



NEVADA INSTRUCTIONAL MATERIALS

FOR THE
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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Grade 5

STUDENT WORKBOOK

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Introduction

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed “Teacher Tips” to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.



Name: _____

Language and Reading

Grade 5

This booklet contains language and reading questions for you to work with. Your teacher may have you work on them alone or in a group. Some of the kinds of items may be new to you. They include:

Kind of item	What it's like
Sentence revising	Rewriting sentences to correct or improve them
Multiple-choice	Four answer choices, one correct answer
Multiple-choice (choose two)	Four answer choices, two correct answers
Highlighting	Finding and circling or highlighting ideas in the passage
Graphic organizers	Filling in charts and graphs; these are like questions you might see in a computer-based test

There are also short-answer questions worth 2 points and constructed-response items worth 3 points. The rubrics below and on the following page shows what the different scores mean. Think about what these rubrics say when you write your responses.

Two-Point Short-Answer Rubric

Score	Description
2	My response: <ul style="list-style-type: none">• Answers the question completely• Uses ideas from the passage that I carefully chose
1	My response: <ul style="list-style-type: none">• Mostly answers the question• Uses some ideas from the passage
0	My response is not correct or I did not answer the question

Three-Point Constructed-Response Rubric

Score	Description
3	My response: <ul style="list-style-type: none">• Answers the question completely• Shows I understood the passage• Includes enough information from the passage as support for the reader to understand my ideas
2	My response: <ul style="list-style-type: none">• Answers the question• Shows I mostly understood the passage• Includes some information from the passage as support, but the reader may not entirely understand my ideas
1	My response: <ul style="list-style-type: none">• Tries to answer the question• Shows I understood the passage a little• Does not include much information to support my ideas
0	My response is not correct or I did not answer the question

Directions

Your teacher will tell you which questions you should work with. There is space in this workbook for you to answer them.

You should circle the letter of the correct answer or answers for the multiple-choice questions.

Some questions will ask you to highlight or underline information in the passage.

Answer all other questions in the space provided immediately after the question.



Stand-Alone and Passage-Based Language Items

Grade 5
Student Workbook

1 Read the sentences below.

I stay at home yesterday because it was raining. If it is sunny tomorrow, I will go to the park the pool or the zoo.

On the lines below, rewrite the sentences to correct any errors.

Blank writing area with six horizontal lines for student response.

2 Read the sentences below.

Mother says that we can go to a movie, but she says we have to finish our homework first before we go to a movie. We should do our homework soon shouldn't we?

On the lines below, revise the sentences to better describe the events and to correct any punctuation errors.

Blank writing area with six horizontal lines for revising the sentence.

3

Read the sentences below.

I am reading a new book. The book is called The Secret Cave, and it is a new adventure book.

On the lines below, combine the sentences and correct any errors.

Blank writing area with six horizontal lines for student response.

4

Read the sentences below.

I opened my closet to get my jacket. My cat jumped out of my closet when I opened it. I was so surprised.

On the lines below, combine and revise the sentences to better describe the events and to better express the writer's feelings.

Blank writing area with six horizontal lines for student response.

Option A

If your teacher tells you to use *Option A* for the passage-based items, read this passage and answer questions 5 through 10. **If not, turn to *Option B* on page 10.**

Otto Rohwedder

(1) Imagine making a dozen sandwiches and having to slice the bread all by yourself. (2) Slicing that much bread is a lot of work! (3) A man named Otto Rohwedder thought so, too, and he decided to do something about it.

(4) Rohwedder was born in Iowa in 1880. (5) He first worked as a jeweler, and even owns three jewelry stores. (6) But Rohwedder was also interested in machines, and he had a great new idea. (7) In 1916, he sold his jewelry stores so that he could work on his idea—the first bread-slicing machine.

(8) However, it was not easy for Rohwedder to make his invention successful. (9) In 1917, there was a fire in the factory that was going to build his bread-slicing machine. (10) His original drawings and plans for the machine were completely destroyed. (11) It took years for Rohwedder to recover from the loss, but his machine was finally built.

(12) Rohwedder also had to convince bakers to use the invention in their shops. (13) He showed the machine to some bakers, but they thought the sliced bread would dry out too quickly.

(14) Rohwedder tried to use pins to hold together the sliced loaves of bread. (15) Finally the problem was solved when Rohwedder improved the machine so that it would also wrap up the sliced loaves.

(16) On July 7, 1928, a bakery in Missouri sold the first loaf of sliced bread. (17) Other bakeries also started using Rohwedder's slicing machine. (18) Bakers soon noticed that their customers were buying more sliced bread than unsliced bread.

(19) Otto Rohwedder's invention changed the bread business, but also made life a little easier.

(20) Next time you make a sandwich, you can thank the "father of sliced bread" for his help.

- 5** Which version of sentence 5 is correct?
- A He first works as a jeweler, and even owns three jewelry stores.
 - B He first worked as a jeweler, and even owned three jewelry stores.
 - C He was first working as a jeweler, and even was owning three jewelry stores.
 - D Leave as is.
- 6** Which is the correct way to spell the underlined word in sentence 8?
- A successful
 - B succesfull
 - C sucessful
 - D Leave as is.
- 7** Which sentence from the passage contains a grammatical error?
- A sentence 1
 - B sentence 6
 - C sentence 10
 - D sentence 12

- 8** Which word in sentence 18 is used incorrectly?
- A soon
 - B their
 - C were
 - D then
- 9** Which is the **best** version of sentence 19?
- A Otto Rohwedder's invention changed the bread business, also making life a little easier.
 - B Otto Rohwedder's invention not only changed the bread business, and also made life a little easier.
 - C Otto Rohwedder's invention not only changed the bread business, but also made life a little easier.
 - D Leave as is.
- 10** Which is the correct way to punctuate the underlined part of sentence 15?
- A Finally, the problem was solved when Rohwedder improved the machine
 - B Finally the problem, was solved when Rohwedder improved the machine
 - C Finally the problem was solved, when Rohwedder improved the machine
 - D Leave as is.

Option B

Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

Otto Rohwedder

Imagine making a dozen sandwiches and having to slice the bread all by yourself. Slicing that much bread is a lot of work! A man named Otto Rohwedder thought so, too, and he decided to do something about it.

