

Tests for Higher Standards

READING/ENGLISH LANGUAGE ARTS



GRADE LEVEL TEST
FOR THE MARYLAND SCHOOL ASSESSMENT

Grade 5

Part II

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Untitled

Clouds begin as water on the surface of the Earth. This water may be in oceans, rivers, lakes, or even puddles. The heat of the sun causes the water to evaporate, or change from a liquid to a gas, and rise up into the air as water vapor. Another source of water vapor is the evaporation of water from the leaves and stems of plants. About 10% of the water vapor in clouds comes from transpiration, or the evaporation of water from plants. Clouds are visible water vapor. The temperature in the cloud along with the air temperature near and on the surface of the Earth determines what type of precipitation falls to Earth. If it is warm, precipitation falls in the form of rain. If it is cold, precipitation will be in the form of snow, sleet, or freezing rain.

There are many different types of clouds. Clouds are classified based on the description given by an observer on Earth. Names come from Latin descriptors, such as "stratus," meaning layer or sheet-like cloud, or "cumulus," meaning a puffy cloud.

Name of Cloud	Height	Description	Associated type of weather	Precipitation
Altostratus	middle 6,500-26,000 ft	parallel bands of puffy clouds with shading	on warm days are followed by a thunderstorm	none
Cirrus	high 16,000- 60,000 ft	feather-like, point in the direction of air movement at that elevation	fair weather	none
Cirrostratus	high 16,000- 60,000 ft	thin sheets of clouds	fair weather	none
Cumulonimbus	high 16,000- 60,000 ft	large towers of clouds	thunderstorms	heavy rain or hail
Cumulus	low 0-6,500 ft	large, fluffy white clouds with flat bottoms	fair weather	none
Nimbostratus	low 0-6,500 ft	dark, low level sheets of clouds	continuous moderate precipitation	rain/snow
Stratocumulus	low 0-6,500 ft	gray, low clouds	light precipitation	drizzling rain/snow flurries

Meteorologists, people who study and predict the weather, observe clouds to help them make predictions of future weather. Different types of clouds are associated with different types of weather. They also observe wind speed, direction, and temperature on the Earth and in the atmosphere. The air conditions above the Earth can give meteorologists clues to weather patterns that can be expected over the next few days. Many people depend on weather predictions to decide what to wear or what activities they are going to do. Clouds help meteorologists predict our weather

5-1.E.4.b

1. Clouds are grouped based on

- A speed.
- B height.
- C color.
- D shape.



5-1.E.4.b

2. A person who studies and predicts weather is

- A a meteorologist.
- B a geologist.
- C an air-space specialist.
- D an ornithologist.

5-2.A.4.b

3. What type of clouds are large and fluffy with flat bottoms?

- A Cirrus
- B Cirrostratus
- C Cumulonimbus
- D Cumulus

5-1.E.4.b

4. The sun shining on surface water causes the

- A water to help plants grow.
- B water to seep into the ground.
- C water to evaporate.
- D water to stagnate.

5-1.E.4.a

5. The best title for this passage would be

- A Meteorologists.
- B The Water Cycle.
- C Clouds and Weather.
- D How Clouds Are Named.

5-2.A.2.b

6. What type of cloud would likely produce thunderstorms, heavy rain, and hail?

- A Altocumulus
- B Cumulonimbus
- C Nimbostratus
- D Stratocumulus

5-2.A.2.b

7. The clouds listed in the above chart range in height from**_____ to _____.**

- A 6,500 to 26,000 feet above the Earth
- B 0 to 60,000 feet above the Earth
- C 16,000 to 60,000 feet above the Earth
- D 0 to 6,500 feet above the Earth

5-2.A.2.b

8. What shape do Cirrostratus clouds have?

- A layer or sheet-like
- B fluffy columns
- C feather-like
- D wispy

5-1.D.2.b

9. The word transpiration means

- A the change from a liquid to a gas.
- B the evaporation of water from plants.
- C the study of all types of weather.
- D the height of each cloud type.

5-1.E.4.b

10. The names of clouds come from what language?

- A Latin
- B Greek
- C English
- D French

5-2.A.4.d

11. In a sentence or two, what is a good description of clouds?

5-2.A.2.b

12. Which of the following cloud type is associated with precipitation?

- A Cirrostratus
- B Altocumulus
- C Stratocumulus
- D Cumulus

The History of Groundhog Day

The town of Punxsutawney, Pennsylvania got its name from the Punxsutawney Indians who traveled from Delaware and settled there in 1723. The Punxsutawney Indians also brought the Indian legend of "Wojak, the groundhog." The Punxsutawney Indians considered Wojak to be their ancestral grandfather.

