

1. How much do hummingbirds weigh?

- A. more than twice the weight of a sheet of paper
- B. **less than half the weight of a sheet of paper**
- C. more than twice the weight of a baseball

2. The text lists reasons why hummingbirds are special. What is one of these reasons?

- A. They have beautiful feathers and wings.
- B. **They can hover, fly backwards, and even fly upside down.**
- C. They have babies that they raise.

3. Read these sentences from the text.

"All of that flying is supported by a hummingbird's wings. These birds normally beat their wings up to 70 times per second. They can beat their wings much faster when they dive quickly."

Based on this information, what can we conclude about hummingbirds?

- A. They don't need a lot of energy.
- B. They are lazy birds.
- C. **They need a lot of energy.**

4. How do hummingbirds help lots of plants survive and grow?

- A. Hummingbirds drink nectar from flowers using their long, thin beaks and tube-like tongues.
- B. Hummingbirds fly to different flowers to get the food they need so they have a lot of energy.
- C. **Hummingbirds move pollen from one flower to another flower which helps the plants make new seeds.**

5. What is the main idea of this text?

- A. **Hummingbirds are small special birds that can fly in different ways and help plants make new seeds.**
- B. Hummingbirds can beat their wings much faster than 70 times per second when they dive quickly.
- C. When hummingbirds put their beak into a tube-like flower, some of the flower's pollen can get on them.

1. What does the speaker look at in this poem?

- A. the sun and moon
- B. **cliffs and clouds**
- C. bugs in the grass

2. Which of these phrases from the poem describes part of the setting?

- A. "which must be mine"
- B. "with quiet eyes"
- C. **"a hundred flowers"**

3. The speaker of the poem wants to enjoy nature without hurting it in any way.

Which evidence from the poem best supports this conclusion?

- A. **I will touch a hundred flowers / And not pick one.**
- B. I will mark which must be mine, / And then start down!
- C. I will be the gladdest thing / Under the sun!

4. Where is the speaker of the poem spending an afternoon?

- A. **on a hill**
- B. in a forest
- C. in a town

5. What is this poem mostly about?

- A. **enjoying nature without leaving a mark on it**
- B. the effects of wind on grass, cliffs, and clouds
- C. travelling from a hill down to a town

6. Read these lines from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Why might the poet have described the speaker's eyes as "quiet" in the second line of the stanza?

- A. to hint that the speaker cannot hear or speak at all
- B. **to show that the speaker was not making any noise**
- C. to suggest that the speaker's mouth was not staying quiet

7. Read this stanza from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Which of these lines means the same thing as the last line in this stanza?

- A. And the grass rises quietly.
- B. And the grass might rise.
- C. **And watch the grass rise.**

8. What are three things the speaker will see during the afternoon on the hill?

Suggested answer: Answers may include any three of the following: flowers, cliffs, clouds, grass, lights from the town. The sun and the wind are also acceptable answers, although less explicitly seen.

9. What are two things the speaker will do while spending time on the hill?

Suggested answer: The speaker will touch a hundred flowers without picking any. The speaker will also look quietly at cliffs, clouds, and the wind bending the grass.

10. Based on this poem, how does the speaker feel about spending time in nature? Use evidence from the poem to support your answer.

Suggested answer: Answers may vary, but all students should recognize that the speaker clearly enjoys spending time in nature. This is evident in the first line of the poem, “I will be the gladdest thing.” The speaker’s actions indicate that he or she strongly appreciates the beauty of nature, including the cliffs and clouds and the way the wind makes the grass bend. Students may also recognize that part of the speaker’s enjoyment and appreciation of nature is in just watching and touching elements of nature, but not affecting nature in any way. For example, the speaker will “touch a hundred flowers / and not pick one” and “will look at cliffs and clouds / with quiet eyes.”

