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| **Question 1 of 18** | | | | |
| Which sentence does *not* have a compound subject? | | | | |
|  |  |  |  |  |
|  | | A. | My birthday and Easter were on the same day this year. | |
|  | | B. | Lions and hyenas are natural enemies. | |
|  | | C. | The dogs were washed by Robert, Brian, and James. | |
|  | | D. | Aunt Denise, Aunt Cissy, or Uncle Reggie will pick us up after lunch. | |
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| **Question 2 of 18** | | | | |
| What is the meaning of acceptable made from the root word **accept** and the suffix **able**? | | | | |
|  |  |  |  |  |
|  | | A. | capable of being accepted | |
|  | | B. | full of acceptance | |
|  | | C. | without being accepted | |
|  | | D. | having acceptance | |
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| **Question 3 of 18** | | | | |
| Choose the sentence that is written correctly. | | | | |
|  |  |  |  |  |
|  | | A. | It's a beautiful day for flying a kite. | |
|  | | B. | The puppy knows it's name. | |
|  | | C. | The book is labeled by it's color. | |
|  | | D. | Its wonderful to know you are my friend. | |
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| **Question 4 of 18** | | | | |
| What is the best topic sentence for this paragraph?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Long ago, people communicated over long distances by Pony Express mail. Telegraphs were soon used to make communication faster and easier. Alexander Graham Bell invented the telephone in 1878. Today, people communicate quickly by use of computers. In the future, there may be other ways to communicate across the country. | | | | |
|  |  |  |  |  |
|  | | A. | Alexander Graham Bell is a famous inventor. | |
|  | | B. | Ways of communicating across the country have changed over time. | |
|  | | C. | Pony express mail is the oldest form of communicating over long distance. | |
|  | | D. | Communicating today is easy. | |
|  | | | | |

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| **Question 5 of 18** | | | | |
| Maggie has to write a report on some kind of reptile. She knows the steps of the research process but has forgotten the correct order. Put the steps in order for Maggie to follow. | | | | |
|  | | | | |
| 1. Form questions about the topic 2. Choose a specific or narrowed topic 3. Find sources 4. Write the report 5. Take notes on the information | | | | |
|  |  |  |  |  |
|  | | A. | 5-4-3-2-1 | |
|  | | B. | 2-1-3-5-4 | |
|  | | C. | 4-3-1-2-5 | |
|  | | D. | 2-1-3-4-5 | |
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| **Question 6 of 18** | | | | |
| http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/almanacencydictthesatlas.gif  Your family wants to plan a road trip to Disney World in Orlando, Florida.  Which reference book would help you to plan your drive there? | | | | |
|  |  |  |  |  |
|  | | A. | Almanac | |
|  | | B. | Atlas | |
|  | | C. | Encyclopedia | |
|  | | D. | Globe | |
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| **Question 7 of 18** | | | | |
| **The Last of the Spirits**  The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery. It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded. He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved. | | | | |
|  | | | | |
| What does the word **concealed** mean in this passage? | | | | |
|  |  |  |  |  |
|  | | A. | Visible | |
|  | | B. | Garment | |
|  | | C. | Covered | |
|  | | D. | Closed | |
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| **Question 8 of 18** | | | | |
| Frogs are some of the more interesting creatures of the animal world. They have an interesting life cycle called metamorphosis. Frogs lay their eggs in ponds and streams. Each species of frog has its own way of laying eggs. For example, the American bullfrogs lay eggs in large masses while other species of frogs lay them in string-like forms.  Amphibians, such as frogs, start their lives as fishlike animals called tadpoles. Tadpoles breathe with gills and mainly eat bacteria and algae. Gradually, their tails begin to disappear. Back legs appear first, and later their front legs form. As the frogs develop, lungs soon replace the gills. Their mouths begin to enlarge, and they begin to eat small bugs and other insects. Soon they need to go to the top of the water to get oxygen from the air and to search for food. As they become fully formed, some frogs move out of the water to live on land. | | | | |
|  | | | | |
| Look at the picture of the frog's habitat and read the information in the story. What kind of environment does the amphibian need in which to lay its eggs?  http://pasmedia.discoveryeducation.com/pas/assessments_practice/RE-04/images/q88r1.gif | | | | |
|  |  |  |  |  |
|  | | A. | Desert | |
|  | | B. | moist area | |
|  | | C. | grassy area | |
|  | | D. | an ocean | |
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| **Question 9 of 18** | | | | |
| Ethan is doing a PowerPoint presentation about how to build a house. Where is the best place for Ethan to find pictures of houses in the process of being built? | | | | |
|  |  |  |  |  |
|  | | A. | a Web site titled *Beautiful Houses of the Rich and Famous* | |
|  | | B. | a book titled *How to Save For Building Your New Home* | |
|  | | C. | an online encyclopedia | |
|  | | D. | a Web site titled *Steps to Building Your Own Home* | |

**Question 10 of 18**

Which sentence uses the word fair to mean “honest”?

