

5th Grade

ELAR

(ENGLISH)

2 Week Instructional Student Packet

My View Literacy: PEARSON



Grade 5

Day 1: Sherman's Act

Write a short science fiction story about possible events that could happen in the future.

Day 2: Energy Today: Georgetown, Texas: Power Pioneer

Day 3: Talking Without Words

Day 4: The Harlem Renaissance/Rent Party

Day 5: Caleb's New Home

Day 6: Calling Dr. Susan

Write a science fiction paragraph about a problem that might need to be solved in the future.

Day 7: The Remarkable Life of Louis Braille

Day 8: Prescription for a Burn

Day 9: A Birthday Adventure

Day 10: Fun with Geocaching

Reading Comprehension

Directions: Read the selection. Then answer each question.

 TEKS PRACTICE 5.7.D, 5.9.D, 5.12.A.I

Sherman's Act

- 1 The 1800s were a time of great change in the United States. Settlers flocked to the West. The country became larger. At the same time, people were dealing with changes brought on by the Civil War. Business and trade in the country grew at a rapid pace as America became industrialized.
- 2 The country changed for the better in some ways, but there were also problems. Certain business owners made decisions that created a large problem. They realized they might be able to make money from buying and controlling a lot of the same kinds of businesses. Then, the owners realized if they worked together, they could gain power. They would buy several of the same types of businesses. Owners of the businesses could work together and charge high prices for an item or service. Then the business owners could make more money.
- 3 Some business owners took advantage of this situation so that they grew wealthier and wealthier. As a result, many Americans grew frustrated when they saw that important industries, like railroads, were controlled by just a few owners. Soon, citizens and politicians began to think that such control was dangerous. Some business owners lowered what they paid workers. They set high prices, causing both workers and customers to suffer.
- 4 One concerned American was John Sherman. He was a senator from Ohio who knew a lot about trade and business. He believed that there should be limits to what businesses could do. He wrote a law that helped to limit how much power business owners could have. Sherman's plan prevented businesses from scaring away competitors or forming groups to set prices.
- 5 The law was passed in 1890. It became known as the Sherman Antitrust Act. It took some time for business owners to accept the act and follow it. After all, it was designed to limit how large businesses could grow. However, customers and workers were able to breathe a sigh of relief.

- 11 What overall text structure does the author use to organize this selection?
- A Chronological
 - B Cause and effect
 - C Question and answer
 - D Compare and contrast
- 12 What text structure does the author use in paragraphs 2 and 3 to describe the relationship among business, citizens, and government?
- F Cause and effect
 - G Time order of events
 - H Problem and solution
 - J Compare and contrast
- 13 Which detail found in paragraph 5 of “Sherman’s Act” best summarizes the purpose of the Sherman Antitrust Act?
- A *The law was passed in 1890.*
 - B *It took some time for business owners to accept the act and follow it.*
 - C *After all, it was designed to limit how large businesses could grow.*
 - D *It became known as the Sherman Antitrust Act.*
- 14 What key information does paragraph 1 provide the reader? Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Writing—Science Fiction

Authors often put events in a logical order to help readers. Consider events that could happen in the future. On a separate sheet of paper, write a short science fiction story about the events using logical order. Remember the characteristics of science fiction stories as you write.

**STAAR WRITTEN COMPOSITIONS
EXAMPLE OF LINED PAGE**

A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

Name _____

TEKS Practice

READING Grade 5

Name _____

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Energy Today

December 2017

A closer look at the latest energy trends

Georgetown, Texas: Power Pioneer

- 1 For many years, Texas has been an energy leader. In the 1900s, the discovery of vast oil fields provided energy to power American industry, to fuel cars and trucks, and to heat homes. Soon, Texas began to produce large amounts of natural gas, another key source of heat and energy in the United States. Texas is the nation's largest producer of both of these important resources.
- 2 In this century, Texas is adding to its list another form of energy production. Renewable sources—those that can produce energy again and again without running out—have taken hold in Texas. The state makes more wind power than any other state, and its solar power production has been rising too. And leading the way is Georgetown, Texas, a small city not far from Austin. This city of 50,000 people is entirely powered by renewable sources.

Rising Renewables

- 3 The weather in Texas makes it a perfect place for solar and wind farms. Solar farms are areas where a large number of solar panels have been placed to absorb radiation from the sun. The power from this radiation is converted into electricity. Solar farms are usually built in rural areas where there is a lot of open space and sunlight. Texas has vast rural regions and more than 200 sunny days a year on average. That's why rural areas of Texas are great places to build solar farms.

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- 4 Wind farms are areas where a group of wind turbines have been built to capture the energy from wind. Wind turbines look like giant windmills. As the wind turns the blades of a turbine, energy is generated. Just as with solar farms, energy is converted into electricity. The open plains of West Texas get a lot of wind. This is why many wind farms have been built there in recent years.
- 5 Georgetown has decided to take advantage of the bright, breezy weather in Texas to meet its energy needs. In 2012, officials made a plan to shift toward solar and wind energy to power the city. Now, Georgetown is one of the first cities in the country to run entirely on renewable energy. Other cities are starting to follow Georgetown's lead. Cities across the country that want to learn how they can use more renewable energy are looking to Georgetown to show them how.

A Plan for the Future

- 6 Why did Georgetown decide to make the switch to renewable energy? There were a number of reasons. One was cost. In 2012, the city's energy contract ended, and it was time for local officials to come up with a new plan to power the city. They looked at many different types of energy plans, and they decided that a combination of solar and wind power made financial sense. The cost of renewable energy was reasonable, and compared with oil or gas, the price was more likely to remain stable.
- 7 Another reason was water. Texas has had several droughts in recent years, and people are looking for ways to save water. Coal and gas power plants can use large amounts of water. But solar and wind farms do not. By switching to renewable energy, Georgetown uses a lot less water.
- 8 Environmental concerns were another reason the city decided to switch to solar and wind power. Solar and wind energy create less pollution than some other power sources

Name _____

do. This means that Georgetown is putting less pollution into the environment. It also means that some companies that have clean energy policies want to do more business in Georgetown. In fact, the decision to use renewable energy has brought millions of dollars of new business to the city.

