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# Reading and Analyzing Text

Read the passage “On the Job” before answering Numbers 1 through 6.

## On the Job

When my sister Penny left home for the university this past year, I inherited quite a few of her things. The most appreciated was her bedroom, because now I no longer occupy a room with a little brother in it. Another thing I inherited was her baseball glove, with its comfortable leather that’s broken in just the way I like it, and I’m especially loving the boxed set of medieval dragon books that wouldn’t quite fit in her suitcase.

This story is not about any of that, however; it’s about something else that Penny handed down to me: her babysitting job at the Andersons. I’ll have to admit, I was more than a little excited about it. My friend Paolo began watching his neighbor’s children after school every Wednesday about the middle of the winter, and he already has an impressive savings account. And all from babysitting—I mean, how difficult could babysitting possibly be?

Penny had been sitting for the Andersons ever since she was in the seventh grade, when there was just a pair of newborn twins, Sophie and Anne. Now, the girls are six, and they have a two-year-old brother named Max. The kids are adorable—I know because Penny dragged me over there sometimes to help her out. I also took a babysitting workshop at the local community center last semester. Therefore, I arrived for my first assignment confident and feeling a bit like a veteran.

It was a Friday afternoon. Mr. Anderson was still at his business, and Mrs. Anderson was working, too, in her home office on the second floor. She greeted me at the door with Max propped on her hip. “Hello, Jeff!” she said, a bit tiredly. “The girls are both so excited to see you.”

*Where are they?* I wondered, but as soon as I stepped inside the doorway, I got my answer as a twin flew at me from each side, grabbing my legs and wrestling me all the way to the carpet. When I finally regained my feet, the girls were still plastered to my legs.

“No physical stuff inside, girls,” scolded Mrs. Anderson. “You know that.” She rattled off a few more rules before handing Max to me and going upstairs to continue with her work.

No more than an inch from my face, Max was staring at me as though he had never seen a middle-school boy in his entire life; however, when he was ready to speak, he spoke. “Doose bock!”

It must have taken me a full minute to translate, but eventually we were on our way to the refrigerator for a juice box. When we got there, I was confronted with a room that looked nothing like the immaculate kitchen I had seen earlier, when Mrs. Anderson gave me the tour. Every cabinet door was open—underneath the sink, beside the automatic dishwasher, and over the counters. Mixing bowls were scattered all across the floor.

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“We’re cooking!” Sophie announced proudly, holding up an enormous mixing bowl while Anne poured in a purplish powder.

“Uh . . . I think we’ll have to see about that.” I figured out what was going on—the girls were testing my limits. I had intended not to set any limits—I wanted these kids to like me. I wanted to be “the coolest babysitter.” However, cooking, I reasoned, was obviously unsafe.

“You know you’re not allowed to cook,” I told them as I deposited Max in his kiddie seat at the table.



“Well, it’s not *cooking*, really,” said Anne. “It’s only instant pudding.” Clumsily, she dumped almost a cup of milk mostly into the bowl. “You stir it, Sophie, and I’ll go get the mixer.”

“Whoa, whoa, WHOA! No way are you using an electric appliance.”

“It’s not even electric,” said Anne, with a somewhat superior attitude, and with that, she handed an old-fashioned eggbeater to Sophie, who plunged it deep into the mixing bowl and cranked the handle ferociously.

Suddenly, there was an alarming crash. I turned to discover Max sitting on the floor banging two lids into one another.

“Max—you put those down right now!” Anne stomped over to take the lids away, which set Max screaming. Sophie, still cranking the eggbeater ferociously, turned toward the commotion. This movement caused the eggbeater to elevate above the lip of the bowl, with Sophie still cranking the handle, still cranking it ferociously.

“Watch it!” I shouted, but it was too late: clumps of chocolate pudding flew everywhere and stuck where they landed. Amid the mess, I suddenly imagined Penny being with me. *You’d better get complete control of this situation immediately*, she

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would say. That advice was more than enough for me. “All right, listen everybody,” I commanded. “We’re going to start cleaning up this mess, this instant!”

“You’re not any fun at all,” Anne pouted, hiding a grin.

“Penny always let us make our own pudding,” Sophie complained, also with an undercover grin.

“Not without asking permission first.” I had them there.

“Sorry,” said the girls, and they began to put away the pots.

I switched on the countertop radio. “Let’s do our work to music.” I realized then that a babysitting course couldn’t teach me everything I needed to know; the remainder, I was going to have to learn on the job. As the twins and I cleaned and danced, Max toddled over and hugged my leg. At that moment, I felt like Penny’s old job was officially mine.

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**Now answer Numbers 1 through 6 on your Answer Sheet. Base your answers on the passage “On the Job.”**

- 1 Read this dictionary entry.

**admit** (ad-MIHT) *verb*

1. to allow to enter
2. to acknowledge or confess as true
3. to have or leave room for
4. to allow participation in

Read this sentence from the passage.

**I’ll have to admit, I was more than a little excited about it.**

Which meaning best fits the way the word *admit* is used in the sentence above?

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

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- 2 Which detail from the passage best explains why Jeff feels excited about taking over his sister's babysitting job?
- F. Jeff sometimes went with Penny to the Andersons.
  - G. Jeff's friend Paolo saved lots of money from his babysitting job.
  - H. Penny had been sitting for the Andersons since the seventh grade.
  - I. The Andersons have six-year-old twin girls and a two-year-old boy.

- 3 Read this sentence from the passage.

**Therefore, I arrived for my first assignment confident and feeling a bit like a veteran.**

What does this statement mean?