* A. There will be games at the school fair.
* B. When the weather is fair we can go outside.
* C. Please be fair when you play the game.
* D. We saw live animals at the summer fair.

**A People and a Tree**

*by Christine Graf*

Hundreds of years ago, babies born to the Northwest Coast Indians slept in cradles made of cedar wood. They snuggled under blankets and wore diapers made from cedar bark. As the babies grew, they came to understand how important the cedar tree was to their way of life.

Northwest Coast Indian tribes have always lived along the western shores of Canada and the northwestern coast of the United States. Long ago, the Indians relied on the western red cedar in every part of their lives. It was so important to them that they called it the Tree of Life.

The Indians used the cedar trees with care and respect. Of the hundreds of things they made from the trees, only a few used up whole trunks. Trunks were taken only for special purposes, such as house or canoe building. Amazingly, the Indians had learned how to take bark, roots, and branches without killing the tree.

**Bark**

Large pieces of the cedar’s outer bark were cut into strips to make boxes and other kinds of containers. Narrow strips were woven into mats, which were used for bedding, room dividers, and tablecloths.

**5**The inner bark would be pounded with a stone until it was soft and fluffy. It would also be shredded, using tools made of whale or deer bone. Women worked on pieces of inner bark until they were soft enough to make diapers and crib padding. Before taking bark, women said special prayers of thanks to the tree. They knew how much bark they could take without harming the cedar. Bark was also used to make masks, skirts, headbands, blankets, ropes, and more.

**Wood**

The Indians used cedar wood to build their longhouses. These buildings were large enough to be home to 20 people. Whole trees were cut down to provide the large logs needed for house beams.

One method the Indians used to cut down a tree was to set the bottom of the tree on fire. Above the fire, wet clay was packed on the tree to keep the fire from spreading upward. After burning for a while, the fire was put out and the burnt wood was scraped away. The whole process was repeated several times until the tree fell.

Huge logs were hollowed out to make canoes. Canoes were very important to the lives of the Northwest Coast Indians. Used for travel, fishing, hunting, and trading, the canoes were sometimes as large as 50 feet long and 8 feet wide, and they could carry 30 men.

**Branches**

Cedar trees have special thin branches called *withes*. After being stripped of their leaves and bark, *withes* were soaked in hot water and twisted to make strong, flexible ropes. *Withe* ropes were so tough that whale hunters could use them to tow dead whales.

**Roots**

Cedar roots were dug up and used for many purposes. After their bark was removed, the roots were separated into thin strips and used to weave beautiful baskets. Strong root threads were also used for sewing and tying things together.

**11**The lives of the Northwest Coast Indians began in cedar cradles and ended in cedar burial boxes. During the years in between, the Indians understood how important this tree was to their lives. They used the cedar tree to its fullest and treated it with great respect.

**Question 11 of 18**

Based on the first paragraph, a cradle is a kind of

* A. bed.
* B. house.
* C. craft.
* D. weapon.

**Question 12 of 18**

Why did the Northwest Coast Indian tribes call the western cedar tree the “Tree of Life”?

* A. They were difficult trees to kill.
* B. The trees were used in important

ways.

* C. Babies were born under the trees.
* D. The trees were planted where the

Indian tribes lived.

**Question 13 of 18**

According to paragraph 5, Indian women who made things out of bark

* A. used bark in place of using heavy

tools.

* B. took only as much bark as they

needed.

* C. used the oldest bark they could

find.

* D. thought the bark was difficult to work with.

**Question 14 of 18**

What did the Indians make out of whole tree trunks?

* A. boxes
* B. masks
* C. canoes
* D. baskets

**Question 15 of 18**

The inner bark of cedar trees was used to make

* A. tools.
* B. canoes.
* C. boxes.
* D. diapers.

**Question 16 of 18**

Read the words in the box.

masks

***masks***

***canoes***

***beams***

canoes

beams

What do the words show?

* A. things traded for cedar trees by the Northwest Coast Indians
* B. things found by the Northwest Coast Indians when looking for cedar trees
* C. things made by the Northwest Coast Indians from cedar trees
* D. things used by the Northwest Coast Indians when growing new cedar trees

**Question 17 of 18**

Which part of the passage gives information about building Indian homes?

* A. **Bark**
* B. **Wood**
* C. **Branches**
* D. **Roots**

**Question 18 of 18**

In paragraph 11, what do the words to its fullest **most likely** mean?

* A. with each other
* B. some of the time
* C. with other tribes
* D. as much as they could

***Answer Key***

1. C

2. A

3. A

4. B

5. B

6. A

7. C

8. B

9. D

10. C

11. A

12. B

13. B

14. C

15. D

16. C

17. B

18. D