Rohwedder was born in Iowa in 1880. He first worked as a jeweler, and even owns three jewelry stores. But Rohwedder was also interested in machines, and he had a great new idea. In 1916, he sold his jewelry stores so that he could work on his idea—the first bread-slicing machine.

However, it was not easy for Rohwedder to make his invention successful. In 1917, there was a fire in the factory that was going to build his bread-slicing machine. His original drawings and plans for the machine were completely destroyed. It took years for Rohwedder to recover from the loss, but his machine was finally built.

Rohwedder also had to convince bakers to use the invention in their shops. He showed the machine to some bakers, but they thought the sliced bread would dry out too quickly. Rohwedder tried to use pins to hold together the sliced loaves of bread. Finally the problem was solved when Rohwedder improved the machine so that it would also wrap up the sliced loaves.

On July 7, 1928, a bakery in Missouri sold the first loaf of sliced bread. Other bakeries also started using Rohwedder's slicing machine. Bakers soon noticed that their customers were buying more sliced bread than unsliced bread.

Otto Rohwedder's invention changed the bread business, but also made life a little easier. Next time you make a sandwich, you can thank the "father of sliced bread" for his help.

Option A

If your teacher tells you to use Option A for the passage-based items, read this passage and answer questions 11 through 16. **If not, turn to Option B on page 13.**

Cicadas

(1) Cicadas are very unusual insects. (2) Even if you live in an area that has cicadas, you may not notice them for years. (3) This is because some kinds of cicadas sleep underground for either 13 nor 17 years at a time. (4) These kinds of cicadas are called periodical cicadas. (5) But when it is time for the periodical cicadas to come out, they are hard to ignore.

(6) Periodical cicadas live in the eastern part of North America. (7) The 17-year cicadas live mostly in the north, and the 13-year cicadas live mostly in the south. (8) However, both types of periodical cicadas is found in some areas.

(9) Cicadas spend most of their lives underground, buried in two to 24 inches of soil. (10) When a group of cicadas is fully grown, all the insects in the group move up to just an inch below the surface of the soil. (11) This happened in the spring, when the temperature of the soil is just right. (12) Then, the cicadas come out of the ground.

(13) All of the cicadas in a group, or brood, grow and mature at the same time. (14) So when the cicadas in a brood have grown, millions of them come out at the same time. (15) Sometimes a group of 13-year cicadas and a group of 17-year cicadas will come out in the same year. (16) When this happens, there are cicadas everywhere.

(17) Cicadas are not dangerous. (18) Cicadas are extremely noisy. (19) To attract females, the male cicadas make loud noises by rubbing together two thin tissues, or membranes, near the bottom of their abdomen. (20) These sounds are loud enough to keep people awake at night, especially when millions of cicadas are all making music together!

(21) The adult cicadas only live above the ground for a few weeks. (22) During this time, the female cicadas lay their eggs in trees bushes or other plants. (23) After they have mated, the adult cicadas die. (24) The eggs hatch after six to ten weeks, and the young “nymph” cicadas fall to the ground and burrow under the earth. (25) Then, for many more years, the new cicadas wait their turn to come out and sing.

11 Which is the correct way to write the underlined part of sentence 3?

- A for either 13 or 17 years
- B for either 13 and 17 years
- C for neither 13 nor 17 years
- D Leave as is.

12 Which word correctly replaces the underlined word in sentence 8?

- A were
- B are
- C was
- D Leave as is.

13 What is the correct way to write the underlined part of sentence 14?

- A the cicadas in a brood has grown
- B the cicadas in a brood had grown
- C the cicadas in a brood having grown
- D Leave as is.

14 Which is the **best** way to combine sentences 17 and 18?

- A Cicadas are extremely noisy, but they are not dangerous.
- B Cicadas are extremely noisy, while they are not dangerous.
- C Cicadas are extremely noisy because they are not dangerous.
- D Cicadas are extremely noisy and they also are not dangerous.

15 Which is the correct way to punctuate the underlined part of sentence 22?

- A in trees bushes, or other plants.
- B in trees, bushes, or other plants.
- C in trees, bushes, or, other plants.
- D Leave as is.

16 Which sentence contains an error in grammar, usage, or mechanics?

- A sentence 2
- B sentence 5
- C sentence 11
- D sentence 25

Option B

Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

Cicadas

Cicadas are very unusual insects. Even if you live in an area that has cicadas, you may not notice them for years. This is because some kinds of cicadas sleep underground for either 13 nor 17 years at a time. These kinds of cicadas are called periodical cicadas. But when it is time for the periodical cicadas to come out, they are hard to ignore.

Periodical cicadas live in the eastern part of North America. The 17-year cicadas live mostly in the north, and the 13-year cicadas live mostly in the south. However, both types of periodical cicadas is found in some areas.

Cicadas spend most of their lives underground, buried in two to 24 inches of soil. When a group of cicadas is fully grown, all the insects in the group move up to just an inch below the surface of the soil. This happened in the spring, when the temperature of the soil is just right. Then, the cicadas come out of the ground.

All of the cicadas in a group, or brood, grow and mature at the same time. So when the cicadas in a brood have grown, millions of them come out at the same time. Sometimes a group of 13-year cicadas and a group of 17-year cicadas will come out in the same year. When this happens, there are cicadas everywhere.

Cicadas are not dangerous. Cicadas are extremely noisy. To attract females, the male cicadas make loud noises by rubbing together two thin tissues, or membranes, near the bottom of their abdomen. These sounds are loud enough to keep people awake at night, especially when millions of cicadas are all making music together!

The adult cicadas only live above the ground for a few weeks. During this time, the female cicadas lay their eggs in trees bushes or other plants. After they have mated, the adult cicadas die. The eggs hatch after six to ten weeks, and the young “nymph” cicadas fall to the ground and burrow under the earth. Then, for many more years, the new cicadas wait their turn to come out and sing.

STOP



Literary Passage-Based Reading Items

**Grade 5
Student Workbook**

In this passage, a boy named Andy has a surprising experience on a kayaking trip. Read the passage. Then answer questions 17 through 23.

The Sixth Day

by Will Hobbs

I was pushing the limits. My kayak was out in front of the others but still within shouting distance. So far they weren't calling me back.

