



Grade 5
Beginning-of-Year Assessment
Benchmark Assessments



www.harcourtschool.com

ISBN-13: 978-0-15-358769-6

ISBN-10: 0-15-358769-5



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

Children's Better Health Institute, Indianapolis, IN: "The Soccer Game" by Chris Berriman, illustrated by Kathryn Mitter from Jack and Jill Magazine. Copyright © 1999 by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc.

The Cricket Magazine Group, a division of Carus Publishing Company: "House Made of Newspaper" by Patricia Bridgman from Spider Magazine, May 2006. Text © 2006 by Carus Publishing Company.

Copyright © by Harcourt, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Permission is hereby granted to individuals using the corresponding student's textbook or kit as the major vehicle for regular classroom instruction to photocopy entire pages from this publication in classroom quantities for instructional use and not for resale. Requests for information on other matters regarding duplication of this work should be addressed to School Permissions and Copyrights, Harcourt, Inc., 6277 Sea Harbor Drive, Orlando, Florida 32887-6777. Fax: 407-345-2418.

HARCOURT and the Harcourt Logo are trademarks of Harcourt, Inc., registered in the United States of America and/or other jurisdictions.

Printed in the United States of America

ISBN 10 0-15-358769-5 ISBN 13 978-0-15-358769-6

1 2 3 4 5 6 7 8 9 10 073 16 15 14 13 12 11 10 09 08 07

If you have received these materials as examination copies free of charge, Harcourt School Publishers retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited and is illegal.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.



Grade 5 Benchmark Assessment Beginning-of-Year

Name _____ Date _____

Performance Summary

	Student Score
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.)

Reading

Below Basic 1–35 <input type="radio"/>	Basic (On-Level) 36–45 <input type="radio"/>	Proficient (On-Level) 46–55 <input type="radio"/>	Advanced 56–60 <input type="radio"/>
---	---	--	---

Writing Conventions

Below Basic 1–10 <input type="radio"/>	Basic (On-Level) 11–15 <input type="radio"/>	Proficient (On-Level) 16–19 <input type="radio"/>	Advanced 20–25 <input type="radio"/>
---	---	--	---

Writing Prompt

Below Basic 1–2 <input type="radio"/>	Basic (On-Level) 3–4 <input type="radio"/>	Proficient (On-Level) 5 <input type="radio"/>	Advanced 6 <input type="radio"/>
--	---	--	---

Oral Reading Fluency

25th Percentile 85 WCPM <input type="radio"/>	50th Percentile 110 WCPM <input type="radio"/>	75th Percentile 139 WCPM <input type="radio"/>	90th Percentile 166 WCPM <input type="radio"/>
--	---	---	---

Name _____

Benchmark
Assessment
.....
Beginning-
of-Year

- Read the article “House Made of Newspaper—Read All About It!” before answering Numbers 1 through 7.

House Made of Newspaper— Read All About It!

by Patricia Bridgman
photographs by Edna L. Beaudoin



From the street, this building in Pigeon Cove, Massachusetts, looks like a regular house or maybe a log cabin. The only hint that this house is *different* is the sign that says Paper House. Step onto the front porch and things really start to look odd. Those shiny, brown shingles have words on them. And pictures.

“Elis Stenman started building the Paper House in 1922,” says the owner, Edna Beaudoin, who is Stenman’s grandniece. “He was an engineer. He also loved newspapers. He read five of them every day.”

Stenman thought it was wasteful to throw away old newspapers. (This was in the days before recycling centers.) Instead, he used them to build a vacation house in Pigeon Cove. To start the project, Stenman “hired a carpenter to build wooden rafters, beams, and floors,” Edna says. He also had electricity and running water installed in the house, but there was no

Name _____

heat and no bathroom. (The family used an outhouse; it was not made of paper, but the toilet paper, of course, was.) Edna says that after all this was completed, Stenman “sent the carpenter away and used paper for the rest.”

Each shingle is made of carefully cut pieces of newspaper glued together with flour-and-water paste. The shingles have been varnished many times to keep out the wind, snow, and rain. The newspaper pieces are so discolored that they’re hard to read at first. Stand close. Look hard. You’ll see ads for flapper dresses, 150-dollar fur coats (which would cost several thousand dollars today), and 50-cent shirts.

The door is one of the few things here made of wood. Step through it and you’ll see that the ceiling, walls, and furniture are made of newspaper. When the house was completed, in 1924, the Stenmans decided to fill it with paper furniture. This kept them busy for the next eighteen years.



“The furniture is made of little logs of rolled-up paper,” Edna says, “but it is full-sized and as strong as wood furniture.” The paper logs are 1/2 to 3/4 of an inch thick and generally three to ten inches long. To make them, “Mr. Stenman took a piece of wire, like a coat hanger, and bent it at one end to form a handle,” Edna says. “He’d lay the wire across a strip of newspaper and turn the handle to roll the paper tight.” If you’ve ever seen someone roll back the lid of a can of sardines, you’ll understand how the log-maker worked.

Name _____

Out of these paper logs, the Stenmans created paper chairs, a table, a bookcase, a cot, a settee, and covered a couple of working lamps. Even the fireplace is paper—on the outside. “The inside is brick,” Edna points out, “so it’s actually very safe.” She keeps a fire extinguisher on hand, just in case.

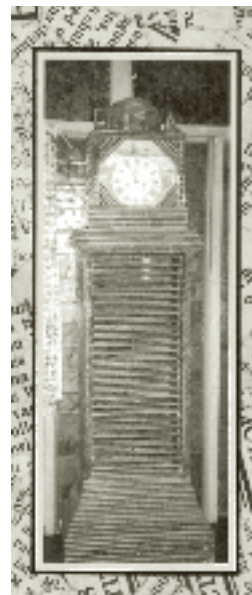
The real piano that Edna used to bang away on as a child is covered with newspaper stories about Admiral Byrd’s trips to the North and South Poles in 1926 and 1928. The grandfather clock is made of newspapers from the capitals of each of the forty-eight states. (This was in the 1930s—before Alaska and Hawaii became states.) The desk shows articles about Charles Lindbergh’s flight



across the Atlantic Ocean in 1927, and the cabinet that holds the old-time radio has stories about Herbert Hoover’s run for president in 1928.

