

PSSA ELA Comprehensive Packet

5th Grade

2019-2020 School Year

First Men on the Moon

by J. Patrick Lewis

*"The Eagle has landed!"
Apollo 11 Commander Neil A. Armstrong*

*"A magnificent desolation!"
Air Force Colonel Edwin E. "Buzz" Aldrin, Jr.*

July 20, 1969

That afternoon in mid-July,
Two pilgrims watched from distant space
The Moon ballooning in the sky,
They rose to meet it face-to-face.

Their spidery spaceship *Eagle* dropped
Down gently on the lunar sand.
And when the module's engines stopped,
Cold silence fell across the land.

The first man down the ladder, Neil,
Spoke words that we remember now—
"Small step for man . . ." It made us feel
As if we too were there somehow.

Then Neil planted the flag and Buzz
Collected lunar rocks and dust.
They hopped like kangaroos because
Of gravity. Or wanderlust.

A quarter million miles away,
One small blue planet watched in awe
And no one who was there that day
Will soon forget the Moon they saw.

Read the line from the poem.

“The Moon ballooning in the sky,”

What does the metaphor in the line suggest?

- A. The Moon appears to grow in size.
- B. The Moon appears to move swiftly.
- C. The Moon is brightly colored.
- D. The Moon has a perfect shape.

Read the line from the poem.

“They rose to meet it face-to-face.”

What is the meaning of the line?

- A. They were able to climb up onto the surface of the Moon from the spaceship.
- B. There were many people traveling together to the Moon.
- C. They were close enough to see the surface of the Moon from the spaceship.
- D. There were people waiting to meet them on the Moon.

The meaning of the root “luna” helps the reader know that the word “lunar” refers to

- A. the Moon.
- B. space.
- C. planets.
- D. the Earth.

Read the line from the poem.

“Cold silence fell across the land.”

What does the line most likely mean?

- A. The temperature dropped on the Moon.
- B. It became suddenly very quiet on the Moon.
- C. It was cold on the spaceship going to the Moon.
- D. The men talked quietly on the spaceship to the Moon.

Which line from the poem **best** supports the inference that the first humans on the Moon were explorers approaching a new frontier?

- A. “That afternoon in mid-July,”
- B. “Two pilgrims watched from distant space”
- C. “The first man down the ladder, Neil,”
- D. “Spoke words that we remember now—”

How does the point of view in the poem influence how the landing on the Moon is described?

- A. It reveals to the reader what viewers from home said about the landing.
- B. It indicates to the reader the speaker’s thoughts about the landing.
- C. It tells the reader what the speaker said to the men about the landing.
- D. It informs the reader of one reporter’s opinions about the landing.

This question has two parts. Answer Part One and then answer Part Two.

Part One

Which theme is **best** supported by the speaker’s description of the first landing on the Moon?

- A. Teamwork makes difficult tasks possible.
- B. Travel can be dangerous but also rewarding.
- C. Scientific discovery is not valued enough.
- D. Adventure brings about excitement and wonder.

Part Two

Which line from the poem **best** supports the answer in Part One? Choose **one** answer.

- A. "A quarter million miles away,"
- B. "They hopped like kangaroos . . ."
- C. "Then Neil planted the flag . . ."
- D. "One small blue planet watched in awe."

The Eagles Are Back!

by Dorothy Hinshaw Patent

In his 1999 Fourth of July celebration speech, President Bill Clinton declared that our national symbol, the bald eagle, was no longer endangered. This welcome news for wildlife wasn't just the result of good luck. For more than twenty years, scientists and volunteers across the country have worked to help the bald eagle come back. And come back it did.

Once bald eagles spread their wings over every state except Hawaii. Before European settlement, between 25,000 and 75,000 bald eagles lived in the lower forty-eight states, with thousands more in Alaska. But as settlers cut down trees and turned wilderness into towns and cities, the number of eagles began to decline.

At first the number of eagles dwindled slowly. Then during the late 1940s, bald eagle populations began to plummet. And where eagles did survive, few raised chicks. By the mid-1960s many biologists feared our national bird would disappear forever. Fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states.

Luckily, scientists soon discovered the major cause of the bald eagle's decline—the pesticide DDT. Starting in the late 1940s, DDT was widely used to control insects such as mosquitoes and crop pests. But while it did kill pests, DDT also got into the food chain, and eagles ate contaminated fish and other prey. The DDT didn't kill eagles, but it did weaken the shells of their eggs. When a parent nestled up to its eggs to warm them, the shells would break, killing the developing birds inside. Other birds, such as pelicans and ospreys, were having the same problem.

Something had to be done. In 1972 the U.S. government banned DDT. Then in 1973 the all-important Endangered Species Act was passed by Congress. The Endangered Species Act protects plants and animals whose populations are so small that they might disappear forever. If a species is in danger of becoming extinct, it is listed as endangered. A species at risk of becoming endangered is called threatened. The bald eagle was listed as endangered in forty-three states and threatened in five. Only in Alaska was the bald eagle holding its own.

Eagles started to recover in 1974 when the effects of leftover DDT began to wear off. But the government didn't stop there. Places where bald eagles lived were protected. Eagles require gigantic trees to build their huge nests. They feed largely on fish and water birds, so they need to live near undisturbed lakes, ponds, and rivers. When bald eagles nested on public land, people were kept away so the birds wouldn't be bothered. And anyone who killed a bald eagle had to pay a large fine.

Because a pair of eagles normally produces just two eggs each year, scientists searched for ways to increase the number of eagles faster. One way to do this was to raise eagle chicks in captivity. Bald eagles were brought to the Patuxent Wildlife Research Center in Maryland and bred there. As soon as a female eagle laid a clutch of eggs, they were removed and kept warm so that they would hatch. Most birds then laid two more eggs, which they were allowed to care for. The extra eggs could be placed in the nest of a pair of eagles whose eggs didn't hatch. The foster parents would then raise the chick or chicks as their own. In this way, four eaglets instead of two could be raised from each mated pair. By the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild.

Young eagles can learn to live on their own through a method called hacking. When captive eaglets are eight weeks old, they are given a new home high on a tower or in an abandoned eagle nest in a good eagle habitat. Humans who stay out of sight bring food for the young birds until they can fly and hunt well enough to feed themselves.

All the work to save bald eagles paid off. The number of bald eagles in the lower forty-eight states has increased steadily since 1975.

Read the details from "The Eagles Are Back!"

"But while it did kill pests, DDT also got into the food chain, and eagles ate contaminated fish and other prey."

"The extra eggs could be placed in the nest of a pair of eagles whose eggs didn't hatch."

Which main ideas of the passage are supported by the details?

- A. The bald eagle has been endangered in the past, and the bald eagle is now near extinction.
- B. People were responsible for the bald eagle's decline, and people have helped the bald eagle return.
- C. The bald eagle has lived in many states, and the bald eagle needs to live near lakes and rivers.
- D. People were celebrating the bald eagle's return, and people have cut down trees where bald eagles lived.

What does the word contaminated mean as it is used in the passage?

- A. poisoned
- B. furious
- C. astonished
- D. worthless

In "The Eagles Are Back!" which word is an antonym for gigantic?

- A. peaceful
- B. steady
- C. bare
- D. small

How does the author of "The Eagles Are Back!" support the point "by the mid-1960s many biologists feared our national bird would disappear forever"?

- A. by stating the opinion, "this welcome news for wildlife wasn't just the result of good luck"
- B. by providing the statistic, "fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states"
- C. by including the detail, "eagles started to recover in 1974 when the effects of leftover DDT began to wear off"
- D. by stating the fact, "by the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild"

Bald eagles make a comeback in Chicago

The following passage is from a television news report that was broadcasted on April 16, 2012. Brian Williams and Kevin Tibbles are television news reporters.

Brian Williams (anchor): Finally tonight, bald eagles, the symbol of America, came close to being totally wiped out in America. But they've made a remarkable comeback, as you may know, in recent years. So much so, they're not just showing up in the wilds of Maine and Montana. They may live a lot closer to you than you think. Our report from NBC's Kevin Tibbles.

Kevin Tibbles (reporting): Some new neighbors are raising a family in St. Paul, Minnesota. In the 50 years Stan Wandersee's lived in this house, he's seen many come and go, but never any like these.

Mr. Stan Wandersee: This is a—this is a gift of nature.

Tibbles: The bald eagle is returning to areas [of] urban sprawl [that] pollution forced it to abandon decades ago.

Ms. Megan Ross (Lincoln Park Zoo, Chicago, Illinois): DDT was a really big problem for the bald eagles. Bald eagles in particular were not able to form appropriate shells, and so, since they weren't able to reproduce, their numbers really plummeted.

Tibbles: Once on the endangered species list, this majestic symbol of American pride is spreading its wings. And many can now see them in a setting that doesn't involve a trip to the zoo.

Ms. Ross: I think bald eagles are just such majestic creatures. It'll be really nice and exciting to see them right in our backyard.

Tibbles: When this pair nested at the Alcoa plant in Davenport, Iowa, employees set up a webcam to share these intimate pictures of the eaglets with the world. It's had five million views this year alone.

This secluded forest preserve sits hidden from the roughly 10 million people who call Chicago home. Yet here, just a few miles from the skyscrapers, is something that hasn't been seen in 100 years: an eagle's nest. The fact that they've come back, does that tell us anything?

Mr. Chris Merenowicz (Forest Preserve District of Cook County, Illinois): I think it tells us a lot. It tells us that we're doing the right thing.

Tibbles: And it was a close call. By the 1960s, just 450 pairs of eagles remained in the lower 48 states. Today those numbers have soared to more than 9,000, giving hope these treasured icons can once again live side by side with the humans who cherish them. Kevin Tibbles, NBC News, Chicago.

Read the sentences from “Bald eagles make a comeback in Chicago.”

“By the 1960s, just 450 pairs of eagles remained in the lower 48 states. Today those numbers have soared to more than 9,000 . . .”

What does the word soared mean as it is used in the sentences?

- A. risen
- B. surprised
- C. mistaken
- D. found

This question has two parts. Answer Part One and then answer Part Two.

Part One

What is an inference that can be drawn from “Bald eagles make a comeback in Chicago”?

- A. People are very interested in seeing bald eagles in the wild.
- B. Bald eagles only live in urban areas.
- C. Media coverage has had a negative impact on the eagles.
- D. In the future the eagle population will decrease.

Part Two

Which sentence from the passage **best** supports the inference in Part One?
Choose **one** answer.

- A. “DDT was a really big problem for the bald eagles.”
- B. “Some new neighbors are raising a family in St. Paul, Minnesota.”
- C. “It’s had five million views this year alone.”
- D. “It tells us that we’re doing the right thing.”

Bald eagle deaths raising concerns

By Matthew Tresaugue
San Antonio Express-News

Saturday, April 7, 2012 — At least seven bald eagles have died in eastern Texas in the past year because of unintended encounters with power lines, an alarming rate of death at a time when the once-endangered species is rebounding, federal wildlife officials said.

Jim Stinebaugh, a U.S. Fish and Wildlife Service special agent based in Houston, said the raptors died from electrocutions or impacts involving power lines and poles in six counties, including Harris.

"It is happening more often, and because of the eagles' resurgence, it is going to increase," he said.

The bald eagle, a national symbol almost wiped out by pesticide, pollution and hunters in the 1960s, is flourishing again in Texas and across the country. The Interior Department removed the large and charismatic bird from the protection of the Endangered Species Act five years ago, with about 10,000 mating pairs nationwide.

At the time the species' status changed, Texas had 156 breeding pairs, up from a historic low of five in 1970, according to the Texas Department of Parks and Wildlife.

Since then, the state agency has not conducted annual population surveys of bald eagles because of the financial cost, said Brent Ortego, a state biologist.

Ortego said he thinks the eagle population has continued to grow at a rate of about 10 percent a year.

"We think they are doing OK," he said, "but we do not have the data."

Still, Ortego said the number of deaths in the past year is high and "those are just the ones they found."

As the population grows, the birds have had to adapt to the hubbub of humanity. They prefer forested areas near rivers and lakes, the same kind of places that also are drawing more people, more buildings and more energy needs.

Power poles and lines are particularly attractive to birds, especially eagles, hawks and falcons, which use them to spot prey. The problem arises when electricity transmission wires are within the distance of an eagle's wingspan, which ranges from 6 feet to 8 feet.

"The danger comes from the potential to touch two lines," said Jeff DallaRosa, ecological programs manager for CenterPoint Energy Inc., which delivers power to Houston. "The eagle is such a large bird that a lot of poles do not have that kind of spacing."

In January, an eagle carrying prey struck CenterPoint lines near the San Jacinto River in east Harris County. Crews found the dead bird while working to restore power in the area after the incident.

CenterPoint responded by providing a plan to prevent electrocutions to federal authorities. The strategies include installing “raptor guards” that prevent eagles from roosting on wires and poles and working with Houston Audubon and other bird enthusiasts to identify lines near nests for extra precautions.

“The young ones can be awkward and do not make the best decisions,” DallaRosa said.

Authorities can seek criminal prosecution of companies and others for the bird deaths under the Bald and Golden Eagle Protection Act and the Migratory Bird Treaty. Stinebaugh, however, said companies such as CenterPoint Energy recognize the problem and have done a good job taking corrective actions.

In "Bald eagle deaths raising concerns," the meaning of the prefix "trans-" helps the reader know that "transmission" means

- A. communication above.
- B. communication beneath.
- C. communication before.
- D. communication across.

In "Bald eagle deaths raising concerns," which word is a synonym for restore?

- A. react
- B. reflect
- C. relate
- D. repair

The following question has two parts. Answer Part One and then answer Part Two.

Part One

Based on "Bald eagle deaths raising concerns," what is the relationship between the existence of power lines and the rate of bald eagle deaths?

- A. The materials that are used to build power lines affect the rate of bald eagle deaths.
- B. The pesticides used near power lines affect the rate of bald eagle deaths.
- C. The distance power lines are from each other affects the rate of bald eagle deaths.
- D. The pollution created by power lines affects the rate of bald eagle deaths.

Part Two

What evidence from the passage supports your answer above? Choose **two** answers.

