Student Name _____

Teacher Name _____

School _____

System _____

# ELSA

## Tennessee Comprehensive Assessment Program

## English Linguistically Simplified Assessment ~ Grade 5

## Practice Test

## Version B

PEARSON

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# Introduction

**What is the TCAP English Linguistically Simplified Assessment (ELSA)?**

The TCAP English Linguistically Simplified Assessment (ELSA) is the TCAP Achievement Test in "simplified" English. It is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The questions in this practice test are examples of items used in the actual test.

**What are the questions testing?**

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at http://www.state.tn.us/education/curriculum.shtml.

**Who will be tested?**

Students who are Limited English Proficient (LEP) in grades 3 through 8 will be tested.

**How long will the tests take?**

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

**How will the tests be scored?**

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

**May calculators be used?**

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3–8) as per system policy.

**Which test accommodations may be used?**

The TCAP English Linguistically Simplified Assessment may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for Special and ELL accommodations.

**What is the purpose of the practice test?**

In a classroom learning session, these questions can be used to prepare students for the actual test. Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered. This practice test can also be used to inform parents of the type of test their children will be taking.

**Here are some tips for preparing students for the test.**

Remind students to:

**Relax**: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

**Listen**: Listen to and read the test directions carefully.

**Plan Use of Time**: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

**Pause and Think**: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

# Reading and Language Arts

## Part 1

**Directions** **Elizabeth wrote this rough draft of a report. It contains mistakes. Read the report and answer Numbers 1 through 10.**

1 Nancy Ward is a great hero in Tennessee history. Her work helped build peace between the Cherokee people and the American settlers.

2 Ward was born in 1738 in a village called Chota. Ward fought in a battle against another tribe when she was only seventeen. She was very brave during the fight. She was given the name Beloved Woman. Because of her remarkable actions Ward became a leader of the tribe.

3 One settler taught Ward how to make cheese and butter. Ward took the knowledge she gained from the settlers back to the Cherokee people. Respect between the settlers and the Cherokee slowly began to build. Both groups listened to her.

4 Cherokee life changed during the 1750s. Settlers began moving into the area. Conflicts between the settlers and the Cherokee people started happening more often. Ward was wanting to make peace between these two groups. Beginning to learn as much as she could about the settlers and their way of life.

5 During this time, the government in the United States did not give much power to women. The settlers accepted Ward as a Cherokee leader. In 1785, Ward achieved something that was important to her. She had success with a special treaty. This agreement was a peaceful way to help separate the land between the settlers and the Cherokee people.

6 Ward spent her life trying to help others. She worked tirelessly to make and maintain peace between the settlers and her Cherokee people. She was truly a celebrated and admired person.

*Go On* ▶

**1** **Read this sentence from Paragraph 4.**

*Beginning to learn as much as she could about the settlers and their way of life.*

**Choose the correct way to revise this sentence fragment.**

**A** Ward who began learning as much as she could about the settlers and their way of life.

**B** For Ward to begin to learn as much as she could about the settlers and their way of life.

**C** So Ward beginning to learn as much as she could about the settlers and their way of life.

**D** Ward began learning as much as she could about the settlers and their way of life.

**2** **Read these sentences from Paragraph 4.**

*Conflicts between the settlers and the Cherokee people started happening more often. Ward <u>was wanting</u> to make peace between these two groups.*

**Which word or words correct the sentence?**

**F** wants

**G** wanted

**H** has wanted

**J** had wanted

**3** **Read this sentence from Paragraph 2.**

*Because of her remarkable actions Ward became a leader of the tribe.*

**Which sentence uses a comma or commas correctly?**

**A** Because of her, remarkable actions Ward became, a leader of the tribe.

**B** Because of her remarkable actions Ward became a leader, of the tribe.

**C** Because of her remarkable actions, Ward became a leader of the tribe.

**D** Because of her remarkable actions, Ward, became a leader of the tribe.

**4** **Read these sentences from Paragraph 2.**

*Ward fought in a battle against another tribe when she was only seventeen. She was very brave during the fight.*

**Choose the best way to combine these sentences.**

**F** When she was only seventeen, Ward fought bravely in a battle against another tribe.

**G** Ward fought bravely against another tribe and was only seventeen when she was in a battle.

**H** Ward was very brave, and she was only seventeen when she fought in a battle against another tribe.

**J** When she fought in a battle against another tribe and was brave, Ward was only seventeen.

*Go On* ▶

**5** **Read these sentences from Paragraph 5.**

*During this time, the government in the United States did not give much power to women. _____, the settlers accepted Ward as a Cherokee leader.*

**Which word or words belong in the space?**

**A** In addition

**B** Still

**C** For example

**D** Therefore

**6** **Elizabeth most likely wrote this report to**

**F** inform readers about an important woman in history.

**G** persuade readers to learn more about the Cherokee people.

**H** entertain readers with a story about how people solve problems.

**J** share experiences with readers about the life of the Cherokee people and American settlers.

**7** **Which sentence could best be added to Paragraph 2?**

**A** Ward spent much of her life teaching settlers in Tennessee.

**B** The Cherokee people did not have enough leaders.

**C** Tennessee offered the Cherokee people many natural resources.

**D** It was unusual for someone as young as Ward to earn such approval.

**8** **Which sentence best concludes Paragraph 5?**

**F** The settlers learned many important skills from the Cherokee people.

**G** Ward hoped both groups of people could live in peace forever.

**H** The Cherokee people loved the land that they lived on in Tennessee.

**J** Ward had to get used to being in a position of power.

**9** **Elizabeth has decided to write her next report about Cherokee art. Which source will give her the best information about the topic?**