When all of the furniture was made, Elis’s wife, Esther, made curtains from magazine covers as a finishing touch. She also rolled some strips of paper into colorful beads and folded others into German Christmas stars.

In all, over 100,000 newspapers went into the Paper House and its furniture. Still, millions of newspapers have been published since the Stenmans completed their project. Does Edna ever think about adding more newspapers to the house or papering her own house, which is just next-door? Not really. She has enough work as it is, running the Paper House as a museum. And in her spare time, she has *plenty* to read.



Name _____

Benchmark
Assessment

.....
Beginning-
of-Year

► Now answer Numbers 1 through 7. Base your answers on the article “House Made of Newspaper—Read All About It!”

1. Which statement about the Paper House is accurate?
 - (A) The Paper House is made entirely of newspapers.
 - (B) The Paper House needs frequent coats of varnish.
 - (C) The Paper House includes thousands of newspapers.
 - (D) The Paper House has a bathroom made of newspaper.

2. Why did Elis Stenman originally want to build the Paper House?
 - (F) He didn't want to waste newspapers.
 - (G) He enjoyed reading newspapers.
 - (H) He was curious whether it could be done.
 - (I) He had too little money to build a real house.

3. Which step came last in the construction of the Paper House?
 - (A) The furniture was built.
 - (B) The curtains were hung.
 - (C) The shingles were varnished.
 - (D) The rafters and floor were built.

4. What did Elis Stenman need to do BEFORE he could build the grandfather clock?
 - (F) He had to read all the newspapers.
 - (G) He had to make lamps in order to see.
 - (H) He had to hire a carpenter to build the frame.
 - (I) He had to collect a newspaper from each state capital.

Name _____



5. Which sentence would make the BEST caption for the photograph on page 6?
- (A) "Those shiny, brown shingles have words on them."
 - (B) "The door is one of the few things here made of wood."
 - (C) "The real piano that Edna used to bang away on as a child is covered with newspaper stories"
 - (D) "In all, over 100,000 newspapers went into the Paper House and its furniture."

6. Read the detail about the furniture in the Paper House.

“. . . it is full-sized and as strong as wood furniture.”

According to the article, what makes the paper furniture as strong as wooden furniture?

- (F) The passing of time hardens it.
- (G) The paper is rolled tightly into logs.
- (H) The paper is glued with flour and water.
- (I) The furniture has a wood frame beneath the paper.

7. Read the sentence about Edna Beaudoin.

“And in her spare time, she has *plenty* to read.”

What does the author MOST LIKELY mean when she says that Beaudoin has “*plenty* to read”?

- (A) She must read music to play the piano.
- (B) She is surrounded by old newspapers.
- (C) She has books in her house next-door.
- (D) She reads to the people who visit the museum.

► Read the story “Tamales Forever” before answering Numbers 8 through 13.

Tamales Forever

The summer I turned ten, my *abuelito* (grandpa), whom I had not seen since I was five, drove from Texas to visit us. That summer, all I wanted to do was ride my bike down to the creek to meet my friends. We found that the creek bed was a rough kind of clay, and we spent hours in the shade making small, though bad, sculptures of dogs, cats, snakes and the like.

“Hola, nieto,” Abuelito said, lifting me up for a bearish hug. *Nieto* meant grandson, and Abuelito was the only person who called me that.

“Hola, Abuelito!” I sang into his shirt, happy to find him exactly the way I remembered. He smelled of corn tortillas and hay, two smells of great goodness.

After he set me down, the grownups started talking, so I went outside. After a bit, I mounted my bike and raced off toward the creek. I arrived home in time for dinner, and in time to be greeted by my mother. Once she got me alone, she reprimanded me, saying I could not just chase around all day while my grandfather was visiting, that I had to make sure to spend quality time with him.

“Doing what?” I asked, because I couldn’t imagine activities suitable for both of us.

“Be imaginative,” my mother said, and waved her hand in the air as if that motion



could make an idea pop into my head just like a magician makes a rabbit pop out of a hat.

“Good morning, Abuelito,” I said the next day when I bounded downstairs and found him working in the kitchen. “Are you making tamales?” He had a pile of corn husks spread out on the table next to a group of bowls holding water, black beans, a mountain of grated orange cheese, and yellow corn mush. I had seen my mother make tamales, and I hadn’t paid much attention. A grandpa making tamales was more interesting, and I wondered if I could make a sculpture with the mush.

“Nieto, why don’t you try it yourself?” he said, patting the chair next to his.

At first I just watched him dip the corn husk into the water, lay it flat, slap some corn mush on top and mash it

Name _____



into a rectangle, after which he made a thick line of beans along the mush and sprinkled cheese over them. Finally, he settled more mush over the beans and cheese and wrapped the husk around the tamale, tying it with a long shred of husk so it made a neat little package. I grabbed a corn husk and tried to do what he did, but my tamales were as sloppy as the clay sculptures I made at the creek.

When Mom came in from the store, she smiled at us. "Are we having tamales for lunch?"

I was surprised to hear that it was lunchtime already. I hadn't noticed the hours passing. "We're having tamales forever," I said.

After lunch, we took a *siesta* (nap) because we were too full to do anything else, but as soon as we got up I asked Abuelito if he could ride a bike. My dad's was in the garage, and he wouldn't need it; he'd be at work until dinner anyway.

"Sí," Abuelito said, "I have a bike of my own at home, and I ride fast, faster than you, probably."

I raced Abuelito down to the creek to make sculptures of clay, which he was much better at than I or any of my friends were. He made a dragon, a lion, and a seal with a ball on its nose. The whole time my friends and I sat there watching, thrilled to see his fingers fly over the clay just like they had flown over his tamales.

► Now answer Numbers 8 through 13. Base your answers on the story "Tamales Forever."

8. Read the sentence from the story.

"Be imaginative," my mother said, and waved her hand in the air as if that motion could make an idea pop into my head just like a magician makes a rabbit pop out of a hat.