- A. Jeff thinks children are like animals.
  - B. The Andersons' house is like a war zone.
  - C. Jeff feels that he's an experienced babysitter.
  - D. The Andersons like to give the babysitter homework.
- 4 Why do Anne and Sophie apologize to Jeff towards the end of the passage?
- F. They realize they hurt his feelings.
  - G. They feel badly about lying to Jeff.
  - H. They scolded Max and made him cry.
  - I. They know they did not ask permission to cook.
- 5 How do the first three paragraphs help the author set up the main action of the passage?
- A. The narrator shares some of the babysitting advice that Penny left him.
  - B. The narrator explains how he landed the babysitting job at the Andersons.
  - C. The narrator tells about an event that made him decide to start babysitting.
  - D. The narrator describes the Anderson family and the children's personalities.

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- 6 As the girls make a mess and Max bangs the pot lids, Jeff takes control because he
- F. imagines what Penny would tell him to do.
  - G. is afraid that Mrs. Anderson will hear the noise.
  - H. wants the children to think that he is a fun babysitter.
  - I. sees clumps of chocolate pudding flying and sticking everywhere.

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Read the article “The Wettest Place on Earth” before answering Numbers 7 through 13.



One of the places in the world with the most rain is in India. In some years, the town of Cherrapunji (Chair-ah-POON-jee) is the rainiest. In other years, its neighbor, the town of Mawsynram (maw-sin-RAHM), gets the most rain.

It once rained in Cherrapunji every day for almost two years. In 1861, it got the most rain in a month and the most in a year (1,041 inches), setting world records. Today, the towns receive an average of 366 inches of rain a year. That’s nearly eight times as much as the average rainfall in New York City (47 inches) and 24 times as much as Los Angeles (15 inches).

Yet the people living in these towns in India don’t have enough water to drink, to bathe, and to cook their meals. Why does it rain so much there, and why is water so scarce?

The extreme rainfall occurs because the towns are high above ground, near an ocean, and in the path of a special wind system called a monsoon. Air is drawn in from the Indian Ocean and blows over the plains below the two towns that are located almost

one mile above sea level. As the air rises, it cools, picks up moisture, and forms rain clouds. In spring and summer, the monsoon blows up from the valley below and releases its rain in Cherrapunji and Mawsynram. The heaviest downpours come with stinging force between April and September.

So why is there a shortage of water? People have harmed the environment over time by cutting down trees, mining for coal and limestone, and growing crops in ways that have caused the topsoil to wash away. The land has become dry and stony. Without forests or topsoil, the rain doesn’t sink into the ground to fill underground wells. Also, there is a six-month dry season from October to the following April, when the monsoon reverses direction away from these towns. During that time, trees and vegetation have difficulty growing.

It is also hard to store the rain. The downpour is so heavy that the riverbanks and levees can’t hold all the water. The levees break and the rainwater races downhill over high cliffs. Water floods the neighboring country of Bangladesh below.



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The towns of Cherrapunji and Mawsynram are very poor and far from other communities. They cannot afford to repair rusty, cracked storage tanks and leaky pipes that carried water from other places. So the people of Cherrapunji put out buckets to catch the water during the rainy season. In the dry winter, women and children carry empty oilcans on their backs and trek miles uphill to bring water from the springs above the town. This takes several hours and the cans are heavy. Sometimes the townspeople can buy water from containers on trucks that are driven up from the plains below.

“Water, water everywhere, nor any drop to drink,” wrote poet Samuel Taylor Coleridge in a famous poem about being on the ocean. This could also describe the wettest place on Earth.



Too much rain means flooding — a common occurrence in Cherrapunji.

Now answer Numbers 7 through 13 on your Answer Sheet. Base your answers on the article “The Wettest Place on Earth.”

- 7 During the months from October to the next April in Cherrapunji and Mawsynram
- A. very little rain falls.
  - B. crops and trees grow well.
  - C. the people store extra water.
  - D. miners dig for coal and limestone.
- 8 Weather patterns affect life in Cherrapunji and Mawsynram by making these towns
- F. very green.
  - G. important for trade.
  - H. hard places to survive.
  - I. good areas for mining.

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- 9 According to the article, which of the following is one of the wettest places in the world?
- A. India
  - B. Bangladesh
  - C. Los Angeles
  - D. New York City

- 10 Read this sentence from the article.

**Sometimes the townspeople can buy water from containers on trucks that are driven up from the plains below.**

The word *containers* comes from the Latin root *tain* meaning to

- F. build.
  - G. come.
  - H. hold.
  - I. turn.
- 11 The main cause of the high rainfall in Cherrapunji and Mawsynram is that
- A. the towns are close to one another.
  - B. the people have cut down most of the trees.
  - C. the monsoon blows directly across the towns.
  - D. the water in the ocean is evaporating at a high rate.
- 12 The people of Cherrapunji and Mawsynram cannot repair storage tanks and pipes because they
- F. have too little time.
  - G. have too little money.
  - H. get too much rainfall.
  - I. live too far from other towns.



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- 13 Read this sentence from the article.

**“Water, water everywhere, nor any drop to drink,” wrote poet Samuel Taylor Coleridge in a famous poem about being on the ocean.**

In what way does this saying also describe the towns of Cherrapunji and Mawsynram?

- A. The towns are very close to the Indian Ocean, but in many months of the year, it rarely rains.
- B. The towns are able to collect lots of water when it rains, but people cannot drink the water.
- C. The towns receive more rain than any place in the world, but there is a water shortage in the towns.
- D. The towns collect lots of water from springs above the towns, but water is not available for people to buy.

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Read the articles “Maria Mitchell, Astronomer and Teacher” and “An Interview with Maria Mitchell” before answering Numbers 14 through 19.

## Maria Mitchell, Astronomer and Teacher

“The eye that directs the needle,” astronomer Maria Mitchell observed, “will equally well bisect a star. . . .” The eye she referred to was that of women, almost all of whom knew how to sew back when Maria Mitchell was born in 1818. However, Maria believed that women could also do much more than oversee a household. The third of ten children in a Quaker family in Massachusetts, Maria grew up in a home where learning was part of living. Most people of that era thought girls didn’t need academics. Yet Maria’s parents taught all of their children to learn just for the sheer love of knowledge.