1. What was developed more than two hundred years ago?

- A. **the first bicycle**
- B. the first bike with pedals
- C. the first high wheeler

2. One problem with early bicycles was that they were bumpy to ride. What was used as the solution to this problem?

- A. **bikes with rubber tires filled with air**
- B. wooden bikes without pedals
- C. bikes with metal tires and pedals

3. Early bicycles were very different from today's bicycles.

What evidence from the text supports this conclusion?

- A. The first bicycle was developed more than two hundred years ago.
- B. People today ride bicycles to get exercise, and wear helmets as they ride.
- C. **The hobby horse was made of wood, and people rode it by pushing their feet on the ground.**

4. The bicycle with pedals and metal tires was called the boneshaker. What can you infer about the bicycle based on this name?

- A. It was smooth to ride, but the seat made people's bones hurt.
- B. People liked riding this bicycle more than earlier bicycles.
- C. **It was bumpy, shaky, and not comfortable to ride.**

5. What is the main idea of this article?

- A. Rubber tires are very important to bicycles today because they make riding smoother.
- B. The first bicycle was developed more than two hundred years ago.
- C. **Bicycles have changed and gotten better in many ways since they were first developed.**

6. Read these sentences from the text.

"Bicycles have a long, interesting history. The first bicycle was developed more than two hundred years ago. Early bicycles, however, did not look like today's bikes."

What does the word "developed" most nearly mean here?

- A. **created**
- B. found
- C. broken apart

7. Choose the answer that best completes this sentence.

The high wheeler was developed _____ a bicycle that had pedals and metal tires was invented.

- A. then
- B. **after**
- C. before

8. What was one problem with the bicycle called the boneshaker?

Suggested answer: It was not comfortable.

9. Why isn't the high wheeler bicycle used by many people today? Use evidence from the text to support your answer.

Suggested answer: Answers may vary slightly, but should note at least one problem with the high wheeler that makes it undesirable. For example, the high wheeler is hard to ride because the rider sits so high up on the bike, and people probably want bikes that are easier to ride. Also, the high wheeler is unsafe because a rider could be badly hurt in a fall, and people want bikes that are safe.

10. This article is called "Building a Better Bicycle." How have today's bicycles solved the problems of earlier bicycles? Use evidence from the text to support your answer.

Suggested answer: Answers may vary, but should be based in the text. Students may note that past bicycles had problems like being uncomfortable to ride, being unsafe, or being difficult to ride. These problems were a result of those bicycles having metal wheels or wheels of different sizes. Today's bikes have two wheels that are the same size, and that are made of rubber. This makes today's bicycles safer, more comfortable, and easier to ride than earlier bikes.

1. What is a haiku?

- A. a short poem with six lines that is usually about Japan
- B. **a short poem with three lines that is usually about nature**
- C. a short poem with three lines that is usually about Japan

2. What does the text describe?

- A. **haiku poems**
- B. different haiku poets
- C. different scenes in nature discussed in haiku poems

3. Please read these sentences from the text:

"Long ago, some Japanese poets looked at nature and then wrote short poems. These short poems are called haiku...Today, people all over the world write haiku. There are even haiku contests. What do people write about? These days, haiku can be about anything, but nature continues to be a popular topic."
Based on this evidence, what conclusion can you draw about the difference between haikus written today and long ago?

- A. Haikus written today are mainly written about nature. They are mainly written by Japanese poets.
- B. Haikus written today are longer as people like to write these poems with more and more lines.
- C. **Haikus written today can be about different topics, not just nature. They are also written by people from different places, not just Japan.**

4. How can the two haikus provided in the text best be compared?

- A. They are both about nature, but they have different numbers of lines.
- B. **They both have the same number of lines and syllables, but one is about nature while the other is about writing haikus.**
- C. They both have different numbers of syllables, but they are both about nature.