- 9 As Americans continue to look for diverse sources of energy, pioneers in cities like Georgetown, Texas, show that taking a chance on renewable energy can pay off. According to Georgetown’s mayor, “Everybody wins on this deal.”

1 The author wrote this article most likely to explain —

- A why the oil and natural gas industry is successful in Texas
- B why states like Texas should use more renewable energy
- C how a city in Texas became a leader in renewable energy
- D how wind and solar energy are converted to electricity

2 The main purpose of paragraph 3 is to —

- F convince the reader that Texas has some of the best weather in the United States
- G describe how the landscape and weather in Texas make it an ideal place for solar farms
- H compare and contrast the benefits of solar and wind power
- J explain the uses of renewable energy in cities and towns across the state of Texas

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- 3** Which of these ideas is supported by information in paragraphs 3 and 4?
- A** Certain conditions, like open space and sunlight, make it easier to produce solar and wind energy.
 - B** Solar and wind energy can be produced almost anywhere.
 - C** Scientists are still working on ways to convert energy from the sun and wind into electricity.
 - D** On average, solar farms produce more energy than wind farms.
-

- 4** Which of these best expresses the main idea of paragraph 5?
- F** Georgetown generates energy in a way that other cities cannot.
 - G** Georgetown is a leader in renewable energy.
 - H** In 2012, officials in Georgetown needed to make a new power plan.
 - J** Officials in Georgetown think all cities should run entirely on renewable energy.

Name _____

- 5** The author organizes paragraph 7 in a compare-and-contrast pattern to illustrate —
- A** how water played a role in Georgetown’s decision to switch to renewable energy
 - B** the reasons why Texas has experienced several droughts in recent years
 - C** the benefits and disadvantages of coal and gas power plants
 - D** why renewable power is less expensive than energy from coal and gas
-

- 6** What is the best summary of the section titled “A Plan for the Future”?
- F** Some of the factors that go into an energy decision are cost, water use, and environmental concerns. Georgetown considered these factors when considering many different energy plans.
 - G** Georgetown decided to switch to renewable energy in order to keep costs steady and reduce water usage. These factors made up for the fact that renewable energy raises environmental concerns.
 - H** The cost of renewable energy is much less than oil or gas, and its price is more likely to remain stable. These factors led Georgetown to focus on renewable energy instead of other power sources.
 - J** Officials in Georgetown switched to renewable energy because they thought the prices would remain stable. They also knew that renewable energy uses less water and creates less pollution than some other sources.

Name _____

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Talking Without Words

- 1 I thought I had pretty much gotten the hang of fifth grade. Every morning I walked to school with my friend Nathan, and Nathan and I sat together at lunch. When recess rolled around, I always sat and drew in my notebook while Nathan played kickball. I figured the rest of the year would proceed without any big changes, but then one morning our teacher, Mrs. Kim, introduced the class to Ahmed.
- 2 Ahmed was brand new, not just to our class, but to the United States. He did not yet speak much English, Mrs. Kim explained to us, and she hoped we would all do our best to make him feel welcome and at home.
- 3 Then Mrs. Kim addressed me personally. “Nick, I’ll be seating Ahmed next to you, and I would like you to be his friend and helper.”
- 4 I felt my heart beat faster as she led Ahmed over to the desk next to mine. This was quite a responsibility.
- 5 “Hi, Ahmed,” I said, as he sat down, and then I felt foolish, because how could he be expected to know what “hi” meant? But it seemed that he did know, because he smiled brightly, and said, “hi” back to me.
- 6 While he might have figured out that word, he didn’t seem to know many others, and I was wondering just what I could do to be his friend. During a break in class, Mrs. Kim stopped by to see how things were going.
- 7 “How can I be Ahmed’s friend if we can’t understand each other’s languages?” I asked her.

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- 8 “You’re right that you don’t speak each other’s language,” Mrs. Kim said thoughtfully. “But are there other ways you can communicate with each other?”
- 9 “Ahmed understood when I said ‘hi’ to him,” I said. “And I could tell he was being friendly by the look on his face.”
- 10 We talked about some other ways people communicate: with a stern glare, a gasp of surprise, or a friendly wave. There was also nodding, shaking your head, giving a thumbs-up or a high-five, pointing—the list went on and on. You could also understand a lot about people by watching what they do and how they respond to you. “Sometimes you just have to pay attention,” Mrs. Kim said.
- 11 Soon it was lunchtime, and I waved Ahmed over to eat with Nathan and me. None of us said anything, and I started to feel like I wasn’t doing such a great job as Ahmed’s friend and helper. I tried to pay attention to him like Mrs. Kim suggested, but he seemed lost in his notebook. Then I looked down at his notebook and saw what he was drawing—intricate geometric patterns, a city landscape, a perfectly drawn dolphin jumping out of the water. I was impressed.
- 12 I tapped him on the shoulder, pointed to his pictures, and gave him a thumbs-up. It looked like the kind of drawing I would do. He looked up and smiled at me as he flipped through his drawings for me.

Name _____

- 13 Suddenly inspired, I quickly sketched a picture of myself, pointed to it, and said, “Nick.” Ahmed understood. He remembered my name, and he could see it was me in the picture. Then I drew in the rest of my family: my parents, my two sisters, and our cat. I told Ahmed their names, pointing to each of them. Then I turned the notebook over to a blank page and handed him my pen. Ahmed started drawing, and soon I saw a picture of him with his mother, father, and an older brother. Ahmed told me their names, and then he began drawing another picture. It was a picture of himself kicking a ball.
- 14 After lunch, Nathan ran off to play kickball. I remembered the picture Ahmed had made, and I pointed to the field where Nathan and some other kids were chasing a ball.
- 15 “Do you want to play with them?” I asked. He nodded, and we got up and walked over to the field.
- 16 Nathan, who was dribbling the ball down the field, saw us coming and called out.
- 17 “Come on over, Ahmed—you’re on my team, okay?”
- 18 Ahmed smiled and ran onto the field. I could tell that even if he didn’t understand Nathan’s words, he knew exactly what they meant.

