

Reading

Read the play. Then answer the questions that follow.

The North Wind and the Sun

by Aesop, adapted by Kevin Stone, Plays, The Drama Magazine for Young People

Characters

NARRATOR

WIND

SUN

GRASSHOPPER

FLOWER

MAN

- 1 **NARRATOR:** This is the story of the North Wind and the Sun, who were both very strong, and how they decided who was stronger.
- 2 **NORTH WIND (Bragging):** Let me tell you something, Sun. No one is stronger than I am! I'm the strongest there is!
- 3 **SUN:** Do you have a way to prove that?
- 4 **NORTH WIND (Pointing):** Do you see that grasshopper over there?
- 5 **SUN (Looking at GRASSHOPPER):** The little green fellow?
- 6 **NORTH WIND:** Watch this! (He huffs and puffs. Sound of wind blowing is heard. GRASSHOPPER exits by executing a series of somersaults until he is off.)
- 7 **NORTH WIND:** Ah, the power of breeze!
- 8 **SUN:** I admit that you are strong. But there is more strength in the world than just yours.
- 9 **NORTH WIND:** Oh, I suppose you think you are stronger?
- 10 **SUN (Pointing to FLOWER):** Do you see that little plant over there?
- 11 **NORTH WIND (Looking at FLOWER):** The little green fellow?
- 12 **SUN:** Watch this. (SUN "shines." Sound of a harp or other "shining" music is heard. FLOWER grows and grows and finally "blooms" into a lovely chrysanthemum. SUN smiles.)

- 13 **FLOWER:** And not a grasshopper in sight!
- 14 **NORTH WIND** (Blustering): You call that power? She's still rooted!
- 15 **SUN:** Strength is not just tearing things up and tossing them away, Wind.
- 16 **NORTH WIND** (Arrogantly): A contest! I challenge you to a contest!
- 17 **SUN** (Calmly): Very well. Name your challenge. (MAN enters, wearing coat. He stops to admire FLOWER.)
- 18 **NORTH WIND:** You see that man down there?
- 19 **SUN:** Yes. The one with the coat.
- 20 **NORTH WIND:** Whichever one of us can get his coat off is the winner.
- 21 **SUN:** Fine. You go first.
- 22 **NORTH WIND:** I come from the top of the world! Watch what North Wind can do!
- 23 **NARRATOR:** North Wind huffed and he puffed and he blew with all his might. But the more he blew, the more tightly the Man held to his coat. Branches of trees began to snap and break. Birds were blown backwards. Butterflies zipped by like rainbow bullets. But the Man did not remove his coat. The windier it got, the more he held on to his coat. Finally, the North Wind gave up. (NORTH WIND stops blowing).
- 24 **SUN:** My turn now?
- 25 **NORTH WIND** (Panting): Go ahead and try. If I can't do it, you never will be able to. (SUN begins to beam.)
- 26 **NARRATOR:** The Sun melted through the clouds and softened the cold and wind. The trees stood still. The birds got back on course. The butterflies found their homes. The Man took off his hat and unbuttoned his coat.
- 27 **MAN** (As he follows NARRATOR's cue): Look at that sun!
- 28 **NARRATOR:** The Sun shone brightly, filling the world with kindness and warmth. The man was feeling very hot.
- 29 **MAN:** Whew! I could use a rest. This is a nice place.
- 30 **NARRATOR:** Before he sat down, he took off his coat. (MAN does so, then sits on riser.)
- 31 **NORTH WIND:** No!
- 32 **NARRATOR:** And so the contest was over. North Wind moaned for a long time, but he agreed that Sun was stronger.
- 33 **NORTH WIND:** You win, Sun. Your power is stronger than mine.
- 34 **SUN:** Thank you, Wind.

THE END

Go On

1 This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the theme of the play?

- A** It is easier to solve a power struggle with fighting than using an actual contest.
- B** Gently encouraging people is sometimes more powerful than bossing them around.
- C** Human beings are no match for the powers of nature, especially when humans are fighting.
- D** The powers of the wind and sun are different, but equal in their ability to frighten people.

Part B

Which sentence from the play **best** supports the answer to part A?

- A** "Strength is not just tearing things up and tossing them away, Wind."
- B** "North Wind huffed and he puffed and he blew with all his might."
- C** "The Sun shone brightly, filling the world with kindness and warmth."
- D** "North Wind moaned for a long time, but he agreed that Sun was stronger."