Her father recognized Maria’s talent for mathematics and science. He taught her celestial navigation to set ships’ clocks and to observe the stars. Maria was just twelve when she helped her father record an eclipse. As a teen, she spent countless nights watching the sky from the roof of their home. These interests were unusual for young women of her day. Few studied the sciences or mathematics. Fewer still became physicians or researchers. But change was happening ever so slowly. During her life, Maria worked as a scientist and as a teacher to lead that change.

On October 1, 1847, Maria really made her mark in astronomy. As she watched the sky through her father’s telescope, a comet sped into her field of view. She knew at once how important her sighting was. She was the first person to record a comet sighting. She had done something truly remarkable. She had discovered a comet using only a telescope.

Fame followed Maria’s discovery, and she received a gold medal for her work. She also became the first female member of the American Academy of Arts and Sciences. She met many other scientists and talked about her work with them. Still, she knew that men of science did not think of her as a real scientist. They failed to take her work seriously. History showed so few examples of women in science.

Maria understood that a woman scientist was an alien idea to people. She wanted to change this perception and show them she was not unique. She wanted people to know that other women could also become scientists. At seventeen, Maria had set up a small school to teach girls math and science. Now, older and better known, she began teaching at Vassar, the first women’s college in the United States.

She was a challenging and entertaining teacher. She held “dome parties” in the astronomy building. Any student could come to these gatherings and look through the telescope, play games, and tell amusing stories. Over the years, many students were touched by her love of science, as well as her friendship.

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Teaching at the college was sometimes difficult, partly because so little money was available to buy science equipment. Maria received a telescope only after women across the nation raised and donated money to buy it. And she earned less than the young male teachers who had not yet done notable research. The college finally increased her salary when she brought the unfairness to their attention.

Over the years, Maria actually saw changes in how the nation perceived<sup>1</sup> women in the sciences. By the time of her death, in 1889, higher numbers of women were studying more branches of science than ever before. It would have pleased her to know that women were taking action and acquiring knowledge for themselves.

<sup>1</sup> **perceived:** thought of, understood

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## Vassar Student Newsletter

September 22, 1871

### An Interview with Maria Mitchell, Professor of Astronomy at Vassar College

**Interviewer:** Professor Mitchell, you were the first female member of the prestigious American Association for the Advancement of Science. How did you become a member?

**Maria Mitchell:** Well, it started with what now seems like kind of a fluke event. You see, I was the first person to see a comet through a telescope. I remember it was 1847, and I was working as the librarian in Nantucket, Massachusetts, where my family is from. I took that job because I knew I would have great access to literature and scientific books. My father was an astronomer and a teacher. He had taught me astronomy during my childhood, and it remained one of my passions as an adult.

Anyway, my father owned a telescope, and after my days working at the library, I would come home and spend evenings peering through the telescope to observe the stars and sky. For several evenings before I saw the comet, I had been focused on a pair of stars that had no relationship to the comet. I really wasn't even looking for a comet. But then, one evening, I noticed strange light near the North Star. Of course, I knew the skies very well, because my father had instructed me and it was one of my passions. I knew right away that something interesting was happening. My father and I discussed it, and we soon realized it was an undiscovered comet.

**Interviewer:** So you were made a member of the American Association for the Advancement of Science after that?

**Maria Mitchell:** Yes. After we determined that it was an undiscovered comet, we notified several astronomers. As it turns out, the King of Denmark had offered a gold medal to the person who first discovered a comet that was only visible through a telescope. My sighting was the first, and they named the comet "Miss Mitchell's Comet." My discovery was featured in a journal, and word of my work spread. Eventually, it caught the attention of the people at the American Association for the Advancement of Science. After some protest, I was elected a member.

**Interviewer:** What kind of protest?

**Maria Mitchell:** Well, as you know, there were not a lot of women researchers and scientists then. A number of people thought that there shouldn't be women researchers or scientists. But although some may have been unhappy about it, I was elected all the same, based on the quality of my work and discoveries.

You know, the opening of Vassar College wasn't that different. Vassar was the first endowed college for women, and there was strong resistance to opening it. Some critics of the college said that it would completely ruin the country. Vassar was opened in 1861. In the last ten years, it's become a very good school, and I can't imagine anyone believing it's ruined the country or anything silly like that. Just as with my election to the association, it's not about whether you are male or female. It's about the work that you do, and your contributions to your field.

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Now answer Numbers 14 through 19 on your Answer Sheet. Base your answers on the articles “Maria Mitchell, Astronomer and Teacher” and “An Interview with Maria Mitchell.”

- 14 Read this sentence from the article “Maria Mitchell, Astronomer and Teacher.”

**“The eye that directs the needle,” astronomer Maria Mitchell observed, “will equally well bisect a star . . .”**

Why does the author use the quotation in the first sentence of the article?

- F. to introduce the idea that women had never before studied astronomy and other sciences
- G. to introduce the idea that Maria Mitchell was nothing like traditional women of her time
- H. to introduce the idea that women, like Maria Mitchell, were capable of studying astronomy
- I. to introduce the idea that Maria Mitchell and other women of her time learned many different household tasks

- 15 Read this sentence from the article “Maria Mitchell, Astronomer and Teacher.”

**He taught her celestial navigation to set ship’s clocks and to observe the stars.**

What does the word *celestial* mean in the sentence above?

- A. relating to time
- B. relating to history
- C. relating to research and study
- D. relating to the sky or outer space

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- 16 Read this sentence from the newsletter interview with Maria Mitchell.

**Some critics of the college said that it would completely ruin the country.**

What does the word *critics* mean in the sentence above?