- A. "... electricity transmission wires are within the distance of an eagle's wingspan, . . ."
- B. "'The danger comes from the potential to touch two lines,' . . ."
- C. "Power poles and lines are particularly attractive to birds, . . ."
- D. "Crews found the dead bird while working to restore power in the area . . ."

Which statement **best** describes the difference in the point of view of “The Eagles Are Back!” from the other two passages?

- A. “The Eagles Are Back!” is written from the point of view of a scientist interested in explaining the problems faced by bald eagles, while the other two passages are written from the point of view of biologists and politicians studying the effects of pesticides on bald eagles.
- B. “The Eagles Are Back!” is written from the point of view of a student researching bald eagles, while the other two passages are written from the point of view of park rangers who discuss how parks have brought back bald eagles.
- C. “The Eagles Are Back!” is written from the point of view of an individual providing a general history of bald eagles throughout the country, while the other two passages are written from the point of view of reporters who discuss sightings of bald eagles in particular areas of the country.
- D. “The Eagles Are Back!” is written from the point of view of a resident who has sighted bald eagles, while the other two passages are written from the point of view of historians who describe where bald eagles used to live.

What is the overall structure of **all** three passages?

- A. All three passages compare different ways that have been used to increase the number of bald eagles.
- B. All three passages discuss the cause and effect of the bald eagle decreasing and then increasing in number.
- C. All three passages ask a question about how the bald eagle has increased in number and then answer it.
- D. All three passages discuss the issue of the decreasing number of bald eagles with details in order of importance.

19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final essay in the answer booklet.
- ☐ I stayed focused on answering the question.
- ☐ I used evidence from the passage to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Anita Roddick

Founder of The Body Shop

by Krista McLuskey

Early Years

Anita was born in Littlehampton, England, where her parents owned the Clifton Café. Anita's father, Henry, turned the Clifton Café into an American-style diner like the ones he had seen while living in the United States. It was complete with pinball machines, a jukebox, and Coca-Cola, which was not well known in England at that time. Suddenly, the café became very popular. Anita realized that the atmosphere in a business can make it successful.

When Anita was about ten years old, her mother took over the café. All the children were expected to work there after school and on weekends to help support the family. Meanwhile, Anita was completing her education. After finishing secondary school, she attended a teacher training college in the city of Bath.

Developing Skills

After graduating, Anita decided she wanted some adventure in her life. She traveled to Tahiti, New Hebrides, Australia, Madagascar, New Caledonia, and South Africa. In these places, Anita watched the local women use natural products to clean their skin and hair. She tried them and found they worked better than the products she used back in England.

After Anita returned to England, she met and married Gordon Roddick, with whom she had two daughters. Anita and Gordon worked hard running a hotel and restaurant. One day, Gordon announced that he wanted to take two years off to ride on horseback from Buenos Aires, Argentina, to New York City. Although Anita was not thrilled at this prospect, she knew that it was his dream. She had to plan how to support herself and the children while Gordon was away. She decided to run a little shop that would be open only from 9 A.M. to 5 P.M. so that she could spend time with her daughters.

Anita decided that it would be a cosmetics shop selling products made from only natural ingredients. During her travels, she had seen how effective natural products were. She had noticed that women in those hot countries had silky smooth skin even though they were in the sun all the time.

After getting a £14,000 bank loan, Anita hired a chemist to develop the cosmetics. She told the chemist not to test the products on animals, even though that is normal practice in the cosmetics industry. Anita rented a store in Brighton, 20 miles (33 kilometers) from Littlehampton. She painted the inside dark green to hide stains on the walls. In March 1976, the first Body Shop opened, and it made £130 the first day.

Anita had only twenty-five products to sell. To fill the space in the shop, she packaged each product in five different sizes. She bought the cheapest containers she could find. Since she could not afford very many bottles, she asked customers to bring in their own to fill them in the store. In this way, Anita began recycling before it was commonly done.

Anita used unusual marketing tactics. To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside. She hung dried flowers from the ceiling and put bowls of scented potpourri on the counters.

Accomplishments

Within a year, Anita decided to open a second Body Shop in a nearby town. The bank refused to lend her any more money, so she teamed up with a partner who paid to set up the shop in return for half of the business. Gordon, her husband, returned from his travels and began to help by bottling the products and taking care of the finances.

Soon, people came to Anita wanting to open their own Body Shop stores with products supplied by her. Anita and Gordon agreed because this was a way of expanding the business. The first Body Shop franchises opened in 1978, one in England and one in Brussels, Belgium. Anita and Gordon always trained the new Body Shop owners, teaching them about skin and hair care, and about all the ingredients in the products.

During the next few years, the number of stores and franchises increased. Meanwhile, Anita invented new products whenever she saw a need. She created a peppermint lotion to soothe sore feet after several people, who had run a race, came into the store asking for foot lotion.

In 1984, Anita and Gordon decided to sell Body Shop shares on the stock market. By this time, they had thirty-eight shops in England and fifty-two shops in other countries. So many shares sold the first day on the stock market that overnight Anita and Gordon were millionaires.

Stock Market

Stock is the financial worth of a company divided into equal sections, called shares. One person can own all the stock in a company. If a company needs extra money to expand its business, it sometimes sells its stock to the public. Shares are sold to the public on the stock market, which is the place where people buy and sell shares in companies. When stock in a company is sold like this, many people own small parts of the company, and the profits are divided among the owners of these shares. The original owners lose some control because they have to answer to their shareholders if the company does not make a profit.

Anita began thinking about the social responsibility that the business had. She wanted to help her community and the environment. She began by sponsoring posters for Greenpeace, which was trying to prevent hazardous waste from being dumped in the ocean. Next, she campaigned against the overhunting of whales. She put up posters in her shops and stickers on her bottles saying "Save the whales." She also supported recycling and efforts to preserve the rain forest. Body Shop delivery trucks became billboards for Anita's various causes. Her campaigns focused on human rights and environmental issues, such as protecting endangered species.

Anita's business continues to grow. Today, The Body Shop has approximately 1,500 stores in forty-six countries.

Key Events

- 1976** Roddick opens the first Body Shop in Brighton, England, and a second one in Chichester.
- 1978** The first franchise of The Body Shop opens.
- 1984** The Body Shop goes public, selling shares on the stock market.
- 1986** Roddick establishes an Environmental Projects' Department of The Body Shop; Roddick is named London's Businesswoman of the Year.
- 1987** The Body Shop is named Company of the Year by the Confederation of British Industries.
- 1988** The first Body Shop in the United States opens.

Read the sentence from the passage.

“During her travels, she had seen how effective natural products were.”

Which evidence from the passage **best** supports the author’s point in the sentence?

- A. Roddick trained new store owners about the ingredients in her products.
- B. The women in hot countries had beautiful skin even though they were often in the sun.
- C. Roddick used a bank loan to hire a chemist to develop her cosmetics.
- D. Local women used natural products on their skin and hair.

Read the sentences from the passage.

“Anita used unusual marketing tactics. To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside.”

What does tactics mean?

- A. adventures
- B. rules
- C. slogans
- D. ideas

Why is the information in the text box “Stock Market” included in the passage?

- A. to show how owning a high number of Body Shops relates to the stock market
- B. to explain why so many Body Shop shares sold the first day on the stock market
- C. to show why selling shares on the stock market was profitable for the Roddicks
- D. to explain what it means that the Roddicks sold Body Shop shares on the stock market

Which word is a synonym for expanding?

- A. growing
- B. observing
- C. planning
- D. searching

Which word is an antonym for soothe?

- A. relax
- B. imitate
- C. agitate
- D. transform

Which sentence from the passage **best** shows a reason for Roddick's decision to try to preserve the rain forest?

- A. "Anita invented new products whenever she saw a need."
- B. "Anita began thinking about the social responsibility that the business had."
- C. "Next, she campaigned against the overhunting of whales."
- D. "Body Shop delivery trucks became billboards for Anita's various causes."

Which sentence about Gordon **best** shows that he supported Anita's business endeavor?

- A. ". . . began to help by bottling the products and taking care of the finances."
- B. ". . . she teamed up with a partner who paid to set up the shop in return for half of the business."
- C. ". . . Anita and Gordon decided to sell Body Shop shares on the stock market."
- D. ". . . overnight Anita and Gordon were millionaires."

What connection do the details in the text box "Key Events" have with the information in the passage?

- A. They provide further information about Anita's career.
- B. They offer information about Anita's family life.
- C. They summarize the facts given in the passage.
- D. They give a detailed explanation for the events in the passage.

This question has two parts. Answer Part One and then answer Part Two.

Part One

Which sentence contains two main ideas of the passage?

- A. Roddick traveled around the world, and she observed women using natural products on their skin and hair.
- B. Roddick married Gordon, and they ran a hotel and restaurant.
- C. Roddick used her knowledge to create a product line, and she used marketing strategies to develop a business.
- D. Roddick supported herself and her children, and she opened a small shop in Brighton.

Part Two

What **two** details from the passage support the answer in Part One? Choose **two** answers.

- A. "Anita decided that it would be a cosmetics shop selling products made from only natural ingredients."
- B. "She had to plan how to support herself and the children while Gordon was away."
- C. "She told the chemist not to test the products on animals . . ."
- D. "To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside."
- E. ". . . Anita watched the local women use natural products to clean their skin and hair."

29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

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The Clever Wife

a Chinese Folktale
retold by Carol Kendall and Yao-wen Li

A very long time ago there lived in a far corner of China, in Sinkiang, a man named Fu-hsing, who had an unusually clever wife. All the day long he would run to her with questions about thus-and-such, or about such-and-thus, as the case might fall out; and no matter how difficult the problem he took to her, she always thought of a solution. Thanks to her wondrous acumen, the house of Fu-hsing prospered mightily.

Fu-hsing was remarkably proud of his wife and often spoke of her as his "Incomparable Wisdom," or his "Matchless Wit," or his "Dearest Capability." He only wished that all who passed his house could know it was her cleverness that had brought him such great prosperity. For months he puzzled his head over a suitable way of declaring his gratitude and at last conceived of a couplet that delicately conveyed his feeling. He inscribed the lines on twin scrolls and posted them on the gate before his house:

"A Matchless Wit like Fu-hsing's
Does with ease a million things."

All who passed the house saw the scrolls, and those who knew Fu-hsing thought what an honest husband he was to praise his wife. One day, however, the district magistrate happened to pass that way. On reading the scrolls, he drew his mouth down and his eyebrows together in a terrible frown.

"What a boastful, conceited fellow lives there!" he thought. "What appalling arrogance! Such windbagery should not go unpunished!" When he returned to his quarters, he sent a clerk with a stern summons for Fu-hsing to appear before him forthwith.

The summons so frightened Fu-hsing that he could scarcely speak enough words to tell his wife of it. "... can't understand ... I'm law-abiding ... good citizen ... pay taxes ..." He pulled frantically at his hair, sprinkling strings of it on the floor. "My dear Capability, what can I have done to bring upon me this summons?"

His wife laid a calming hand on his before he could tear out the last of his sparse hair. "It must be," she said after a moment's thought, "that the scrolls on the gate have given offence. Really, it is not worth worrying about! Go with the clerk to see the magistrate and have no fear. If you run into difficulty, we can talk it over when you return."

Much relieved, Fu-hsing went off with the clerk and soon was standing before the magistrate, whose eyebrows by now had nudged so close together that they were quite entangled with each other. He sat glowering behind an immense table, his arms folded magisterially into his sleeves.

"So!" he exclaimed. "This is the braggart who posts scrolls on his gate to boast of his extraordinary cleverness!" He leaned forward to glare into Fu-hsing's face, the terrible eyebrows bristling like angry hedgehogs. "You would have the world believe you can do anything at all, would you! No matter how difficult? Very well." Loosing his arms from his sleeves, he struck a fist on the table. "I have three small tasks for you to perform. At once! For a fellow of your prodigious talents, they should provide no difficulty. No difficulty whatsoever.

"First, then," and pound went the fist, "you shall weave a cloth as long as a road."

"Second," pound, pound, "you shall make as much juice as there is water in the ocean."

"Third," pound, pound, pound, "you shall raise a pig as big as a mountain."

With an awful smile, the magistrate uncurled his fist to waggle a long finger under Fu-hsing's nose. "Of course, if you do not accomplish these tasks for me one-two-three, you will soon learn how this court deals with swollen heads!"

Wretched and anxious, Fu-hsing hastened home to his wife and stammered out the three impossible demands made by the magistrate.

His wife threw back her head and laughed. "My dear husband," she said, "the hardest problems are those with the simplest answers!"

Fu-hsing continued to wring his hands. "But what shall I do? I know that you can accomplish anything, but this is beyond all reason . . ."

Madame Fu-hsing's smile stopped him. "It is really quite simple. Rest well tonight. Tomorrow you must go back to the magistrate and present to him three quite ordinary implements which I shall make ready for you. I will give you certain words to take along with these devices, and you must say them to the magistrate just as I tell them to you."

Fu-hsing attended well to his wife's instructions, and the next morning, carrying a ruler, a large measuring bowl, and a balancing scale, he presented himself to the magistrate once again. When he started speaking, the magistrate's eyebrows were as tightly knotted as before, but as Fu-hsing continued, and laid in turn the three measuring devices before the magistrate, the brows gradually lifted up and away from his eyes until they became flying birds of astonishment.

"This morning, as I was setting out to do the tasks you gave me," Fu-hsing began, "I realized that I needed further instruction from you before I could finish. Therefore, your Honor, I have taken the liberty of bringing these three measures to facilitate your task. I must respectfully ask you, first, to measure the road with this ruler that I may know the length of the cloth I must weave; second, measure the ocean's water with this bowl that I may know how much juice I must make; and third, weigh the mountain with this balance that I may know how big a pig I must raise."

Fu-hsing made a deferential bow. "Just as soon as you have set the standards, your Honor, I shall be pleased to finish the tasks."

So confounded was the magistrate at the cunning solution to his three problems that he allowed Fu-hsing to go without punishment and never ventured to bother him again. Truly, the magistrate believed Fu-hsing's Matchless Wit could do a million things.

What does the word acumen mean in the first paragraph of the passage?

- A. kindness to others
- B. the ability to make good decisions
- C. willingness to work hard
- D. the ability to cause change

Read the sentence from the passage.

“For months he puzzled his head over a suitable way of declaring his gratitude and at last conceived of a couplet that delicately conveyed his feeling.”