2 Which **two** lines from the play show that the Sun does not want to hurt anything or anyone?

- A** "Do you have a way to prove that?"
- B** "Name your challenge."
- C** "The Sun melted through the clouds and softened the cold and wind."
- D** "The Sun shone brightly, filling the world with kindness and warmth."
- E** "North Wind moaned for a long time, but he agreed that Sun was stronger."

3 What feature of "The North Wind and the Sun" **most strongly** shows that it is a play and not a poem or story?

- A** The main character faces a problem and solves it.
- B** The lines are the same length, and many words rhyme.
- C** The characters' names come before the words they say.
- D** The author adapted, or made some changes to, the original.

Read the passage. Then answer the questions that follow.

What Is Vermiculture?

by Alan Van Gilder

1 People generate a lot of garbage that doesn't need to go into the trash can. Lots of waste items, such as food scraps, can instead be turned into compost. Compost is made of decaying food scraps. It can be used to fertilize gardens and farms. Composting can be as simple as creating an area to pile food scraps in the yard. Recently, a more complicated but effective system has become more popular: vermiculture.

2 Vermiculture is a type of composting that uses worms to speed up the decay, or break-down, of food scraps. Certain types of worms are ideal for composting. Red wigglers are the most commonly used worms for composting because they eat and reproduce so quickly.

3 Worm composting systems are usually set up in a barrel or some kind of tall plastic container. The container is divided into layers. At each layer, part of the process of composting occurs.

4 People put their food scraps into the bin. These scraps can include items such as apple peels, eggshells, carrot tops, and potato skins. The next layer down consists of the worms. They live in between the food scraps and a layer of bedding, which usually consists of slightly wet newspaper or straw. The worms eat the food scraps and digest them and create castings. The worm castings are collected from the bottom of the bin and used to enrich the soil of gardens and farms.

5 The castings can be collected in solid form. Some composters, however, choose to retrieve it in liquid form, which they call "worm tea." They don't drink it! Rather, the worm tea is an excellent way to fertilize plants and enrich garden soil.

6 There are many reasons people choose to use the worm composting method over other kinds of composting. First of all, vermicomposting doesn't require a large yard. It can be done inside. Because the worms work so quickly, the composting matter doesn't smell bad. People have worm-composting systems in their basements or even in the kitchen under the sink. Another reason people choose vermicomposting is that the process yields the best fertilizer. Fertilizing a garden with worm tea can nearly double a garden's yield.

7 The main benefit of composting, of course, is that it reduces the amount of garbage going to landfills. Up to 30% of waste in the landfills is material that could instead be composted.

How to create a worm composting system

What you'll need:

A plastic bin with a lid

Newspaper or straw

Worms

Drill

Wooden blocks or bricks

Step 1 Drill holes in the bin for ventilation. The worms need oxygen.

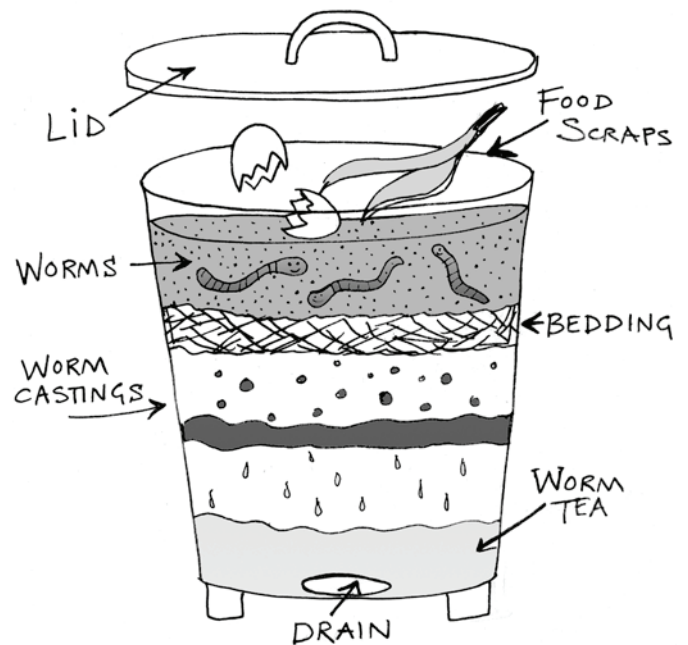
Step 2 Add a layer of bedding.