- F. people who find fault
  - G. people who make decisions
  - H. people who are involved in politics
  - I. people who don't believe in science
- 17 Which of the following best tells how the accounts of Mitchell spotting the comet in the article and in the newsletter interview differ?
- A. In the article, the account discusses why Mitchell's sighting was important, while the newsletter interview does not.
  - B. In the article, the account is told by a firsthand observer. In the newsletter interview, the account is reported by the interviewer.
  - C. In the article, the account is told secondhand by the author. In the newsletter, the account is told in first-person, as if by Mitchell herself.
  - D. In the article, the account includes lots of sensory detail, while the account in the newsletter interview is told in a more factual way.
- 18 Unlike the newsletter interview with Maria Mitchell, which uses a question and answer format, the article "Maria Mitchell, Astronomer and Teacher" uses
- F. chronological order.
  - G. a cause-and-effect structure.
  - H. a problem-solution structure.
  - I. a comparison-contrast structure.

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- 19 According to the information in both the article and the newsletter interview, why did Maria Mitchell face resistance from some other scientists?
- A. They did not believe she had actually sighted a comet.
  - B. They did not believe that women could become real scientists.
  - C. They did not believe she had enough education to be a scientist.
  - D. They did not believe she should become a teacher of astronomy.



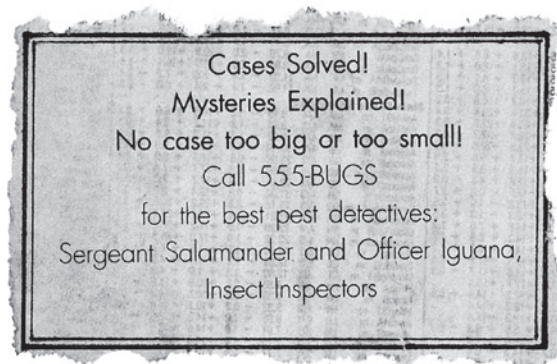
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Read the passage “The Case of the Vanishing TVs” before answering Numbers 20 through 24.

## The Case of the Vanishing TVs

by Kristin O’Donnell Tubb  
art by Brian Lies

My green pal Sal and I have drummed up a ton of business thanks to the ad we placed in the phone book:



Our latest case is a robbery at Acme Warehouse, where three television sets disappeared right off the shelves last night. Wayne, a husky-sounding wasp who manages the warehouse, called us with a few details at 7:00 A.M. He wanted us at their warehouse before the Acme employees started arriving at 8:00.

“Vanishing TVs!” Sal shouted, as he does every time we land a new case. “That means disappearing dramas! Stolen sitcoms! Missing mysteries! C’mon, Iggy!” And with that, he bounced outside and into our red convertible, gunning the engine.

I lumbered behind him, eventually pulling all six feet of myself into our cramped car. “We’ve gotta get a minivan,” I mumbled.

“We’ve gotta get a move on!” Sal yelled, and we roared out of our parking space and sped toward Acme Warehouse.

Two minutes later, we screeched to a halt in front of Acme’s large, windowless building. “You see, Iggy, warehouses simply house televisions temporarily, until the stores need more,” Sal was explaining to me. “They’re like really big attics, and they hold everything from bicycles to cans of soda pop.”

“So they probably have lots of security, right?” I asked.



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“Right,” interrupted a musclebound wasp standing behind us. I would’ve been shaking in my shoes if I hadn’t already known that our contact on this case was a wasp. “That’s why we think it had to be one of our own employees, unfortunately. Employees know all the security codes and have keys to the building. I’m Wayne,” he said, extending one of his four hands for a handshake. “Let’s go inside and look around before the employees get here.”

As we entered, I whistled as I looked at floor-to-ceiling shelves holding every item you can imagine. “It’d be easy to get lost in here!”

“Yeah. This building is over 20,000 square feet. We could fit ten large houses in here!” he said with a waspy grin.

“So could the televisions simply have been misplaced?” Sal asked. It was a good question; trying to find three televisions in here would be like trying to find three Popsicle sticks in a haystack.

“No, probably not,” Wayne explained. “The television sets are heavy and are on very high shelves, so it takes a forklift”—Wayne pointed to a vehicle that looked like a golf cart with arms—“to lift them. Watch.”

We watched as Wayne steered the forklift, plucking a television set off a high shelf and lowering it to the ground.

“Look.” I pointed to one of the shelves as Wayne was parking the forklift. “That shelf is damaged. Could a forklift do that?” Sal snapped open his notepad and began writing furiously.

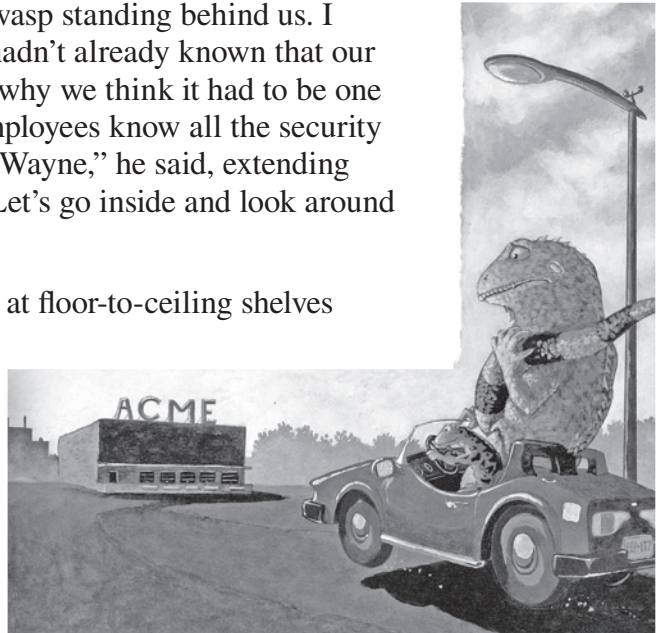
“Yeah, maybe,” Wayne said, scratching his head.

“So who has access to the forklifts?” I asked.

“That’s just it. Only two of our employees—Adam and Andy, twin brothers—have keys to the forklifts, and both of them turned in their keys last night before they left. And the TVs were definitely in the right spot when all keys were accounted for at the end of the day.”