In what way would an idea popping into the narrator's head be like a rabbit popping out of a magician's hat?

- F Both events would be surprising.
 - G Both events would be impossible.
 - H Both events would require magic.
 - I Both events would entertain viewers.
9. Why does the narrator's mother scold him?
- A He has not taken his nap.
 - B He has not cleaned the clay off his bike.
 - C He has not finished making the tamales.
 - D He has not spent time with his grandfather.
10. Which step in making tamales comes after making a thick line of beans along the mush?
- F dipping the corn husk into water
 - G tying the husk around the tamale
 - H sprinkling cheese over the beans
 - I shaping the corn mush into a rectangle

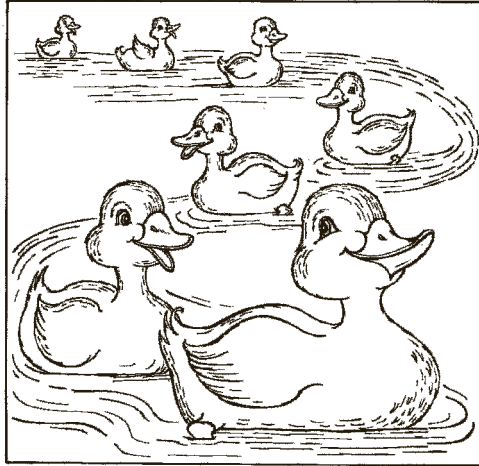
Name _____



11. What does the narrator discover about his grandfather during the visit?
- Ⓐ He sells some of his art.
 - Ⓑ He is fun to spend time with.
 - Ⓒ He wants to learn to ride a bike.
 - Ⓓ He likes to nap after lunch.
12. The author writes that the grandfather's "fingers fly over the clay." What does this mean?
- Ⓕ The grandfather gets to the creek quickly on his bike.
 - Ⓖ The grandfather makes clay sculptures quickly.
 - Ⓗ The grandfather makes interesting clay sculptures.
 - Ⓘ The grandfather shoos flies away from his tamales.
13. Which BEST states the story's theme or main idea?
- Ⓐ A child acquires a new talent.
 - Ⓑ A child learns to respect his elders.
 - Ⓒ Abuelito learns to mold with clay.
 - Ⓓ Two relatives discover fun together.

► Read the poem “Ducks” before answering Numbers 14 through 20.

Ducks



Those Spring-y ducks, those April ducks!
They puddle ‘round and double up.
Two by two, and upside down,
they supper up,
those downside up and daft-y ducks!

Midsummer ducks, of plucky stuff,
their young quite buff in downy fluff,
move in a row like freeway trucks.
We never seem to see enough
of white, of yellow summer ducks!

October ducks! October ducks!
Weather cooling, feathers ruffed,
they gather strength, their chests are puffed,
and leave their puddle one chill day.
October ducks! Come back by May!

Winter passes, dark and duckless.
Bundled up, we skate the pond,
and wonder why we’re so duck-fond.
Could be their quacks, their webby feet,
the waddling way they like to greet.

Name _____

► Now answer Numbers 14 through 20. Base your answers on the poem “Ducks.”

14. Read the lines from the poem.

Midsummer ducks, of plucky stuff,
their young quite buff in downy fluff,
move in a row like freeway trucks.

What kind of movement is the poet describing?

- F The ducks carry things as they walk.
 - G The ducks have caused a traffic jam.
 - H The ducks are swimming in line, one after the other.
 - I The ducks are moving quickly, noisily, and powerfully.
15. What change makes the ducks “leave their puddle”?
- A The spring is coming.
 - B The ducklings grow up.
 - C The weather turns colder.
 - D The speaker is tired of watching them.
16. What does the speaker miss during the winter?
- F watching the ducks
 - G skating on the pond
 - H wearing warm clothes
 - I enjoying warm weather
17. Where are the ducks while the speaker watches them?
- A high in the sky
 - B at the pond
 - C gone for the winter
 - D perched on their nests

Name _____

18. Read the lines from the poem.

Two by two, and upside down,
they supper up,
those downside up and daft-y ducks!

What action is the poet describing in these lines?

- F The ducks are swimming upside down.
 - G The ducks are pairing off to start families.
 - H The ducks are looking for food underwater.
 - I The ducks are getting confused about up and down.
19. In which line from the poem is the speaker speaking directly to the ducks rather than to readers?
- A They puddle 'round and double up.
 - B We never seem to see enough / of white, of yellow summer ducks!
 - C October ducks! Come back by May!
 - D Bundled up, we skate the pond, / and wonder why we're so duck-fond.

20. How does the poet use humor to communicate the poem's main idea that it is fun and amusing to watch the ducks? Use details and information from the poem to support your response.

READ
THINK
EXPLAIN

- Read the story “The Soccer Game” before answering Numbers 21 through 26.

The Soccer Game

by Chris Berriman
illustrated by Kathryn Mitter



“Go, Amanda, go!” Laura shouted as she watched her younger sister work the soccer ball toward the goal.

The ball rolled in front of Amanda’s neat, controlled steps. Suddenly, *wham*, a player from the other team slammed into Amanda. In an instant, the ball was gone.

Laura’s coach nodded. “Amanda’s a good player,” the coach said. “She’s fast and sharp. Why don’t you bring her to the next game? Maybe we can use her.”

“Mandy doesn’t think she’s that good,” Laura said. “She gets really upset when she loses.”

After the game, Mandy sat by herself and removed her shin pads.

“Good game,” Laura said. “You did a great job of handling the ball.”

A red-faced Mandy muttered, “Thanks, but we didn’t win.” Not wanting to talk, she turned away to open her gym bag.

From across the field the coach hailed them. “See you Saturday, Laura! Remember to bring Mandy. And Mandy, bring your gear, too. You might

Name _____

Benchmark
Assessment

.....
Beginning-
of-Year

see some action.” Then she added, “Oh, and don’t forget, Laura, we play the Rockettes. You know what that means.” The coach smiled and waved goodbye.