5. What is the main idea of this text?

- A. Today, people all over the world write haiku. These days, haiku can be about anything, but nature continues to be a popular topic.
- B. A very famous Japanese haiku poet named Matsuo Basho lived in the 17th century. One of his haikus is about the seas stretching over Sado Isle.
- C. **Haikus are short poems with three lines that express a lot using just a few words. Nature is a popular topic in haikus.**

1. What do seeds need to do to become a plant?

- A. stay near other plants
- B. make new seeds
- C. **travel away from other plants**

2. What kind of seed does this passage describe in detail?

- A. sunflower seed
- B. **hitchhiker seed**
- C. an animal's seed

3. Some plant seeds are made a certain way so that they will be able to travel.

What evidence from the text supports this conclusion?

- A. If a seed falls to the ground too close to its parent plant, it may not grow.
- B. Not every seed grows into a plant, because a seed needs to travel to become a plant.
- C. **Hitchhiker seeds have tiny hooks so they can stick to animal fur or bird feathers.**

4. Why might a seed not grow if it falls to the ground too close to its parent plant?

- A. **The parent plant might take up all the sunlight and water that the seed needs to grow.**
- B. The seed might not get pushed into the soil if it falls too close to the parent plant.
- C. The parent plant might give the seed all of its water, which is not good for the seed.

5. What is the main idea of this article?

- A. **A seed has to move far away enough from other plants to become a plant because seeds need room to grow.**
- B. Hitchhiker seeds can travel for miles on an animal's body, then fall off and grow into a plant.
- C. All seeds grow into plants, but only some plants are able to make new seeds.

6. Read these sentences from the text.

"But some plants depend on animals to move their seeds. Those seeds are called hitchhiker seeds. They travel on something else that moves!"

What does the phrase "depend on" most nearly mean in these sentences?

- A. move
- B. **need**
- C. hold

7. Read these sentences from the text.

"Of course, wind can spread the seeds for many plants. But some plants depend on animals to move their seeds."

What does the word "their" refer to?

- A. **some plants**
- B. animals
- C. the wind

8. What are hitchhiker seeds?

Suggested answer: Hitchhiker seeds are seeds that travel on something else that moves.

9. Why do seeds need room in order to grow?

Suggested answer: Seeds need room to grow so that they can get the sunlight and water they need.

10. Read these sentences from the text.

"Hitchhiker seeds can travel for miles on an animal's body. Then they fall off or are removed. If they fall in a place that is good for growing, the seeds will grow into plants, too!"

What would a place that is good for the hitchhiker seed to grow be like? Use evidence from the text to support your answer.

Suggested answer: Answers may vary slightly, but should resemble the following. Seeds need to be far enough away from other plants so that they can get the sunlight and water they need to grow. For this reason, a good place for the hitchhiker seed to grow would be sunny, would have water, and would not have many other plants nearby.

1. What are Gavin and Lily doing at the beginning of the story?

- A. They are swimming in the ocean.
- B. They are taking a photograph.
- C. **They are working on a sand castle.**

2. Where does this story take place?

- A. **at the beach**
- B. at a park
- C. at a skating rink

3. Read this sentence from the story.

"Gavin and Lily were working hard on their sand castle."

What evidence from the story supports the idea that Gavin and Lily were working hard?

- A. They could not find their sand castle when they came back after lunch.
- B. **Their sand castle was gigantic.**
- C. Their sand castle was washed away by the ocean waves.

4. How do Gavin and Lily feel when they learn that their sand castle has been washed away?

- A. Gavin and Lily are upset and never want to build a sand castle again.
- B. **Gavin and Lily are eager to build another sand castle.**
- C. Gavin and Lily are surprised that the ocean was strong enough to wash away their sand castle.

5. What is the main idea of this story?

- A. **Gavin and Lily build a big sandcastle, but the waves wash it away.**
- B. Lily, Gavin, and their mom go to a snack bar for lunch.
- C. The people who walk by Gavin and Lily's sand castle say nice things about it.

6. Read this paragraph from the story.

"After lunch, the children went back to the beach. But where was the sand castle? Did the wind blow it down? Did someone step on it?"

Why does the author start writing questions in this paragraph?

- A. to show that none of the characters know what has happened to the castle
- B. **to show readers what the children are thinking**
- C. to show that even authors sometimes do not know what is happening in a story

7. Choose the answer that best completes this sentence.

The big ocean waves moved up the beach, _____ they washed away the sand castle.