“Did anyone leave work late?” I asked.

Wayne frowned. “I saw Adam and Andy in the parking lot around 5:30. Our shift ends at 5:00.”



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Sal scratched his head with his pencil. “Mind if we talk to those two?”

“Not at all,” Wayne said, pointing at a couple of ants entering the warehouse across the huge room, lunchpails in hand. “Adam and Andy are two of our most loyal employees. They’ll answer any questions you have.”

“Ants! Well, Wayne, why didn’t you just say so?” Sal laughed.

Wayne and I looked at each other, confused. “I believe my first question for them will be, ‘Where are the television sets?’ I don’t think they’ve wandered very far.”

“Well, yes, we *did* move three television sets,” Adam stammered, looking a little scared. “But they’re in the next aisle, see?” Andy pointed them out to us. The sets were on a shelf under a sign that said “microwaves.”

“We know they don’t belong there, but we put them there until we had the chance to talk to Wayne this morning,” Andy added.

“They’re so heavy, and the shelf they were on looked like it was going to topple.” Adam pointed at the bent shelf. “It looked so unsafe.”

Wayne still looked puzzled. “But how did you move them? You turned in your forklift keys last evening at 5:00!”

Sal stepped forward. “Ants can lift a *lot* of weight—fifty times the weight of their own bodies,” he said with a grin. “They can carry it for long distances, too.”

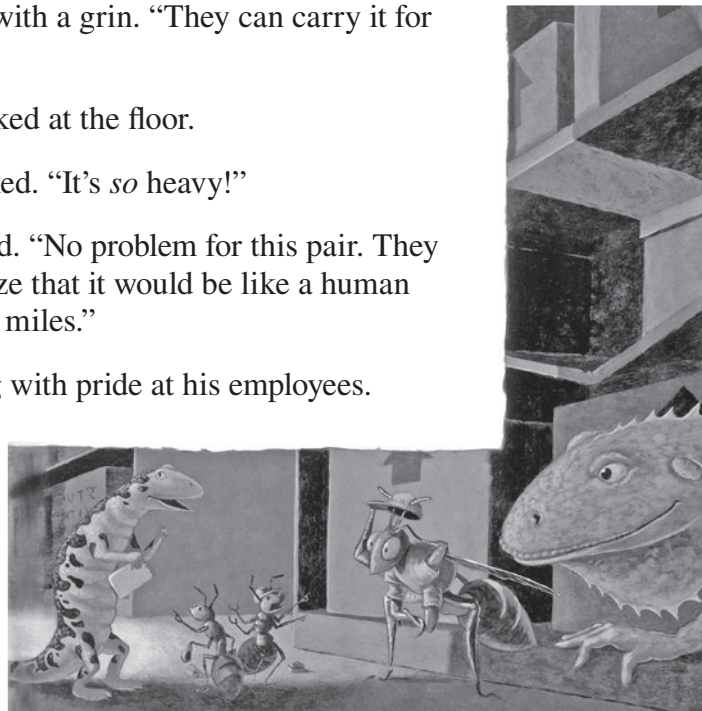
Adam and Andy blushed and looked at the floor.

“But a television set?” Wayne asked. “It’s *so* heavy!”

“*Three* television sets,” I corrected. “No problem for this pair. They can carry so much weight for their size that it would be like a human being carrying a compact car for five miles.”

“Really?” Wayne asked, beaming with pride at his employees. They nodded.

Wayne turned to us. “Sorry for calling you in for nothing, inspectors. I guess that’s what they call making a mountain out of an anthill!”



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Now answer Numbers 20 through 24 on your Answer Sheet. Base your answers on the passage “The Case of the Vanishing TVs.”

- 20 Read this sentence from the passage.

**My green pal Sal and I have drummed up a ton of business thanks to the ad we placed in the phonebook . . .**

What does the phrase *drummed up* mean in the sentence above?

- F. listened
- G. played
- H. produced
- I. solved

- 21 Read this sentence from the passage.

**“So could the televisions simply have been misplaced?” Sal asked.**

What is the meaning of the word *misplaced* as it is used in the sentence above?

- A. not put in place
- B. put in place first
- C. put in place again
- D. put in the wrong place

- 22 Why is the scene in which Wayne demonstrates how forklifts are used to lift television sets important to the passage?

- F. It shows why Adam and Andy were hired to operate the forklifts for the warehouse.
- G. It explains why only certain employees at the warehouse have access to the forklift keys.
- H. It explains why Wayne is so concerned about the missing televisions and why he wants to find them.
- I. It shows how heavy the televisions are and how impressive it is that Adam and Andy carried them.

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- 23 What factual information about ants is necessary to this passage?
- A. Some ants are very muscular.
  - B. Every ant has one twin sibling.
  - C. All ants can lift much more than their body weight.
  - D. Some ants work from around 9:00 A.M. to 5:00 P.M.
- 24 Unlike Sal, when Wayne finds out what the ants did, he is
- F. confused by how they moved the TVs.
  - G. angry because they had moved the TVs.
  - H. worried about them having carried such heavy items.
  - I. sorry for them because they are embarrassed to be caught.



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Read the passage “Hi, Neighbor” before answering Numbers 25 through 29.

## Hi, Neighbor

The first I saw of Mrs. Kehoe was her feet when she walked around a tight circle of giant rose bushes where I was hiding. I was not hiding from Mrs. Kehoe; I was hiding from my parents. They had made me move away from my friends and my comfortable old neighborhood to this new street in a different part of town where I *knew* I would never find new friends. Frankly, hiding seemed pretty immature. Plus, hiding was more boring than I remembered.

“You there, I spy you hiding in my rose bushes,” said a powerful voice from somewhere above the feet, which, by the way, were wearing sturdy black gardening clogs. “Come out now.”