What does the phrase “puzzled his head” mean?

- A. wondered about
- B. talked about
- C. avoided
- D. believed

Which quality does the magistrate think Fu-hsing has?

- A. wit
- B. vanity
- C. delicacy
- D. calmness

Which sentence from the passage **best** supports the inference that the magistrate misunderstood Fu-hsing’s claim of wit?

- A. “On reading the scrolls, he drew his mouth down and his eyebrows together in a terrible frown.”
- B. “He sat glowering behind an immense table, his arms folded magisterially into his sleeves.”
- C. “ ‘You would have the world believe you can do anything at all, would you!’ ”
- D. “ ‘I have three small tasks for you to perform.’ ”

Read the sentences from the passage.

“ ‘Tomorrow you must go back to the magistrate and present to him three quite ordinary implements which I shall make ready for you. I will give you certain words to take along with these devices, and you must say them to the magistrate just as I tell them to you.’ ”

Which word from the sentences **best** helps the reader understand the meaning of the word implements?

- A. present
- B. ordinary
- C. words
- D. devices

Read the sentence from the passage.

“When he started speaking, the magistrate's eyebrows were as tightly knotted as before, but as Fu-hsing continued, . . . the brows gradually lifted up and away from his eyes until they became flying birds of astonishment.”

What does the metaphor “flying birds of astonishment” suggest about the magistrate?

- A. The magistrate is surprised that Fu-hsing has a solution.
- B. The magistrate is startled that Fu-hsing speaks so loudly.
- C. The magistrate is shocked that Fu-hsing speaks so honestly.
- D. The magistrate is stunned that Fu-hsing has a temper.

Which detail from the passage **best** suggests a theme by showing how a character responds to a challenge?

- A. “ ‘Really, it is not worth worrying about! Go with the clerk to see the magistrate and have no fear.’ ”
- B. “ ‘First, then,’ and pound went the fist, ‘you shall weave a cloth as long as a road.’ ”
- C. “His wife threw back her head and laughed. ‘My dear husband,’ she said, ‘the hardest problems are those with the simplest answers!’ ”
- D. “ ‘This morning, as I was setting out to do the tasks you gave me,’ Fu-hsing began, ‘I realized that I needed further instruction from you before I could finish.’ ”

What is most likely the author's purpose for writing the passage?

- A. to use facts to highlight an event in history
- B. to show the reader a process for making something
- C. to persuade the reader to take a particular action
- D. to describe events in a plot through a narrator

This question has two parts. Answer Part One and then answer Part Two.

Part One

Which word **best** describes how Fu-hsing feels toward his wife?

- A. jealous
- B. surprised
- C. proud
- D. sympathetic

Part Two

Which sentence from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. "He only wished that all who passed his house could know it was her cleverness that had brought him such great prosperity."
- B. "One day, however, the district magistrate happened to pass that way."
- C. "The summons so frightened Fu-hsing that he could scarcely speak enough words to tell his wife of it."
- D. "Truly, the magistrate believed Fu-hsing's Matchless Wit could do a million things."

This question has two parts. Answer Part One and then answer Part Two.

Part One

How are Fu-hsing and his wife different from one another?

- A. Fu-hsing is more honest than his wife.
- B. Fu-hsing's wife is more generous than Fu-hsing.
- C. Fu-hsing is more courageous than his wife.
- D. Fu-hsing's wife is more confident than Fu-hsing.

Part Two

Which sentences from the passage **best** support the answer in Part One. Choose **two** answers.

- A. "He leaned forward to glare into Fu-hsing's face, the terrible eyebrows bristling like angry hedgehogs."
- B. "His wife laid a calming hand on his before he could tear out the last of his sparse hair."
- C. " 'If you run into difficulty, we can talk it over . . . ' "
- D. "Much relieved, Fu-hsing went off with the clerk and soon was standing before the magistrate, . . ."

Louis Braille

1809-1852

Louis Braille

1809–1852

The instructor tapped on his desk, calling the reading class to order. But this was no ordinary reading class. The embossed books used by the French Royal Institute for Blind Youth in 1819 were so special that the school owned just fourteen of them. This was ten-year-old Louis's first day in class and he was thrilled: he would finally be able to read on his own!

Embossed books for the blind had been invented 30 years earlier. To make them, large letters were pressed into thick sheets of waxed paper, leaving impressions. Then, when the page was turned over, the letters could be read by tracing their outlines with a finger. The only problem was, each page could hold just a few sentences, so the books were big and fat. You couldn't even hold one, but had to prop it up on an easel.

Still . . . it was reading, and after the seven years of darkness since he'd lost his sight, Louis was excited. But his excitement soon turned to disappointment. Louis found that tracing each letter with his finger took so long that by the time he got to the end of a sentence, he couldn't remember what it said at the beginning. Even if he could remember what he was reading, what good did it do? In all of France, there were just a handful of embossed books. They were too expensive to print and too big to store.

There must be a better way, Louis thought. For years the problem occupied his mind, and ultimately evolved into the greatest gift to blind people that has ever been invented: a reading system known simply as braille, for the boy who invented it.

Louis Braille lost his sight at age three, when he accidentally poked his eye with a tool in his father's harness-making shop in Coupvray, a small village 25 miles from Paris. The eye became infected, and when little Louis rubbed it, he accidentally spread the infection to the other eye as well. Within weeks of the accident, he was totally blind in both eyes. His father made him a cane that allowed him to explore his physical surroundings, but the cane could only take him so far into the world.

Luckily, the village priest in Coupvray saw Louis for what he was: a normal boy who happened to be blind. Fr. Jacques Palluy taught him and convinced the schoolmaster to accept Louis as a pupil. As if to make up for his lack of vision, Louis's memory was phenomenal, and he learned rapidly. So rapidly that Fr. Jacques was able to get him into the Royal Institute for Blind Youth in Paris.

At the school Louis read his first books and acquired skills that would allow him to support himself. When he was thirteen, the institute had an important visitor, a man who would change Louis's life. Charles Barbier was a retired captain in the French army who had invented a military code based on dots and dashes punched with a stylus (a sharply pointed, pen-like tool) into strips of cardboard. The code allowed field commanders to silently give orders like "Advance" or "Withdraw" at night. When it occurred to Barbier that blind people might find it useful, he expanded his code so each word was broken into sounds and each sound was a different combination of dots and dashes. He called it "sonography" or "sound-writing."

Sonography looked complicated, but the school's director agreed to try it. Louis became a sonography expert, but the more he learned about it, the more problems he found: since the symbols represented sounds, there was no way to show spelling, punctuation, or numbers. And many of the symbols were too big to read with the single touch of a finger. Sonography was so hard to use, many blind students gave up.

Louis didn't give up, but began experimenting with sonography. From age thirteen to fifteen, his days were filled with classes and friends, but at night and on weekends he created patterns of dots, trying to find an easier system. Some nights, Louis lost track of time; as he sat on his bed punching dots, the rumbling of wagons outside told him that morning had come. His passion took a toll on his health, and he developed tuberculosis.

Then one night, as his classmates snored away, a brainwave hit Louis: the sounds were the problem. He had been stuck trying to work within Barbier's system when it was the system itself that was wrong. Instead of representing sounds, Louis created symbols that stood for the letters of the alphabet. Just like the alphabet sighted people use. His code was made up of six dots like this:

1 2 3 4 5 6

This code unit, called the "braille cell," has space for six dots: two across and three down. For each letter of the alphabet, mark of punctuation, symbol, and number, Louis worked out a different arrangement of dots. Here's how his first name looks in braille:

LOUIS

Every letter and symbol could fit within the space of a fingertip. When he demonstrated his invention for the school's director, Dr. Pignier, he asked him to read aloud a paragraph from any book: "Read slowly and distinctly, as if you were reading to a sighted friend who was writing down your words." As Pignier read, Louis punched holes with his stylus onto a sheet of paper. It was so easy to do that he told Dr. Pignier, "You can read faster." Pignier finished reading and Louis finished "writing" at almost the same time. Then, as the amazed director watched, Louis turned the paper over and read, with his fingertips, the raised bumps his stylus had left—every word Dr. Pignier had dictated. The man was overwhelmed with emotion. He knew what this meant: a fifteen-year-old boy had just switched on the light of learning for blind people forevermore.

During the next few years, Louis improved and added to his system. At twenty, his system perfected, he wrote a book explaining it, called *Methods of Writing Words, Music, and Plain Song by Means of Dots, for Use by the Blind and Arranged by Them*. The braille system solved the main problems of the earlier embossed books. Since braille letters could fit under a person's fingertip, it was possible to read much faster. Braille letters took up about the same space as printed letters, so the books weren't so huge and expensive to produce. And best of all, because braille was like the regular alphabet that sighted people used, it was easy to learn.

Despite Dr. Pignier's enthusiasm, government officials were slow to change. They didn't want to give up their old embossed letter system and asked, "Why should blind people learn a different alphabet than the rest of us?" Obviously, they never had to read their embossed books! When Louis's school got a new director, even he refused to use braille. But so many students were smuggling styluses into the school and teaching each other braille, the new director had to give in.

Louis stayed at the institute his entire life, teaching and playing music. When tuberculosis overtook him, at forty-three, his last words were, "I am convinced that my mission on earth is finished."

At the school for the blind, Louis also learned to play musical instruments. He was so good that for the rest of his life he earned a living playing music in Paris churches.

Read the sentence from the passage.

"Then one night, as his classmates snored away, a brainwave hit Louis: the sounds were the problem."

What does the phrase "a brainwave hit Louis" mean?

- A. Louis was hit by a large wave of water.
- B. Louis became soaked in a sudden thunderstorm.
- C. Louis experienced a very deep sleep.
- D. Louis came up with a new idea.

The meaning of the root "-graph" helps the reader know that the word "paragraph" refers to something that is

- A. in a pattern.
- B. read aloud.
- C. in writing.
- D. sounded out.

Read the sentence from the passage.

"He knew what this meant: a fifteen-year-old boy had just switched on the light of learning for blind people forevermore."

What does the metaphor "switched on the light of learning" mean?

- A. A young man designed a tool that would make a great impact for people who were blind.
- B. Dr. Pignier feels learning is very important for children whether they are at home or at school.
- C. A fifteen-year-old boy invented a special light to help others see clearly while they read.
- D. Dr. Pignier feels students who are blind should start school when they are fifteen years old.

Which detail from the passage supports the point that young people who attended the Royal Institute recognized the value of the new system for reading before others did?

- A. "Since braille letters could fit under a person's fingertip . . ."
- B. " . . .so the books weren't so huge and expensive to produce."
- C. "They didn't want to give up their old embossed letter system . . ."
- D. " . . . many students were smuggling styluses into the school . . ."

How does the information in the text box relate to the information in the passage?

- A. by explaining what else Louis accomplished in his life
- B. by identifying the type of instruments Louis was able to play
- C. by explaining why Louis wanted to attend the school for the blind
- D. by identifying how Louis earned a living to pay for his school tuition

What is the **best** summary of the passage?

- A. While living at a school for the blind, Louis found a new way for blind people to read. Louis studied the new method, but he found problems in it. He worked day and night to fix the problems and became ill because he worked too much.
- B. Although books for the blind had already been invented, Louis was not satisfied. He learned about sonography and worked to improve it. Eventually, Louis developed a system that would change reading for the blind forever.
- C. Louis Braille did not like the embossed books for the blind. They were big and had to be propped up on an easel. Louis knew that someday there would be a better way of writing for the blind.
- D. Louis Braille lost his eyesight when he accidentally poked his eye with a tool and then spread the infection. He was only three years old. With the help of the village priest, Louis was sent to a school and learned to read.

This question has two parts. Answer Part One and then answer Part Two.

Part One

What generalization can be made from information in the passage?

- A. Sonography helped officers in wartime.
- B. The French Royal Institute for Blind Youth used embossed books.
- C. Louis Braille was satisfied with his accomplishments.
- D. Louis Braille earned enough money to make a living by playing music.

Part Two

Which detail from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. “. . . after the seven years of darkness since he’d lost his sight, Louis was excited.”
- B. “Sonography was so hard to use, many blind students gave up.”
- C. “Then, as the amazed director watched, Louis turned the paper over and read, with his fingertips . . .”
- D. “. . . his last words were, ‘I am convinced that my mission on earth is finished.’ ”

My Dogs and Me

My Dogs and Me

by Bill Wallace

Scooter improved at soccer a lot quicker than Adelee and I did. We could only kick with one foot at a time. Scooter used both front paws, his mouth, nose, and his forehead. Having four legs, instead of two, he was a lot quicker than Adelee and me as well.

It took both of us, dribbling and passing the ball back and forth, to get it from one end of the yard to the other. Even at that, about half the time Scooter managed to steal it. Jane Johnston came to spend the night with Adelee, and as soon as Scooter and Button finished eating the next morning, we dragged Jane out to practice.

She couldn't believe her eyes. "He's awesome!" she said. She said it over and over and over.

One against three was pretty fair. Still, if we didn't watch our passes or got sloppy with them, Scooter was right there and managed to take the ball away.

Button couldn't have cared less about soccer. He totally ignored us and stayed out of the way while we were practicing. He sniffed around trees or barked at birds fluttering about.

When we took a break, Button would show up. He'd wiggle, trying to get somebody to pet him, or he'd put his paws up and try to get us to lift him on our laps. If we didn't pay any attention, he'd sit down on my foot. Why he liked to sit on my foot, I had no idea.

During the summer, the principals and the custodians were the only ones at school. One day Dad mentioned something to one of the maintenance men about how my bird dog barked at birds. This guy told him that bird dogs weren't supposed to bark; they were supposed to point at birds with their nose. Since neither of us knew the first thing about training a bird dog, Dad called a trainer—the guy he bought Button from.

Dad talked, and I listened on the portable phone in the playroom.

"Nothing to worry about," Mr. Wilson said. "He's still a puppy. What you need to do now is obedience work."

"What's that?" I asked.

There was a second or two of silence on the phone.

"That's my son Brad."

"Oh, hi, Brad," Mr. Wilson said. "Your pup's a good one. You enjoying him, so far?"

I smiled. "Yes, sir!"

"Just keep playing with him and having fun," Mr. Wilson said. "As far as training, the only thing you need to do right now is get him so he'll come when you call his name or whistle."