A little later in the 1700s, many German settlers came to the same region and brought along a tradition of their own. Candlemas Day was a day of superstition that fell on the mid-point between winter and spring, which happens to be the second of February. On this day, it was the custom for clergy to bless candles and give them to the people in the dark of winter. The lit candles were supposed to be placed in each window of their homes. On the next morning, superstition claimed that if the sun came out, then the second half of winter would be stormy and cold. However, if the sun did not come out on the second day of February, then the second half of winter would be full of nice weather.

According to the tradition, the Germans would awake on Candlemas Day and sing:

*For as the sun shines on Candlemas Day,
So far will the snow swirl until May.
For as the snow blows on Candlemas Day,
So far will the sun shine before May.*



Secondly, they would wait and see if the hibernating badger would awake, leave his burrow, and cast a shadow.

Although the tradition is still celebrated in Pennsylvania, the groundhog has replaced the badger as the animal to watch. Somehow the citizens of Punxsutawney, Pennsylvania were able to blend these two traditions into the American observance known as Groundhog Day.

On February 2, 1886, the state of Pennsylvania first officially celebrated Groundhog Day. On this day, Clymer Freas, editor of *The Punxsutawney Spirit*, wrote, "Today is Groundhog Day and up to the time of going to press the beast has not seen its shadow." The groundhog, who was supposed to be watched and ultimately decide the fate of the second half of the winter of 1886, was given the name "Punxsutawney Phil, Seer of Seers, Sage of Sages, Prognosticator of Prognosticators, and Weather Prophet Extraordinary." Punxsutawney Phil did not see his shadow in his debut performance and as a result the spring was on its way. He has been predicting weather ever since.

5-2.A.4.a

13. What is the author’s purpose for writing this passage?

- A** to inform
- B** to persuade
- C** to express his or her feeling
- D** to try and figure out a problem

5-2.A.4.d

14. In a sentence or two, summarize the passage.

5-2.A.4.g

15. What is a difference between Candlemas Day and Groundhog Day?

- A** A groundhog is used instead of a badger.
- B** Candlemas Day is a tradition to try and predict the weather for the second half of the winter.
- C** Groundhog Day is a tradition to try and predict the weather for the second half of the winter.
- D** Groundhog Day falls on February 2nd.

5-2.A.3.a

16. Which word or phrase from the passage shows chronology?

- A** According to
- B** Secondly
- C** Predicting
- D** Officially

5-2.A.3.a

17. Which word or phrase from the passage shows cause and effect?

- A Ultimately
- B Second
- C A little later
- D As a result

5-1.D.2.b

18. Which of the following words is an antonym for observance?

- A ritual
- B celebration
- C ceremony
- D rarity

5-1.E.4.d

19. Who named the groundhog “Punxsutawney Phil”?

- A the Punxsutawney Indians
- B the German settlers
- C the mayor of Punxsutawney, Pennsylvania
- D the editor of *the Punxsutawney Spirit*

5-1.D.2.b

20. Read the following series of words from the passage.

“Seer of Seers, Sage of Sages, Prognosticator of Prognosticators”

These words are most likely

- A synonyms.
- B antonyms.
- C relative pronouns.
- D conjunctions.

Johnny Appleseed



Maybe you have heard the legendary tale of "Johnny Appleseed"—the man who traveled by foot across the Midwest spreading apple seeds and hoping to cover the landscape with apples trees? Although the tale has changed over time, "Johnny Appleseed" was actually a real man. Jonathan Chapman was born in Massachusetts on September 26, 1775. When he was in his late twenties, he earned his nickname because he walked over 100,000 square miles of the Midwestern wilderness and prairie planting small orchards of apples.

In 1801, Chapman gathered 16 bushels of apple seeds from western Pennsylvania and traveled down the Ohio River to his newly acquired farmland. He used the farmland to develop apple orchards. After each harvest, he would go into the wilderness with a bag of apple seeds on his back. He would find a nice patch of land, clear it, and plant his apple seeds in neat rows. Some of his orchards were an acre in size, while others were much larger. He would then build a fence around the area to keep out animals and then move to another location. His work resembled the work of a missionary.

About 1830, Chapman acquired some nice, fertile land in Fort Wayne, Indiana and planted a nursery. He produced thousands and thousands of seedling apple trees that he sold, traded, or planted elsewhere. Other than his occasional planting trips, he stayed at his nursery in Indiana until his death in 1845. Chapman's vision of the United States covered in apple blossoms clearly showed his love of nature. The city of Fort Wayne still celebrates the life of "Johnny Appleseed" with a festival every September when apples are harvested. So next time you bite into an apple, take a minute to think of Jonathan Chapman, better known as "Johnny Appleseed"—the man whose service to mankind was to spread apple seeds.