Although at first Amanda was pleased and excited to be invited to play on the older girls’ team, Laura noticed later that she was still upset. She sat down with Mandy in front of the television.

“What’s on?” Laura asked.

“Some educational show about sailing ships or something,” Mandy answered glumly.

“You still moping about the game?”

“It’s always the same, Laura. I play my hardest and then some player elbows me and takes the ball when the ref’s not looking. Maybe that’s the way to win.”

“No, it’s not, and you know it,” said Laura. Amanda just turned up the television.

“... a famous battle between two fleets of sailing ships occurred in the 1500s,” the television voice droned.

“Anyway,” Laura spoke up to try to get over the sound of the television, where old sailing ships were getting set for a battle, “wait until you see the Rockettes. They’re the biggest and toughest team in the league. We call them the Sock-ettes.”

The television droned on. “The Spanish Armada had 130 of the biggest and most heavily armed ships ever assembled, but the smaller English ships were more maneuverable and were manned by skillful seamen.”

“Hmm,” said Amanda, slowly. “Is that so?” Laura wasn’t sure if she was talking to her or not.

A week passed, and all too soon it was Saturday and time to face the Rockettes. It was a tough battle, and by the final minutes the score was tied 1-1. Amanda had dressed for the game but had not played at all. From the bench she gazed at the big Rockettes and the smaller players of her sister’s team—and now her own—the Cleats.

“Wow,” Amanda exclaimed, watching a Cleat player limp to the bench after a hard tackle. The coach turned and looked her over.

Name _____

“All right, Mandy,” the coach said, “there’re only five minutes to go. Get ready. You’re going in.”



Soon Amanda was in the thick of the game, dodging and weaving between the much bigger Rockette players.

“Ah, here’s a little one!” sneered a Rockette, moving in close to play defense.

Taking a pass, Amanda slipped away and dribbled nimbly down the sideline, the Rockette pursuing her. An even bigger Rockette made a beeline toward her from the center of the field. At the last moment Amanda dodged, and the two Rockettes collided behind her with a loud thud.

Stepping up her speed, Amanda suddenly faced two more Rockettes who seemed to loom over her like enormous warships.

“Man-ooov-er!” she cried, and suddenly skipped the ball from one foot to the other. She pirouetted around one player just as the other was about to hip tackle her to the ground, then dove right past the goalie and propelled the ball with a quick, sharp kick. The ball went straight into the net!

The crowd cheered and Mandy’s new teammates grinned as they battled on defense as the last few seconds ticked off the clock. The game was over. The Cleats had won.

“Three cheers for the Rockettes,” cried the Cleats.

“Three cheers for the Cleats,” the Rockettes replied.

Laura wanted to add something.

“Three cheers for Amanda,” she said, “who faced much bigger, stronger opponents and defeated them two ships at a time!”

► Now answer Numbers 21 through 26. Base your answers on the story “The Soccer Game.”

21. Which of the following is the BEST description of the story’s setting?
- (F) a time in the distant past
 - (G) a science-fiction future world
 - (H) a modern, realistic environment
 - (I) a fantasy place where anything can happen
22. Why do the Cleats players call the Rockette players “the Sock-ettes”?
- (A) because the Rockettes hit hard
 - (B) because the Rockettes like to win
 - (C) because the Rockettes wear socks
 - (D) because the Rockettes are all girls
23. Why does Amanda turn the TV volume up when Laura is trying to talk to her about soccer?
- (F) Laura is giving Amanda bad advice.
 - (G) Amanda is avoiding Laura’s questions.
 - (H) Amanda is interested in the TV program.
 - (I) Laura is trying to change to another program.
24. Read this sentence from the story.

Stepping up her speed, Amanda suddenly faced two more Rockettes who seemed to loom over her like enormous warships.

Why does the author use the comparison “like enormous warships” in this sentence?

- (A) to hint to readers that the Rockettes will win the game
- (B) to help readers remember what Amanda had learned about sea battles
- (C) to show readers that Laura’s advice about hitting hard was right
- (D) to remind readers that Amanda is interested in ships and sea battles

Name _____



25. When Amanda yells “Man-oov-er,” what does she mean?
- Ⓕ She means “Amanda,” because she plans to be the team star.
 - Ⓖ She means “game over,” because she plans to score the winning point.
 - Ⓗ She means “man over,” because she plans to run over the Rockette players.
 - Ⓘ She means “maneuver,” because she plans to run around the Rockette players.

Name _____

- Read the article “Help Is Just a Click Away” before answering Numbers 27 through 31.

Help Is Just a Click Away

Rosa used the Internet to look up information for a report on deserts. While Rosa researched for her report, her mother watched the sites closely, ready to offer advice. When Rosa was finished, she had learned about deserts, but she had also learned what to look for in a Web site.

She began by typing the word *deserts* into a search engine. The search engine had over 8 million sites with something about deserts. This could take some time, thought Rosa.



Clues in the Address

■ .com

First, she tried some of the sites with addresses ending in .com because that was what she saw most often. Many of these sites had good information, but much of it was for sale. She found links to specific books. Other links went to companies selling magazines and maps. She even found CDs that had songs with the word “desert” in the title. Interesting, but not helpful. She soon learned to be careful with addresses that ended with .com. This told her that a business or a person created the site. Sometimes, these sources were full of good, correct information. Other times, the people who made them just wanted to sell things. Also, the authors of these sites may have been experts on the subject. But, in other cases, it was someone having fun making a Web site.

■ .gov

Some of the most useful information came from sites with addresses ending in .gov. These were government sites. USGS.gov was the Web site for the U.S. Geological Survey; it had maps and articles about everything Rosa could think of. It also let her click on any state to learn about deserts

Name _____

there. She could have gone to californiadesert.gov to study California's deserts. She learned about national parks located in or near deserts from nps.gov. This made Rosa want to visit a desert as a way of studying it.

■ **.org**

Next, Rosa tried some sites with addresses that ended with **.org**. These were all organizations with connections to deserts. Some of these organizations, such as the National Geographic Society and the International Year of the Desert, had lots of information. It seemed to be presented clearly and fairly. However, other organizations represented a single point of view regarding deserts, such as how to preserve desert habitat or change desert land into new neighborhoods.