"How do I do that?"

"Ah . . ." Mr. Wilson paused for a moment. "Well, a lot of people put doggie treats in their pockets. Don't use candy, but hot dogs or doggie treats—something like that. Whenever he comes to you, give him a reward."

"Some dogs don't care much for food. Just pet them and praise them whenever they come."

"Some dogs . . . well, some are a little hard-headed. Don't like treats and couldn't care less if you praise them. If your pup is one of those . . . about the only thing you can do is run him down."

"Huh?"

"Call him and if he won't come, chase him down. Talk and act like you're gonna eat him up. Then take him back where you want him to be. Once he's there, you can pet him and tell him what a good dog he is."

I'm glad Adelee had me in pretty good shape from practicing soccer with her. I never did so much running in my life as when I was trying to catch Button.

With Scooter all I had to do was stick my hand in my pocket, like I was digging for a treat, and call his name. The big challenge was not losing a finger.

24 Button couldn't care less about treats. He liked being petted and loved unless there was some interesting smell in the grass. When that happened, his head went down, and his nose worked so hard that it made a little popping sound. And, as far as getting him to come, I could yell his name or whistle until I was blue in the face, and he never so much as looked up.

Part of the problem was my whistling. It wasn't all that loud. So Mama loaned me the playground whistle she used at school.

The pups and I spent most of the time on our eighty acres behind the house. There were a few hills, a little canyon, and a creek back there—lots of places to roam and explore.

And that's what we did, almost every day.

I missed my friends at school. And it seemed like, instead of four weeks, it had been a couple of months since I'd seen Nolan. He'd called last Tuesday and said it would be another week or two before he could get loose to go fishing. I could hardly wait.

But while I was waiting, I sure had fun with my pups.

One morning, I got up real early. I guess the thought of taking my bike had been hanging around in my head for a while and I just didn't know it. But it was there, plain as day, when I woke up. It would be a lot faster to run down Button. I got my bike and went to open the back gate. Scooter shot out first, but Button was hot on his heels. I got on my bike, blew the playground whistle, and headed up the hill behind the house.

The bicycle worked great as long as we stayed on the gravel road. But when Button stuck his nose to the ground and started chasing a smell out across the pasture . . .

I blew the whistle. He ignored me. I whipped the handlebars to the side and took after him. I was gaining on him pretty quick. In fact, a lot faster than I usually did on foot. Until I came to this little ravine.

It was small and I didn't see it in the tall grass, until a split second before I hit it. There was nothing I could do.

One second, I was intent on my pup—blowing the whistle and calling his name. The next, I was flat on my face in the dirt, picking grass out of my teeth.

Before I could get up, Button and Scooter came racing over, wagging their tails and licking me in the face. They liked having me down on the ground with them—down on their level—because they were all over me. When I finally managed to get up and look myself over, the damage wasn't too bad. I had grass stains on my right knee and a scratch on my right elbow. But I'd gotten scraped up worse than this playing soccer with Adelee. My bicycle was a little worse off than I was.

The wheel wasn't bent and the tire was still full of air, but the handlebars were pointed the wrong way.

I got hold of them and straddled the front tire. Even straining and shoving as hard as I could, I couldn't twist them back in line. So I walked the bike back to the house.

Dad was sitting in the rocking chair, drinking his coffee, when I got there. He found his wrench set and loosened the nut on the handlebars. When we had everything lined up just right, he tightened it down for me.

"Might ride on the road," he suggested. "Safer than cross-country."

I smiled at him and shook my head.

"There aren't many cars, but until those pups come the second I yell . . . you know, out on the road . . . with a car coming."

Daddy's eyebrows arched up. "Yeah, know what you mean." He thought a moment. "How about the alfalfa field?"

"Great idea, Dad."

The meaning of the root “port” helps the reader know that the word “portable” means

- A. able to be carried.
- B. able to speak on.
- C. able to be shared.
- D. able to hear through.

Read the sentences from the passage.

“I guess the thought of taking my bike had been hanging around in my head for a while and I just didn’t know it. But it was there, plain as day, when I woke up.”

What does the simile “plain as day” describe?

- A. something that happens again and again
- B. something that takes a long time
- C. something that is easy to see
- D. something that is warm and bright

Which word is a synonym for ravine?

- A. bird
- B. boulder
- C. ditch
- D. meadow

Which sentence from the passage **best** shows that Scooter’s soccer skills are equal to the combined skills of the children?

- A. “One against three was pretty fair.”
- B. “Having four legs, instead of two, he was a lot quicker than Adelee and me as well.”
- C. “If we didn’t pay any attention, he’d sit down on my foot.”
- D. “When we took a break, Button would show up.”

Read the sentence from the passage.

“But while I was waiting, I sure had fun with my pups.”

Which theme does the sentence **best** support?

- A. Soccer is a challenging sport for children to learn.
- B. It is unusual for a dog to know how to kick a ball.
- C. It can be dangerous to ride a bike on gravel roads.
- D. Spending time with pets can be very rewarding.

This question has two parts. Answer Part One and then answer Part Two.

Part One

In paragraph 24, what does the idiom “blue in the face” suggest?

- A. peace
- B. jealousy
- C. happiness
- D. frustration

Part Two

What phrase in paragraph 24 **best** supports the answer in Part One? Choose **one** answer.

- A. “. . . interesting smell in the grass.”
- B. “. . . his head went down, . . .”
- C. “. . . his nose worked so hard . . .”
- D. “. . .he never so much as looked up.”

This question has two parts. Answer Part One and then answer Part Two.

Part One

How are Button and Scooter different from one another?

- A. Scooter is interested in treats, but Button is not.
- B. Scooter likes to play outside, but Button does not.
- C. Button likes to get praise, but Scooter does not.
- D. Button is eager to run on the hills, but Scooter is not.

Part Two

What **two** quotes from the passage support the answer in Part One? Choose **two** answers.

- A. “. . . bird dogs weren’t supposed to bark; . . .”
- B. “. . .all I had to do was stick my hand in my pocket, . . .”
- C. “. . . liked being petted and loved . . .”
- D. “. . . the problem was my whistling.”
- E. “. . . licking me in the face.”

The Crane Wife

The Crane Wife

adapted from a Japanese tale

by Kathleen Hollenbeck

Characters

Narrator

Man

Fisherman

Woman

Emperor

Crane

Narrator: There once lived a man who earned his living making charcoal for people to burn in their stoves. He worked hard, but he earned little money and was poor.

Man: I have labored my entire life and saved what little I could all these years. Finally, I have enough money to buy a sleeping mattress. No longer will I sleep on the bare floor!

Narrator: The next day, the man set out for the market. He walked down the long, dusty road toward town.

(He comes upon a fisherman who has trapped a crane in his fishing net.)

Fisherman: Ha! Ha! Ha! Look at that gawky crane, struggling to free herself from my sturdy net! She'll never break loose! Ha! Ha! Ha!

Man: Young man! Let that bird free!

Fisherman: (laughing) It's just a bird. What do you care?

Man: That bird has done nothing to you. (He reaches into his pocket.) Look; here is the money I have saved to buy myself a mattress. I will give you this money in exchange for the crane's freedom. Take my money and release her.

(The fisherman takes the money and sets the crane free. The crane immediately soars to the sky and flies away.)

Man: (to himself as he walks back home) All my savings are gone. I have worked hard, and yet I have nothing to show for it. (He smiles.) The crane is free, though! What a beautiful, glorious bird!

Narrator: That night, the man heard a knock at his door. When he opened the door, there stood a stunning young woman.

Man: May I help you?

Woman: I wish to be your wife.

Man: Why would you want to marry me?

Woman: I have seen that you are kind and gentle. I know you have worked hard, and it's time someone cared for you. I want to do that.

Man: I would be honored to call you my wife.

Narrator: For years, the man and his wife lived in happiness together. She became a loving wife and cared for him. He wished only that he had more money so he could buy her beautiful clothes and provide a more comfortable home.

Man: (sitting by the fireplace) I wish I had more money to provide for you.

Woman: Perhaps I can help you, my dear husband. I must go into that little room and close the door. I will be in there for hours, and you must promise me not to open the door.

Man: Whatever you wish, I will do.

Narrator: Hours passed, and his wife finally came out of the room. In her arms she carried the finest white fabric ever made.

Woman: Take this fine cloth to the Emperor. He will pay you handsomely for it.

Narrator: The man met with the Emperor the next day.

Emperor: (He admires the cloth.) This is the most beautiful cloth I've ever seen! Here, take this money in exchange. (He pays the man.)

Narrator: Several years pass.

Man: (sitting by the fire again) With the money we got for the cloth, we built a fine home, enjoyed plenty of food and bought nice clothes. But now the money has run out, and I have no way to replace it.

Woman: Once again, I will go into that little room and close the door. I will be in there for several hours, but remember . . . you must promise me not to open the door.

Narrator: Again, hours passed and the wife came out with fine cloth. Again, the man took it to the Emperor and came home with a sack full of coins. The man and his wife lived on this money for quite some time. Eventually, the money again ran out, and the man felt despair.

Woman: If it will please you, I will make some more cloth.

(She goes into the little room and closes the door.)

Man: I am curious to know how my wife makes that beautiful cloth. What can she possibly use to spin such exquisite fabric? Surely one little peek will not hurt.

Narrator: The man cracked open the door, and to his surprise, there stood the beautiful white crane

he had saved so long ago.

Crane: (sadly) Yes, it is I, the crane you once saved. I became your wife that night to thank you for saving my life. Now that you have discovered my secret, I can no longer stay here.

(She flies out an open window. The man rushes outside, calling after her.)

- 15.** In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

Make sure you read the question carefully.

Make sure you have read the entire passage carefully.

Think about how the question relates to the passage.

Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

Analyze the information from the passage as you write your essay.

Make sure you use evidence from the passage to support your response.

Use precise language, a variety of sentence types, and transitions in your essay.

Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

I wrote my final essay in the answer booklet.

I stayed focused on answering the question.

I used evidence from the passage to support my response.

I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Hannah Saves the *Mayflower*

by Carolyn Goodrich

Hannah opened her eyes to another day of unchanging location. Sighing, she hugged Prudence, her raggedy doll. She watched as others awoke slowly on the tiny world of the *Mayflower*. For two months, eighty Pilgrims, two dogs, and some chickens had been packed together on this covered deck. There was nowhere to go and little to do on this endless sea.

"Mother, do you think we will find America today?" asked Hannah.

"Soon," Mother answered. "Did you sleep well?" She gave Hannah a biscuit.

Hannah gnawed on the hard, dry meal, remembering warm milk and newly picked berries of long ago. She said, "Yes, Mother. I dreamed of our home in England and of walking on the ground and running."

Mother smiled. "If the sea is calm, we can cook today. Something warm will be a comfort." The ocean had been turbulent for days, and Captain Jones had allowed no fires aboard the *Mayflower*. The wooden ship could easily be set afire. When they could cook, charcoal fires were built on sand in metal boxes on the open deck.

"If we go on deck today, Hannah, you must stay close to me. Never forget what happened to John Howland. The rowdy sailors are to be avoided, and you would be most wise to ignore your naughty cousins. So many tiresome days of little activity have made them ever more fearless and foolish," Mother said.

Hannah knew her mother's words were wise. She shivered at the memory of John Howland's accident. He had gone up for fresh air and been swept into the water by waves. Only his grabbing a rope trailing in the water had saved him.

She was afraid of the sailors. They did not seem to like the passengers. They said the Pilgrims got in their way and were sickly. Father said the sailors would rather carry cargo than people. Hannah was glad to avoid them and their meanness.

However, the mischief of her cousins was fascinating. John and Francis were older than Hannah. They roamed the ship looking for new things to try. They were adept at sneaking away from their parents. Hannah was entertained by their antics, but she would never dare what they did. She giggled when she recalled Mary Brewster's face as she opened a chest to get thread and released a squawking, flapping hen. But then there was the time the boys had been chasing each other around the deck during cooking. John tripped over a fire box, spilling hot coals onto the deck. Quick sailors had barely prevented a fire.

Hannah saw her cousins scuttle up the ladder to the open deck. Then she heard shouting from above, and the two boys came sprawling down again.

"What happened? Why did you go up there alone when it is dangerous?" Hannah whispered.

Francis whispered back, "We were going to climb high to watch for land. A sailor dragged us off the rigging. The sea is still as a pond. We would have been safe enough."

John joined in. "Yes, we cannot sit about sewing and playing with a doll every day. Men can sing and loll about for a short time. Then they must take action."

Remembering that once they had teased her by taking her doll, Hannah tucked Prudence under her cloak. Then she said, "Other boys are able to be manly but do not get into daily trouble as you do."

The sea was indeed smooth on this day. The Pilgrims ventured onto the open deck to cook a stew of salted beef, beans, and peas. Hannah was surprised that John and Francis did not use this chance to be on deck.

Soon the wind rose, and everyone went below. John and Francis appeared and sat close by Hannah. John pulled back his coat. "Look what we found. Treasures! We are making an invention."

"Those are quills. Are you going to invent writing? That is what they are for," replied Hannah.

"No, we have a better use. We will not tell you. You are much too young and a girl," Francis said. They crept away.

What could be so exciting about feathers from geese? thought Hannah. She crawled after the boys and followed them to a lower deck of storerooms. Some held barrels filled with furniture, weapons, building materials, tools, and seeds for planting. Hannah trailed her troublesome cousins around the stacks and piles.

Suddenly, the boys stopped, and Hannah almost ran into them. They began putting pinches of black powder into the hollow quills that they laid on a barrel top. She knew it was gunpowder, what soldiers put into their muskets. Francis brought a smoldering rope to the end of one of the filled quills. They were making fireworks!

At the sight of the flame, Hannah did no more thinking. "FIRE! FIRE!" she screamed.

Men rushed into the storeroom and stomped the fire out of the feather fuse before it reached the firecracker at its end.

"Do you boys have no wits at all?" asked John Alden, who had been first to respond. "Firecrackers are more than flash and noise in this place."

Miles Standish added, "This is not mere mischief. Fire and gunpowder are deadly play, the more so atop a powder barrel. A spark could have blown all of us into eternity."