Step 3 Add worms. (You'll need approximately two pounds of worms for each pound of food scraps you compost.)

Step 4 Prop the bin up on the bricks or wooden blocks.

Step 5 For worm tea collection, add a spout to the bottom of the bin.

Step 6 Begin feeding the worms. Stir in food scraps with the bedding.



Go On

4 This question has two parts. First, answer part A. Then, answer part B.

Part A

Based on the passage, why is it important for a worm composting container to be divided into layers?

- A** The worms must be able to crawl from one layer to another inside the container.
- B** The worm composting container needs to fit underneath the kitchen sink.
- C** The different layers help to keep the composting matter from smelling bad.
- D** Each layer is where a different part of the composting process takes place.

Part B

Which sentence from the passage **best** supports the answer to part A?

- A** "Worm composting systems are usually set up in a barrel or some kind of tall plastic container."
- B** "At each layer, part of the process of composting occurs."
- C** "The next layer down consists of the worms."
- D** "The worm castings are collected from the bottom of the bin and used to enrich the soil of gardens and farms."

5 The passage says that composting can be a useful activity. Which **two** sentences from the passage best support this idea?

- A** "Lots of waste items, such as food scraps, can instead be turned into compost."
- B** "Red wigglers are the most commonly used worms for composting because they eat and reproduce so quickly."
- C** "These scraps can include items such as apple peels, eggshells, carrot tops, and potato skins."
- D** "Worm composting systems are usually set up in a barrel or some kind of tall plastic container."
- E** "Up to 30% of waste in the landfills is material that could instead be composted."

6 Read these two sentences from paragraph 4.

The worms eat the food scraps and digest them and create castings. The worm castings are collected from the bottom of the bin and used to enrich the soil of gardens and farms.

Which of the following describes the relationship between these two sentences?

- A** The sentences describe two steps in a process.
- B** The sentences compare two events.
- C** The sentences contrast two events.
- D** The sentences describe a problem and its solution.

Go On

7 Look at the diagram on page 35 and the directions next to it. What new information do the diagram and directions provide that is not included in the passage?

- A** Food scraps go at the top layer of the compost bin.
- B** Bins need newspaper or straw in the middle to gather worm castings.
- C** Bins need a drain or spout at the bottom to collect worm tea.
- D** Plastic containers are good places for composting.

8 Read this statement from the passage.

There are many reasons people choose to use the worm composting method over other kinds of composting.

What evidence does the author use to support this statement? Use at least two details in your response.

Read the story. Then answer the questions that follow.

Demeter and Persephone

retold by Hilary Dumitrescu

1 I am Demeter, Goddess of the Harvest. The wheat grows tall and golden wherever I walk. The orchards blossom, and the fruit grows ripe and sweet. The people are happy because I bless all of their growing crops. As long as I am happy, all of the Earth flourishes.

2 My daughter Persephone is the apple of my eye. She is as kind as she is beautiful. I have always hated to be away from her, as the thought of any harm coming to her is too dreadful to bear. Once in a great while, my duties as Goddess call me away. It was on one such occasion that tragedy struck.

3 While I was away, my beautiful Persephone walked near the seaside, gathering flowers for her hair. She saw one lovely flower with hundreds of tiny blossoms. As she bent to pick it, a great hole opened in the Earth. From out of the great pit raced a chariot driven by Hades, the god of the Underworld. He took one look at my sweet Persephone and knew at once that he loved her. Scooping her into his chariot, he raced back underground, vowing to make her his queen.

4 When I heard of Hades's terrible trick, I was furious. I demanded that Persephone be released from his kingdom. "Nothing on Earth will grow," I promised Zeus and the other gods, "until my child is returned."

5 True to my word, I hid in my house and did not go out to the fields. The crops withered, the fruit shriveled on the vines, and the soil turned to dust. The people cried out to the gods for help.

6 Finally, Zeus and the other gods demanded an audience with Hades. They commanded him to return Persephone to me at once.

7 "But she has already joined my kingdom!" Hades proclaimed.

8 "Nonsense!" I cried. "My daughter would sooner die than stay with you!"

9 "Why, just today, she ate six pomegranate seeds. Since she has taken food from my kingdom, she may not return to yours."

10 At the sound of this news, my face crinkled to that of an old woman, and the very Earth shook as it seemed to shrivel along with me. At the sight of this, even Hades was moved.