■ **.edu**

Finally, Rosa tried some addresses ending in **.edu**. These were from schools, colleges, and other educational groups. These were helpful because they were focused on presenting the information. Sometimes the sites were very specific, such as the one about the fleas found on a certain desert mouse. Another site had information about a proposed highway through a desert. Something helpful on that site was the date. The site had been written in 1992 and last changed, or updated, in 1994. By now, the building of the highway was history, not news.

Clues on the Site

As soon as she found a site, Rosa learned to look closely at the home page for clues about the author. She found better information when the home page named the person or organization responsible. People who took credit for their work appeared to be proud of it and seemed to make sure it was correct.

• **Links to the Author**

She also looked for a link that said "About." There she learned about the site's authors. If the person taught about deserts at a college or had written books about deserts, she reasoned that she had chosen a good site.

• **Lists of Sources**

Some sites named the books or other sources that had been used to create the site. These sites told where all the words, ideas, photos, and other work on the site had come from. Lists of sources or other notes

Name _____



about the information showed the Web site author's concern for presenting correct information. This gave Rosa confidence in the accuracy of her own report.

Other Clues

As her Internet study of deserts continued, Rosa found that she was asking the same questions with each new Web site. Are there links to other organizations or other useful sites? Do all the links work? Are all the words spelled correctly? Are there pop-up ads or things being sold? Using these clues helped Rosa find the most reliable Web sites.

Rosa worked hard to finish her report on deserts. She liked studying their climates and geography. Some day in the future, she may get to visit a desert and see firsthand the things she learned.

Name _____

Benchmark
Assessment

.....
Beginning-
of-Year

► Now answer Numbers 27 through 31. Base your answers on the article “Help Is Just a Click Away.”

27. Which type of site did Rosa find least useful for research on deserts?
- Ⓐ sites with addresses ending in .edu
 - Ⓑ sites with addresses ending in .com
 - Ⓒ sites with addresses ending in .gov
 - Ⓓ sites with addresses ending in .org
28. How is knowing when a Web site was last updated helpful to researchers?
- Ⓕ Researchers know what information the site is selling.
 - Ⓖ Researchers know who wrote the information at the site.
 - Ⓗ Researchers know when to check the site for new information.
 - Ⓘ Researchers know whether the information at the site is recent.
29. What personality trait did Rosa MOST need to complete her research on the Internet?
- Ⓐ curiosity, so she could stay interested in deserts
 - Ⓑ pride, so that she was sure to use accurate information
 - Ⓒ caution, so that she avoided buying things advertised at sites
 - Ⓓ patience, so she could figure out which sites were useful

Name _____

30. What did Rosa learn about Web sites that identify the authors?

- (F) These are usually selling something.
- (G) These usually present information unfairly.
- (H) These usually have more accurate information.
- (I) These are usually focused on one narrow topic.

READ
THINK
EXPLAIN

31. What kinds of Web sites did Rosa want to avoid as she looked for information on deserts, and why? Use details and information from the article to support your response.

► Read the article “Dolores Huerta: Passion and Mission” before answering Numbers 32 through 35.

Dolores Huerta: Passion and Mission

What motivates someone to travel far and risk arrest and danger just to help others? In Dolores Huerta’s case, it is a “sense of mission.” From an early age, she says, “I knew there was something I was meant to do.”

Dolores Huerta was born in New Mexico in 1930, just as the U.S. entered the Great Depression. Huerta’s mother worked two jobs to make sure her children were provided for. She insisted that each child help around the house. Her mother tried to help people who struggled to find work and provide for their families. From her mother, Huerta learned to work hard and help others. As an adult, Huerta was known as “la Pasionara,” the passionate one. It was because she put her whole heart into her efforts to help others.

Huerta graduated from college and began to teach children in Stockton, California. In fact, in Stockton there is a school named for her today. Many of her students were poor children with parents who were farm workers barely making enough money to survive. She knew they could not do their best to learn when they came to school hungry. Huerta decided that she could help her students best by helping their whole families. Huerta had found her life’s mission.

Huerta decided to help the farm workers bargain for better ways to work

and live. At this time, most farm workers in California worked long hours for low pay. The work was hot and hard. Workers were often exposed to dangerous chemicals. They sometimes had to pay for the water they drank at work. Many farm workers did not speak enough English to talk with farm owners about these and other problems.

Huerta first worked with the



Community Service Organization (CSO) to help make changes. She signed up workers to vote and urged them to be active in the CSO. She talked to governors and lawmakers about laws to protect farm workers’ health and pay. Then, with another

Name _____



activist named César Chàvez, she cofounded what would become a new organization, the United Farm Workers (UFW). Huerta and Chàvez asked farm workers to join the UFW so they could teach them how to stand up for their rights.

Although the UFW went about its work peacefully, sometimes crowds became angry and police were called in. In 1988, while handing out information about workers' problems, Huerta was hurt and had to go to the hospital, but this experience did not stop her. Her courage

drew notice and donations. Later, she was able to create the Dolores Huerta Foundation.

Huerta has retired from the UFW but still works for her foundation. Her mission today is the same as it was four decades ago: teach people they have a voice, and they can use it to make changes. Her passion and mission have inspired many.

Name _____

Benchmark
Assessment

.....
Beginning-
of-Year

► Now answer Numbers 32 through 35. Base your answers on the article “Dolores Huerta: Passion and Mission.”

32. In what way was Huerta’s mother a good example for Huerta’s life of service?
- Ⓐ Huerta’s mother had a school named after her.
 - Ⓑ Huerta’s mother worked to change unjust laws.
 - Ⓒ Huerta’s mother taught her children to work the farms.
 - Ⓓ Huerta’s mother worked hard for her family and for others.
33. Which organization did Huerta first work with to improve conditions for migrant workers?
- Ⓕ The school in Stockton
 - Ⓖ The United Farm Workers
 - Ⓗ The Dolores Huerta Foundation
 - Ⓘ The Community Service Organization
34. Why was Huerta called “la Pasionara,” the passionate one?
- Ⓐ Huerta signed people up to vote.
 - Ⓑ Huerta moved from place to place picking crops.
 - Ⓒ Huerta devoted her life to helping others get justice.
 - Ⓓ Huerta felt sad when she saw hungry schoolchildren.
35. What does the author mean when she says that Huerta “put her whole heart into her efforts”?
- Ⓕ Huerta thought of her work as a thrilling hobby.
 - Ⓖ Huerta worked so hard that her heart became weak.
 - Ⓗ Huerta devoted her whole life to helping others.
 - Ⓘ Huerta made sure that family, friends, and education came first.