With a shake of his head, Captain Jones said, "Had little Hannah not been watching and sounded the alarm, my *Mayflower* would be no more. Where is the father of these two?"

John and Francis stood still, pale, and afraid before the angry men. Then from above came the shout all had been waiting to hear for these many days. "LAND HO! LAND HO!" Pilgrims and sailors scrambled to the top deck for their first sight of the new land. The cousins' invention and Hannah's brave moment were forgotten. The Pilgrims had survived to find America and continue the adventure of their lives.

Read the sentences from "Hannah Saves the *Mayflower*."

"Mother smiled. 'If the sea is calm, we can cook today. Something warm will be a comfort.' The ocean had been turbulent for days, and Captain Jones had allowed no fires . . ."

Which words are used as antonyms in the sentences?

- A. "smiled" and "allowed"
- B. "sea" and "ocean"
- C. "calm" and "turbulent"
- D. "warm" and "fires"

What does the word antics mean as it is used in "Hannah Saves the *Mayflower*"?

- A. boasts
- B. pranks
- C. methods
- D. thoughts

In "Hannah Saves the *Mayflower*," how is Hannah different from John and Francis?

- A. Hannah is more curious.
- B. Hannah is more talkative.
- C. Hannah is more courageous.
- D. Hannah is more responsible.

Which sentence from "Hannah Saves the *Mayflower*" **best** supports a theme related to consequences?

- A. "Hannah saw her cousins scuttle up the ladder to the open deck."
- B. "Francis whispered back, 'We were going to climb high to watch for land.' "
- C. "The sea was indeed smooth on this day."
- D. "Miles Standish added, 'This is not mere mischief.' "

This question has two parts. Answer Part One and then answer Part Two.

Part One

What is the author's main purpose in "Hannah Saves the *Mayflower*"?

- A. to share a story of sadness from the *Mayflower*
- B. to explain the importance of the *Mayflower's* journey
- C. to create characters as a way to show how life may have been on the *Mayflower*
- D. to develop a plot as a way to emphasize the facts of the *Mayflower's* journey

Part Two

Which sentences from the passage support the answer in Part One? Choose **two** answers.

- A. "Hannah gnawed on the hard, dry meal, remembering warm milk and newly picked berries of long ago."
- B. "When they could cook, charcoal fires were built on sand in metal boxes on the open deck."
- C. "John and Francis were older than Hannah."
- D. "Suddenly, the boys stopped, and Hannah almost ran into them."

Susanna's Promise

by Heather Hill Worthington

Mother held my hand as we boarded the crowded ship. She was with child. Father struggled to carry my old cradle.

"Will the baby come today?" I asked.

"Not today or tomorrow either," Mother said.

I couldn't imagine Mother having the baby here. What if the boat leaked? Father led us down below deck to our dark quarters. Mother visited with Mistress Hopkins who, too, was expecting a baby.

Later, Father took me on deck. "It's a fine day for sailing, Resolved¹," he said. As we left the harbor, the boat was leaning over to one side. Breakers tumbled. My lips tasted salty.

As land disappeared from sight, waves pounded the *Mayflower's* hull. I clung to Mother, who was seasick. Others complained.

"Hold on!" shouted Captain Jones. The ship pitched, bow up, then down. Soon we weren't allowed up on deck.

Days passed. Scary thunderstorms came. Creeping onto the deck, the sea slithered like a serpent. It washed down on us all, as we shivered below deck. The sailors shouted. They didn't like our sickness, singing, or prayers.

"We'll find happiness in the new land," Mother promised.

But I wasn't so sure. Part of the ship cracked, but it was soon fixed.

When Oceanus Hopkins was born, I couldn't wait for our baby. "It won't be long now," Mother said.

The weather cleared. One day I heard "Land Ho!" It was late November. Up on deck, I saw only deserted beach. There was no city like the one we'd left.

There was another problem. Captain Jones had taken us to the wrong place. This wasn't Hudson's Paver, where we were supposed to land. "Winter is coming, and the sailing is too dangerous," Father explained.

On November 11 we anchored ship, and soon Father and the others set out to explore in a small boat. With other men, Father waded to the beach through icy water. I thought him brave. I feared we'd all freeze before our homes were built.

When we all went ashore, I ran on the sand with my friend, Wrestling². Mother washed clothes. I shouted when I saw a whale spouting in the water.

We lived on the ship while the men went exploring. Then, one day, Mother called for Mistress Hopkins. I was so excited! By nightfall, I had a baby brother. His name was Peregrine, which meant "traveler." He was the first English baby born in New England. It snowed all night.

On shore, I collected thatch for our roof. Mother cared for Peregrine. He grew bigger. Mother took Peregrine and me out for fresh air.

At last, the weather warmed to spring.

I helped plant corn the Wampanoag way. The Wampanoags were the people who were here when we came. Now they had become our friends.

When the *Mayflower* finally sailed away in April 1621, we waved goodbye from our new home.

It has been four years since our people crossed the great ocean. I watch my mother, Susanna, chase my little brother through the tall grass. He loves this game. His spirit is free. I am nine and have responsibilities.

The sun shines brightly on our hillside settlement. Life is good in Plimouth Plantation; we are thankful. We have found happiness in the new land, just as Mother promised.

Read the sentence from "Susanna's Promise."

"The ship pitched, bow up, then down."

Which meaning of the word pitched is used in the sentence?

- A. threw
- B. rose and dipped
- C. set on a slope
- D. put into position

Read the sentence from "Susanna's Promise."

"Creeping onto the deck, the sea slithered like a serpent."

Which idea does the simile **most** express?

- A. the danger of the ocean
- B. the vastness of the ocean
- C. the fragile quality of the ship
- D. the slow movement of the ship

Which sentence from "Susanna's Promise" **most** shows that the Pilgrims remained hopeful during their journey?

- A. "Mother held my hand as we boarded the crowded ship."
- B. "'It's a fine day for sailing, Resolved,' . . ."
- C. "'We'll find happiness in the new land,' . . ."
- D. "He was the first English baby born in New England."

Which sentence **best** contrasts how the two passages describe the Pilgrims' journey on the *Mayflower*?

- A. "Hannah Saves the *Mayflower*" makes sailing seem boring, but "Susanna's Promise" makes sailing seem exciting.
- B. "Hannah Saves the *Mayflower*" tells where the ship comes from, but "Susanna's Promise" tells where the ship is going.
- C. "Hannah Saves the *Mayflower*" focuses on a single event, but "Susanna's Promise" focuses on a longer period of time.
- D. "Hannah Saves the *Mayflower*" shares the thoughts of one character, but "Susanna's Promise" shares the thoughts of several characters.

Uncovering a Mystery

by David L. Harrison

It is September 2001, on a sunny day in the Midwest near Springfield in Greene County, Missouri, and Journagan Construction is building a road. Bobby Page's job is to remove part of a hill that is in the way by using explosives. He and his crew get ready. Their hydraulic drill chatters down into the rocky earth, digging a series of small holes nearly 30 feet deep.

The crew places sticks of powder in the bottoms of the holes and covers them with ammonium nitrate, an explosive ingredient that looks like mayonnaise. The powder will set off the ammonium nitrate. Fuses and ignition caps are in place. A long line runs uphill to a place where the blast will be set off by the push of a button. People living nearby have been told there will be an explosion. Traffic on the road has been stopped to protect motorists.

Fire in the Hole!

Bobby raises his right hand, ready to call out the familiar warning. In just a moment, part of the hill will erupt. Dust and clay will shoot 30 feet toward the blue sky like a geyser. A wave of shattered earth and stone will explode onto the roadbed. It will sound like a waterfall crashing onto rocks. Dust and smoke will swirl. The air will smell of burned powder like the stale remains of Fourth of July fireworks.

"Fire in the hole!"

The side of the hill explodes. Smoky clouds of dust and grit collide. But no wave of broken rocks crashes outward onto the roadbed. Instead, part of the hill vanishes into the earth.

People scramble toward the blast site for a look. They stare down into a wide, jagged hole. The explosion has blown through the wall of a cave!

Driven by curiosity, Bobby picks his way down through the rubble. The floor is littered with slabs of rock that shattered off the ceiling. Bobby holds a lighter above his head. A few steps beyond the weak sunlight he finds himself in a dark, silent place. Wisely, he turns back. This unexpected cave is a serious problem for the road builders. It must be reported right away.

Detectives on the Scene

What happens next shows just how much detective work is involved in cave science. When he learns about the cave, Dave Coonrod, the top Greene County official, notifies Ken Thomson, a geologist and cave expert. Ken identifies the rocks around this cave as limestone, a kind of rock that formed underwater when a shallow sea covered the area millions of years ago.

Ken Thomson can see that the newly discovered cave is big. It's hard to tell how far its tunnels might reach. He decides that it needs to be investigated. One of the first people he notifies is Matt Forir. Matt is a paleontologist, the kind of scientist who studies ancient life. Matt and team member Lisa McCann will be the first detectives to tackle the scientific mysteries of this unknown cave. They wonder if they are about to walk where no human has been, uncover secrets that no one has witnessed. They share a great responsibility, and they feel it.

"You can't be too careful," Matt says. "This may be just another cave. But there is always the possibility of finding priceless fossils that will help us understand what life was like in the past. A careless step might destroy something that can never be replaced."

Walking into the Past

Matt and Lisa work down through the debris and enter the blast opening. The first chamber of the cave is large and fairly round. The far walls and ceiling are only dimly visible in the lights mounted on their helmets. Stone formations of many shapes and colors hang from the ceiling and grow out of the floor.

Matt and Lisa edge forward. They walk between floor-to-ceiling columns that look like ice sculptures. Beyond the columns they pass a shallow pool so clear that the water is invisible. The floor slopes downward to the lip of a wide pit 10 feet deep and 30 feet across. The explorers slide down the slippery bank, wade through cold water above their ankles, and scramble up the far side.

Clay is everywhere. It coats the walls and the floor, and clings to their wet boots. One hundred feet into the cave, they stop to look at a wall. Their lights crisscross the darkness like narrow searchlights. Suddenly the beams come together on the same spot. Several feet above their heads, enormous claws have left deep slashes in the clay. Sometime in the past a living creature—a very large living creature—had visited the cave!

A Startling Discovery

"Look at the size!" Lisa says. The marks are 7 or 8 inches wide and 14 feet above the floor. That's 4 feet higher than a basketball hoop!

Matt's mind is already busy figuring out what kind of animal did this. "Bear," he says. But the only bear native to this area is the black bear, and black bears can't reach half this high. Their paws aren't more than 5 inches wide. The bear in here was a giant. Matt feels a rush of excitement. "Only one kind of bear was ever big enough to make those marks," he says. "The short-faced bear. The one that autographed this wall stood here more than ten thousand years ago!" That's when the last ice age ended, and paleontologists believe that short-faced bears were already extinct by then.

As Matt and Lisa turn around, their lights shine on the far wall of the passage, picking up claw marks that look different from the bear claws marks. These scratches look like they were cut into the clay with knives.

Matt whistles. "Saber-toothed cat or American lion," he says. "This was a busy place!"

The explorers have only been in the cave for 30 minutes, but they return immediately to the surface. Matt's report to the others waiting near the entrance is simple and straightforward:

"We have to save this cave! You're not going to believe what's down there!"

Saving the Cave

Ken, Matt, county officials, and other scientists consult with the construction company and road engineers. They reach a major decision. They will reroute the road to one side to spare the cave. They name the cave Riverbluff.

A crew repairs the damaged cave wall with 20-foot sheets of 1/2-inch steel. The cave is buried again to keep it safe from intruders. Now it can only be entered by climbing down a 16-foot hole and crawling through an underground drainpipe with padlocked steel doors at both ends.

By spring of 2002, the scientists are finally allowed to start exploring Riverbluff Cave. There is an air of excitement as they begin.

Mapping the cave is one of the first priorities. A map specialist named James Corsentino agrees to take on the task with help from Matt, Lisa, and other team members. "Crawling on your stomach through wet clay isn't always fun," says James, "but a good map is worth it."

Like explorers above ground, cave scientists need a map of where they're going. Geologists need to know the shape, size, and location of the cave to understand how it was formed. Hydrologists (scientists who study water) need a good map to discover the role that water plays in the cave. Paleontologists need to know where each discovery is made to understand what life was like in the area.

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Writer’s Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final essay in the answer booklet.
- ☐ I stayed focused on responding to the prompt.
- ☐ I used evidence from the passage to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

America's Best Girl

by Tracey E. Fern

Stroke. Stroke. Gertrude "Trudy" Ederle was fourteen miles off the coast of France and seven miles from her goal—the coast of England. She had been swimming for eleven hours through frigid water. Rain pelted down, the tide dragged her backward, and the salty water had caused her tongue to swell to twice its normal size.

"You must come out!" someone finally yelled from a nearby tugboat.

Trudy raised her head and looked into the black waves. "What for?" she called back. Trudy knew this was her last, best shot to become the first woman to swim the English Channel. She put her head back down. Stroke. Stroke. Stroke.

The Swim of a Lifetime

When Trudy stepped into the water on August 6, 1926, few people thought the nineteen-year-old had a chance of swimming the Channel. Although the narrow sea that separates England from France is only twenty-one miles wide, the tides are treacherous, the water is bone-chillingly cold, and the weather is unpredictable. To make matters worse, the Channel was laced with stinging jellyfish, clinging seaweed, and heavy ship traffic.

The Channel was so dangerous that by 1926 only five people in history had been able to swim across it, and all of them had been men. At the time, women were generally considered not strong enough to complete such an arduous swim. "Women must admit that in contests of physical skill, speed and endurance, they must remain forever the weaker sex," a London newspaper had said just one day before Trudy's swim. Trudy was determined to prove the skeptics wrong.

Facing the Challenge

Trudy was one of the best all-around swimmers in the world. She held eighteen world records and had won three medals at the 1924 Olympic Games in Paris.

Trudy was used to rough seas, too. At home in New York, she swam for miles in the open ocean every day during the summer, no matter what the weather. And she had been training in the Channel for the past three weeks.

But Trudy had tried to swim the Channel once before. In August of 1925, Trudy had come within six miles of England. Then she had gotten horribly seasick. Her trainer had to pull her out of the water.