Name _____

7 What is a theme in the selection?

- A Games can bring people together.
 - B There is more than one way to communicate.
 - C It is important to try new activities.
 - D Friends always understand each other.
-

8 Which sentence best reveals why Nick is worried?

- F *I thought I had pretty much gotten the hang of fifth grade.*
 - G *Ahmed was brand new, not just to our class, but to the United States.*
 - H *“How can I be Ahmed’s friend if we can’t understand each other’s languages?”*
 - J *“Ahmed understood when I said ‘hi’ to him,” I said.*
-

9 The discussion the narrator has with his teacher in paragraphs 7 through 10 shows that he wants to —

- A figure out a way to be Ahmed’s friend
- B eat lunch with only his friend Nathan
- C tell Ahmed about the soccer game
- D draw pictures instead of eating lunch

Name _____

10 What is the best summary of paragraphs 1 through 4?

- F Nick and his friend Nathan are in fifth grade, and they are good friends. One day a new student joins their class and gets in the way of their friendship.
- G Nick and his friend Nathan have many things in common. They walk to school together, sit together at lunch, and play kickball together.
- H Nick's teacher seats him next to Ahmed, a new student. She hopes that Nick will help Ahmed feel comfortable in his new classroom.
- J Nick feels like he has fifth grade figured out until he is asked to help a new student. Nick is nervous about his new responsibility.

11 Read this sentence from paragraph 13.

Suddenly inspired, I quickly sketched a picture of myself, pointed to it, and said, "Nick."

What does the sentence suggest?

- A Nick wants to show Ahmed how good he is at drawing.
- B Nick realizes that he and Ahmed are very similar.
- C Nick is trying out a new way to communicate with Ahmed.
- D Nick knows that Ahmed understands a few words of English.

Name _____

12 Which idea is developed throughout the story?

- F** Nick's need to pay attention to Ahmed in order to communicate with him
- G** Nick's desire to get his friend Nathan to include Ahmed in their activities
- H** Nick's hope that he and Ahmed will turn out to have a lot in common with each other
- J** Nick's satisfaction that he has established a routine for fifth grade

13 What does Ahmed's running onto the field in paragraph 18 suggest?

- A** Ahmed would rather be friends with Nathan than with Nick.
- B** Ahmed understands that Nathan is inviting him to play.
- C** Ahmed has decided that he does not need Nick's help.
- D** Nick is upset that Ahmed doesn't want to draw.

14 In paragraph 10, the author describes different gestures in order to demonstrate that there are many —

- F** actions that can express meaning without using words
- G** reasons to pay attention to what someone else is doing
- H** ideas that can best be expressed through pictures
- J** feelings that must be shown rather than spoken

Name _____

Read the next two selections. Then choose the best answer to each question.

The Harlem Renaissance

- 1 In the 1920s, African Americans finally got the chance to share their talents and their voices with the public. At the center of this movement was a neighborhood in New York City. Many artists who produced poems, plays, music, and paintings flocked to Harlem to share their works with eager audiences. The Harlem Renaissance, which began almost one hundred years ago, is an important part of American history. The figures of the Harlem Renaissance helped pave the way for those who followed in their footsteps.
- 2 The Great Migration and World War I were two events that led to the Harlem Renaissance. During the early 1900s, millions of African Americans moved from the southern United States to northern areas. This became known as the Great Migration. One reason so many African Americans made the decision to leave their homes during this time was that World War I had created many factory jobs in cities in the north. Life was hard for African Americans in the south. They came to large cities, such as New York City, in search of better opportunities.
- 3 One of the places large numbers of African Americans moved to was Harlem. By 1923, about 150,000 African Americans were living there. The bustling community had its own customs and character. It attracted some of the best talents and philosophers of the day.

Name _____

- 4 While life was generally better for African Americans in cities such as Harlem than it had been in the south, African Americans still did not have the same rights as white Americans. They knew this was unjust, especially after so many had willingly fought for their country during World War I. Some spoke out against the lack of economic and educational opportunities for African Americans. They knew that African Americans should have an equal chance of success in America. These ideas were the foundation for a cultural movement that Harlem artists helped lead.
- 5 Harlem artists produced works that truthfully represented the daily lives of African Americans. They focused on telling others about their own experiences and opinions, introducing many people to a strong African American identity. These artists shared their unique voices through writing, art, and music. Many of the works produced during the Harlem Renaissance also became popular outside of the African American community. As a result, more white Americans began learning about the lives of African Americans.
- 6 The Harlem Renaissance included painters, writers, musicians, and other artists and thinkers. Langston Hughes, Zora Neale Hurston, and Duke Ellington are some of the most recognizable figures of the Harlem Renaissance. Hughes wrote poems, plays, novels, and short stories. He had a talent for speaking directly to his readers. Hurston was also a writer, best known for her novel *Their Eyes Were Watching God*. Duke Ellington was the leader of a jazz group. He regularly led shows at the Cotton Club in Harlem. White audiences were introduced to—and loved—the sound of jazz music. In addition to wowing crowds in New York, Ellington recorded songs, did a musical tour in Europe, and even made appearances in movies.

Name _____

- 7 The Harlem Renaissance came to an end in the 1930s with the Great Depression. However, the works produced during this exciting time inspired other African American artists. The Harlem Renaissance also helped white Americans recognize that African Americans had a rich and thriving culture all their own. This was a necessary first step for African Americans on the road to gaining acceptance and equal rights throughout the United States.