Name _____

Vocabulary and Word Analysis

► Choose the best word to complete each sentence for Numbers 36 through 45.

36. Always clever and practical, Michelle is a _____ problem solver.
- Ⓐ stealthy
 - Ⓑ resourceful
 - Ⓒ suitable
 - Ⓓ prideful
37. Old diaries and letters have much to tell us about our _____.
- Ⓕ aspects
 - Ⓖ opportunities
 - Ⓗ ancestors
 - Ⓘ obstacles
38. I wanted to believe the article, but the information seemed _____.
- Ⓐ ominous
 - Ⓑ pathetic
 - Ⓒ dubious
 - Ⓓ ordinary
39. We ran in fright when we heard the _____ sound coming from the attic.
- Ⓕ eerie
 - Ⓖ festive
 - Ⓗ weary
 - Ⓘ fanciful

Name _____

Benchmark
Assessment

.....
Beginning-
of-Year

40. The wrestler was sure he would win and waited _____ on the mat.
- (A) forlornly
 - (B) confidently
 - (C) anxiously
 - (D) cordially
41. When her new bicycle arrived, Celia _____ with delight.
- (F) coddled
 - (G) beamed
 - (H) roamed
 - (I) intended
42. The pyramid stood six stories tall and was truly _____.
- (A) pitiful
 - (B) submerged
 - (C) distant
 - (D) colossal
43. After months of practice at the pool, Archie has _____ his dives.
- (F) perfected
 - (G) resolved
 - (H) installed
 - (I) exposed

Name _____



44. A call came, and Dr. Alvarez departed _____, without even a good-bye.
- Ⓐ vigorously
 - Ⓑ contentedly
 - Ⓒ inadvertently
 - Ⓓ abruptly
45. It is too cold to camp at the peak, so we will _____ before sundown.
- Ⓕ descend
 - Ⓖ recognize
 - Ⓗ extract
 - Ⓘ reconstruct

► Read and answer Numbers 46 through 55.

46. Read this sentence.

Please shut the door and fasten the bar.

What does *bar* mean in this sentence?

- Ⓐ a court of law or justice
- Ⓑ a section in a written piece of music
- Ⓒ a rod or pole used as a lock
- Ⓓ a brick-shaped block of metal

47. Read this sentence.

In English class, we studied a passage from a famous play.

What does *passage* mean in this sentence?

- Ⓕ a short selection of writing
- Ⓖ the making of a bill into law
- Ⓗ a narrow hall connecting parts of a building
- Ⓘ the act of moving forward

48. Read this sentence.

The last slate went on the rooftop, and the house was finished.

What does *slate* mean in this sentence?

- Ⓐ bluish-gray in color
- Ⓑ list of people running for office
- Ⓒ tablet for writing on with chalk
- Ⓓ flat stone used for building

Name _____



49. Read this sentence.

The experienced nurse was tender with all the patients.

What does *tender* mean in this sentence?

- (F) showing gentleness and care
- (G) easy to cut or chew
- (H) young and helpless
- (I) sensitive to pain

50. Read this sentence.

I saw the movie twice, but I still could not make sense of the plot.

What does *plot* mean in this sentence?

- (A) a secret plan to cause change
- (B) a small piece of ground
- (C) the main events of a story
- (D) a diagram used in math

51. Read this sentence.

Adam was fired for being late too often.

What does *fired* mean in this sentence?

- (F) supplied with fuel
- (G) dismissed from a job
- (H) very excited
- (I) baked in a kiln

Name _____

52. Read this sentence.

After a long hard day, all I want is to climb into the sack.

What does *sack* mean in this sentence?

- (A) a gown
- (B) a bag
- (C) a base
- (D) a bed

53. Read this sentence.

We crossed the bay from our island home to the mainland.

What does *bay* mean in this sentence?

- (F) a broad inlet of the sea
- (G) a type of tree or shrub
- (H) a closed-in area
- (I) a brown horse

54. Read this sentence.

My mom is always looking for a good deal when she shops.

What does *deal* mean in this sentence?

- (A) the act of passing out cards in a game
- (B) the handling of a situation
- (C) a good price or bargain
- (D) an agreement or trade in business

55. Read this sentence.

The boy who lost the contest complained that the judge's decision was not fair.

What does *fair* mean in this sentence?

- (F) with pale skin and light hair
- (G) according to the rules
- (H) pleasing to the eye
- (I) large enough in size or amount



Writing Strategies and Conventions

- Below is a first draft of an explanatory essay that Fasheed wrote. The essay has some mistakes. Read the essay to answer Numbers 56 through 58.

Making Money

- [1] If you are like most kids, sometimes you want to buy things that are special. [2] However, to buy special things you need money. [3] In this essay, I am going to talk about how to make money so you can buy something special.
- [4] Some kids get an allowance from their parents, but a lot of kids do not. [5] You can do small jobs for people. [6] Many people do not have enough time to do everything they need to do. [7] They are willing to pay someone like you to do small jobs. [8] Ask your grandparents, aunts, uncles, and people in your neighborhood what you could do for them. [9] Before you start the work, find out how much the person will pay you. [10] Also, find out how long he or she expects you to take to do the work. [11] Agree to do only the jobs that you know you can do in the time the person says. [12] You might rake a yard, weed a garden, walk a dog, or take care of a pet.
- [13] It can be fun. [14] Try to do jobs that interest you. [15] Try to use your skills when you do them. [16] Then you will be making money and enjoying yourself at the same time.