11 "All right then," he said. "Since she has eaten only six seeds, she need only stay in my kingdom for six months of the year. The other six months are yours."

Go On

12 Hearing this news, I was comforted. I covered the land with blankets of white snow. “Until my Persephone returns,” I said tenderly to the dry earth.

13 As the time of Persephone’s return drew nearer, the blanket of snow began to thaw. When I finally saw my daughter’s lovely face again, the Earth burst forth with life. The orchards blossomed, and the fruit grew ripe and sweet. The wheat grows tall and golden wherever we walk.

9 This question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement **best** describes a way in which Demeter and Hades are similar?

- A** Both obey Zeus.
- B** Both love Persephone.
- C** Both fear the Underworld.
- D** Both rule over Earth.

Part B

Which sentence from the story **best** supports the answer to part A?

- A** “He took one look at my sweet Persephone and knew at once that he loved her.”
- B** “Finally, Zeus and the other gods demanded an audience with Hades.”
- C** ““Since she has taken food from my kingdom, she may not return to yours.””
- D** “As the time of Persephone’s return drew nearer, the blanket of snow began to thaw.”

- 10** What message can the reader take from the story?
- A** The greatest love of all is the love a king has for his queen.
 - B** People suffer when they stand up for what they believe.
 - C** The ancient gods and goddesses did not care about humans.
 - D** Winter brings cold and hardship, but spring will always follow.

- 11** Which **two** story details let the reader know that the setting of “Demeter and Persephone” is an imaginary place?
- A** Demeter is able to control the growth of crops on Earth.
 - B** The main character has a beautiful daughter named Persephone.
 - C** Persephone walks near the seaside to gather flowers for her hair.
 - D** A chariot driven by Hades races out of a great hole in the ground.
 - E** Orchards bloom and fruit ripens when the blanket of snow melts.

12 Read these sentences from the story.

When I heard of Hades’s terrible trick, I was furious. I demanded that Persephone be released from his kingdom.

What does the word furious suggest about Demeter?

- A** She is deeply saddened.
- B** She is very surprised.
- C** She is extremely angry.
- D** She is very curious.

13 Read this paragraph from a story called “Blue Corn Maiden and the Coming of Winter,” another myth about the way the seasons came to be.

One cold winter day, Blue Corn Maiden went out to gather firewood. This was something she would not normally do. While she was out of her adobe house, she saw Winter Katsina. Winter Katsina is the spirit who brings the winter to the Earth. He wore his blue-and-white mask and blew cold wind with his breath. But when Winter Katsina saw Blue Corn Maiden, he loved her at once.

How are the narrators of “Demeter and Persephone” and “Blue Corn Maiden and the Coming of Winter” different? Use evidence from both stories to support your answer.

Read the passage. Then answer the questions that follow.

President Obama Speaks to Students

*excerpts from “Prepared Remarks of President Barack Obama: Back to School Event” (2009)
from WhiteHouse.gov.*

1 Now I’ve given a lot of speeches about education. And I’ve talked a lot about responsibility.

2 I’ve talked about your teachers’ responsibility for inspiring you, and pushing you to learn.

3 I’ve talked about your parents’ responsibility for making sure you stay on track, and get your homework done, and don’t spend every waking hour in front of the TV or with that Xbox. . . .

4 But at the end of the day, we can have the most dedicated teachers, the most supportive parents, and the best schools in the world—and none of it will matter unless all of you fulfill your responsibilities. Unless you show up to those schools; pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed. . . .

5 We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems. If you don’t do that—if you quit on school—you’re not just quitting on yourself, you’re quitting on your country.

6 Now I know it’s not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork. . . .

7 . . . I wasn’t always as focused as I should have been. I did some things I’m not proud of, and got in more trouble than I should have. And my life could have easily taken a turn for the worse.

8 But I was fortunate. I got a lot of second chances and had the opportunity to go to college, and law school, and follow my dreams. My wife, our First Lady Michelle Obama, has a similar story. Neither of her parents had gone to college, and they didn’t have much. But they worked hard, and she worked hard, so that she could go to the best schools in this country. . . .

9 . . . at the end of the day, the circumstances of your life—what you look like, where you come from, how much money you have, what you’ve got going on at home—that’s no excuse for neglecting your homework or having a bad attitude. That’s no excuse for talking back to your teacher, or cutting class, or dropping out of school. That’s no excuse for not trying.