5-2.A.4.a

21. What genre is this passage?

- A fiction
- B folklore
- C nonfiction
- D drama

5-2.A.4.d

22. What is the best summary of the passage?

- A Fort Wayne, Indiana holds the Johnny Appleseed Festival every year.
- B "Johnny Appleseed" was really a man named Jonathan Chapman.
- C Jonathan Chapman is responsible for all of the apple trees in the Midwest.
- D Jonathan Chapman devoted his life to planting apple trees.

5-1.D.3.a

23. Based on how the word missionary is used in the passage, how would you describe what a missionary is?

- A** one who does nice deeds for others
- B** one who saves the day
- C** one who loves nature
- D** one who is always right

5-2.A.4.c

24. In a sentence or two, why did Jonathan Chapman plant apple seeds?

After reading the previous passage in an encyclopedia, you want to look for more information about “Johnny Appleseed.”

Here is what you found on a website.

Johnny Appleseed was a wanderer who was welcomed wherever he went in the Ohio territory. Everyone loved him. He always carried a sack full of apple seeds to plant, and walked barefoot all year round. He knew the frontier woods better than anyone. Even the Native Americans respected Johnny Appleseed for his courage.

When the War of 1812 began, many Native Americans fought with the British. They attacked up and down the Ohio territory, but they left Johnny Appleseed alone. Johnny Appleseed soon became the Paul Revere of the Ohio territory, warning settlers of danger.

One time, Johnny Appleseed learned that a band of Native Americans were going to attack the town of Mansfield, Ohio. Johnny Appleseed quickly ran twenty-six miles through the Ohio forest to ask the settlers for help. As he ran, he tried to warn other settlers along the path of the danger by blowing on an old powder horn. Help reached the town within a day, and the settlers were safe, thanks to the bravery of Johnny Appleseed.

5-3.A.3.a

25. What genre is this passage?

- A fantasy fiction
- B folklore
- C nonfiction
- D drama

5-3.A.4.g

26. This passage is similar to the previous passage about “Johnny Appleseed” because

- A they both tell the tale of a man walking across the United States all year round.
- B they both mention Johnny’s involvement in the War of 1812.
- C they both tell of a man who traveled around planting apple trees.
- D they both refer to Johnny as the Paul Revere of the Midwest.

5-3.A.4.g

27. This passage differs from the previous passage about “Johnny Appleseed” because

- A this passage contains a story told by Johnny Appleseed himself.
- B this passage contains more details than the other one.
- C this passage would probably be found in a history textbook.
- D this passage seems to have a lot of exaggeration.

5-3.A.4.g

28. Both passages summarize “Johnny Appleseed” as a man who

- A liked to help mankind.
- B was courageous.
- C gained the respect of Native Americans.
- D not only planted apple trees, but helped established orchards across the Midwest.

Thomas the Stonecutter

by Julian Averill

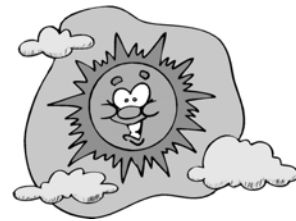


Once upon a time, there lived a stonecutter named Thomas. Since he was a small boy, he had worked only as a stonecutter. He knew no other kind of life, and this made him sad. One day, Thomas met a rich man, who lived in a beautiful home and owned many nice things. The rich man had many important visitors. "Wow," Thomas thought, "This rich man must be very powerful." Thomas became very jealous, and longed to be the rich man.

ZAP! Thomas turned into the rich man. He lived in a beautiful house and owned all the nice things he had ever hoped for. Thomas travelled to faraway places and visited with important people, like politicians and leaders. Thomas loved his life . . . until one day when he met the king of a faraway land. The king wore only the finest clothes, and he had people to do everything for him. Thomas grew envious of the king, and thought, "I would give up everything to have that much power."

BANG! Thomas was now the king. He had on a beautiful silk robe and a crown covered in jewels. Six strong men carried Thomas down the road in a cart made of gold. Guards followed along with their rapiers drawn to ensure Thomas's safety. The sun shined along their sharpened edges. He didn't have a care in the world, but he was very hot. He looked up and noticed the hot sun burning in the sky. No matter what he did, he could not avoid the sun's heat. "Wow," Thomas said, "I am the most powerful king in the world, but I am not nearly as powerful as the sun. I wish I could be the sun."

POOF! Thomas became the sun, and he had more power than ever. His light helped plants grow and made nice days for playing outside. Thomas enjoyed being the sun, until a large black cloud blocked all of his light. He could not believe his eyes. "That cloud sure is powerful," Thomas thought. "I'd sure like to be that cloud."