It was the sixth day, the last full day of our trip, and this was the area where we were supposed to have the best chance of seeing the humpbacks. Gimme a whale, I thought. I'm ready for forty tons of breaching humpback whale just like on the postcards.

My eyes were locked on the horizon. The last thing I expected was action right under my nose. *Whoosh!* came a fountain of water and an explosion of breath as something huge burst out of the water only a few yards away. There, right next to me, was the head of what might have been a giant seal. Big eyes, little ears, long whiskers—I didn't know what it was. The animal looked me over for a second, snorted, then slipped back underwater.

"Wow!" I said, under my breath. "Come back and give me another look, big fella."

For a minute, nothing. I was sure it was gone for good when, suddenly, the sea erupted with fountains and whooshes. This time *five* of the critters were bobbing up and down and snorting. Their large eyes were dark and mischievous. A furry water polo team with attitude, that's how they struck me.

I waved. In response, they swam straight at me. At the last second, point-blank and enormous, they slipped under my kayak.

When they popped up again, they were back where they had first appeared. Still checking me out, they snorted at me, almost comically. "Cool trick," I called.

Two, three times, I whacked my paddle on the water, hoping they would repeat their stunt so I could get another close look at them.

Same as before, they headed straight for me. Same as before, they passed right under my kayak.

"Andy!" came a voice from behind, and there was Monica, paddling toward me like there was no tomorrow. A ski racer in the winters, Monica was the trip leader even though she was the younger of our two guides. I was basically in awe of her.

"Stop! Stop!" she cried, as she reached out and grabbed hold of my kayak.

"What's wrong? I wasn't doing any—"

"Those are Steller's sea lions, Andy. They can be dangerous! They weigh close to two thousand pounds. Did they snort at you?"

"It was amazing. They wanted to play."

“Maybe,” she said, raising her eyebrows, “but they can play rough. They were more like charging you, challenging you. A couple of years ago one of them tipped over a kayak. It happened to one of the other compan—”

Suddenly Monica’s eyes went big, and I saw why. Not very far away, an immense whale was bursting out of the sea. Its enormous white flippers flailed as it rose twisting into the air.

For a second the whale seemed to hang suspended, water streaming off its sides. With a resounding splash, it fell on its back into the sea.

Behind us, cheers went up from the group, and someone hollered, “First whale!”

With a huge smile, Monica reached for my shoulder and gave me a forgiving pat. “Humpback whales, Andy! This is what we came for!”

“The Sixth Day” by Will Hobbs, from *Wild Man Island*. Copyright © 2002 by Will Hobbs. Reprinted by permission of HarperCollins Publishers.

17

Which sentences from the passage reveal how Andy feels when he first sees the sea lions? Select **two** answers.

- A “. . . this was the area where we were supposed to have the best chance of seeing the humpbacks.”
- B “The last thing I expected was action right under my nose.”
- C ““Wow!” I said, under my breath.”
- D “The animal looked me over for a second, snorted, then slipped back underwater.”

18

Read the sentences from the passage.

This time *five* of the critters were bobbing up and down and snorting. Their large eyes were dark and mischievous. A furry water polo team with attitude, that’s how they struck me.

Based on the information in the passage, explain why the author uses the underlined phrase to describe the sea lions. Write your response on the lines below.

19 Why do Monica and Andy react to the sea lions in different ways?

- A Monica wants Andy to look for humpback whales.
- B Monica is less interested in sea lions than Andy is.
- C Monica knows more about ocean animals than Andy does.
- D Monica is worried that Andy might frighten the ocean animals.

20 What is the **most** important mistake that Andy makes?

- A He calls out to the sea lions.
- B He forgets the purpose of the trip.
- C He thinks the sea lions are playing with him.
- D He paddles out in front of the other kayaks.

21 Underline or highlight a sentence in the passage that marks an important turning point.

22 Circle or highlight the details below that should be included in a summary of the passage. Select **five** details.

Andy paddles ahead of the group.

A group of sea lions pops out of the water in front of Andy.

Andy does not know what kind of animal the sea lions are.

Andy calls to the sea lions and they swim quickly toward him.

Monica paddles toward Andy and warns him about his actions.

Monica is a ski racer in winter.

The sea lions weigh almost two thousand pounds.

A whale bursts out of the water and everyone cheers.

23

Analyze how telling the passage from Andy’s point of view affects how the events are described. Use details from the passage to support your response. Write your response on the lines below.

A large rectangular box containing 18 horizontal lines for writing a response.

Lined writing area with 20 horizontal lines.

These poems come from a book of 30 poems that tell the story of a young Chinese-American girl who is invited to visit relatives in China. Read the poems. Then answer questions 24 through 30.

An Excerpt from *Shanghai Messenger*

by Andrea Cheng

THE LETTER

Grandma Nai Nai
slices ginger
so thin.
I swirl the rice
in cold water.
“Xiao Mei,”
Nai Nai says,
“Uncle invites you
to China
this summer.”
I stop swirling.
The small white grains
settle to the bottom.
“Just me?”
Nai Nai nods.
“You are big girl now
and another ticket,
more money.
Who can watch Max
and cook dinner
when Ma Ma and Ba Ba
are at work?”

Nai Nai unfolds a letter
and points to my name
in small characters
on the top.
“See here,
Uncle says,
Xiao Mei, please come
to our home.”
“What about Max?”
I ask.
“When he is eleven
like you,
he has a turn,”
Nai Nai says.
She pats my head.



“You think,
Xiao Mei,
you decide.”