10 Where you are right now doesn’t have to determine where you’ll end up. No one’s written your destiny for you. Here in America, you write your own destiny. You make your own future. . . .

11 I expect great things from each of you. So don’t let us down—don’t let your family or your country or yourself down. Make us all proud. I know you can do it.

Go On

14 This question has two parts. First, answer part A. Then, answer part B.

Part A

Based on the passage, what inference can you make about how President Obama feels about the students?

- A** He thinks they spend too much time watching television.
- B** He believes strongly that every student can succeed.
- C** He feels it is important for them to get a second chance.
- D** He is worried that they have too many challenges in their lives.

Part B

Which paragraph from the passage **best** supports the answer to part A?

- A** paragraph 3
- B** paragraph 7
- C** paragraph 8
- D** paragraph 11

15 Read these words from paragraph 9 of the passage.

. . . that's no excuse for neglecting your homework or having a bad attitude.

When you are neglecting something, what are you doing?

- A** accepting it
- B** preparing it
- C** avoiding it
- D** completing it

16

How does President Obama support his statement that it's not always easy to do well in school?

- A** He explains how you write your own destiny.
- B** He talks about dropping out of school.
- C** He gives an example from his own life.
- D** He mentions quitting on your country.

Go On

Writing

- 17** The fourth-grade book club just finished reading the book *2030: A Day in the Life of Tomorrow's Kids*. A club member is writing his opinion of the book for the class. Read the paragraph and the directions that follow.

(1) The book *2030: A Day in the Life of Tomorrow's Kids* is about a day in the life of a boy and his talking dog. (2) How is the dog able to talk? (3) He wears a computer on his collar that turns his bark into English! (4) A talking dog is just one of many fun features in this book. (5) For example, there is a housecleaning robot named Clean-a-rella. (6) Of course, there is still school in the year 2030, but the book makes that fun, too. (7) By the time I finished reading the book, I wished that I could be a kid in the year 2030.

The student wants to add a detail between sentences 6 and 7. Which sentence should the student add?

- A** A golden orb wakes the boy up in time to get dressed.
- B** The talking dog tells the boy when he wants to go for a walk.
- C** Buildings are made of large plastic blocks that snap together.
- D** One of the games kids play at recess is zero-gravity space baseball.

18

A student is writing a history report. The sentences on the left are out of order. Draw lines to show which sentence in the report should be first, which sentence should be second, and so on.

In less than one day, the town completely vanished under 30 feet of ash.

First

Most people died quickly from either the poisonous gas that blew from the volcano or from being hit by the rocks.

Second

Super-heated gas, lava, and ash blasted into the sky.

Third

On August 24, in the year 79 CE, people who lived in the city of Pompeii, Italy, heard a huge bang.

Fourth

The lava cooled and then shot back to Earth as rocks.

Fifth

Nearby Mount Vesuvius had erupted with a giant roar.

Sixth

Go On

19

A student is writing an opinion paragraph about her town’s new bike path. She has shown her draft to the teacher, who suggests that she add a conclusion. Read these sentences from the paragraph and complete the task that follows.

Have you had a chance to ride your bike on our town’s new bike path? If not, you should. My brother and I spent last Saturday morning riding the path from beginning to end. Nearly every moment of the ride was a pleasure. The new path follows the river that winds through town. The surface of the path is covered with blacktop, which provides a smooth ride. In most places the path is five feet wide. This lets bikers pass each other safely. However, the path crosses the river in two places. In those places, we needed to cross two narrow bridges, which made me a little nervous.

Write at least three sentences to finish the opinion paragraph, supporting the point of view related to the opinion presented.

20

A student is writing a report for class on Amelia Earhart. Read the draft of a paragraph from the report and answer the question that follows.

Amelia Earhart set a goal to be the first woman to fly around the world. She flew from California to Puerto Rico, and then to Brazil. Then she flew to Africa. The entire world was listening to their radios and cheering her on. Earhart wanted to fly across the Pacific Ocean, but she lost radio contact somewhere over the waters and was not seen again. President Roosevelt ordered a search, but no trace of her was ever found.

Which more exact word **best** replaces the underlined word?

- A tried
- B decided
- C struggled
- D planned

21

A student is writing a book review for her school newspaper. Read the draft of the introduction to her review and complete the task that follows.