- A. **so**
- B. because
- C. but

8. Why does Lily build a wall?

Suggested answer: Lily builds a wall to protect the sand castle from the wind.

9. What does Gavin think the wall that Lily builds will stop people from doing?

Suggested answer: Gavin thinks the wall will stop people from accidentally stepping on the sand castle and smashing it.

10. Do Lily and Gavin do a good job of protecting their sand castle? Why or why not? Support your answer with evidence from the story.

Suggested answer: Responses may vary as long as they are supported by the text. Students may argue that Lily and Gavin do not do a good job of protecting their castle because they do nothing to prevent the ocean waves from washing it away. On the other hand, they may point out that the wall Lily built was a good protective measure but not a comprehensive one.

1. What kind of animal is a coquí?

- A. a huge lizard
- B. **a tiny frog**
- C. a tiny fish

2. What does this text describe?

- A. the different animals that live in Puerto Rico and their diets
- B. the biggest mountain in Puerto Rico and the people who climbed it
- C. **the coquí's and one story that the Taíno people told about them**

3. Read these sentences from the passage.

"Here's one of those stories: Long ago, a goddess came to the island. She fell in love with the son of a local Taíno chief. His name was Coquí."

What can you conclude about the Taíno's stories based on this information?

- A. Their stories were only about animals.
- B. **Normal people had relationships with gods in their stories.**
- C. Gods were always mean to humans in their stories.

4. How did the Taíno's story explain the coquí's loud voice?

- A. **It said that a goddess taught the frogs to sing the name of her lost love.**
- B. It said that a wicked witch put a curse on the frog for being rude to her.
- C. It said that a goddess got turned into a frog because she angered her father.

5. What is the main idea of this text?

- A. **Long ago, the Taíno told stories about the coquí to explain its loud voice.**
- B. The coquí is a small frog that lives on Puerto Rico.
- C. A goddess once fell in love with Coquí, a Taíno chief's son.

1. What did Grandpa give to the main character?

- A. some green beans
- B. **green bean seeds**
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. **A tiny stem grew after some time.**
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. **The main character is doing a good job of taking care of the bean plant.**
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. **because the main character put work into taking care of the beans**

5. What is the main idea of this story?

- A. **The main character takes care of a green bean seed and helps it start growing into a plant.**
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?

- A. **need**
- B. like
- C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water." Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water _____
Grandpa told me that plants depend on water and sunlight to grow.

- A. so
- B. **because**
- C. but

8. What do plants need so they can grow?

Suggested answer: Plants need water and sunlight to grow.

9. What are two things the main character did to the bean plant to help it grow?

Suggested answer: The main character put the plant in a sunny spot and watered it. Answers may also note that the main character put the seed in soil to help the plant grow.

10. What would happen to the bean plant if the main character forgot to give it water? Use evidence from the text to support your answer.

Suggested answer: The bean plant would stop growing and most likely die if the main character forgot to give it water. This is because “plants depend on water” to grow. The text shows that the plant’s soil occasionally got dry, so it continually needed water; if the main character did not provide it, the plant probably would not have survived.

1. What are places built for kids to have fun in?
 - A. **playgrounds**
 - B. steps
 - C. ramps

2. Playgrounds were not safe for some children. What was the solution to this problem?
 - A. **People raised money to build playgrounds where all kids can play.**
 - B. Children in wheelchairs found it difficult to get around a playground.
 - C. Lots of playgrounds include swings, slides, and climbers.

3. Playgrounds were not always fun for all kids.

What evidence from the text supports this conclusion?

- A. "Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain."
 - B. **"Children in wheelchairs and kids with vision or hearing problems found it difficult to get around a playground."**
 - C. "Lots of playgrounds include swings, slides, climbers, and other things."
4. Read this paragraph from the article.

"New playgrounds were built with low steps or ramps. Those changes have made it easier for some children. The new equipment also has handrails for kids to grab and pull themselves up."