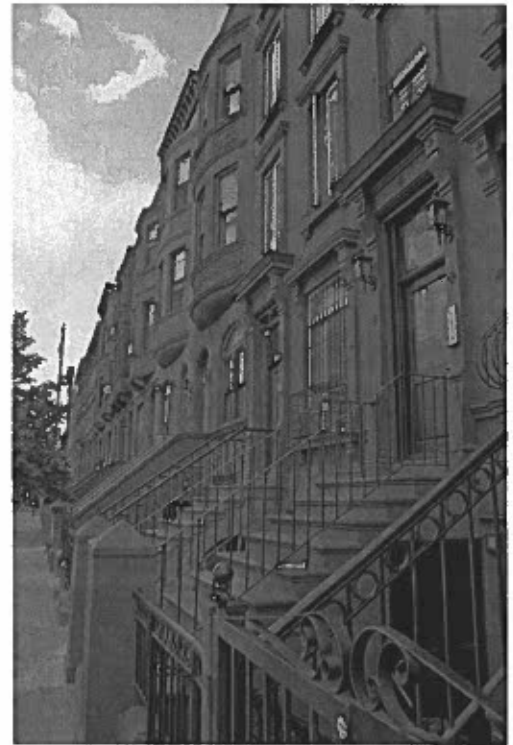
Rent Party

By Casey Carlsen

Too hot to sleep,
too young to care —
change sizzles
in the uptown air.

- 5 Harlem never stops
moving its feet;
exciting things are happening
within its new beat.

- 10 So drop your nickel
in the cup
and follow the music
three flights up.
For we have got
our rent to pay,
15 and tomorrow's just
a night away.



*A row of apartments in Harlem,
New York.*

Name _____

We have lemonade
and more —
just turkey trot
20 across the floor.
Look at the sax player sweat,
and this night ain't near over yet.
They say Louis Armstrong
was here before —
25 jammed a while,
then slipped out the door.

So drop your nickel
in the cup
and follow the music
30 three flights up.
For we have got
our rent to pay,
and tomorrow's just
a night away.

35 Black folk gathered,
a handful of white —
thinking and planning
'bout how to set
this old world right.
40 Plays are being written,
poems sung:
This is a renaissance,
alive and young.

"Rent Party" by Casey Carlsen, Cobblestone, © by Carus Publishing Company. Reproduced with permission.

Name _____

**Use “The Harlem Renaissance” (pp. 13–15) to answer questions 15–19.
Then fill in the answers on your answer document.**

- 15** In paragraph 7, the details about the Harlem Renaissance support the idea that —
- A** African Americans lost many of their rights during the Great Depression
 - B** many later artists stole the ideas of Harlem Renaissance artists
 - C** white Americans bought most of the art made during the Harlem Renaissance
 - D** it would take time for African Americans to gain equal rights

-
- 16** According to the article, the event that led to more jobs in the north for African Americans was —
- F** World War I
 - G** the Great Migration
 - H** the Great Depression
 - J** Duke Ellington’s tour

Name _____

- 17 Based on the ideas presented in the article, what can the reader conclude about the Harlem Renaissance?
- A It showed that there was no way to fight racial injustice.
 - B It helped more people understand the lives of African Americans.
 - C It led to even greater artistic movements in the 1940s and 1950s.
 - D It was based on the idea that those who fight in wars deserve equal economic opportunities.

-
- 18 Look at the dictionary entry for the word character.

character \ˈker-ik-tər\ *noun*

1. someone who is represented in a play or a movie
2. a symbol, such as a letter, used in writing
3. the qualities that make a person or thing different from others
4. a person who acts in an odd and funny way

Which definition best fits the way character is used in paragraph 3?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

Name _____

- 19 What is the meaning of the word focused in paragraph 5?
- A Concentrated
 - B Depended
 - C Judged
 - D Agreed

**Use "Rent Party" (pp. 15–16) to answer questions 20–22.
Then fill in the answers on your answer document.**

- 20 Read these lines from the poem.

*For we have got
our rent to pay,
and tomorrow's just
a night away.*

These four lines reveal that the people holding the rent party —

- F often play music at their apartment
- G will probably play music all night
- H are not worried about the future
- J need to get money quickly

Name _____

- 21** Why does the poem most likely repeat the same stanza twice?
- A** To encourage the reader to have a party
 - B** To invite the reader into the action
 - C** To make the poem the right length
 - D** To stress how much money was made at parties
-

- 22** What is one important effect of the rhyme scheme of the poem?
- F** It creates a lively rhythm like that found in dance music.
 - G** It draws the reader's attention to important details.
 - H** It helps the reader imagine the sound of people walking up stairs.
 - J** It emphasizes the number of people in the small apartment.

Name _____

Use “The Harlem Renaissance” and “Rent Party” to answer questions 23–26. Then fill in the answers on your answer document.

- 23** Which sentence from the article best reflects the scene described in the poem?
- A** *During the early 1900s, millions of African Americans moved from the southern United States to northern areas.*
 - B** *The bustling community had its own customs and character.*
 - C** *While life was generally better for African Americans in cities such as Harlem than it had been in the south, African Americans still did not have the same rights as white Americans.*
 - D** *The Harlem Renaissance came to an end in the 1930s with the Great Depression.*

-
- 24** Both selections suggest that —
- F** dancing was just as important to the Harlem Renaissance as music
 - G** white Americans were introduced to African American culture in the Harlem Renaissance
 - H** Louis Armstrong was the most important musician of the Harlem Renaissance
 - J** many African Americans were disappointed with the results of the Harlem Renaissance

Name _____

- 25** What is one difference between the selections?
- A** The article suggests few African Americans were actually involved in the Harlem Renaissance, while the poem suggests many were.
 - B** The article mainly talks about the goals of the Harlem Renaissance, while the poem mostly talks about why it happened.
 - C** The article includes the time before and after the Harlem Renaissance, while the poem is set during the Harlem Renaissance.
 - D** The article suggests many Harlem Renaissance artists were rich, while the poem suggests most earned little money.

-
- 26** Which idea do both the article and the poem support?
- F** Most African Americans who moved to Harlem did so to look for work.
 - G** African American musicians could not play in public during the Harlem Renaissance.
 - H** People in Harlem were more concerned about having fun than anything else.
 - J** The Harlem Renaissance was a time of positive change for African Americans.

Reading Comprehension

Directions: Read the selection. Then answer each question.