YES OR NO

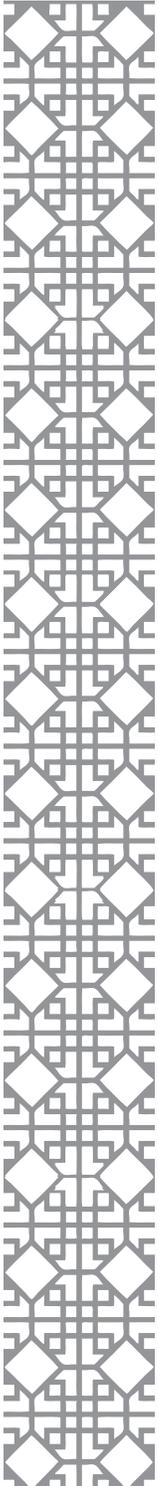
I see my face
in the rice water,
two braids
hanging down,
fuzzy curls
all around,
half Chinese
half not.
In China
will people stare
at my eyes
with green flecks
like Dad’s?
Will they ask
why didn’t Grandmother
teach me Chinese?
Nai Nai showed me
how to write *Shang hai*
like this: 上海
It means
“above the sea.”
Can I really fly
above the sea
by myself?
What if
the plane is late
and nobody comes
to meet me
at the gate?
What if I am all alone
in China?



FAMILY TREE

Nai Nai draws
a family tree
on her napkin,
so many lines
going this way and that
with Great Grandpa Wang
on top.
She draws squares
for uncles and aunts
and husbands and wives
and babies.
Nai Nai is in the middle
of seven sisters and brothers.
“This one,
Chang Fa,
he helped me
in the war.
He gave me extra food,
whatever he had
he shared.
And see here,
Xiao Mei,
Uncle Hai Tao
has writing so beautiful
like our father.
And this one here
is the baby,
still small
when I leave China.”
Nai Nai’s eyes
are far away.
She puts her hand
on mine.
Then I say it
without thinking,
“I’ll go.”



**SHANGHAI MESSENGER**

Outside the window
the air is white,
my stomach churns.
I wish Nai Nai
were in the seat
next to me
instead of the big man
reading his paper.
I swallow hard
and glance at my watch.
Max is probably
still asleep.
Nai Nai is drinking coffee
in the kitchen.
Mom and Dad
are just leaving
for work.
What's this
in my pocket?
A folded square
with my name,
Xiao Mei,
in Chinese characters.
I unfold it carefully
and read Nai Nai's English words:
Dear Xiao Mei
Thank you
for going to China.
You are my messenger.
Look everything.
Remember.



"An Excerpt from *Shanghai Messenger*" by Andrea Cheng and illustrations by Ed Young. Copyright © 2005 by Andrea Cheng.
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24

Underline or highlight **two** lines in “The Letter” that show that Xiao Mei is surprised by Uncle’s invitation to visit China.

25

Explain how the drawing of Xiao Mei helps the reader understand the poem “Yes or No.” Write your response on the lines below.

A large rectangular box containing seven horizontal lines for writing a response.

26

Read the lines below from “Family Tree.”

**“And this one here
is the baby,
still small
when I leave China.”
Nai Nai’s eyes
are far away.**

What does the figurative language in the lines suggest about Nai Nai?

- A She is struggling to see clearly.
- B She is deep in thought about the past.
- C She wants her granddaughter to go on a journey.
- D She wishes her granddaughter knew more about the family.

27Which sentence **best** states the theme of “Family Tree”?

- A Taking care of others is rewarding.
- B Working together brings a family closer.
- C New experiences help children to grow.
- D Family relationships are a powerful force.

28What does the reader know because of the point of view of the poems? Select **two** answers.

- A what Xiao Mei looks like
- B the fears that Xiao Mei has
- C what other people think about Xiao Mei
- D the details about things that Xiao Mei sees

29

Complete the table by putting a check mark in the correct cells to show in which poem or poems:

- The main problem is introduced
- The main character expresses concern
- The main problem is resolved

Some poems will have more than one check mark.

Poem	Introduces the main problem	Main character expresses concern	Main problem is resolved
“The Letter”			
“Yes or No”			
“Family Tree”			
“Shanghai Messenger”			

30

Compare and contrast how Xiao Mei and Nai Nai feel about Xiao Mei traveling to China. Use details from the poems to support your response. Write your response on the lines below.