ZING! Thomas became the cloud. Being a cloud was nice, but Thomas soon learned that the wind could easily blow him away. "The wind is much stronger than a cloud," he thought. "I'd really like to be the wind."

WHOOSH! Thomas was transformed. As the wind, he blew all over the land. He helped children fly kites and pushed sailboats across the sea. Thomas found that he could push over trees or blow the roofs off of houses if he wanted. One day Thomas blew up against a large, tall stone. Like a soldier standing guard, the stone would not move. He blew and blew, but the stone simply would not budge. Thomas stopped and smiled. "I'm tired of being the wind," he thought. "I want to be that stone. It's much more powerful than the wind."



BAM! Thomas became the large stone. “Now, I am the most powerful thing in the whole world. Nothing can compare to my great power,” he bragged. Just then, Thomas heard a sound. TINK-TINK-TINK. He looked down (TINK-TINK-TINK) and saw a man. TINK-TINK-TINK. The man was a stonecutter, and he was using a hammer (TINK-TINK-TINK) to break off small pieces of the stone. Little by little, the stonecutter carved the stone away, shaping it however he wanted. “I can’t believe it,” Thomas said. “A stonecutter is more powerful than a stone.” He thought about it for a minute and decided that he wanted to go back to being a stonecutter again.

And it was so. Thomas became a stonecutter again, and he was happier than he had ever been in his whole life.

This story retold from a Japanese folk tale.

5-3.A.6.a

29. What is the main idea of this passage?

- A We are all powerful in our own way.
- B Always try new things.
- C You should not waste time.
- D Special powers should only be used for good.

5-3.A.3.d

30. According to the passage, which of these is not a reason that Thomas wants to be the rich man?

- A The rich man has a nice house.
- B The rich man has many nice things.
- C The rich man is best friends with a king.
- D The rich man has many important visitors.

5-3.A.3.d

31. Which statement about Thomas is true?

- A Thomas gets too carried away in his quest for power.
- B Thomas wants to go back to being the king again.
- C Thomas was always happy with his life.
- D Thomas found out that the sun is the most powerful object of all.

5-3.A.8.a

32. How does Thomas change from the beginning of the passage to the end?

- A In the beginning, Thomas is happy. By the end, he is sad.
- B In the beginning, Thomas wants to be something else. By the end, he is happy being himself.
- C In the beginning, Thomas wants a nice house. By the end, he wants lots of money.
- D In the beginning, Thomas wants to be a rich man. By the end, he wants to be a king.

5-3.A.3.b

33. What is the major conflict in this passage?

- A man vs. nature; Thomas vs. the weather
- B man vs. society; Thomas vs. wealthy people
- C man vs. man; Thomas vs. the king
- D man vs. self; Thomas struggles within himself

5-3.A.3.g

34. Who is telling this story?

- A Thomas
- B the king
- C a curious onlooker
- D an all-knowing narrator

5-3.A.7.d

35. In this passage, Thomas becomes the sun, a dark cloud, and the wind, giving them each human qualities.

What is it called when nonliving things are given living qualities?

- A hyperbole
- B metaphor
- C personification
- D simile

5-3.A.7.d

36. What is Like a soldier standing guard called?

- A simile
- B metaphor
- C personification
- D hyperbole

5-3.A.7.d

37. Read these words from the passage.

ZAP, BANG, POOF, ZING, WHOOSH, BAM, TINK

What is it called when words imitate the sounds they represent?

- A alliteration
- B rhyme
- C onomatopoeia
- D rhythm

5-3.A.3.a

38. This passage is fiction because

- A it tells the story of a man who wants great things.
- B it contains many things that don't happen in real life.
- C it has speaking in it.
- D it teaches a lesson.

5-1.D.3.a

39. Read this dictionary entry and answer the question that follows.

budge: (1) *noun*: a fur prepared from lambskin with the wool facing outward; (2) *verb*: to give way, shift; (3) *adj*: self-centered, or selfish; (4) *adj*: serious, somber

Based on the passage, what does the word budge mean?

- A (1)
- B (2)
- C (3)
- D (4)

5-3.A.7.b

40. What does the word envious say about Thomas?

- A He is very angry at the king.
- B He wants to make friends with the king.
- C He wishes the king would leave him alone.
- D He wants to have what the king has.

5-1.D.3.a

41. Read these sentences from the passage.

Guards followed along with their rapiers drawn to ensure Thomas's safety. The sun shined along their sharpened edges.

What does the word rapiers mean?

- A swords
- B glasses
- C shields
- D lights