 TEKS PRACTICE 5.8.F, 5.10.A

Caleb's New Home

- 1 Caleb followed closely behind his father, who was concentrating on the compass and map quite closely. It seemed like the only things around them were scraggly trees and brush. Caleb was thinking they would never find the right place, when suddenly, his father stopped and smiled broadly.
- 2 "Well, son, this is it," Caleb's father said, his eyes looking over the land in front of them. "Our new home."
- 3 After a six-week crossing from England to Pennsylvania, Caleb was happy that they were finally at their new home, but he didn't see anything. What type of home was this?
- 4 "I think we will build the house over there," his father said, pointing toward an area up on a hill. "I can already imagine the large garden that your mother will plant."
- 5 Caleb found it hard to imagine the land in front of him ever transforming into a farm. However, his father had been a farmer in England prior to crossing the ocean, so Caleb knew it could happen with a lot of hard work. Their farm back home had grown too small to support the seven children of the family, and Caleb's parents had decided to come to the colonies for a larger piece of land and new opportunities. Caleb and his father had arrived ahead of the family to finalize the purchase and build a small house. In time, they would have a much larger farm than they could ever have owned in England.
- 6 Caleb breathed deep and prepared for the work that lay ahead. There would be long days for sure, but they would be well worth it.

- 11 What is the author’s purpose for writing “Caleb’s New Home”?
- A To inform readers about the pressures of settling in America
 - B To provide an argument explaining why people came to America
 - C To share the fictional story of a young boy who settled in America
 - D To write a biography of a person who lived long ago in colonial America
- 12 Why did the author include the detail about the crossing from England taking six weeks?
- F To make the reader want to take a similar trip to England
 - G To encourage the reader to look up information about England on his or her own
 - H To help the reader understand why Caleb was enthusiastic to finally be in America
 - J To allow the reader to assume that Caleb will become disappointed after traveling so far
- 13 Which detail found in paragraph 5 helps the reader infer what Caleb’s father hopes to find in America?
- A *Caleb found it hard to imagine the land in front of him ever transforming into a farm.*
 - B *However, his father had been a farmer in England prior to crossing the ocean, so Caleb knew it could happen with a lot of hard work.*
 - C *Their farm back home had grown too small to support the seven children of the family, and Caleb’s parents had decided to come to the colonies for a larger piece of land and new opportunities.*
 - D *Caleb and his father had arrived ahead of the family to finalize the purchase and build a small house.*
- 14 Authors often include specific details in a historical fiction story to help set the scene. Based on the information in the selection, what can the reader infer about why the author includes details about the land Caleb and his father are exploring? Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Writing—Science Fiction



Authors often revise their writing before creating a final draft. On a separate piece of paper, write a short science fiction story about a group of people establishing a settlement on another planet. When you are done, revise your writing by making two changes to improve word choice or sentence structure. Remember the characteristics of science fiction stories as you write.

Reading Comprehension

Directions: Read the selection. Then answer each question.



Calling Dr. Susan

- 1 Susan La Flesche was born in 1865 on the Omaha Reservation in Nebraska. The daughter of Chief Joseph La Flesche, she learned the value of education at an early age. Her father encouraged her to further her education and learn about the world around her. Her mother was Mary Gale, the daughter of an army doctor who lived in Nebraska. Learning and medicine seemed destined to be part of Susan's life.
- 2 Susan's path became clear at an early age. When she was a girl, she noticed that some American Indians did not receive proper medical care. In one particular instance, a woman died because she did not receive the medical care she required. The incident motivated Susan to dedicate her life to helping others.
- 3 When Susan was 14, she moved to New Jersey to attend school. When she was 17, she returned home and became a teacher at a school on the reservation. However, another staff member at the school encouraged her to pursue her dream of becoming a doctor. Susan enrolled in college and eventually became the first female American Indian doctor. She earned her degree in two years, graduating at the top of her class.
- 4 After college, Susan returned to Nebraska and provided medical care for the people on the reservation. She got to know the needs of the Omaha people and decided she needed to help them even more. When medical supplies ran out, Susan would often purchase them with her own money. She soon learned that the reservations needed more assistance and attention from the government, and she worked to improve the conditions of American Indians. She helped members of the Omaha tribe gain more rights and benefits. She also helped make the United States government more aware of American Indian rights across the country. Susan died in 1915, but her legacy remains an inspiration for many.

- 11 What was a problem that Susan La Flesche noticed on the Omaha Reservation?
- A She was not going to be able to become a doctor.
 - B Women on the reservation were not allowed to be doctors.
 - C Most people had to leave the reservation for medical care.
 - D There was a lack of proper medical care on the reservation.
- 12 Which of the following details from the selection describes an event that motivated Susan La Flesche to dedicate her life to helping others?
- F *Her mother was Mary Gale, the daughter of an army doctor that lived in Nebraska.*
 - G *In one particular instance, a woman died because she did not receive the medical care she required.*
 - H *However, another staff member at the school encouraged her to pursue her dream of becoming a doctor.*
 - J *She got to know the needs of the Omaha people and decided she needed to help them even more.*
- 13 Which detail from paragraph 4 explains why Susan La Flesche sought help from politicians?
- A *After college, Susan returned to Nebraska and provided medical care for the people on the reservation.*
 - B *She got to know the needs of the Omaha people and decided she needed to help them even more.*
 - C *When medical supplies ran out, Susan would often purchase them with her own money.*
 - D *She soon learned that the reservations needed more assistance and attention from the government, and she worked to improve the conditions of American Indians.*
- 14 Biographies often contain information about how people helped solve problems. Explain how Susan La Flesche helped solve some problems American Indians faced. Write your response on a separate sheet of paper. Include two specific details from the selection in your response.

Writing—Science Fiction



In the story you read, Susan La Flesche solved a number of problems she had noticed. Think about a problem that might need to be solved in the future. On a separate piece of paper, write a science fiction paragraph about that problem. Include two sentences with a prepositional phrase and one sentence with a conjunction. When you are done, edit your writing. Remember the characteristics of science fiction stories as you write.