Trudy knew that if she didn't make it this time, there was a good chance that her rival, Clarabelle Barrett, would beat her across the Channel. Clarabelle had come within a few miles of completing the swim herself, and was planning to try again soon.

Braving the Rough Seas

The sea was a chilly sixty-one degrees Fahrenheit when Trudy waded into the water off Cape Gris-Nez, France, at 7:09 A.M. She wore a black two-piece bathing suit, a skull cap, heavy goggles, and eight layers of grease to protect her from the cold. The spectators cheered. Trudy waved and plunged in.

The tug *Alsace* chugged along beside her carrying a sign that read "This way, ole kid!" with an arrow pointing forward. Trudy's coach, Thomas Burgess, was aboard, along with her father, sister, and friends.

Trudy started off with a strong crawl, pulling steadily at twenty-eight strokes per minute and kicking eight beats for every full stroke of her arms. Her space-eating crawl covered the first four miles in just three hours. Coach Burgess was worried that Trudy wouldn't be able to keep up that breakneck pace.

"Take your time!" he called out to Trudy. But Trudy just kept swimming.

She stopped for her first meal at 10:30 A.M. and sipped beef extract while floating on her back. Then she started swimming again.

Her friends hung over the side of the *Alsace* and sang silly songs to keep Trudy from getting bored. It was working: Trudy was on world-record pace. But by early afternoon, it was clear that trouble was brewing.

Trudy had chosen this day for her swim because weather forecasts were favorable, but at 1:30 P.M. it started to rain. At first, the rain was gentle, but within a few hours a full-fledged storm swooped across the Channel. By 5:00 P.M. the sea was rough, the tide was running against Trudy, and a stinging spray was being hurled into her face.

By 6:00 P.M. it seemed hopeless. The waves and tide were so fierce that for every few yards Trudy swam, she was pushed back twice as many. And the storm showed no signs of letting up.

Coach Burgess leaned over the side of the *Alsace* and begged Trudy to get out of the water. But Trudy was only six miles from the English shore. "No! No!" she shouted. She fought the storm for three more hours. Finally the wind and rain eased and the tide turned. Now it was sweeping her toward the shore.

Trudy finally stubbed her toe on the beach at Kingsdown, England, at 9:40 P.M. She had been in the water for fourteen hours and thirty-one minutes. Trudy wasn't just the first woman to swim the Channel, she was the fastest person to swim it. She had smashed the world-record time by almost two hours.

But Trudy's swim had taken a toll on her body. The pounding waves had damaged her hearing, so Trudy eventually gave up professional swimming and became a swimming instructor for deaf children.

"To get over that Channel was my biggest and only ambition in the world," she said. "I just knew it could be done, it had to be done, and I did it."

1. Read the sentence from the passage.

"When Trudy stepped into the water on August 6, 1926, few people thought the nineteen-year-old had a chance of swimming the Channel."

Which sentence from the passage provides evidence to support this statement?

- A. "Trudy was determined to prove the skeptics wrong."
 - B. "Rain pelted down, the tide dragged her backward, and the salty water had caused her tongue to swell to twice its normal size."
 - C. "At the time, women were generally considered not strong enough to complete such an arduous swim."
 - D. "Trudy knew this was her last, best shot to become the first woman to swim the English Channel."
2. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which statement **best** describes Ederle's main motivation in the section "Facing the Challenge"?

- A. Ederle wanted to win an Olympic medal.
- B. Ederle felt competition from a rival.
- C. Ederle needed a new place to train.
- D. Ederle wanted to overcome an injury.

Part Two

Which sentence from the passage supports the answer in Part One? Choose **one** answer.

- A. "Then she had gotten horribly seasick."
- B. "She held eighteen world records and had won three medals at the 1924 Olympic Games in Paris."
- C. "Clarabelle had come within a few miles of completing the swim herself, and was planning to try again soon."
- D. "At home in New York, she swam for miles in the open ocean every day during the summer, no matter what the weather."

3. Which generalization can **best** be made from the section "Braving the Rough Seas"?

- A. Working slowly is a good way to overcome a challenge.
- B. People should consider the weather when choosing a day to swim.
- C. Plans do not always work out as expected.
- D. It takes determination to keep going in a difficult situation.

4. Read the sentence from the passage.

"But by early afternoon, it was clear that trouble was brewing."

What is the meaning of the phrase "trouble was brewing" as used in the passage?

- A. A negative event was about to happen.
- B. A solution was about to be lost.
- C. A strange mystery was going to be solved.
- D. A surprise was going to occur.

5. Which sentence from the passage **best** supports the inference that Trudy was committed to her goal?

- A. "Trudy was used to rough seas, too."
- B. "Trudy was one of the best all-around swimmers in the world."
- C. "But Trudy had tried to swim the Channel once before."
- D. "Trudy raised her head and looked into the black waves."

6. What is the purpose of the headings in the passage?

- A. to describe the events that led to Ederle's biggest accomplishment
- B. to list Ederle's most important swimming accomplishments
- C. to explain the conditions that Ederle faced in the English Channel
- D. to compare Ederle with another woman who also wished to swim the English Channel

The Fruit of Hard Work

an Indian Folktale

retold by Deepa Agarwal

Long, long ago, a priest named Ram Dhan lived in a village in the heart of India. He made his living by performing ceremonies for the villagers. But since the village was small and such ceremonies were required only once in a great while, Ram Dhan barely made enough money to feed his wife and himself.

One evening as he and his wife, Shweta Devi, ate their dinner of two dry chapatis¹ with a lump of salt, she said, "We deserve better than this, surely. I wish I had money to buy some vegetables at least."

Ram Dhan sighed. "There's no way for me to earn more."

"Well," said Shweta Devi, "I've heard our raja sahib is very generous. He gives freely to learned men like you."

Ram Dhan frowned. "Kings acquire their wealth by taxing their subjects or by looting their enemies in battle. I'd rather remain poor than accept such money in alms."

"I'm sure not all his money is earned like that," Shweta Devi insisted. "Why don't you go to the palace and find out?"

Ram Dhan thought for a long while. "All right," he said finally. "But I'll only accept money the king has earned by his own honest work."

The next morning he set off for the capital. When he reached the palace, he noticed a long line of men winding out from the central gates. Discovering they were all alms seekers like himself, he joined the queue.

Inside, the king was sitting on a jeweled throne. A huge diamond flashed in his turban, and his brocade coat shimmered with gold. Two attendants stood beside him, holding an enormous salver covered with coins. As each supplicant approached, the king picked up a handful of coins and poured it into the man's cupped palms.

After a long wait, Ram Dhan's turn came. As soon as the king scooped up the coins, Ram Dhan said, "Your Majesty, with all due respect, I would like to ask you a question. Have you earned this money by the sweat of your brow?"

The king was so startled that the coins slid out of his hands back onto the salver. "Earned?" he replied. "Don't you know kings do not sweat to earn money like ordinary people?"

Ram Dhan said, "Then I cannot accept this money. It is money that has not been earned by honest labor."

The king paled. When he came to the throne, he had made a vow that a needy person would never go empty-handed from his door. If this man left without accepting alms from him, his vow would be broken!

"Wait!" he cried to Ram Dhan, who was already turning away. "If you come again tomorrow, I promise you will get money that I have earned by my own labor."

After the crowd had dispersed, the king went to his chamber and disguised himself as a common laborer. He then slipped out of the palace and began to look for work in the city. After knocking at many doors he found a job—fetching water for a householder.

The king had never in his whole life lifted a finger to do any kind of work. Just filling the clay pot with water from the well and carrying it on his head was exhausting. When he staggered back to the house with the full pot, he was ordered to fetch another. This was even more of an effort, but he thought of his vow and went on. However, as soon as he reentered the house, he stumbled and dropped the pot. It shattered at once.

The householder was furious. "You useless fellow!" he cried. "Take this and get out. It's more than you deserve!" He flung a couple of paise² after him.

The king picked up the coins gratefully. At least he would not have to break his vow.

The next day, when Ram Dhan appeared, the king produced the coins. He said, "This is all I could earn by my own labor."

Ram Dhan touched the coins to his forehead, bowed to the king, and said, "These coins are more precious than gold." And he left for his village.

His wife ran out eagerly as soon as she saw him arrive. "What did the king give you?" she asked.

Ram Dhan produced the two coins. "It was all he could earn by his own honest work."

Shweta Devi was bitterly disappointed. But she took the two coins and placed them by a tulsi plant, which grew in a pot in their tiny courtyard. It was her custom to light a lamp before the plant every night.

One evening Shweta Devi noticed that another plant had sprouted in the pot beside the tulsi. It was quite different from the common weeds that sometimes took root there. Curious to see how it would grow, she decided to let it remain. The plant grew taller and taller as the days passed. Tiny buds appeared on its stems. The buds bloomed into little white flowers, so pretty and unusual that Shweta Devi was quite fascinated by them.

She was even more intrigued when the flowers began turning into fruit, the oddest fruit she had ever seen. Little white balls, hard, with a wonderful sheen.

"Do you think this fruit has any use?" she asked Ram Dhan.

"I don't know," he said. "I've never seen anything like it."

Soon the plant was producing so much fruit that it fell and scattered all over the courtyard. Every day Shweta Devi swept up a big handful. The little balls were so unusual she didn't feel like throwing them away, so she collected them in a mud pot.

One day she heard the fruit seller calling out, "Guavas, fresh guavas!" Shweta Devi's mouth watered. It was years since she had eaten a sweet guava. But she had no money. As she stood there wondering what she could do, she suddenly had an idea.

She ran and got some of the strange fruit and went to the fruit seller. "Leelabai," she said, "would you like to exchange these for some guavas?"

Leelabai turned the white balls over in her hand. "What are they?" she asked, perplexed.

"I thought you would know," Shweta Devi replied.

"Well, I've never seen this kind of fruit before. But it's so pretty, I don't mind giving you some guavas in exchange."

The fruit seller took the strange fruit to the village grocer. As soon as he saw them, he exclaimed, "Where did you get these?"

"From Shweta Devi, the Ram Dhan's wife. She says they grow on a plant in her courtyard. Do they have any use?"

The grocer's face grew guarded. "Maybe," he said. "I'm not sure. But they look very nice. I don't mind giving you some provisions in exchange for them."

Now Leelabai began to give Shweta Devi fruit and vegetables in exchange for the gleaming white balls. In turn, she passed the little balls on to the grocer.

One day, on a visit to the city, the grocer heard the sound of the town crier's drum. "Hear all! Hear all!" he proclaimed. "The marriage of Her Highness Princess Roopvati is near. Her wedding dress is to be embroidered with fine pearls. His Majesty the king will pay handsomely for the best pearls, so if you possess any, bring them forth."

The grocer rushed home. He took out all the little white balls he had, put them in a silken pouch, and hurried back to the city.

When the king saw them, his eyes gleamed with delight. "These pearls are incomparable," he said. "Where did you get them?"

The grocer told him about the strange plant. "Impossible!" cried the king. "Pearls do not grow on plants. You are lying!"

"I speak the truth!" the grocer pleaded, terrified. "There is such a plant."

"Then I must see it for myself." The king set off for the village at once.

"Show me the wonderful plant that bears pearls for fruit," the king demanded as soon as Shweta Devi opened the door.

For a moment she was confused. Then she cried out, "Pearls! I knew they were something rare!"

She ran and got the pot of tulsi. The king took it from her and looked at the pearl-bearing plant. "This is truly a miracle!" he cried out, amazed. "But how is it possible?"

As he tilted the pot this way and that, it slipped from his hands and fell to the floor. The pot broke, scattering soil and exposing the plant's roots.

"The coins!" Shweta Devi exclaimed. "It is growing out of the coins!"

Ram Dhan came forward. "Your Majesty," he explained, "you gave me those coins in charity. It was money you earned from your own honest labor."

The king was wonder-stricken. "Of course, I remember," he replied. "It was the first and only time I labored with my hands."

"These pearls are the fruit of that work, Your Majesty," said Ram Dhan.

"You are truly the wisest man in my kingdom," declared the king. "You shall be the royal tutor and teach my sons all you know. Particularly the value of hard work."

Ram Dhan and Shweta Devi went to live in the palace that day. And they never lacked for anything again.

At the end of the passage, the king says to Ram Dhan, "You shall be the royal tutor and teach my sons all you know." Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

Writer's Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final essay in the answer booklet.
- ☐ I stayed focused on responding to the prompt.
- ☐ I used evidence from the passage to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

The First Transcontinental Railroad

by Mark Clemens

The year was 1869.

At a place called Promontory, a tiny settlement on the shore of Utah's Great Salt Lake, two train locomotives idled nose to nose. One train was from the East, the other from the West. A large crowd had gathered. After six years of difficult, laborious work, tracks had been laid over nearly 1,800 miles from Omaha, Nebraska, to Sacramento, California. It was May 10, 1869, and the United States was about to be connected by rail.

The railroad president got ready to hammer in the spike that would finally connect east and west. He swung and missed. The next official also missed! Still, the crowd cheered, and other important people took their turns. The spikes, of silver, iron, and gold, were hammered in place. The First Transcontinental Railroad was completed!

The Union Pacific locomotive from the East, called the *119*, crossed over onto Central Pacific tracks. Then it backed up to allow the *Jupiter*, the locomotive from the West, to chug across onto Union Pacific tracks. Everyone cheered again, and celebrations lasted all afternoon.

Why was a transcontinental railroad so important? This was a time before the invention of the airplane or the automobile. Some tracks and railroads had been built, but they only connected cities east of the Mississippi River. It took months to get over land from points along the Mississippi River to the West Coast.

The idea of a transcontinental railroad emerged as large groups of people began to settle California and the western territories. A group of businessmen predicted that a railroad that extended across the West could be quite profitable.

At first, building the railroad seemed impossible. In 1862, President Abraham Lincoln signed a bill that gave the railroad companies special land grants and government bonds to help pay for the job. Even so, the owners of the Central Pacific and Union Pacific railroad companies had to raise even more money.

Both companies had tremendous difficulty getting their supplies on site. The Central Pacific had to ship their equipment from the Atlantic Coast, an expensive and time-consuming effort. Work on the Central Pacific also was slowed as it approached the snow-covered Sierra Nevada, a range of steep, rocky mountains through which the tracks had to be laid.