Informational Passage-Based Reading Items

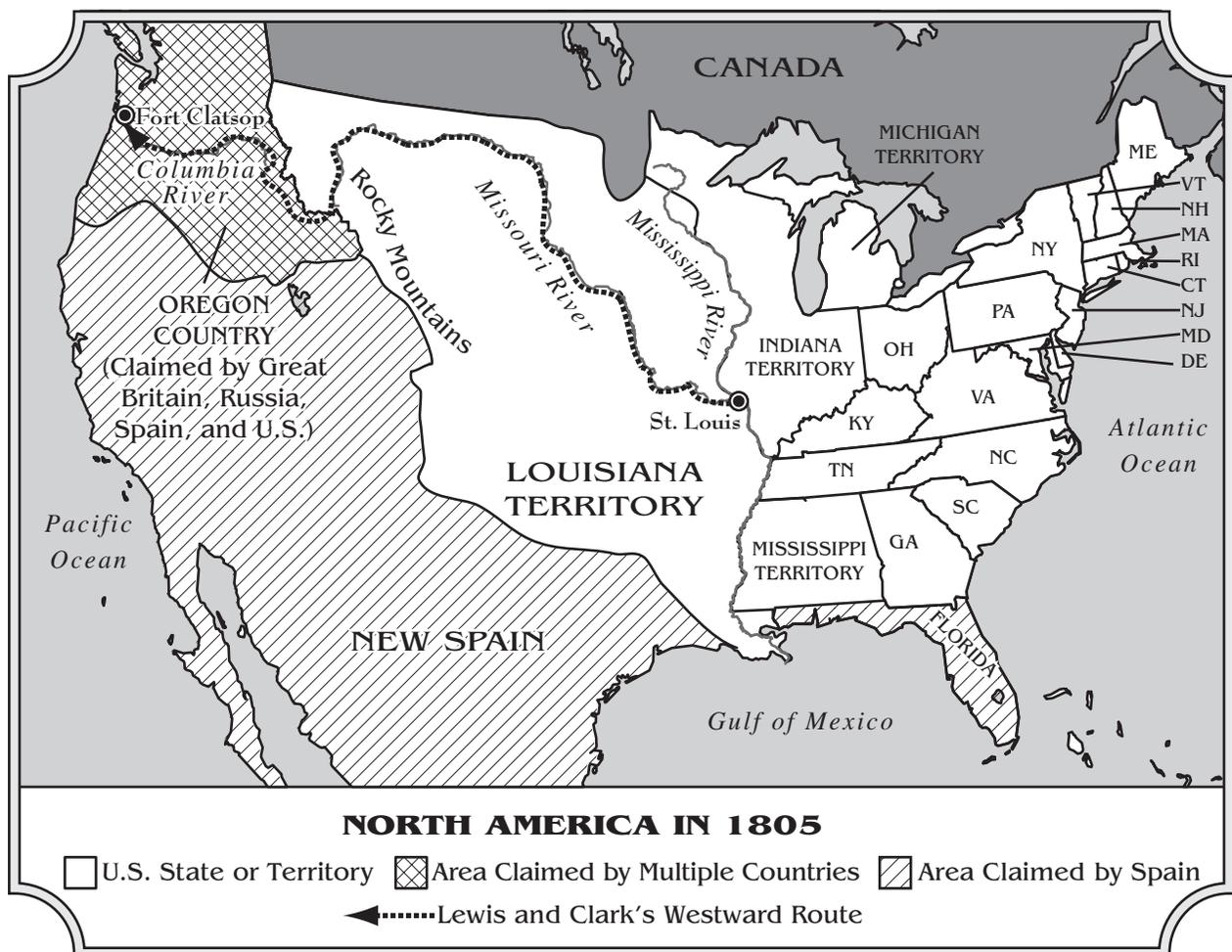
Grade 5
Student Workbook

This passage tells about one of the most famous explorations in United States history. Read the passage. Then answer questions 31 through 37.

Lewis and Clark Reach the Pacific

by Suzanne McCabe

- 1 They had been in the wilderness for a year and a half, facing one challenge after another—heavy rains, frigid air, and “Musquitoes” by the trillions. They battled the mighty currents of the Missouri River, the water “excessively rapid, & Banks falling in.” They even roasted dog meat when no other food was available.
- 2 Now, with a thick fog surrounding them, their buckskin clothes torn and wet, and their food supply low, they finally felt the moist winds of the Pacific Ocean.
- 3 When the Corps of Discovery, led by co-captains Meriwether Lewis and William Clark, set up camp near the mouth of the Columbia River on November 7, 1805, they knew that their goal was finally at hand. Clark did not let driving rains dampen his spirits as he wrote in his journal:
- 4 *Great joy in camp. We are in view of the Ocean, this great Pacific Ocean which we [have] been so long anxious to See. . . .*



- 5 But the joy soon turned to frustration. The group was actually 20 miles—and several rain-soaked days—from the Pacific.
- 6 As they traveled along the final stretch of the Columbia, their canoes were rocked by roiling waters and heavy winds. At one point, huge logs—some almost 200 feet long—bobbed in the river, almost crushing their canoes.
- 7 “It would be distressing to See our Situation,” Clark wrote on November 12. “All wet and colde . . . and Canoes at the mercy of the waves.”
- 8 But the explorers pressed on, knowing that they were helping to realize President Thomas Jefferson’s dream of a nation stretching from sea to sea.
- 9 About half of the men, in search of supplies, finally reached the ocean on November 16. “Men appear much Satisfied with their trip,” Clark noted on November 18, “beholding with estonishment the high waves dashing against the rocks.” There was nothing pacific, he observed, about “the Great Western Ocian.”
- 10 Clark estimated that the Corps had traveled 4,162 miles since setting off from the Missouri River in May 1804. His estimate would turn out to be within 40 miles of the actual distance.

A Direct Route?

- 11 In 1801, two of every three Americans lived within 50 miles of the Atlantic Ocean. Inland, America stopped at the Mississippi River.
- 12 Jefferson was fascinated by the fabled West, where woolly mammoths were said to roam. He owned more books about the area than anyone else in the world. Night after night, he studied those books with his secretary, Meriwether Lewis. But he wanted to know more.
- 13 Jefferson asked Lewis, a former Army officer, to explore the unmapped territory west of the Mississippi River. Lewis eagerly accepted the assignment. He chose William Clark, a friend and former Army captain, to lead the expedition with him.
- 14 The two led a group of men, including Clark’s slave, York—and an Indian woman named Sacagawea (*sah-KAG-ah-way-ah*)—all the way to the Pacific Ocean and back. In two-and-a-half years, the Corps of Discovery, as they would come to be known, traveled through 8,000 miles of wilderness—on foot, on horseback, by boat, and by canoe.
- 15 Jefferson hoped that the Corps would find a direct water route to the Pacific, a “Northwest Passage.” Fur traders would then be able to transport animal furs to Asia more quickly. Control of the fur trade meant great wealth for the United States—and dominance over its rival, England.

- 16 In 1803, a few months before the explorers set off on their journey, Jefferson’s dream of American dominance came closer to reality. The U.S. purchased the Louisiana Territory from France. It was the greatest land deal in history—830,000 square miles, stretching from the Mississippi River to the Rocky Mountains. The U.S. got all of that territory at a bargain price: about 3 cents an acre.
- 17 The size of the country doubled overnight. As Ken Burns, a documentary filmmaker and director of *Lewis & Clark: The Journey of the Corps of Discovery*, noted, “We were well on our way to becoming the most powerful nation on Earth.”

“Lewis and Clark Reach the Pacific” by Suzanne McCabe. From *Junior Scholastic*, November 2005 issue. Copyright © 2005 by Scholastic Inc. Reprinted by permission of Scholastic Inc. Map © WestEd.

31 What does the phrase pressed on mean in paragraph 8?

- A continued
- B debated
- C cooperated
- D despaired

32 Identify **two** reasons that Jefferson asked Lewis to explore the land west of the Mississippi River. Write your response on the lines below.

- 33** Which sentence from the passage **best** supports the idea that Lewis and Clark agreed to the journey because they wanted to serve their country?
- A “They had been in the wilderness for a year and a half, facing one challenge after another—heavy rains, frigid air, and ‘Musquitoes’ by the trillions.”
 - B “But the explorers pressed on, knowing that they were helping to realize President Thomas Jefferson’s dream of a nation stretching from sea to sea.”
 - C “Clark estimated that the Corps had traveled 4,162 miles since setting off from the Missouri River in May 1804.”
 - D “The U.S. got all of that territory at a bargain price: about 3 cents an acre.”
- 34** Lewis and Clark traveled by boat for part of the expedition. Underline or highlight **two** sentences in the passage that show the dangers of traveling by boat.
- 35** Based on information in the map and the passage, why did Lewis and Clark choose the route that they followed? Select **two** reasons.
- A The route led directly to the Pacific Ocean.
 - B The route allowed travel mainly along rivers.
 - C The route stayed within areas claimed by the United States.
 - D The route went through areas known to have the best weather conditions.