I crawled out sheepishly with scratches from the rose bush’s thorns. Beyond that, I knew there were probably leaves throughout my hair and dirt on my knees and elbows.

“Hello, I’m Emily,” I said, standing up and holding out my hand. “I just moved in next door.”

“Into the old Foster place. That’s good, very good,” she said, shaking my hand firmly. “We need some children around here to liven things up. How old are you? About eleven?” I nodded my agreement. “You don’t seem afraid to get dirty, Emily, which is an excellent quality. I’m Mrs. Kehoe, and these are my bushes. Here,” she said, handing me a gardening tool I’d never seen before. It wasn’t your basic rake or shovel or anything. It was a small tool that had a short, curved pair of blades at the end. When you worked the handles like a pair of scissors, the blades opened and closed like a snapping turtle’s jaws. “Now, Emily,” said Mrs. Kehoe, “we’re going to prune these rose bushes. They need pruning in order to breathe correctly, and *you* need something useful to do until your parents decide to come looking for you.”

What could I do but obey? She seemed so sure of everything, and it was oddly relaxing and refreshing to do something other than my usual chores.

As it turned out, Mrs. Kehoe knew a great deal about roses. It also turned out there was a lot to know. The bushes making up the circle I hid in were Buck roses, named after Griffith Buck, a man who’d spent most of his life teaching at a college in Iowa. His official subject had been engineering (a dry subject, Mrs. Kehoe noted), but, in all of his spare time, he grew and bred his roses. Over dozens of years, he had planted different roses in a field on his property, and those that survived the harsh Iowa winters were the ones he continued to breed. Roses were his passion, and he had been dedicated to breeding hardy and colorful versions. “I cannot stress enough the importance of passion and dedication, Emily,” Mrs. Kehoe said. “That is the secret of satisfaction, which, my dear, you may find is more important than fame or greatness.” By the end of Mr. Buck’s very productive life, she continued, he had developed many different kinds of hardy, healthy, vivid roses. Any one of these roses, Mrs. Kehoe

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assured me, would make a fine lifelong companion in the garden. We pruned a bush together, meaning she pointed, I cut. We were just about to start on a second bush when my mother ran breathlessly into Mrs. Kehoe's yard.

"Emily!" she said, "Are you bothering Mrs. Kehoe?"

"Not at all," Mrs. Kehoe said. "She's a good little pruner, and I hope," she said to me, "that you'll come back, because we have several more bushes to do."

I said that I would, and the truth is, I was looking forward to it.

As my mother dragged me by the hand towards my new yard, a yard that could really use a few Buck roses, I kept glancing back at Mrs. Kehoe in her large woven sunhat and her black clogs.

"Emily!" she yelled at me, waving a dark magenta rose that looked perfectly open and full, "the name of this specific Buck rose is 'Hi, Neighbor!'"

I laughed and waved my other hand.

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Now answer Numbers 25 through 29 on your Answer Sheet. Base your answers on the passage "Hi, Neighbor."

- 25 Read this sentence from the passage.

**Frankly, hiding seemed pretty immature.**

If *mature* means "adult-like" what does the word *immature* mean in the sentence above?

- A. not adult-like
- B. resembling an adult
- C. in an adult-like way
- D. becoming more adult-like



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- 26 Read this sentence from the passage.

**When you worked the handles like a pair of scissors, the blades opened and closed like a snapping turtle's jaws.**

The comparison of the tool's blades to a snapping turtle's jaws helps the reader understand that the tool is

- F. alive.
  - G. green.
  - H. small.
  - I. strong.
- 27 Which of the following shows how Emily's thinking changes as she prunes roses with Mrs. Kehoe?
- A. She realizes she can make new friends.
  - B. She learns that gardens make people happy.
  - C. She decides that pruning is too difficult for her.
  - D. She learns that obeying her parents is important.
- 28 According to Mrs. Kehoe, the result of Griffith Buck's hard work and dedication was that he developed
- F. a better method of pruning roses.
  - G. a better tool with which to prune roses.
  - H. many different kinds of strong, beautiful roses.
  - I. a way to grow roses during harsh Iowa winters.
- 29 What is the main reason Emily is happy at the end of the passage?
- A. She has made a new friend.
  - B. She likes her new neighborhood.
  - C. She likes to play in the rose bushes.
  - D. She has learned about Griffith Buck.

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Reading and  
Analyzing Text

Read the article “Clichés” before answering Numbers 30 through 35.

## Clichés

*Raining cats and dogs*

A cliché is a saying that is used so often it sounds stale and tired. The word itself comes from the print shop. In printing, a cliché is a wood or metal print block used to print the same word or picture again and again. Writers make their writing fresh and interesting by avoiding clichés. But avoiding them can be difficult because clichés are everywhere. And, everyone uses them! Consider a few of the clichés that come from just one word, *dog*.

Some dog clichés are used as advice. Being told to “let sleeping dogs lie” means you should leave a situation alone. Just as a dog may bark loudly if someone wakes him, sometimes a situation will worsen if a person continues to try to change it. To “dog someone’s heels” means to follow someone closely, as a dog follows its owner.

Another popular cliché is about human behavior. “You can’t teach an old dog new tricks” may not be true, however. Older

people can indeed learn “new tricks.” They take up painting, start new careers, or learn Chinese on a regular basis. Still, the cliché hangs on. Sometimes people are unwilling to change and use this cliché to refer to themselves.

Some dog clichés refer to historic fashions. Dressing up is called “putting on the dog.” At one time men wore stiff, high collars, known then as dog collars. On the other hand, a person who is lazy or whose life is in disorder is sometimes said to have “gone to the dogs.” Supposedly, a dog’s life is mostly about sleeping and eating and playing, not about working.

Another dog cliché describes weather. People refer to the hottest days of summer as the “dog days.” This cliché came from the ancient Romans. They noticed that the star Sirius shone brightly during the hot summer months. They believed Sirius added to the sun’s heat, making those days hotter. Sirius

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is the brightest star in the constellation Canis Major, or big dog. So, from Dog Star to dog days, the cliché came into being.