**STAAR WRITTEN COMPOSITIONS
EXAMPLE OF LINED PAGE**

A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

Name _____

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

The Remarkable Life of Louis Braille

- 1 For those with normal vision, reading is simply a matter of scanning the words on a page or screen. This approach does not work for those who do not see well or are totally blind. However, people with impaired vision can still make sense of the printed word thanks in large part to a man by the name of Louis Braille. The writing system he invented is used in books, product packaging, and digital devices such as Braille printers.

Early Life

- 2 Louis Braille was born on January 4, 1809, in Coupvray, France. His father, Simon-René, made a good living crafting harnesses for horses. However, the same tools his father used to make a living were also responsible for the loss of Braille's sight. When Braille was just three years old, he went to his father's workshop and began playing with one of the tools. It struck him in the eye, and within a couple of years, Braille completely lost his vision in both eyes because of the accident.
- 3 At the time when Braille lived, most people who were blind did not go to school or have jobs. Braille's parents wanted their son to have the same opportunities as everyone else. They arranged for private lessons to make sure he would get an education. The young boy's instructor saw how intelligent he was, and so he helped Braille get into the town's school. Here, Braille learned alongside his sighted classmates. The young student quickly stood out as one of the brightest in the class.

- 4 When Braille was ten, his parents decided that he would attend the Institute for Blind Youth in Paris. As in his last school, he was a star pupil at the institute. Here, he also got to read books developed especially for those who are blind. The letters on the books' pages were raised, and students could tell what they were by tracing the outlines. Reading any amount of content took a lot of time, though. Braille would soon come up with a better approach.

Barbier Inspires Braille

- 5 Fortunately for Braille, a man named Charles Barbier was already developing a new system that could help people who were blind. He was a captain in the French army who tried to create a way for soldiers to communicate at night without needing to talk or turn on a light. This would be important when they were hiding from an enemy. His solution was to use raised dots that soldiers could feel with their fingertips. There were six rows of two dots, with each set of raised dots representing a sound found in the French language.
- 6 Soldiers found the system too hard to learn and did not want to use it. Barbier's next idea was to present it to the students at the Institute for Blind Youth. Louis was fascinated by the idea. Over the next several years, he built upon and improved Barbier's system to come up with his own.

The Braille Writing System

- 7 Braille completed his writing system when he was still a teenager. It used a smaller number of dots than Barbier's, six instead of twelve. By raising different numbers of dots in different positions, the system allowed for sixty-four possible combinations. A reader could cover a complete set of dots—called a cell—with a single fingertip without needing to move it up or down. Braille's clever invention was used to represent letters, numbers, and punctuation marks. He shared his code with the head of the school, Dr. Pignier, who was very

Name _____

impressed. Soon, many students at the institute were using his system, which became known as Braille.

Adult Life and Lasting Influence

- 8 Braille spent much of his adult life trying to help people who were blind. He became a teacher at the school where he had studied and worked with blind students. He tried his best to educate the public about the benefits of the Braille system, presenting his work at a large event in Paris and writing books about it. Unfortunately, Braille was infrequently used outside of the institute. As Louis grew older, his health declined. He was forced to take several breaks from teaching, and he retired shortly before his death in January of 1852. He had just turned 43.
- 9 Unfortunately, Braille never got to see just how successful his invention would become. In the years after his death, the Braille system exploded in popularity. Many countries recognized its value and adopted it, and it has been translated into numerous languages. Small changes have been made, such as adding codes for commonly used letter pairings and words. However, the system that still bears Braille's name is basically the same as when he invented it. Braille is currently the most well-recognized and widely used writing system in the world among people with blindness.

English Braille Alphabet

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				

Name _____

27 Read the following information.

In-: Latin prefix meaning “not”

This information helps the reader understand that the word infrequently in paragraph 8 means —

- A rarely
- B greatly
- C regularly
- D properly

28 Which sentence from the selection best shows why Braille’s writing system was an improvement upon Barbier’s?

- F *He was a captain in the French army who tried to create a way for soldiers to communicate at night without needing to talk or turn on a light.*
- G *His solution was to use raised dots that soldiers could feel with their fingertips.*
- H *By raising different numbers of dots in different positions, the system allowed for sixty-four possible combinations.*
- J *A reader could cover a complete set of dots—called a cell—with a single fingertip without needing to move it up or down.*

Name _____

29 Barbier's actions during and after he was in the army suggest that he —

- A** could not clearly explain how his system worked
- B** was determined to make his writing system a success
- C** wanted to help people with a variety of disabilities
- D** worried that students at the institute would use his idea

30 In which section of the selection could the reader find information about how Braille lost his vision?

- F** Early Life
- G** Barbier Inspires Braille
- H** The Braille Writing System
- J** Adult Life and Lasting Influence

Name _____

- 31** What do the details in paragraph 3 help the reader understand about Louis Braille's childhood?
- A** He was often teased by his classmates when he went to school.
 - B** He did not want to work with an instructor or get an education.
 - C** He had the encouragement and support of his parents.
 - D** He considered himself smarter than most other children his age.
-

- 32** By including the details in paragraph 9, the author most likely hopes to convey that —
- F** Louis Braille's system has changed a lot over the years
 - G** Louis Braille was able to help many people who are blind
 - H** Braille is one of several writing systems for those who are blind
 - J** the Braille system would have developed differently if Louis Braille had lived longer

Name _____

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Prescription for a Burn

Adapted from an article by Margaret A. Hill



A controlled forest fire

- 1 “Hello? Mr. Forest? This is the Conservation Department. The results of your annual checkup are in. We’d like to prescribe a nice, controlled fire to take care of the understory growth in your northeast section. Would next Thursday work for you?”
- 2 Wait a minute—does that sound crazy to you? It might sound strange, but it’s real, and smart, too. Forests do get checkups, and sometimes they even get prescriptions for fire! Because we usually think of forest fires as nothing but destructive, it’s hard to imagine fire as a good thing. But that’s exactly what it can be: good and healthy.