If you like to laugh, the book *Strange and Sideways Tales* is for you. The book has 14 short stories, and each one of them is so funny you will laugh out loud. But, don't expect the stories to make sense. The characters do funny things that real people would never do. For example, in one story, a girl eats her homework for breakfast. In another, twin boys decide to go to Mars, and they just ride their bicycles there.

Choose **two** more exact words that the student could use instead of the underlined word.

- A mysterious
- B magical
- C unusual
- D playful
- E strange
- F jolly

Go On

22 Read the sentence and answer the question that follows.

The Fourth of July is a day which all citizens have fun and honor their country.

How should this sentence be corrected?

- A** The Fourth of July is a day why all citizens have fun and honor their country.
- B** The Fourth of July is a day because all citizens have fun and honor their country.
- C** The Fourth of July is a day of all citizens have fun and honor their country.
- D** The Fourth of July is a day when all citizens have fun and honor their country.

23 Read the sentence and answer the question that follows.

The circus comes back every year but fewer and fewer people are going to see it.

Which of the following should replace the underlined part?

- A** year, but, fewer and
- B** year, but fewer and
- C** year but fewer, and,
- D** year but fewer, and

- 24** Choose **two** sentences that use correct punctuation.
- A** I woke up, and got some cereal for breakfast.
 - B** I went to Matt’s house, and I played until dinner.
 - C** I stayed home, so I could play with my little brother.
 - D** I dropped my keys, so I put them in my pocket.
 - E** I fell off my bike but, I only scraped my knee.
 - F** I got to school early but I left my books at home.

- 25** Choose **two** sentences that use correct capitalization.
- A** My Mom thinks I should learn to play the piano.
 - B** July is my favorite month of the Summer.
 - C** My sister Anna is the fastest kid in school.
 - D** Last november we stayed home for Thanksgiving.
 - E** The Rocky Mountains are beautiful in the spring.

- 26** Read the sentence and answer the question that follows.

A lot of people like grilled hot dogs and hamburgers I like grilled spaghetti.

Which of the following should replace the underlined words in the sentence?

- A** hamburgers. I
- B** hamburgers, I
- C** hamburgers but I
- D** hamburgers and I

Research

- 27** A student is writing about the history of money. He found a time line. Read the time line and the directions that follow:

9000–6000 BCE Cows, sheep, and camels used as money	1200 BCE Shells used as money	1000 BCE First metal coins	806 CE First paper money
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The student found a second source. Read the source below. Then underline **two** sentences from the second source that support the information in the time line.

Today, money is changing. Some people do not carry any money at all. Instead, they carry debit cards. When a person pays with a debit card, money goes from the buyer's bank account to the seller's bank account.

Debit cards are light and easy to carry. In ancient times money was very hard to carry from place to place. That is because people used animals as money. Later, coins were developed. But those could be heavy, too.

A student is writing a research report about country music. Read the sentences from her report and the directions that follow.

Country music is the sound of the past. Many early Americans played guitar, banjo, and fiddle. Their music mixed with other styles and became known as “country.” Those same instruments are used today. The best part of country music is the words of country songs. They can be funny, angry, or sad. They are like short stories from a good book. There are many examples of country songs that tell great stories.

The student wants to find examples of country songs for her report. Which source would **most likely** have examples to demonstrate her ideas?

- A** *Just a Country Girl*
A book about the life of a famous country singer.
- B** *Forever Country*
A songbook with words and music of country songs.
- C** “Country 96.3 Celebrates Its 10th Year”
A newspaper article about a radio station that plays county music.
- D** www.countryshows.xyz
See where your favorite country singer will be playing your favorite songs.

29 A student is writing a research report about grocery store waste. She wrote an opinion in the report. Read the sentences from the report and the directions that follow.

Have you ever wondered whether grocery stores sell all the food on their shelves? They do not. So, what do they do with it? They throw it away, and this is a terrible thing because there are many people who don't have enough food to eat. One reason why grocery stores get rid of food is because customers think the dates on the packages always tell how long the food is safe to eat. People often don't buy food if the date on the package is too close to the date the person is shopping.

The student took notes about grocery store waste. Select **two** notes that support the student's opinion.

- A** Ten percent of food on store shelves is wasted.
- B** Most restaurants throw away food that does not get sold.
- C** Stores sell more food when their fruits and vegetables look fresh.
- D** One in every seven American households does not have enough food.
- E** Twenty percent of people buy too much food and throw it away at home.
- F** Stores must put dates on food so that shoppers know how old the food is.

