / Essential Message)**

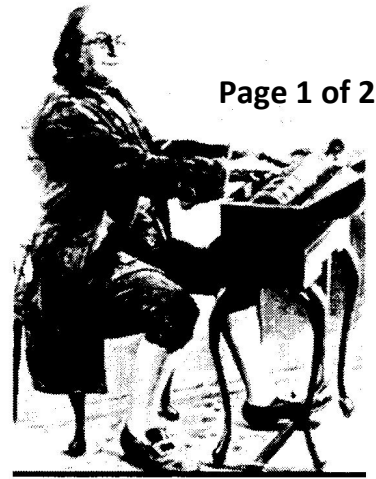
Which stanza best express the main idea of the poem?

- a. Stanza 1
- b. Stanza 2
- c. Stanza 3
- d. Stanza 4

6. **(Synthesis)**

Why did the author choose to highlight this particular subject? Use specific information and details from the passage to support your answer.

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“Ben’s Harmonica” by Barbara C. Wessinger

“Give us a tune on your harmonica, Ben.” Ben Franklin nodded politely to his guest and sauntered across his drawing room. But he didn’t pull a mouth organ from his pocket, cup his hands to his lips, and start to blow a tune. Instead, he sat down at a small box-like instrument, pumped its foot pedal, and placed his fingertips on the...whirling glass bowls!

Although we know him best as a statesmen and scientist, Ben Franklin was also the first American to invent an important musical instrument – the glass harmonica, or armonica as Franklin called it. The glass harmonica consisted of a series of graded glass bowls arranged one inside another along the length of a horizontal spindle. Pumping the foot pedal turned the spindle, rotating the bowls through a trough of water inside the instrument. The player applied his or her fingers to the wet rims of the bowls, producing soft, clear, tones similar to the sounds you get when you run your finger around the wet rim of a water goblet.

Ben got the idea for the glass harmonica after hearing a talented musician in London perform an entire concert on crystal glasses. Delighted by the dulcet tones, Franklin began thinking of a better way to produce music on glass, something easier to play and transport than individual goblets with varying amounts of water inside. He built the first model of the armonica in 1761 and gradually perfected the instrument. To get tones ranging over three octaves, Ben used thirty-seven glass basins in twenty-three assorted sizes; the thickness of the glass determined the variations in tone for same-sized bowls.

In 1764 a young musician, Stephen Forrage, gave the first glass harmonica concert in Philadelphia, and the audience is said to have admired the “sweetness and delicacy of tone” of the new instrument. For a while the glass harmonica became quite popular in both the United States and Europe. When an English musician, Marriane Davies, introduced it in Vienna in 1773, the seventeen-year-old Mozart was so intrigued that he wrote a composition for the armonica, with parts for flute, oboe, viola, and cello.

Although the delicate tones of the glass harmonica were perfect for drawing-room musicales and garden party concerts the instrument gradually faded from fashion as concert halls grew larger: its soft tones were practically impossible to hear in large auditoriums and theaters, especially over the booming brass of orchestras.

### 1. Cause/Effect

What caused the glass harmonica to fade from concert hall performances?

- The glass harmonica’s soft tones were practically impossible to hear in large auditoriums and theaters.
- The harmonica’s delicate tones were perfect for musicales and garden party concerts as concert halls grew larger.
- The audience did not admire the “sweetness and delicacy of tone” of the new instrument.
- The harmonica became unpopular.

### 2. Comparison

How were Stephen Forrage and Marriane Davies alike?

- Both were friends of Ben Franklin.
- Both were asked to write a musical composition.
- Both played the glass harmonica for Ben Franklin.
- Both presented the glass harmonica to new audiences.

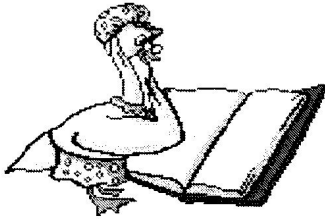




Directions: Read the poem below and answer questions 1-6.

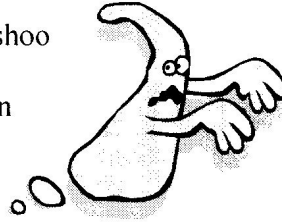
Life Doesn't Frighten Me  
Maya Angelou

Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all  
Bad dogs barking loud  
Big ghosts in a cloud  
Life doesn't frighten me at all.



Mean old Mother Goose  
Lions on the loose  
They don't frighten me at all  
Dragons breathing flame  
On my counterpane  
That doesn't frighten me at all

I go boo  
Make them shoo  
I make fun  
Way they run  
I won't cry  
So they fly  
I just smile  
They go wild  
Life doesn't frighten me at all.



Tough guys in a fight  
All alone at night  
Life doesn't frighten me at all.

Panthers in the park  
Strangers in the dark  
No, they don't frighten me at all.

That new classroom where  
Boys all pull my hair  
(Kissy little girls  
With their hair in curls)  
They don't frighten me at all.

Don't show me frogs and snakes  
And listen for my scream.  
If I'm afraid at all  
It's only in my dreams.



I've got a magic charm  
That I keep up my sleeve,  
I can walk the ocean floor  
And never have to breathe.

Life doesn't frighten me at all  
Not at all  
Not at all.  
Life doesn't frighten me at all.

1. **(Analyze Text)**

Based on the text, how is the speaker in this poem MOST LIKELY feeling?

- a. angry and aggressive
- b. calm and collected
- c. defensive and in denial
- d. childish and joking.

2. **(Character Development)**

What can we infer about the speaker from reading this poem?

- a. She fears many kinds of animals.
- b. She likes nursery rhymes.
- c. She wants to go to the beach.
- d. She works hard to overcome her fears.

3. **(Details/Facts)**

The speaker is only afraid of which of the following?

- a. strangers in the dark
- b. lightning and thunderstorms
- c. mean old Mother Goose
- d. bad dreams in her sleep

4. **(Patterns of Organization)**

What organizational pattern does the speaker use to talk about the things she does not fear?

- a. naming the things that “don’t scare” her (listing)
- b. telling the time order of frightening events (chronological)
- c. explaining where things happened (spatial)
- d. explaining why things happened (cause and effect)

5. **(Conclusions and Inferences)**

Based on the details in the poem, in which of these settings does the speaker MOST LIKELY live?

- a. on a farm with her family and her grandparents nearby
- b. at the ocean in a beachfront condominium
- c. in an inner-city apartment where she is sometimes alone
- d. beside a bakery in an upstairs apartment

6. **(Synthesis)**

*If I’m afraid at all, It’s only in my dreams.*

Why do you think the speaker admitted this one possible fear? Use details from the poem to support your response.

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## Answer Key for Tests 1-5

### Peter and the Beach

1. c
2. a
3. b
4. b
5. a

### Aunt Prudence's Dog

1. b
2. c
3. c
4. a
5. d

### The History of Cats

1. a
2. b
3. c
4. c
5. a

### All about Steel

1. b
2. d
3. a
4. a
5. d

### Sails can be Useful

1. c
2. d
3. b
4. c
5. a

## Answer Key for Tests 6-10

### The Animal Mind: Smart and Sensitive

1. c
2. c
3. d
4. b
5. Answers will vary.

### The Meeting of the Rails

1. d
2. c
3. b
4. b
5. Answers will vary.

### Wilbur Wright and Orville Wright

1. d
2. a
3. c
4. b
5. d
6. Answers will vary.

### Ben's Harmonica

1. a
2. d
3. c
4. b
5. Answers will vary.

### Life Doesn't Frighten Me

1. d
2. b
3. d
4. a
5. c
6. Answers will vary.