36

The details in the list below describe different areas of North America in Lewis and Clark's time. Some details describe the area west of the Mississippi River, and some details describe the area east of the Mississippi River.

Based on the information in the passage and the map, sort the details into the correct column in the table. One detail will be used twice, and one will not be used.

- where most Americans lived
- most land belonged to other nations
- was mostly wilderness
- was well mapped
- contained the Northwest Passage

Area West of the Mississippi River	Area East of the Mississippi River

37

Analyze why the author includes the quotations from Clark's journal in the passage. Use details from the passage to support your response. Write your response on the lines below.

Throughout the United States, farms like the one in this passage are producing a surprising new “crop.” Read the passage. Then answer questions 38 through 43.

Harvesting the Wind

by Christine Fournier

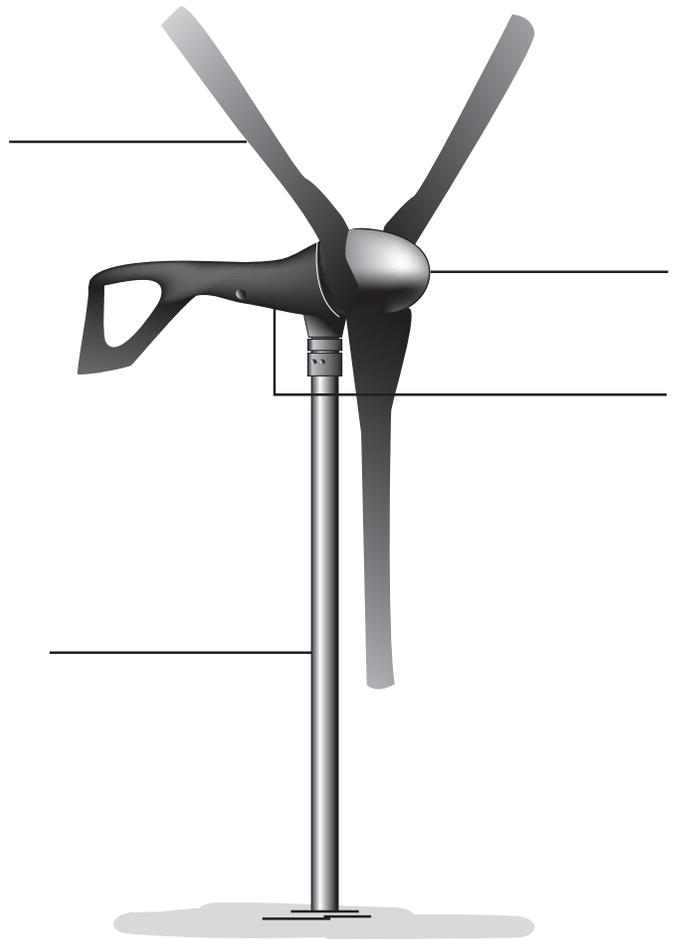
1 Two groups of fourth and fifth graders drove all the way from South Dakota to Lake Benton, Minnesota, for a field trip to a farm. But they didn’t come to see the cornfields and barns. They passed right by the combines harvesting corn and the tractors pulling trailers. They drove on to a farm that plants absolutely nothing, but harvests something great: the wind.

2 As the students turned down a country road, hundreds of huge propellers spun slowly around them. Finally, they followed a dirt road between rows of corn and came face to face with a wind turbine. The students walked up to the steel base, or tower, of the turbine and craned their necks to look straight up at the spinning propeller. The wind turbines made the steady swooshing noise that they always make on a windy day. The students shaded their eyes from the sun to see the rotor, made up of a nacelle and three 120-foot-long blades perched on top of the 250-foot-tall tower.

3 After a look at the outside, the students got to see the inside of the turbine. Jim Nichols, the farmer who owns this particular turbine, opened a door at the bottom of the tower. The students stepped inside and looked up—way, way up. A ladder system leads to the very top, where workers sometimes have to stand to make repairs.

4 Sure, it may seem **bizarre** to find a giant airplane-like machine in the middle of the cornfields in Southwest Minnesota, but it’s there for a good reason. Because of the plains all around, this is one of the windiest areas in the nation. Lake Benton is now home to 281 wind turbines. They provide enough energy to power 90,000 houses in the Midwest. The farmers there still plant corn and soybeans, but now they harvest the wind, too.

5 How do you catch the wind? Harvesting the wind may sound like a joke, but it’s not. It’s not even a new idea. For thousands of years, people have used the wind to do work. Wind has been used to grind flour, pump water, and sail ships. Even without sails or windmills, the power of the wind is easy to see. Just try to catch a piece of paper flying away on a windy day!



bizarre: unusual

6 Wind turbines are unique because they convert the wind's energy into electricity, which you use to power your microwave and turn on your lights. But how does this work? Wind blows across the three blades of the propeller that turns a shaft attached to a gear box. This gear box turns the generator that creates an electrical current. The current is sent down a wire to an electric company. Electric companies buy this electricity and send it to homes. The faster the wind blows, the more electricity the turbines make. In Lake Benton, the average wind speed is 15–18 miles per hour (mph). However, the turbines can handle the strong winds of most storms, which can reach 65 mph!

7 There are lots of reasons for the people in Lake Benton and across the country to be excited about wind farms. They create new jobs and clean, renewable energy. Traditionally, energy comes from coal, gas, and oil. These resources can run out and, for our Earth, aren't the cleanest ways to make energy. The wind, though, will never quit. Plus, unlike other energy sources, wind is a smart solution because it creates no pollution!

8 Right now, wind energy can supply 4.5 million houses in the U.S. with electricity. Each year, more wind plants are built to take advantage of the winds soaring over the open plains, through the mountain passes, or over the seas. In Lake Benton, as technology gets better, electric companies are building more turbines. Farms like this one are no longer a place for only cows, corn, and soybeans. This farm is the future of a smart, green planet.