The Need for Forest Fires

- 3 For many decades, people who manage forests, known as foresters, saw fire as an enemy to be eliminated. But in the 1960s and '70s, some people began to understand that fire is a natural process. In fact, many plant and animal species depend on fire to live. For example, the seeds of some pine trees won't pop out of a pine cone and sprout unless the pine cones are first heated to a high temperature—the kind of heat found only in a fire.
- 4 People also began to see that by eliminating all natural fires, they were creating dangerous situations that actually made forest fires even more destructive. When deadwood and underbrush are allowed to build up, they provide an enormous amount of fuel. This fuel buildup can lead to out-of-control wildfires that destroy huge land areas, as well as homes and other structures.

Letting Fire Back into Forests

- 5 So foresters slowly began to let fire back into nature. They did—and do—this in two ways: one way is by simply allowing some natural fires to burn themselves out, rather than fighting them. And the other way is to actually start fires. These “man-made” blazes are what foresters call “prescribed” fires.
- 6 Prescribed fires help put fire back into nature in a controlled way. They allow forests to benefit from the positive effects of fire without endangering people or property.
- 7 Like a medical prescription from a doctor, a burn prescription is made only after a thorough checkup. Professional fire managers look at what kinds of plants and animals would be affected by a burn. They look at how much fuel is present in the forest. They try to determine which way the smoke will blow. And, like a doctor, they must weigh the risks. Then they make a plan.

Forest Fire Prescription

- 8 This plan—or burn prescription—has many conditions that must be met. There must be:
- Correct temperature, humidity, and wind conditions
 - Fuel that is not too dry or wet
 - Enough properly trained firefighters present
 - Proper equipment
 - A step-by-step plan for conducting the burn
- 9 When all the conditions are right, fire managers say “conditions are in prescription,” and the burn is carried out. If conditions are not met, the fire must wait. Some people think that prescribing fires is too risky. They point to planned fires that burned out of control. But most forest managers agree that the right prescription can keep a forest healthy.

“Prescription for a Burn” adapted from an article by Margaret A. Hill, Appleseeds, © by Carus Publishing Company. Reproduced with permission.

33 Which sentence best states the main idea of the section titled “Letting Fire Back into Forests”?

- A** *So foresters slowly began to let fire back into nature.*
- B** *These “man-made” blazes are what foresters call “prescribed” fires.*
- C** *Prescribed fires help put fire back into nature in a controlled way.*
- D** *Professional fire managers look at what kinds of plants and animals would be affected by a burn.*

Name _____

34 The reader can infer that one of the goals of prescribed fires is to —

- F** burn the deadwood that fuels more destructive fires
 - G** clear forest land to be used in other ways
 - H** provide firefighters training for naturally occurring fires
 - J** reduce the size of a forest so it will not set fire in the future
-

35 Which text feature provides information about what is needed for a safe forest fire?

- A** The photo caption
 - B** The article title
 - C** The bulleted list
 - D** The subheadings
-

36 The writer compares a controlled forest fire to a doctor's prescription so that the reader will better understand that —

- F** forest managers are in charge of making sure forests stay healthy and never burn
- G** controlled fires prevent serious forest diseases, such as fuel buildup
- H** many forest managers do not set controlled forest fires until it is already too late
- J** fires are healthy for forests when they result from careful examination and planning

Name _____

- 37** What can readers conclude about pine trees based on the information in the passage?
- A** Pine trees grow taller than other types of trees.
 - B** Pine trees are less likely to be destroyed by forest fires.
 - C** New pine trees usually begin to grow after a forest fire.
 - D** Pinecones are important fuel for controlled fires.
-

- 38** What is the meaning of eliminated in paragraph 3?
- F** Moved
 - G** Stopped
 - H** Improved
 - J** Understood

BE SURE YOU HAVE RECORDED ALL OF YOUR
ANSWERS ON THE ANSWER DOCUMENT.



Name _____

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Brendan wrote the following narrative about a trip he went on with his family. Read his narrative and look for any revisions he should make. Then answer the questions that follow.

A Birthday Adventure

(1) My brother, Luke, is not what you would call adventurous.

(2) However, I asked my parents to take us on a cave adventure for my birthday. (3) He had to come along. (4) We got in the car and drove about an hour to the Natural Bridge Caverns outside San Antonio. (5) He was nervous the whole way, but Mom kept telling him that if he really didn't want to go in, she wouldn't make him.

(6) "Come on—what's the worst that could happen?" I kept asking him.

(7) "How about getting lost in a cave forever? (8) Or getting attacked by bats?" he moaned.

(9) I was getting really excited when we finally got to the cave. (10) We could see the natural bridge outside the cave that the place is named after. (11) It's a piece of rock that connects two big rock ledges. (12) If they would let you, you could walk across the natural bridge, but even I wouldn't be brave enough for that!

Name _____

(13) The tour guide led Luke, my parents, and me into the cave. (14) I had to really nudge Luke along, but he was soon distracted by all the amazing sights in the cave. (15) There was something new around every corner. (16) Stalactites, long and thin, and stalagmites were hanging from the ceiling and going up from the floor. (17) The tour guides explained that these formations had been growing for many years. (18) The cave was originally formed when water poured through cracks in the limestone. (19) I wondered to myself exactly how long the tour would last. (20) The water slowly wore away the rock, eventually creating the huge cave we were walking through.

(21) We went deeper and deeper into the cave, more than 100 feet down. (22) As time passed, I could tell Luke was getting more relaxed. (23) He didn't realize there would be so many lights and pathways. (24) However, that all changed when the tour guide pointed up and said the word "bats." (25) I think Luke wanted to run and hide.

(26) "This is where a group of bats used to sleep, hanging upside down," the guide said, pointing to a dark area of the ceiling. (27) The stone was darker because the bats' bodies had oil that got onto the stone over time, she said. (28) "Don't worry, though, they don't live here anymore." (29) Luke breathed a sigh of relief.

Name _____

(30) We saw many more amazing sights on our tour. (31) By the time we got to the end and back outside, Luke was feeling brave.

(32) “Wow—that was fun! What else do they have to do at this place?” (33) He walked over to a sign to another activity. (34) “Zip Lines,” it read, showing a picture of someone dangling over the trees from a rope.