Based on this paragraph, what have changes to playgrounds made it easier for children to do?

- A. The changes have made it easier for children to play on swings at playgrounds.
- B. **The changes have made it easier for children to get around playgrounds.**
- C. The changes have made it easier for children to see and hear at playgrounds.

5. What is the main idea of this article?

- A. Kids can have fun and get exercise by playing on climbers and swings.
- B. **New playgrounds have been built that allow all children to have fun.**
- C. New playgrounds have been built with low steps, ramps, and handrails.

6. Read these paragraphs from the article.

"Other changes have made playgrounds more fun for all children. Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain.

"These new playgrounds help everyone get in on the fun!"

What does the phrase "get in on" mean here?

- A. **join in**
- B. go away from
- C. stand next to

7. Choose the answer that best completes this sentence.

Some kids found it difficult to get around a playground _____ they could not walk up or down steps.

- A. so
- B. **because**
- C. but

8. What children were playgrounds not safe places for?

Suggested answer: Playgrounds were not safe places for children in wheelchairs and kids with vision or hearing problems.

9. Name three changes made to new playgrounds.

Suggested answer: Students may name any of the changes mentioned in the article: low steps, ramps, handrails, drums, chimes, other instruments, and rain wheels.

10. Choose one change made to playgrounds, and explain how it has made playgrounds safer. Support your answer with evidence from the article.

Suggested answer: Answers may vary, as long as they are supported by the text. For example, students may respond that low steps have made playgrounds safer. One reason playgrounds used to be unsafe is that they made it difficult for some kids to get around. Low steps have made it easier for kids to get around and play safely.

1. What does James find in his bedroom?
 - A. a tiger
 - B. **a lion**
 - C. Trixie, his old cat

2. How do James's parents change in the story?
 - A. **At first they don't believe there is a lion in their house. Then they become scared that there might be a lion in their house.**
 - B. At first they are scared that there might be a lion in their house. Then they don't believe there is a lion in their house.
 - C. At first they don't want James to have a lion, and then they change their minds.

3. When James tells his parents that he has a lion, they do not believe him. Which details from the passage support this conclusion?
 - A. James's father grabs a mop and goes to look in James's room.
 - B. James's mother wants to call the police or animal control.
 - C. **James's mother says, "That's nice," and his father makes jokes.**

4. Read the following sentences:

"James,' he said. 'I need you to be completely, 100% honest with me. No make-believe, no story-time? Can you do that?'

"James nodded. 'Sure I can.' He noticed a droplet of sweat dripping down his father's forehead.

"OK, great,' said his father, in a strange, small voice. 'James. Is there a lion...a real lion...in your bedroom?'"

How does James's father feel at this point in the story?

- A. annoyed
- B. **frightened**
- C. happy

5. What is this passage mostly about?

- A. James finds a lion in his bedroom and tells his parents.
- B. James misses his cat Trixie, so his parents buy him a lion named Trixie II.
- C. James is scared of the lion in his bedroom, and his father hits it with a broom.

6. Read the following sentences: "It's not sarcasm,' his father said. 'I'm being funn-' James's father didn't get to finish his sentence. It was **interrupted** by an ear-splitting roar, coming from James's bedroom."

In this sentence, what does "**interrupted**" most nearly mean?

- A. became louder
- B. kept going
- C. **stopped**

7. Choose the answer that best completes the sentence below.

James tells his parents that there is a lion in his bedroom, _____ they do not believe him.

- A. **but**
- B. so
- C. because

8. How does James feel about the lion in his bedroom?

Suggested answer: James feels proud/excited.

9. What does the lion do at the end of the passage?

Suggested answer: She comes to the front door of the house and speaks, asking everyone to be quiet.

10. What makes this story unrealistic, or unlike real life?

Suggested answer: Answers may vary and should be supported by the passage. Students may say that this story is unrealistic because it is not likely for a young boy to wake up with a lion in his room, and lions cannot speak like the lion in this story does.