56. Where should sentence **12** be moved so that the ideas in the essay are better organized?

- (A) after sentence **3**
- (B) after sentence **5**
- (C) after sentence **9**
- (D) after sentence **13**

57. The writer wants to add the following sentence to the essay.

Even if you get money for doing chores, you may need more to buy the special thing you want.

Where should this detail be added to organize the ideas most effectively?

- (F) after sentence **2**
- (G) after sentence **4**
- (H) after sentence **8**
- (I) after sentence **16**

58. Which sentence should the writer add at the end of the last paragraph to improve the focus of his draft?

- (A) You might consider asking people if you can do the same job every week.
- (B) Since special things may cost a lot of money, you should not buy them often.
- (C) You can also water yards, paint fences, and shovel snow to make money.
- (D) Sooner than you think, you will have enough money to buy that special thing.

- Below is a first draft of a story that Candace wrote. The story has some mistakes. Read the story to answer Numbers 59 through 61.

The Swimming Lesson

- [1] Amelia stood at the edge of the lake and watched the kids swimming.
- [2] She wanted more than anything to be with them. [3] But she was scared.
- [4] She had never been able to learn how to swim.
- [5] Last summer Amelia's cousin had taken her to a lake to teach her.
- [6] Amelia had tried her best not to be afraid. [7] Her fear was too great.
- [8] She struggled in the water so much that her cousin finally gave up.
- [9] Amelia sat down at the edge of the water. [10] A girl she had never seen before sat down beside her. [11] The girl said, "Hi. My name is Wendy. Would you like to swim with me?"
- [12] Amelia looked down and said in a quiet voice, "I don't know how."
- [13] "I didn't know how until a few weeks ago," said Wendy. [14] "So I know how you feel. [15] But I could show you what I used to do until I learned to swim. [16] We could go out just a little way—only to where the water comes to your waist."
- [17] Amelia thought, "If Wendy can get over her fear, then I can too." [18] She said to her new friend, "Maybe you can teach me how to move my arms to swim. [19] But I'll keep my feet on the bottom."

59. Which sentence below should be added after sentence 1 as a detail?

- F She saw people arriving from the city.
- G She sang a song she had made up.
- H She gave a deep sigh.
- I She looked at the sky.

60. The writer wants to add the following sentence to the story.

The hot sun made her want to jump in even more.

Where should this sentence be added to keep the events of the story in order?

- A after sentence 2
- B after sentence 8
- C after sentence 12
- D after sentence 15

61. Which two sentences could be combined to show Amelia's conflict?

- F sentence 2 and sentence 3
- G sentence 7 and sentence 8
- H sentence 9 and sentence 10
- I sentence 15 and sentence 16

Name _____

- Below is a first draft of a letter that Mike wrote. The letter has some mistakes. Read the letter to answer Numbers 62 through 65.

October 2

Dear Avondale School Board President:

- [1] I would like to make a suggestion. [2] This suggestion might help many people in our town. [3] To keep the elementary school, middle school, and high school open in the evenings. [4] Recently I visited my cousin in Larchmont, and that is what they do. [5] The schools are open until 8 p.m. [6] Children and adults play basketball and volleyball in the gyms. [7] Classes are held in some of the classrooms and the library. [8] Some of the classes are for children; they do things like learn how to play musical instruments and get extra help with reading. [9] Some of the classes are for adults; they do things like learn about computers and how to cook foods from other countries. [10] The classes do not cost very much. [11] Why couldn't the schools in Avondale also stay open in the evenings?
- [12] Sometimes I hear my mom and dad complaining about taxes. [13] They say, "We should get more in return for the taxes we pay." [14] They might feel better about taxes if they could go to classes at the schools. [15] To keep the cost of the classes low, you could ask for volunteers to teach them.
- [16] Please consider my idea.

Sincerely,
Mike Claussen

Name _____

62. Which would be the BEST replacement for sentence **16**?
- (A) Many people in Avondale would thank you for helping them to be able to take classes and get exercise.
 - (B) You might hear fewer people in Avondale complaining about taxes if you kept the schools open late.
 - (C) I think my mom and dad would be willing to talk to other parents in Avondale about this idea.
 - (D) The children and adults of Avondale deserve the same programs that the children and adults of Larchmont have.
63. Which sentence should be rewritten to make it more specific?
- (F) sentence **4**
 - (G) sentence **8**
 - (H) sentence **14**
 - (I) sentence **15**
64. Which sentence needs to be rewritten because it is NOT a complete sentence?
- (A) sentence **3**
 - (B) sentence **5**
 - (C) sentence **15**
 - (D) sentence **16**
65. Which sentence below should be added to support the ideas in the second paragraph?
- (F) I'd like to play basketball after school.
 - (G) You could raise taxes if it would help.
 - (H) People might move to Larchmont.
 - (I) I am sure you would get many volunteers.

- Read the story “Carson Plays with Davey”. The story contains blanks. Choose the word or words that correctly complete the blanks asked about in Numbers 66 through 69.

Carson Plays with Davey

Carson had made plans with his friend Julio to shoot baskets in the park. He was about to tell his mom that he was leaving. But she said that he had to stay home. He had to play with his little brother Davey while she painted the kitchen.

Carson ⁽⁶⁶⁾ like that idea at all. He had studied hard for two hours. Now he wanted to do something ⁽⁶⁷⁾ than take care of a noisy little brother. But he knew he had to help his mom.

Carson ⁽⁶⁸⁾ to play with his brother. But every time he picked up one of Davey’s toys, Davey yelled, “That’s not ⁽⁶⁹⁾!”

Finally, Carson had an idea. He found Davey’s favorite book. It was about a boy who changed into different animals. As Carson read each page, Davey pretended to be each animal in the story. Davey was funny, and he made Carson laugh.

The afternoon went by more quickly than Carson thought it would. Soon he was on his way to the park.