(35) “Let’s do it,” Luke said. (36) I gave him a funny look.
(37) I may be brave, but I’m not crazy!

-
- 1 What is the most effective way to combine sentences 2 and 3?
- A However, I asked my parents if he had to come along to take us on a cave adventure for my birthday.
 - B However, when I asked my parents to take us on a cave adventure for my birthday, he had to come along.
 - C However, I asked my parents to take us on a cave adventure for my birthday, he had to come along.
 - D However, because he had to come along I asked my parents to take us on a cave adventure for my birthday.

Name _____

2 Brendan would like to add an appropriate transition to the beginning of sentence 10. Which of these should he add to the start of the sentence?

F Before we went inside

G As a result

H On the other hand

J Sometime after we left

3 What is the most effective revision to make to sentence 16?

A Going up from the floor, long and thin stalactites and stalagmites were hanging from the ceiling.

B Stalactites and stalagmites were hanging long and thin from the ceiling, going up from the floor.

C Long, thin stalactites were hanging from the ceiling, and stalagmites were going up from the floor.

D No revision is needed in this sentence.

4 Brendan realizes there is a sentence in the fifth paragraph (sentences 13–20) that does not belong. Which sentence should Brendan delete from this paragraph?

F Sentence 13

G Sentence 16

H Sentence 18

J Sentence 19

Name _____

- 5 Brendan would like to add the following sentence to the sixth paragraph (sentences 21–25).

One cave room was as big as a football field!

Where is the BEST place to insert this sentence?

- A After sentence 21
- B After sentence 22
- C After sentence 24
- D After sentence 25

-
- 6 What is the BEST way to revise sentence 27?

- F Because she said, the stone got darker because the bats' bodies had oil on them.
- G The bats' bodies and the oil had gotten onto the stone over time, and she said they got darker.
- H Like she told us, the dark stone had gotten oil and bats' bodies on it over time.
- J She told us that the oil from the bats' bodies made the stone darker over time.

Name _____

**Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.**

Vanessa wrote the following essay for school. Read her essay and look for any revisions she should make. Then answer the questions that follow.

Fun With Geocaching

(1) When I was younger, I used to love reading books about treasure hunts. (2) People in the stories always had a treasure map, which they would use to find a marked spot, they would dig up a treasure chest. (3) I always wanted to do that, but I never really thought I would experience it in real life...until I discovered geocaching!

(4) Geocaching is where you use GPS coordinates instead of a paper map to find treasure. (5) To become a geocacher, you begin by signing up online, and then you enter your zip code to search for caches that are near you. (6) A cache is the treasure that you're trying to find. (7) When you click on a listing for a cache, you'll get its GPS coordinates. (8) GPS coordinates describe the location of the cache. (9) Your phone or other device uses GPS coordinates to lead you to the general area of the cache. (10) It's not as easy as it might sound, because once you've found the area, you still have to search to find the cache. (11) In my experience, that's the hard

Name _____

part, and it's also the part that is the most fun! (12) I also think that many other games are fun, especially chess and baseball.

(13) I was in a small park in my town, looking all around, but I couldn't find anything. (14) Then I saw a plastic container hidden under a park bench. (15) I opened up the container and there it was! (16) I saw the cache, and also a logbook. (17) Caches always include a logbook so that you can "log," or write down, what you find. (18) The cache is always something different, and you never know what it will be. (19) That's part of the fun of geocaching! (20) This time, it was a large, beautiful seashell. (21) One of the rules of geocaching is that you always leave something behind. (22) I left a rock with a fossil in it. (23) It was for the next person to find. (24) There are other things you could leave, too.

(25) I very strongly suggest that you give geocaching a try.

Name _____

- 7 What is the most effective revision to make in sentence 2?
- A People in the stories always had a treasure map, which they would use to find a marked spot. So they would dig up a treasure chest.
 - B People in the stories always had a treasure map, which they would use finding a marked spot. Later they would dig up a treasure chest.
 - C People in the stories always had a treasure map, which they would use to find a marked spot. Then they would dig up a treasure chest.
 - D Sentence 2 is written correctly in the essay.
-

- 8 The meaning of sentence 4 can be clarified by changing *where you use* to —
- F a person who finds
 - G something that gets
 - H how you use
 - J a game that uses

Name _____

9 Vanessa has included an unnecessary sentence in the second paragraph (sentences 4–12). Which sentence should be deleted from this paragraph?

- A** Sentence 5
- B** Sentence 7
- C** Sentence 10
- D** Sentence 12

10 Which of the following can replace sentence 13 and serve as a more effective transition to the third paragraph (sentences 13–24)?

- F** Of the times I was geocaching, once I was in a small park in my town. I looked all around, but I couldn't find anything.
- G** One time I was geocaching in a small park in my town. I was looking all around, but I couldn't find anything.
- H** I was in a small park in my town. Although I was geocaching, I was not finding anything.
- J** I was looking all around once in a small park in my town. I was geocaching in the park.

Name _____

- 11** What is the BEST way to combine sentences 22 and 23?
- A** I left a rock with a fossil in it being for the next person to find.
 - B** I left a rock with a fossil in it for the next person to find.
 - C** For the next person to be finding it I left a rock with a fossil in it.
 - D** I left a rock with a fossil because then the next person will find it.
-

- 12** Which of the following can replace sentence 24 and provide more specific details in paragraph 3 (sentences 13–24)?
- F** There are many people who collect interesting rocks and other natural objects.
 - G** There are a great many different types of things that you could decide to leave for the next person.
 - H** Other things you can leave behind include small toys, good luck charms, or stickers.
 - J** Sometimes you will find things that weren't exactly what you were hoping for.

Name _____

- 13** Vanessa would like to revise sentence 25 so that it more clearly states the position she is taking in this paper. Which of the following could replace sentence 25 and BEST accomplish this goal?
- A** For technology-based problem-solving with an element of surprise, you can't beat geocaching!
 - B** It's a lot of fun to get out and try something different every once in a while!
 - C** Geocaching is a type of activity that many different people can enjoy!
 - D** As you just read in this paper, there are a lot of interesting things about geocaching!