A student is writing a research report about sleep. The student took notes and thought of three main ideas for her report. Put an X in the box that shows the main idea that each note supports.

	Main Idea A: Why people need sleep	Main Idea B: How much sleep people need	Main Idea C: How people should get ready to sleep at night
Note 1: At bedtime, it is better not to watch television or to play video games.			
Note 2: Children who are between 5 and 12 years old should sleep about 10 or 11 hours each night.			
Note 3: Sleep can help children remember what they learn at school.			
Note 4: People who do not get enough sleep have a higher risk of getting health problems.			

- 31** A student has made a plan for research. Read the plan and the directions that follow.

Research Report Plan

Topic: George Washington

Audience: 4th grade students

Purpose: to inform

Research Question: What kind of person was the first president of the United States?

Choose **three** websites that would be the **most useful** sources for the information needed to answer the research question.

- A** www.firstpresident.xyz
George Washington was six feet two inches tall and weighed 175 pounds.
- B** www.presidentUS.xyz
A complete list of presidents of the United States can be found here, from George Washington to Barak Obama.
- C** www.washingtonisfun.xyz
Visitors will not be bored in Washington State, which is named for our first president, George Washington.
- D** www.prespictures.xyz
See photos and paintings of U.S. presidents, including George Washington, Abe Lincoln, and many others.
- E** www.washingtonsteeth.xyz
George Washington had many problems with his teeth. They were painful.
- F** www.presidentsandfitness.xyz
Did you know that George Washington rode a horse? It was only one way that he stayed in shape.

A student is writing a research report about the health benefits of chocolate. She found a source. Read Source 1 and the directions that follow.

Source 1: "Chocolate and Health"

Did you know that chocolate might be good for you? Some studies show that chocolate might be good for your heart. And some research shows it might keep diseases from starting. Chocolate comes from cocoa beans, which have important nutrients. Even though chocolate might have important health benefits, I believe people should not eat too much of it.

The student took notes about the topic. Select **two** notes that support the author's opinion in Source 1.

- A** Cocoa beans have a bitter taste.
- B** Dark chocolate is healthier than milk chocolate.
- C** Many years ago cocoa was used as a bitter, spicy drink.
- D** Eating lots of chocolate can cause unhealthy weight gain.
- E** Most chocolate has added sugar, which can be bad for health.
- F** Most of our chocolate is made from cocoa beans grown in Africa.

STOP

Name _____

Teacher _____ Grade _____

CAT Assessment 2

Session 1: Reading

- 1A. (A) (B) (C) (D)
- 1B. (A) (B) (C) (D)
- 2. (A) (B) (C) (D) (E)
- 3. (A) (B) (C) (D)
- 4A. (A) (B) (C) (D)
- 4B. (A) (B) (C) (D)
- 5. (A) (B) (C) (D) (E)
- 6. (A) (B) (C) (D)
- 7. (A) (B) (C) (D)
- 8. See page 38.
- 9A. (A) (B) (C) (D)
- 9B. (A) (B) (C) (D)
- 10. (A) (B) (C) (D)
- 11. (A) (B) (C) (D) (E)
- 12. (A) (B) (C) (D)
- 13. See page 42.
- 14A. (A) (B) (C) (D)
- 14B. (A) (B) (C) (D)
- 15. (A) (B) (C) (D)
- 16. (A) (B) (C) (D)

Session 2: Writing

- 17. (A) (B) (C) (D)
- 18. See page 47.
- 19. See page 48.
- 20. (A) (B) (C) (D)
- 21. (A) (B) (C) (D) (E) (F)
- 22. (A) (B) (C) (D)
- 23. (A) (B) (C) (D)
- 24. (A) (B) (C) (D) (E) (F)
- 25. (A) (B) (C) (D) (E)
- 26. (A) (B) (C) (D)

Session 3: Research

- 27. See page 52.
- 28. (A) (B) (C) (D)
- 29. (A) (B) (C) (D) (E) (F)
- 30. See page 55.
- 31. (A) (B) (C) (D) (E) (F)
- 32. (A) (B) (C) (D) (E) (F)

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TEACHER USE ONLY

- 8. (0) (1) (2)
- 13. (0) (1) (2)
- 18. (0) (1)
- 19. (0) (1) (2)
- 27. (0) (1)
- 30. (0) (1)