66. Which answer should go in blank (66)?
Ⓐ didn't
Ⓑ din't
Ⓒ did'nt
Ⓓ didnt'
67. Which answer should go in blank (67)?
Ⓕ more better
Ⓖ gooder
Ⓗ better
Ⓘ more good
68. Which answer should go in blank (68)?
Ⓐ tries
Ⓑ tryd
Ⓒ tried
Ⓓ try
69. Which answer should go in blank (69)?
Ⓕ yours
Ⓖ your
Ⓗ you'res
Ⓘ you are

- Read the story “Leticia’s Bug Collection.” The story contains blanks. Choose the word or words that correctly complete the blanks asked about in Numbers 70 through 72.

Leticia’s Bug Collection

Uncle Alberto was Leticia’s favorite uncle. He told funny stories, and he liked to go skating as much as she did. But, best of all, he had a wonderful bug collection. And Leticia thought bugs were the (70) things on earth.

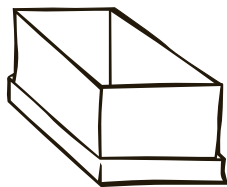
One day Leticia went to visit Uncle Alberto. When Leticia got (71), she asked him to take out his bug collection. She looked carefully at each of the bugs neatly pinned down in a special box.

Her uncle said, “It is time for you to have your own collection. Let’s start right now.”

For the next few hours, they hunted for dead bugs in the back yard. Then Uncle Alberto gave her some pins and a special box.

Later, when she got home, she showed her mom the first bugs in her collection. Leticia said, “Uncle Alberto (72) so much about bugs!”

Her mother smiled, “He was your age when he got interested in them. One day, Leticia, you will be just as smart as he is about bugs.”



70. Which answer should go in blank (70)?
- (A) most amazing
 - (B) amazingest
 - (C) more amazing
 - (D) amazinger
71. Which answer should go in blank (71)?
- (F) they’re
 - (G) they are
 - (H) there
 - (I) their
72. Which answer should go in blank (72)?
- (A) knows
 - (B) know
 - (C) knowed
 - (D) known

Name _____

► Read and answer Numbers 73 through 75.

73. Which sentence is written correctly?
- Ⓕ Lashonna and her are best friends.
 - Ⓖ Ron could see hisself in the tiny mirror.
 - Ⓗ A letter arrived for me and my brother.
 - Ⓘ Louisa’s cat seems to be afraid of her.
74. In which sentence is all **punctuation** correct?
- Ⓐ Nelda likes playing outside, but Isabel doesn’t.
 - Ⓑ Cedric please read the next two paragraphs.
 - Ⓒ The flag has six stripes and is green red, and white.
 - Ⓓ Ms. Wang has two turtles a bird and a fish.
75. Which sentence is written correctly?
- Ⓕ The man spoke loudly to get everyone’s attention.
 - Ⓖ Dora did more bad on the test than Elizabeth.
 - Ⓗ Teresa hadn’t no time to study for the test.
 - Ⓘ The students moved quiet to the cafeteria.

Name _____

Benchmark
Assessment

.....
Beginning-
of-Year

► 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) Ms. Lee’s debt is more than two hundred dollars.
(B) Be very gentle when you play with the baby.
(C) The students are unusually loud today.
(D) No mistake
77. (F) I have much admiration for our past senator.
(G) The heavy rains are causing the water level to rise.
(H) The tornado caused a lot of destruction.
(I) No mistake
78. (A) The arrivel of the president will be an important event.
(B) A scent of wildflowers suddenly filled the air.
(C) The operation injured the man’s abdominal muscles.
(D) No mistake
79. (F) This shirt was washed, but the coller is still dirty.
(G) I’m waiting for specific instructions before I start the job.
(H) Britt’s mother is an engineer who designs bridges.
(I) No mistake
80. (A) My grandparents sometimes overheat their house in the winter.
(B) Mr. Salazar is confidant that he will win the contest.
(C) Elijah skated effortlessly for hours on the frozen lake.
(D) No mistake



Name _____

Benchmark
Assessment

.....
Beginning-
of-Year

Oral Reading Fluency

When you study the tips of your fingers, do you notice the patterns of ridges there? These patterns, called fingerprints, are yours—and yours alone. No two people have the same fingerprints, and fingerprints do not change from birth until death.

The three kinds of fingerprints are arch, loop, and whorl. Arch prints have nearly straight lines from one side of the finger to the other. Loop prints have lines that curve in a horseshoe shape. Whorl prints have patterns of ridges that form circles. Today, the FBI keeps over 200 million fingerprints on file, the largest collection in the world.

When a person touches something, he or she leaves behind invisible fingerprints. This means police can use fingerprints to prove someone has touched something or been somewhere. Police gather these prints by dusting surfaces with chemicals that make the fingerprints visible and photographing and enlarging the prints. Next, the police send the photographs to the FBI where computers see if they match prints in the files. If they match, police can prove without a doubt the person was at the scene.

In 1880, a Scottish doctor published an essay that suggested it was possible to use fingerprints to solve crimes. In 1892, a police officer in Argentina was the first public official to use a fingerprint prove someone was indeed present during a crime. Since then, fingerprints have become an important tool for police detectives worldwide.



Name _____

It was nearly five o'clock on a hot, sticky afternoon, and the house was deserted except for the cat and the dog. That's when Mom arrived fresh from her karate lesson, tired and sweaty, wanting a cool shower and a cold drink. About fifteen minutes later, Dad returned from an outing with his buddies on a nearby lake. He snatched open the refrigerator, and closed it again as his stomach rumbled.

Soon, Jonathon came charging into the kitchen after a baseball game that had lasted eleven innings. He gulped down nearly an entire carton of lemonade as he wondered what dinner would be and when it would be ready. Stephanie entered a few minutes later after a training run around the Appleton Park with her two best friends; they were getting ready for soccer, which would begin practices in a week.

At six o'clock, Aunt Marie and Uncle Joe pulled into the driveway. Although they brought a dozen ears of corn, it wasn't exactly suitable for eating, and they weren't at all interested in planning a dinner. The whole family stood there, each one wanting someone else to offer to cook, and each one feeling hungrier than the other.

The cat and the dog just looked at all of us, standing there silently, as if the owners had become the pets, wishing a meal would appear out of nowhere.

Suddenly, Dad suggested, "Let's go for pizza!"

"Let's go," I said, running to the car with the others.