Wind-Worthy Words

Turbine: a large machine that changes the energy of motion into mechanical energy.

Blade: the 80- to 120-foot-long arm of the propeller that's made of fiberglass and wood.

Rotor: the blades of the propeller and the hub.

Generator: a machine that creates an electrical current.

Gear box: a box with speed-increasing gears that allow the turbine to generate more electricity.

Tower: a 250-foot-tall hollow steel cylinder that supports the rotor and the nacelle.

Nacelle: the school-bus-sized box that sits atop the tower and holds the gear box, generator, and brakes.

“Harvesting the Wind” by Christine Fournier. From *Jack and Jill*, March/April 2010 issue. Copyright © 2010 by SEPS. Reprinted by permission of Curtis Licensing. Wind turbine diagram © WestEd.

38

Explain how the descriptive language in paragraph 2 helps the reader understand the topic of the passage. Write your response on the lines below.

39

In paragraph 5, why does the author list the ways that wind energy has been used in the past?

- A to show that wind energy is always available
- B to show that wind energy is easy to collect
- C to show that wind energy is helpful to farmers
- D to show that wind energy is a serious enterprise

40

Based on paragraph 6, what does the word convert mean?

- A copy
- B carry
- C change
- D carve

41 Underline or highlight **one** sentence in the passage that explains why the area near Lake Benton is a good location for wind farms.

42 According to the passage, what are **two** advantages of wind energy?

- A Wind energy reduces pollution.
- B Wind energy helps to create jobs.
- C Wind energy equipment is cheap to build.
- D Wind energy equipment seldom needs repairs.

43 Label the following parts of the wind turbine in the diagram on page 37. Write the appropriate word on each line.

nacelle

rotor

blade

tower

STOP



Informational Pairing Passage-Based Reading Items

Grade 5
Student Workbook

Many adventure stories tell about buried treasure, but what if these tales were true? These two passages describe a real-life discovery in Canada that caused a lot of excitement. Read the passages. Then answer questions 44 through 51.

The Money Pit

by Henry Billings and Melissa Billings

- 1 In the year 1795, a teenager named Dan McGinnis paddled his canoe to Oak Island. At that time no one lived on the small island off the coast of Nova Scotia. So it was a fine spot for a young boy to hunt. But McGinnis did not do much hunting that day. Instead, he found something that has puzzled the people of Canada ever since.

While resting under a tree, McGinnis saw a round **depression** in the ground. He also spotted a notch in one of the tree's branches. It looked as if the branch had been used as part of a pulley. McGinnis's mind began to race. He had heard tales of pirates in the region. Had pirates buried treasure under this tree?

depression: a small area lower than the ground surrounding it

The next day McGinnis returned to the island with two friends. They began to dig. The boys dug only a few feet when they hit something hard. It was a layer of flagstones. There *was* something buried here!

The boys dug faster and faster. At 10 feet they ran into a layer of wooden planks. They hoped that there was treasure buried under the planks, but there wasn't. There was just more dirt. Still, they figured someone had put the planks there for a reason. There had to be treasure somewhere in the pit. They just had to dig deeper.

- 5 Day after day the boys returned to the deserted island. At 20 feet, they hit another layer of planks. Excitedly, they lifted them up. But again, all they found was more dirt. They resumed digging.

At 30 feet they hit a third layer of wooden planks. Again, there was nothing underneath but more dirt. By this time winter was coming. The boys couldn't dig any more. But they vowed to return to the island in the future and uncover the treasure. They were sure something important was buried there. Why else would anyone have built such an elaborate pit?

The boys dug on and off for the next few years without reaching the bottom of the pit. They grew to be adults. Still, they dreamed of finding treasure in what became known as the Money Pit. In 1804 they joined a company formed solely to find the treasure. With better tools, they could now dig deeper.

But even with the new tools, it was the same story all over again. Every 10 feet, the workers hit a layer of oak planks. Under every layer of planks there was more dirt. They did get a few thrills, however. At 40 feet they found a layer of charcoal on top of the planks. At 50 feet there was a layer



of putty like the kind used to seal ships. Ten more feet, and they dug up coconut fibers. At last, at 90 feet, they found a stone marked with strange writing.

They began to get excited when they found the stone. This had to be it! The next day the workers returned, brimming with hope. But one look down into the Money Pit deflated all their dreams. The pit had flooded overnight. It was filled with water all the way up to the 33-foot level. No amount of bailing with buckets or pumping could empty the pit.

- 10 As it turned out, this was a booby trap. Whoever built the Money Pit wanted to keep outsiders away. So a tunnel had been created that led from the pit to the ocean. The digging had opened that tunnel. That meant that water flowed freely from the ocean to the pit.

McGinnis and his friends were frustrated. But they weren't ready to give up yet. If they couldn't dig any further into the Money Pit, they reasoned, then they would dig a second pit right next to it. When they were deep enough, they would cut over to the Money Pit and grab the treasure.

The workers dug a 110-foot shaft. But when they started to cut over, water rushed into the new shaft as well. They had to scramble to escape with their lives. Soon the second shaft had just as much water in it as the Money Pit. All McGinnis and the others had to show for their work was two holes filled with water.

An Excerpt from *The Secret Treasure of Oak Island*

by D'Arcy O'Connor

1 The discovery was made on a summer afternoon in 1795 by Daniel McGinnis, a teenage farm boy who'd rowed out from the mainland to explore the uninhabited island. As he was wandering through the island's densely wooded eastern end, he came to an area that appeared to have been worked at some far earlier time. It was a small clearing in which rotted, moss-covered tree stumps were visible. In the center of the clearing stood a large oak tree with a thick limb about fifteen feet up that had been cut off several feet out from the trunk. Below the end of this branch the ground had settled into a shallow, saucer-shaped depression.