The Union Pacific also had problems. At first, they had to ship their supplies and equipment up the Missouri River by steamboat, and then carry them overland by stagecoach and wagons. Later, they were able to send supplies along the tracks they had laid, but all the carrying, pushing, and

PSSA ENGLISH LANGUAGE ARTS GRADE 5

pulling had to be done by men with picks and shovels, wheelbarrows, wagons, and mules.

The First Transcontinental Railroad was one of the last major projects to be constructed primarily by hand in the United States. It took the labor of thousands of men—many of them Chinese immigrants—and the lives of many to complete this incredible task.

Although the official date for the opening of the railroad was November 6, 1869, when the Union Pacific and Central Pacific railroads joined on May 10, 1869, the dream of a transcontinental railroad became a reality. Suddenly, a journey from the East Coast to California took a week instead of months. The railroad opened the door to settlers from the East and from other countries eager to make lives for themselves in California and other points in the West. The age of the stagecoach and wagons gave way to the era of the “iron horse.”

Read the sentence from “The First Transcontinental Railroad.”

“The age of the stagecoach and wagons gave way to the era of the ‘iron horse.’ ”

What does the figurative language in the sentence suggest?

- A. Trains moved slower than horses.
- B. Trains replaced horses as the leading form of transportation.
- C. Trains required horses to move them forward.
- D. Trains were stronger than horses since they were made of metal.

Which sentence from “The First Transcontinental Railroad” **best** explains why the railroad was built?

- A. “The railroad president got ready to hammer in the spike that would finally connect east and west.”
- B. “Still, the crowd cheered, and other important people took their turns.”
- C. “A group of businessmen predicted that a railroad that extended across the West could be quite profitable.”
- D. “Both companies had tremendous difficulty getting their supplies on site.”

This question has two parts. Answer Part One and then answer Part Two.

Part One

In "The First Transcontinental Railroad," what is **one** point that the author makes about the railroad?

- A. The transcontinental railroad was less expensive to create than first estimated.
- B. Supplies needed to build the transcontinental railroad were shipped by steamboat.
- C. It took several months to complete the construction of the transcontinental railroad.
- D. The transcontinental railroad was important to the future development of the country.

Part Two

What evidence from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. "In 1862, President Abraham Lincoln signed a bill that gave the railroad companies special land grants and government bonds to help pay for the job."
- B. "Even so, the owners of the Central Pacific and Union Pacific railroad companies had to raise even more money."
- C. "Although the official date for the opening of the railroad was November 6, 1869, when the Union Pacific and Central Pacific railroads joined on May 10, 1869, the dream of a transcontinental railroad became a reality."
- D. "The railroad opened the door to settlers from the East and from other countries eager to make lives for themselves in California and other points in the West."

Alexander Toponce (1839–1923) was an American pioneer and businessman. He witnessed the Golden Spike ceremony and wrote about it in his autobiography, *Reminiscences of Alexander Toponce*. This is his account of the event.

I Saw the Golden Spike

by Alexander Toponce

I saw the Golden Spike driven at Promontory, Utah, on May 10th, 1869. I had a beef contract to furnish meat to the construction camps of Benson and West. This West was my good friend, Bishop Chauncey W. West of Ogden. They had a grading¹ contract with the Central Pacific and their camp was near Blue Creek. I also furnished beef for some of the Union Pacific contractors.

The Golden Spike could have been driven a couple of weeks earlier than it was. But the two companies had settled on Promontory as the meeting place some days prior to the actual meeting.

The Central Pacific had been planning to make the junction at Ogden as to be in touch with Salt Lake City and the settlements in Utah. But the Union Pacific planned to lay their iron as far west as Humboldt Wells, in Nevada, and had most of their grade completed that far west.

If the Union Pacific (U. P.) had crowded their work as hard as the Central Pacific (C. P.) did in the last two weeks the Golden Spike would have been driven a good many miles to the west.

On the last day only about 100 feet were laid and everybody tried to have a hand in the work. I took a shovel from a man and threw a shovel full of dirt on the ties just to tell about it afterward.

A special train from the west brought Leland Stanford, Governor of California and president of the Central Pacific Railroad Company. Another special train from the east brought a lot of newspaper men. It was a very hilarious occasion.

California furnished the Golden Spike. Governor Tuttle of Nevada furnished one of silver. Governor Safford presented one gold, silver and iron from Arizona. The last tie was of California laurel.

When they came to drive the last spike, Governor Stanford took the sledge and the first time he struck, he missed the spike and hit the rail.

What a howl went up! Irish, Chinese, Mexicans, and everybody yelled with delight. Everybody slapped everybody else on the back and yelled, "He missed it. Yee." The engineers blew the whistles and rang their bells. Then Stanford tried it again and tapped the spike and the telegraph operators had fixed their instruments so that the tap was reported in all the offices, east and west, and set bells to tapping in hundreds of towns and cities.

Then Vice President T. C. Durant of the Union Pacific took up the sledge and he missed the spike the first time. Then everybody slapped everybody else again and yelled, "He missed it, too, yow!"

It was a great occasion; everyone carried off souvenirs and there are enough splinters of the last tie in museums to make a good bonfire. When the connection was finally made the U. P. and the C. P. engineers ran their engines up until their pilots² touched. Then the engineers shook hands and had their pictures taken and each broke a bottle³ on the pilot of the other's engine and had their pictures taken again.

The U. P. engine, the *Jupiter*, was driven by my good friend George Lashus, who still lives in Ogden.

Both before and after the spike driving ceremony there were speeches, which were cheered heartily.

In "I Saw the Golden Spike," what does the text box help readers understand?

- A. details of who helped build the railroad
- B. reasons why the railroad was built
- C. personal opinions from the author
- D. background information about the author

Which detail from "I Saw the Golden Spike" supports the author's point that the driving of the golden spike on May 10, 1869, was a celebrated event?

- A. "They had a grading contract with the Central Pacific and their camp was near Blue Creek."
- B. "But the two companies had settled on Promontory as the meeting place some days prior to the actual meeting."
- C. "But the Union Pacific planned to lay their iron as far west as Humboldt Wells, in Nevada, and had most of their grade completed that far west."
- D. "Then the engineers shook hands and had their pictures taken and each broke a bottle on the pilot of the other's engine and had their pictures taken again."

The Impact of the Transcontinental Railroad

On May 10, 1869, as the last spike was driven in the Utah desert, the blows were heard across the country. Telegraph wires wrapped around spike and sledgehammer transmitted the impact instantaneously east and west. In San Francisco and New York, wires had been connected to cannons facing outward across the ocean. When the signal from the spike came through, the cannons fired. The world was put on notice: the transcontinental railroad was completed and America was moving to the forefront of the world's stage.

The World Grew Smaller

One day later, the first transcontinental freight train rumbled out of California on its way to the East Coast. It carried in its hold an emissary¹ of the Asian markets: a shipment of Japanese teas. On May 15, though the road required hundreds of thousands of dollars in patchwork along its length, regular passenger service opened for business. Travelers could make the trip between San Francisco and New York in a week. No longer did passengers or cargo have to take the treacherous route across ocean and Panama. The coasts were connected—and the world as Americans knew it had grown smaller.

Surging Interstate Trade

The transformation achieved in intercontinental trade was substantial. Within ten years of its completion, the railroad shipped \$50 million worth of freight coast to coast every year. Just as it opened the markets of the West Coast and Asia to the East, it brought products of eastern industry to the growing populace beyond the Mississippi. The railroad ensured a production boom, as industry mined the vast resources of the middle and western continent for use in production. The railroad was America's first technology corridor.

Improved Public Discourse²

As it encouraged the growth of American business, so too did it promote evolution of the nation's public discourse and intellectual life. Americans could travel across the length of the continent in a matter of days and gaze upon their country in its entirety from the windows of their train cars. Conversations begun in the East ended in the West. Books written in San Francisco found homes on New York shelves just one week after their publication. The rails carried more than goods; they provided a conduit³ for ideas, a pathway for discourse. With the completion of its great railroad, America gave birth to a transcontinental culture. Here were two coasts united; here was an interior open to settlement.

A Web of Rails

The transcontinental railroad did not long remain the sole venue of travel through America's center. Lines spiderwebbed outward from its branch points, conveying north and south the settlers coming west to consume millions of acres of land. By 1900 a number of routes ran parallel—the Northern Pacific and Southern Pacific among them—reaching westward from the Mississippi to the Pacific just like the pioneering road.

¹ emissary—a representative

² Public Discourse—the open communication of thoughts and ideas within a society or culture

³ conduit—the means for carrying something forward

This question has two parts. Answer Part One and then answer Part Two.

Part One

Which sentence contains two main ideas of “The Impact of the Transcontinental Railroad”?

- A. The transcontinental railroad allowed for the development of other railways in New York; the transcontinental railroad carried important goods out of California on its first trip.
- B. The completion of the transcontinental railroad caused cannons to be fired; the transcontinental railroad carried Japanese tea east to Utah.
- C. The completion of the transcontinental railroad caused sledgehammers to be hit; the transcontinental railroad led to people wanting to read more.
- D. The transcontinental railroad allowed for the movement of people in a short amount of time; the transcontinental railroad led to the sharing of ideas between areas.

Part Two

Which details from the passage support the answer in Part One? Choose **two** answers.

- A. “On May 15, though the road required hundreds of thousands of dollars in patchwork along its length, regular passenger service opened for business.”
- B. “Travelers could make the trip between San Francisco and New York in a week.”
- C. “Books written in San Francisco found homes on New York shelves just one week after their publication.”
- D. “The transcontinental railroad did not long remain the sole venue of travel through America’s center.”

How are the structures of “I Saw the Golden Spike” and “The Impact of the Transcontinental Railroad” different?

- A. One presents events in time order, and the other identifies the effects of an event.
- B. One states a problem and possible solutions, and the other compares two aspects of a topic.
- C. One contrasts several subjects, and the other lists events in the order of importance.
- D. One presents a main idea and supporting details, and the other gives answers to questions.

Which statement **best** describes the difference in the points of view between “I Saw the Golden Spike” and the other two passages?

- A. “I Saw the Golden Spike” is written from the point of view of a railroad worker who was involved in the events of May 10, 1869, while the other passages are written from the point of view of government officials who attended the events of May 10, 1869.
- B. “I Saw the Golden Spike” is written from the point of view of a mayor who led the events of May 10, 1869, while the other passages are written from the point of view of businesspeople who had given money for the events of May 10, 1869.
- C. “I Saw the Golden Spike” is written from the point of view of a person who observed the events of May 10, 1869, while the other passages are written from the point of view of individuals who researched the events of May 10, 1869.
- D. “I Saw the Golden Spike” is written from the point of view of a photographer who took pictures of the events of May 10, 1869, while the other passages are written from the point of view of reporters who interviewed people about the events of May 10, 1869.

What do all three of the passages suggest about the day of May 10, 1869?

- A. The day was marked by many types of celebrations.
- B. The day was filled with very funny events.
- C. The day was attended by many important people.
- D. The day was recorded for others to hear.

Into the Volcano

by Charnan Simon

"You're taking us where?" Heidi looked at her parents in disbelief. In the week they'd been in Hawaii, they'd seen rain forests and waterfalls and beautiful sandy beaches. But this couldn't be right. "Volcanoes are dangerous! Parents don't take their children to volcanoes!"

Heidi's brother David grabbed her from behind and started shaking. "Look out! The volcano is erupting, with fiery hot lava and earth-shattering quakes!"

Heidi's dad caught her chair before David toppled her. "Enough already, David," he said mildly.

David shrugged and let go. "Anyhow, you've already been to a volcano. This whole island is volcanoes."

Heidi looked doubtfully at David. "He's kidding, right?"

Dad shook his head. "Afraid he's right this time. All the Hawaiian Islands were formed by volcanoes built up from the ocean floor."

Heidi looked out the window of their condominium, at the wide sandy beach and glittery blue ocean. It was hard to believe she was on a volcano. "But they don't erupt any more, right?" she asked.

Mom gave Heidi a hug. "We're plenty safe here, honey. But Kilauea, the volcano we're going to see, IS still erupting."

"Come on," Dad said. "It'll be fun. Now grab your hiking boots and let's go."

Once they were in the car, David said, "Look, Hawaii really was made by volcanoes, but it happened millions of years ago. The lava flowed out of vents in the earth, and as it cooled it gradually built up into mountains."

Pretty soon they were slowing down to turn. "Here we are," said Dad, "Volcanoes National Park. This road will take us all around Kilauea Crater."

Heidi looked out the window nervously. "The one that's still going off?" she asked.

"Yep." Now David was reading from his guidebook. "It says here Kilauea is the world's most active volcano."

Heidi kept looking, but all she saw was a wide, treeless plain. "Hey!" she said. "The ground's steaming!"

“Awesome,” David said. He kept reading as Mom got out her camera. “The ground just a few feet down is so hot that tree roots can’t survive. Only shallow-rooted grasses and plants grow here. Groundwater seeps down to the hot volcanic rock and returns to the surface as steam.”

PSSA ENGLISH LANGUAGE ARTS GRADE 5

Gradually the landscape changed. There were deep, dry gullies on either side of the road, and old, cold lava flows everywhere. Mom’s camera clicked and clicked. “Older lava flows are reddish,” read David, “because the iron in them has turned to rust. Newer lava flows are black. Hey—remember those black sand beaches we saw? Those are lava beaches!”

Dad pulled the car over to a lookout point. “Everybody out,” he said. “We’re at Halema’uma’u, home of Pele, Goddess of Hawaiian Volcanoes.”

After just a short walk they found themselves looking across a gigantic hole in the ground.

“Wow!” said David. “That’s one big crater!”

Dad agreed. “Less than a hundred years ago, this was a lake of molten lava.”

Heidi held her nose. “What smells like rotten eggs?”

“Sulphur dioxide,” Mom answered, snapping a picture of the crater. “It’s a gas. Volcanoes throw out a lot of gases with all that lava. It does stink, doesn’t it?”

“Too much,” Heidi said. “Let’s go back to the car!”

They hadn’t driven far before Mom was focusing her camera again. “Look!” she called from the front seat. “Off to the left. There’s Mauna Loa volcano. It’s the biggest mountain in the world!”

Heidi looked. “That can’t be the biggest!” she protested. “I’ve seen lots bigger mountains in Colorado.”