Writers sometimes use clichés to create a comic tone, appeal to a mass audience, or make readers feel comfortable. However,

writers who want to say something in a fresh, new way should take this advice. Decide if the cliché will be understood by the reader. Check each time you're thinking about using a cliché. Finally, don't worry so much about using a cliché that you become dog-tired.

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Now answer Numbers 30 through 35 on your Answer Sheet. Base your answers on the article "Clichés."

- 30 In which field did the term *cliché* originate?
- F. clothing
  - G. mythology
  - H. pet ownership
  - I. printing

- 31 Read this dictionary entry.

**stale** (steyl) *adjective*

1. dry or hardened from being kept too long
2. tasteless and flat
3. uninteresting from overuse
4. lacking in energy or ideas, as from boredom

Read this sentence from the article.

**A cliché is a saying that is used so often it sounds stale and tired.**

Which meaning best fits the way the word *stale* is used in the sentence above?

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

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- 32 The cliché in the illustration is taken from
- F. advice.
  - G. fashions.
  - H. human behavior.
  - I. weather.
- 33 Based on the article, the oldest cliché is most likely
- A. gone to the dogs.
  - B. putting on the dog.
  - C. let sleeping dogs lie.
  - D. dog days of summer.
- 34 Which of the following best explains why the author selected dog clichés?
- F. to show how common clichés are
  - G. to appeal to readers who own pets
  - H. to illustrate what most clichés are about
  - I. to convince readers to improve their writing

- 35 Read this sentence from the article.

**Finally, don't worry so much about using a cliché that you become dog-tired.**

What does *dog-tired* mean in the sentence above?

- A. anxious
- B. annoyed
- C. bored
- D. exhausted

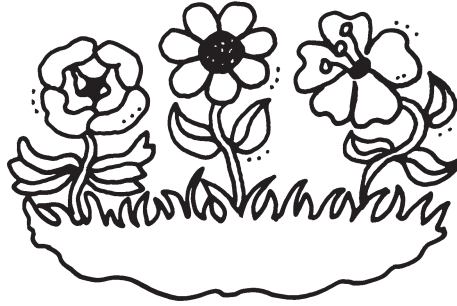


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# Revising and Editing

Read the introduction and the passage “Our Trip to the Wildflower Center” before answering Numbers 1 through 7.

*Darlene wrote this passage about a trip she took with her class. Read her passage and think about the changes she should make.*



## Our Trip to the Wildflower Center

(1) Ms. Moore’s fifth-grade class has been studying wildflowers that grow in Texas. (2) We went to the library to learn more about these flowers and where they grow in our state. (3) We learned that some flowers only grow in our state and do not grow anywhere else in the world. (4) Ms. Moore decided to finish the unit with a field trip to the Lady Bird Johnson Wildflower Center.

(5) Before boarding the school buses Ms. Moore assigned each of us both a partner, an observation journal. (6) We were a little late leaving the school, but we arrived at the center on time. (7) The first thing we did after getting off the bus was to work with our partneres to find a wildflower to observe and draw. (8) We also answered questions about its size, shape, color, and smell.

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(9) A worker at the center taught us about the special features of the plants there. (10) Plants use these features to adapt to their environment. (11) Next, the worker led us on a hike. (12) He pointed out flowers with these features. (13) I noticed a roadrunner hiding in some grass. (14) “Wow you’ve got really sharp eyes!” the worker told me. (15) After the hike, we ate lunch at picnic tables that were surrounded by really, very nice wildflowers.

(16) Then, even though no one wanted to leave the center, it was time to go back to the school. (17) We asked our teacher if we could stay longer. (18) “Sorry” said Ms. Moore “we’ve got other subjects to study!” (19) Our class had enjoyed learning about wildflowers at the center. (20) The next day in class we shared our observations of the flowers.

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**Now answer Numbers 1 through 7 on your Answer Sheet. Base your answers on the changes Darlene should make.**

- 1 Which sentence could best follow sentence 3?
- A. You can buy wildflower seeds at a garden shop and grow your own.
  - B. Some students had never seen many of the flowers they learned about.
  - C. My aunt has a big vegetable garden, but she does not grow many flowers.
  - D. In the next unit, our class is going to learn about the native animals of Texas.
- 2 What is the best way to revise sentence 5?
- F. Before boarding the school buses, Ms. Moore assigned each of us both a partner and an observation journal.
  - G. Before boarding the school buses. Ms. Moore assigned each of us both a partner and an observation journal.
  - H. Before boarding the school buses Ms. Moore assigned each of us both a partner or an observation journal.
  - I. Before boarding the school buses, Ms. Moore assigned each of us. Both a partner and an observation journal.

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- 3 What change should be made in sentence 7?
- A. change *thing* to **things**
  - B. change *did* to **done**
  - C. change *partneres* to **partners**
  - D. insert a comma after *wildflower*
- 4 What is the best way to revise sentences 11 and 12?
- F. Next, the worker led us on a hike and pointed out flowers with these features.
  - G. Next, the worker led us and pointed out flowers with these features on a hike.
  - H. Next, the worker led us on a hike. Then pointed out flowers with these features.
  - I. Next, the worker led us on a hike that had flowers with these features pointed out.
- 5 What change should be made in sentence 14?
- A. insert a comma after *Wow*
  - B. change *you've* to **youve**
  - C. change *really* to **real**
  - D. delete the quotation mark after *eyes!*
- 6 What change should be made in sentence 15?
- F. delete the comma after *hike*
  - G. change *ate* to **eated**
  - H. change *surround* to **surrounds**
  - I. change *really, very nice* to **beautiful**



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- 7 What is the best way to revise sentence 18?
- A. “Sorry, said Ms. Moore “we’ve got other subjects to study!”
  - B. “Sorry said Ms. Moore we’ve got other subjects to study!”
  - C. “Sorry” said Ms. Moore “We’ve got other subjects to study!”
  - D. “Sorry!” said Ms. Moore. “We’ve got other subjects to study!”