Undoubtedly, McGinnis was as aware as anyone in Nova Scotia that pirates and privateers had frequently cruised the waters of Mahone Bay in the seventeenth and early eighteenth centuries, and that the notorious Captain William Kidd was rumored to have hidden part of his treasure somewhere on the Acadian coast. Thus, the young adventurer quickly linked his discovery with the possibility of a buried **cache** beneath that oak tree. So he returned home and told two friends, John Smith and Anthony Vaughan, what he had found.

cache: something stored or hidden

The following day the three of them returned to the spot with spades and pickaxes. They set to work digging in the center of the depression and found that their shovels could easily bite into the relatively loose soil. Two feet down they encountered the first of many pieces of evidence that someone had been there before. It was a layer of carefully laid flagstones—a type of rock that is not natural to Oak Island. (The stones were later found to have originated at Gold River, about two miles up the coast on the mainland.) When they cleared away the earth and removed the flagstones, they found themselves working in what obviously was a refilled circular shaft, about thirteen feet in diameter. A section of the shaft, eventually dubbed the Money Pit, lay beneath the sawed-off limb, which presumably had been used by the original excavators to haul up the earth.

For several weeks the three boys returned to the island and continued to dig. They noticed that the sides of the shaft were of tough clay and that pick marks were visible along its walls. At the ten-foot level they struck a **tier** of snugly fitted oak logs completely covering the pit and embedded into the clay walls. They pried the logs out and resumed digging, only to hit an identical wooden platform ten feet later. At a depth of thirty feet, another layer of oak logs was encountered. Below it, as was the case with the upper two layers, the ground had settled about two feet. The logs themselves were visibly rotten on their outer surfaces, indicating they had been there a long time.

tier: one of several rows or layers placed one above the other

- 5 At this point, the boys realized that the project they'd undertaken was too big to handle by themselves and that they would need to enlist outside help. So far they had found nothing more than evidence that someone long before them had gone to a lot of trouble presumably to hide something more than thirty feet underground. Treasure seemed the only likely answer to what lay below. But how far below? Only years later would McGinnis, Smith, and Vaughan learn how much deeper and more complicated the Money Pit actually was. And even then, they would go to their graves knowing only a small part of the island's extraordinary subterranean secret.

“The Money Pit” by Henry Billings and Melissa Billings, from *The Wild Side: Beyond Belief*. Copyright © 2001 by NTC/Contemporary Publishing Group. Reprinted by permission of McGraw-Hill Education. *Seeking Captain Kidd's Treasure Oak Island Chester N.S.* in the public domain. “An Excerpt from *The Secret Treasure of Oak Island*” by D’Arcy O’Connor. Copyright © 1978, 1988, 2004 by D’Arcy O’Connor. Reprinted by permission of Globe Pequot Press.

44

Based on “The Money Pit,” why did Dan McGinnis and his friends feel hopeful after finding the “stone marked with strange writing”?

- A They realized that the stone could be important to history.
- B They hoped that the stone revealed details about the treasure.
- C They believed that the stone was a sign of progress in the search.
- D They thought that the stone could be worth a great deal of money.

45

Based on information in “The Money Pit,” explain why digging at the Money Pit was dangerous for Dan McGinnis and his friends. Write your response on the lines below.

- 46** Read the sentence below from “An Excerpt from *The Secret Treasure of Oak Island*.”

The discovery was made on a summer afternoon in 1795 by Daniel McGinnis, a teenage farm boy who’d rowed out from the mainland to explore the uninhabited island.

What does the word uninhabited reveal about the island?

- A No roads led to the island.
- B People did not live on the island.
- C The island was at a great distance.
- D The island was home to many animals.

- 47** Read the statement below.

Dan McGinnis, John Smith, and Anthony Vaughan did not give up easily.

In **each** passage, underline or highlight **one** sentence that supports the statement.

- 48** What do both passages suggest was the **first** clue that caused Dan McGinnis to suspect he had made an unusual discovery?

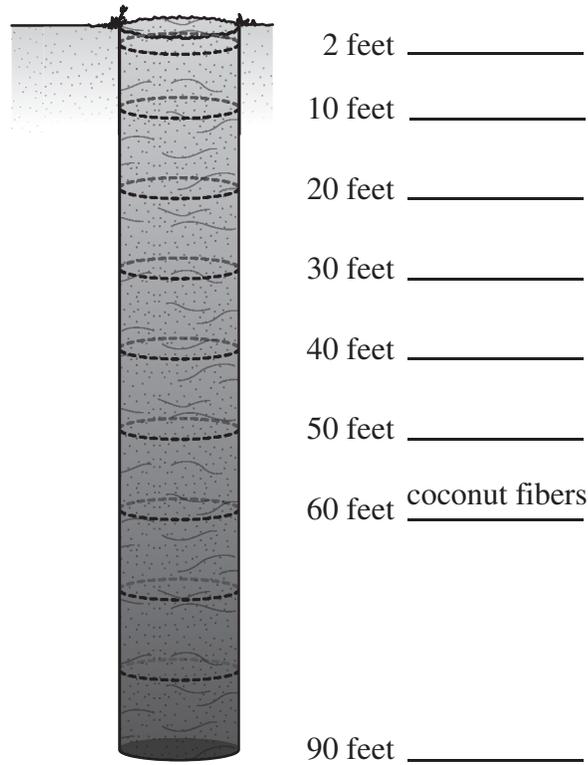
- A a dense cluster of tall trees
- B a sunken patch in bare ground
- C a sturdy platform built of wood
- D a thick layer of loosely packed dirt

- 49** How are the same events described **differently** in the two passages? Select **two** answers.

- A There are more details about pirates in “The Money Pit.”
- B There is a greater sense of excitement throughout “The Money Pit.”
- C There is greater attention to the friendship of the boys in “An Excerpt from *The Secret Treasure of Oak Island*.”
- D There are more detailed explanations about the discoveries in “An Excerpt from *The Secret Treasure of Oak Island*.”

50

Use information from **both** passages to complete the diagram of the Money Pit by identifying what was found at different depths.



51

Read the sentence below from “An Excerpt from *The Secret Treasure of Oak Island*.”

So far they had found nothing more than evidence that someone long before them had gone to a lot of trouble presumably to hide something more than thirty feet underground.

Explain how the boys knew that someone “had gone to a lot of trouble . . . to hide something” at the Money Pit. Use details from **both** passages to support your response. Write your response on the lines below.

A large rectangular box containing 15 horizontal lines for writing a response.



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NVACS • Student Workbook Grade 5