Dad grinned. “Sure you have. But the trick here is, you can’t SEE most of Mauna Loa! Only about a third of the mountain is above sea level. The rest is hidden under the ocean. It’s gigantic—the biggest mountain on the planet!” Now the landscape was changing again. Forests of trees and ferns made everything look lush and green. “The next part of the road is pretty twisty,” Dad warned. “We’re heading back down to the ocean.”

Heidi dozed as they drove. She was dreaming of ice-cream sundaes running with rivers of hot molten fudge when David's yelp woke her up.

"The road's covered with dried lava!" he said.

It was. Just like that, the road ended in a flooding of black glassy-looking lava. "In 1990, lava flows blocked the highway," David read. "Hawaiians have had to rebuild lots of roads because of lava flows."

"Here's where hiking boots come in handy," Dad said, as they left the car and picked their way carefully across the rough, sharp field. "You can't walk on lava with sandals."

"Look!" Mom was really excited now. "Look at the ocean!"

Heidi looked. This wasn't the sparkly blue ocean outside her condominium window. This was a boiling cauldron! Huge clouds of steam rose into the sky at the coastline. Below the steam, Heidi could see glowing red lava.

"It's coming out of an underground lava tube," Dad said. "This is how Hawaii is still being built, even today! The lava flows into the ocean, and more lava lands on top of it, and then more and more, until new solid land is built. And when the hot lava hits the ocean, the water turns to steam. Incredible!"

Mom was snapping pictures as fast as she could, and David was using binoculars to get a closer look. Heidi just stood and stared. Volcanoes were awesome and huge and beautiful. They were also scary. She wasn't exactly sorry when they hiked back to the car.

PSSA ENGLISH LANGUAGE ARTS GRADE 5

And later even David was pleased with the hot lava sundae Heidi made for their afternoon snack. A mountain of macadamia nut ice cream with hot fudge sauce and cherries flowing down its sides might not make the guidebooks, but it sure tasted good!

The character of David has a function in "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

PSSA ELA Language Practice

Read the sentence.

The president of our club, _____ is known for giving long speeches, said only a few words before our club activities began.

Which word correctly completes the sentence?

- A. that
- B. which
- C. whom
- D. who

Which underlined word should be changed to correct an error in pronoun usage?

- A. The fish that Amy caught was huge.
- B. The woman who is smiling is my teacher.
- C. The boy which won the prize is my brother.
- D. The cake that my cousin baked is ready to eat.

Read the paragraph.

(1) Today, art class is fun because I am painting a picture of a garden. (2) In the picture, the sun is shining and a big cloud is floating in the sky. (3) Colorful flowers are growing everywhere. (4) Butterflies and bumblebees were flying around the flowers.

Which change should be made to the paragraph to correct the error in verb tense?

- A. Change am painting to was painting in sentence 1.
- B. Change is floating to will be floating in sentence 2.
- C. Change are growing to were growing in sentence 3.
- D. Change were flying to are flying in sentence 4.

Read the sentence.

My brother stayed home even though he _____ have gone outside to play with his friends.

Which word correctly completes the sentence to show that the brother was able to go outside but decided not to?

- A. must
- B. might
- C. could
- D. would

Which sentence is written correctly?

- A. The moose has large brown, two antlers.
- B. The moose has two brown, large antlers.
- C. The moose has large, two brown antlers.
- D. The moose has two large, brown antlers.

Read the sentence.

As for me, I enjoy watching the dark clouds under the window during those cloudy afternoons in late spring.

Which underlined word is **not** used correctly?

- A. for
- B. under
- C. during
- D. in

Read the paragraph.

Frogs are interesting creatures. Frogs live in wet places such as ponds. They use their sticky tongues to catch food. Frogs never close their eyes, even when they sleep.

Which group of underlined words is being used as a prepositional phrase?

- A. interesting creatures
- B. in wet places
- C. their sticky tongues
- D. close their eyes

Read the information.

The Ohio River _____.

Choose the words that complete the sentence.

- A. flowing very quickly
- B. for rafting and fishing
- C. runs through Pennsylvania
- D. along with the Beaver River

Read the sentence.

I no there is one road that goes through the park.

What change needs to be made to correct the error?

- A. Change no to know.
- B. Change there to their.
- C. Change one to won.
- D. Change road to rowed.

Read the sentences.

(1) Carpenters receive important training to help them do their jobs. (2) Carpenters might find their jobs more difficult without _____.

Which word correctly completes sentence 2?

- A. it
- B. one
- C. those
- D. them

Read the sentence.

Giant pandas live in the mountain ranges of central china.

Which underlined word should begin with a capital letter?

- A. pandas
- B. ranges
- C. central
- D. china

Read the sentence.

"Elk herds have been spotted in nearby Winslow Hill" Mr. Henson read aloud from the paper.

Which change corrects the mistake in punctuation?

- A. Add a comma after Hill.
- B. Add quotation marks after Mr. Henson.
- C. Add a comma after read.
- D. Add quotation marks after paper.

Read the sentence.

Andy liked the idea of gardening during the cool mornings of summer but he disliked getting his hands dirty.

Where should a comma be added?

- A. after Andy
- B. after gardening
- C. after summer
- D. after but

Read the sentence.

The Central Pennsylvania Rock and Mineral Club Show featured several items.

Choose the **most** specific words to replace the words several items in the sentence.

- A. many types of gems
- B. a variety of rocks
- C. different kinds of stones
- D. over thirty brilliant diamonds

Read the paragraph from a story.

(1) Sara and her sister sat in the shade of a large tree in the park, each reading a book. (2) In the distance, they could hear the faint sounds of children playing at the park's playground. (3) A slight breeze made the trees sound as if they were whispering. (4) Then, with wings flapping, an owl landed in the grass near the girls. (5) Sara and her sister were too surprised to move or say anything.

Which sentence should **most likely** end with an exclamation point?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Read the sentences from a story.

(1) My brother and I spent the morning riding our bikes in Moon Park, where there are many hilly trails. (2) We pedaled slowly up one of the steepest hills in the park, sometimes stopping to rest. (3) Once at the top, we enjoyed the view of the park and the city beyond. (4) Then, we got down the other side of the hill very fast.

Which revision of sentence 4 **best** uses details to show what is happening?

- A. Then, with the air against our faces, we went so fast down the other side of the hill.
- B. Then, with the cold air in front of our faces, we moved very quickly down the other side of the hill.
- C. Then, with the cool air rushing against our faces, we raced down the other side of the hill.
- D. Then, with some air going against our faces, we were on our way down the other side of the hill.

Read the paragraph.

(1) The eye is made up of many parts. (2) The iris is the colored part, and lots of folks say that green eyes are the coolest of all. (3) The round, dark center of the eye is the pupil. (4) The pupil gets smaller when a person is in a bright place and larger when a person is in a dark place.

Which sentence has informal language and should be revised?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Which underlined word should be changed to correct a mistake in spelling?

- A. Jamie read the newspaper article twice.
- B. The newly planted flowers began to sprout.
- C. The student prepared a speech about robots.
- D. There was nowhere else to look for the missing keys.

Which underlined verb or verb phrase is **not** used correctly?

- A. Mark completed his chores before the basketball game.
- B. Hannah had pedaled her bike faster as she rides down the hill.
- C. I will have made seven hats for my friends by the end of the month.
- D. He has improved at playing soccer because he practices every morning.

Read the sentence.

After we sat down for dinner, we then passed the dishes of food around the table before eating.

Which underlined word functions as a conjunction in the sentence?

- A. After
- B. for
- C. then
- D. before

Read the paragraph.

- (1) The Commonwealth of Pennsylvania encourages citizens to plant rain gardens.
(2) Rain gardens capture storm water so that the water does not flow into storm drains.
(3) Existing low spots or shallow pits lined with gravel make ideal locations for rain gardens.
(4) If you use native plants in your rain garden, it will be easy to take care of and might even have attracted birds and butterflies.

Which sentence in the paragraph has an error?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Read the sentence.

When I entered the fifth grade, I concluded that I would not only have to spend more time on my homework _____ plan my study time better.

Which word or words correctly complete the sentence?

- A. or
- B. nor
- C. but also
- D. and also

Read the sentence.

When Alex arrived at the theater and entered the building, he remembered that he left his ticket at home.

Which part of the sentence has an error in verb tense?

- A. When Alex arrived at the theater
- B. and entered the building,
- C. he remembered that
- D. he left his ticket at home.

Read the paragraph.

(1) The Brooklyn Bridge, which crosses the East River in New York City, was built in 1883. (2) Taking 14 years to build and costing more than 15 million dollars. (3) The bridge is made of steel and granite. (4) Thousands of people and vehicles cross the bridge every day.

Which sentence should be revised to correct the inappropriate sentence fragment?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Read the paragraph.

(1) Mark loves music, so they want to join the school band next year. (2) Mark wants to play the trombone because he has a cousin who played it last year. (3) Mark's friend Jill is thinking about joining the band, too, and playing the trumpet because it is her favorite instrument. (4) The band teacher is happy that Mark and Jill want to join because she likes teaching new students.

Which sentence has a pronoun-antecedent agreement error?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Read the sentence.

Since Erica wanted to go with us she had to get ready in a hurry.

Where should a comma be added to correct the error?

- A. after Since
- B. after wanted
- C. after us
- D. after ready

Read the sentence.

Three statistics that all good baseball managers look at closely are batting average runs batted in, and runs scored.

After which word should a comma be added?

- A. statistics
- B. closely
- C. are
- D. average

Read the sentence.

Fruit is an important _____ of food for many animals.

Choose the correct way to spell the missing word.

- A. soarce
- B. soarse
- C. source
- D. sourse

Which sentence is punctuated correctly?

- A. Ms. Johnson you are the person in charge of next month's meeting, aren't you?
- B. Ms. Johnson, you are the person in charge of next month's meeting, aren't you?
- C. Ms. Johnson you are the person in charge of next month's meeting aren't you?
- D. Ms. Johnson, you are the person in charge of next month's meeting aren't you?

Read the paragraph.

(1) Grasslands are areas of land throughout the world that do not get enough rain to support the growth of many trees. (2) However, these areas do have grasses and plants that provide a source of food for animals. (3) Many animals live in a grassland. (4) African elephants and zebras live in a grassland. (5) These areas of land are known also as prairies or savannas.

Choose the **best** way to combine sentences 3 and 4 to improve the meaning of the paragraph.

- A. Many animals, African elephants, and zebras live in grasslands.
- B. Many animals live in grasslands, and they are African elephants and zebras.
- C. African elephants and zebras are two of the many animals that live in grasslands.
- D. African elephants and zebras are animals that live with many other animals in grasslands.

Read the sentence.

After digging in the garden, Ben went inside to _____.

Choose the **most** specific words to complete the sentence.

- A. tidy himself up a bit
- B. scrub his hands with soap and water
- C. clean up a huge mess
- D. wash a couple of things in the sink

Read the sentences.

Carly used to be uninterested in sports.

She now plays on a volleyball team.

Choose the **best** way to combine the two sentences.

- A. Carly, who used to be uninterested in sports, now plays on a volleyball team.
- B. Carly used to be uninterested in sports, so now she plays on a volleyball team.
- C. Now that she plays on a volleyball team, Carly used to be uninterested in sports.
- D. She now plays on a volleyball team, and Carly used to be uninterested in sports.

Which title should have quotation marks?

- A. We read the poem Paul Revere's Ride by Henry Wadsworth Longfellow in our history class.
- B. DynaMath magazine makes mathematics meaningful by connecting math concepts to real-world subjects.
- C. The Phantom Tollbooth by Norton Jester is described by many children as "the best book ever."
- D. In E. L. Konigsburg's book The View from Saturday, four students use their brains to succeed in an academic contest.

Read the paragraph from a story.

(1) Megan and her aunt went fishing at a nearby creek. (2) Before they began, Megan's aunt reviewed some safety tips. (3) While she was talking, though, she stumbled into the creek and got soaked. (4) Megan quickly helped her aunt out of the water. (5) Afterwards, when her aunt was wearing dry clothes, they planned their next fishing trip.

Which sentence should **most likely** end with an exclamation point to show excitement?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 5

Read the paragraph.

(1) The sunlight came through the window. (2) The little cat stretched his legs and then curled up in a sunny spot on the bed. (3) He slept most of the morning, waking up only to follow the moving sunny spot.

Which revision of sentence 1 **best** uses details to show what is happening?

- A. The sunlight made it through the window, and the room seemed yellow, bright, and warm.
- B. The sunlight streamed through the window and bathed the room in a warm, golden glow.
- C. A lot of sunlight went through the window, and the room was much nicer to be in.
- D. A large amount of sunlight got through the window and into the nice, warm room.

Read the sentence.

Before the scouts go on their camping trip, _____.

Choose the words that complete the sentence.

- A. all of them preparing and packing their supplies
- B. which will be a good learning experience for all
- C. they will have to raise money by selling plants
- D. where they will learn about plants and animals

Read the sentences.

The giant squid is about 60 feet long. It is the largest type of squid. It is also the largest animal without a backbone.

Choose the **best** way to write the information as one sentence without changing the meaning.

- A. The giant squid is about 60 feet long, it is the largest type of squid, yet it is the largest animal without a backbone.
- B. Because the giant squid is 60 feet long, it is the largest type of squid but the largest animal without a backbone.
- C. At 60 feet long, the giant squid is both the largest squid and the largest animal without a backbone.
- D. Since the giant squid is 60 feet long, it is the largest type of squid because it is the largest animal without a backbone.

Read the paragraph.

(1) A walrus uses its long teeth, or tusks, in many different ways. (2) Scientists believe a walrus uses its tusks to climb out of the water. (3) The animal may also use its tusks to dig holes in the ice and to protect themselves from predators.

Which change corrects the error?

- A. Change uses to use in sentence 1.
- B. Change believe to believes in sentence 2.
- C. Change its to their in sentence 2.
- D. Change themselves to itself in sentence 3.

Read the directions on how to get to the park.

First, carefully cross the street and pass the water tower. Then, walk past the jewelry store and walk one block north. Then, you will pass the area where the Little League baseball team practices. You will see the park next to the Italian restaurant.

Which underlined word is misspelled?

- A. carefully
- B. jewelry
- C. area
- D. restaurant