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**Read the introduction and the article “A Healthful Snack” before answering Numbers 8 through 14.**

*Caleb has written an article for the school newspaper. Read his article and think about the changes he should make.*

## A Healthful Snack

(1) Children tend to eat a lot of snacks. (2) However, many of the snacks we eat are not good for us. (3) They contain too much fat or too much sugar, and some of them contain too much of both!

(4) I am going to tell you how to make a healthful snack at home. (5) It is not only quick and easy to make but it also tastes good and is fun to eat. (6) Most importantly, it is good for your health. (7) The snack is crunchy, raw vegetables served with dip.

(8) First, you will need to buy the ingredients needed to make the dip, as well as a variety of vegetables. (9) For the dip, you will need low-fat, plain yogurt and spices or seasonings that your family likes. (10) Ask an adult which spices or seasonings would be good to use. (11) For the vegetables, you can buy things such as carrots, celery, broccoli, and cauliflower.

(12) To begin, measure 2 cups of the yogurt, and put it in a bowl. (13) Next, measure 1 teaspoon each of the spices or seasonings that you choosed. (14) Be careful not to overdue the hot spices! (15) It will be too hot to eat. (16) If you add too much. (17) Stir these ingredients into the yogurt. (18) Ask an adult to help you cut the vegetables into bite-sized pieces.

(19) It is time to eat your tasty, healthful snack. (20) Dip the vegetable pieces into the yogurt dip. (21) The assortments of spices gives the dip its flavor. (22) You will be amazed at how too good it tastes!

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Revising and Editing

Now answer Numbers 8 through 14 on your Answer Sheet. Base your answers on the changes Caleb should make.

- 8 What change should be made in sentence 5?
- F. insert a comma after *make*
  - G. change *but* to **and**
  - H. change *good* to **well**
  - I. insert a comma after *fun*
- 9 What change should be made in sentence 13?
- A. change *Next* to **At last**
  - B. change *measure* to **measuring**
  - C. change *teaspoon* to **teaspoons**
  - D. change *choosed* to **chose**
- 10 What change should be made in sentence 14?
- F. change *Be* to **Being**
  - G. change *overdue* to **overdo**
  - H. insert a comma after *hot*
  - I. change the exclamation point to a question mark
- 11 What is the best way to combine sentences 15 and 16?
- A. It will be too hot to eat if you add too much.
  - B. It will be too hot to eat or if you add too much.
  - C. It will be too hot to eat but if you add too much.
  - D. It will be too hot to eat and if you add too much.

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- 12 What word or phrase could best be added to the beginning of sentence 19?
- F. However,
  - G. Today,
  - H. As a result,
  - I. Finally,
- 13 What change should be made in sentence 21?
- A. change *assortments* to **assortment**
  - B. insert a comma after gives
  - C. change *dip* to **dips**
  - D. change *flavor* to **flaver**
- 14 What change should be made in sentence 22?
- F. change *You* to **Your**
  - G. change *amazed* to **amased**
  - H. change *too good* to **delicious**
  - I. change *tastes* to **taste**

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Read the introduction and the article “Evening Classes” before answering Numbers 15 through 20.

*Tyler wrote this article about an idea she has to improve her community. Read her article and think about the changes she should make.*

## Evening Classes

(1) I have an idea that I believe will help many people in our community.

(2) I think we should keep the schools open in the evenings so the people in our community can participate in activities at them. (3) I know some taxpayers are worried about the cost of keeping these schools open. (4) To them I will say, “Sure but I believe the benefits will outweigh the drawbacks.”

(5) Recently, I visited my cousin in Larchmont where the schools stay open until 8:00 P.M. (6) Children and adults play sports in the school gyms and take classes that are held in the library. (7) Children also take music lessons or get extra help with reading. (8) Adults learn about computers and how to cook foods from other countries, too. (9) People pay a small fee for each class but the amount is very affordable. (10) The costs are low because volunteers teach the classes.

(11) The more I learned about it, the more I thought it would be good for our community, too. (12) I believe these evening classes would be popular with people of all ages. (13) We started this kind of program in our schools, people would have fun learning new skills. (14) In addition, it would help bring our community together. (15) Neighbors who were once strangers. (16) Would become friends.

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(17) Businesses in our community would also benefit. (18) Employees could take classes that would improve their work skills. (19) Young adults could take classes that teach the skills they'll need to get a job.

(20) I hope you will agree that there are many excellent reasons to keep the schools open in the evenings.

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Now answer Numbers 15 through 20 on your Answer Sheet. Base your answers on the changes Tyler should make.

- 15 What change should be made in sentence 4?
- A. change *them* to **they**
  - B. delete the comma after *say*
  - C. insert a comma after *Sure*
  - D. change *drawbacks* to **draw backs**
- 16 What change should be made in sentence 7?
- F. change *Children* to **Childrens**
  - G. change *take* to **took**
  - H. change *lessens* to **lessons**
  - I. change *or* to a comma
- 17 What change should be made in sentence 9?
- A. change *People* to **Peoples**
  - B. change *pay* to **paying**
  - C. insert a comma after *class*
  - D. change *amount* to **amownt**

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- 18 What change should be made in sentence 11?
- F. delete the comma after *it*
  - G. change *thought* to **thought**
  - H. change *be* to **being**
  - I. change *our* to **ours**
- 19 Which word could best be added to the beginning of sentence 13?
- A. If
  - B. Although
  - C. Since
  - D. Later
- 20 What revision is needed in sentences 15 and 16?
- F. Neighbors who were once strangers would become friends.
  - G. Neighbors who were once. Strangers would become friends.
  - H. Neighbors who were once strangers, and would become friends.
  - I. Neighbors who were once strangers then they would become friends.