**A** a collection of photographs displaying Cherokee art

**B** a magazine article about a Cherokee art collector

**C** a chapter in a book comparing Cherokee artists

**D** a museum advertisement for a Cherokee art collection

**10** **Elizabeth wants to add more information about Nancy Ward's childhood to her report. Which source will give her the best information about this topic?**

**F** a website about the history of Tennessee

**G** a documentary about the Cherokee people

**H** a collection of biographies about famous people from Tennessee

**J** an interview with a Cherokee person living today

*Go On* ▶

**Directions** **Lucy wrote this letter. It contains mistakes. Read the letter and answer Numbers 11 through 19.**

Dear Professor Brown:

(1) I recently learned in science class that Pluto is no longer considered a planet. (2) Pluto was the ninth planet in our solar system for more than eighty years. (3) The planet was named by an eleven-year-old girl in 1930. (4) The girl's name was Venetia Burney. (5) I am eleven years old and wish I could have the honor of naming a planet. (6) If I did, though, I would be really annoyed if scientists decided it was no longer a planet.

(7) I know that many scientists gathered together and agreed to change Pluto's status to a dwarf planet. (8) I don't think it was a fair vote. (9) Only about five percent of the worlds professional astronomer's participated in that vote. (10) I learned in science class that you are an astronomer and a teacher. (11) My teacher explained that you have discovered many objects that orbit in space, including the dwarf planet Eris. (12) We also learned why Pluto wasn't going to not be a planet anymore.

(13) Three qualities I know planets are supposed to have. (14) Planets must orbit the sun. (15) Pluto does this. (16) Planets have to be a certain size and shape. (17) Pluto is pretty small. (18) Finally, planets are supposed to move in an orbit without having other planets or asteroids in their path. (19) This seems to be the main reason Pluto was demoted. (20) Pluto does have lots of asteroids all around it, but other planets do too. (21) Jupiter Mars and even Earth have asteroids near them. (22) Would you take away Earth's status as a planet because asteroids cross its orbit? (23) The decision about Pluto is not fair.

(24) Pluto should be considered a real planet like Earth! (25) I've talked with many of my friends they agree with me. (26) Please name Pluto as a planet once again!

Sincerely,

Lucy Sánchez

**11** **Read Sentence 23.**

*The decision about Pluto is not fair.*

**What is the correct way to write the underlined words as a contraction?**

**A** i'snt

**B** is'nt

**C** isn't

**D** isnt'

**12** **Read Sentence 19.**

*This seems to be the main reason Pluto was demoted.*

**Which word or words correct the sentence?**

**F** mainly

**G** more main

**H** most main

**J** correct as is

*Go On* ▶

**13** **Read Sentence 21.**

*Jupiter Mars and even Earth have asteroids near them.*

**Which revision of the sentence uses commas correctly?**

**A** Jupiter, Mars, and even Earth, have asteroids near them.

**B** Jupiter, Mars, and even Earth have asteroids near them.

**C** Jupiter, Mars and, even Earth, have asteroids near them.

**D** Jupiter, Mars and even Earth, have asteroids near them.

**14** **Read Sentence 9.**

*Only about five percent of the worlds professional astronomer's participated in that vote.*

**What is the correct way to write the underlined words?**

**F** the worlds' professional astronomers

**G** the world's professional astronomers

**H** the world's professional astronomers'

**J** correct as is

**15** **Read Sentences 3 and 4.**

*The planet was named by an eleven-year-old girl in 1930. The girl's name was Venetia Burney.*

**Choose the best way to combine the two sentences.**

**A** In 1930, an eleven-year-old girl named Venetia Burney named the planet.

**B** In 1930, Venetia Burney named the planet, she was eleven years old.

**C** The planet was named in 1930, the girl's name was Venetia Burney, and she was eleven.

**D** Venetia Burney was an eleven-year-old girl in 1930; and she named the planet.

**16** **Read Sentence 25.**

*I've talked with many of my friends they agree with me.*

**Choose the best way to correct this run-on sentence.**

**F** I've talked with many of my friends, they agree with me.

**G** I've talked with many of my friends; which they agree with me.

**H** I've talked with many of my friends; and they agree with me.

**J** I've talked with many of my friends, and they agree with me.

*Go On* ▶

**17** **Read Sentences 7 and 8.**

*I know that many scientists gathered together and agreed to change Pluto's status.*
*_____, I don't think it was a fair vote.*

**Which word belongs in the blank space?**

**A** However

**B** Therefore

**C** Hopefully

**D** Otherwise

**18** **Look at the outline Lucy made before writing her letter.**

Letter to Professor Brown

1. Pluto no longer a planet
   - ninth planet for more than eighty years
   - named by Venetia Burney
2. Scientists met and voted
3. What I learned in science class
4. Qualities of a planet
   - orbits the sun
   - has certain size and shape
   - _____
5. Conclusion

**Which idea best fills in the blank space in the outline?**

**F** is too small to be considered a planet

**G** similar to dwarf planet Eris

**H** must not have planets or asteroids in its path

**J** is much like planet Earth

**19** **Lucy's main reason for writing this letter is to**

**A** inform Professor Brown of what she learned after studying the solar system.

**B** persuade Professor Brown to send her more information about Pluto.

**C** entertain Professor Brown with interesting facts about the solar system.

**D** persuade Professor Brown to name Pluto as a planet again.

*Go On* ▶

**Directions** **Read the passage. Then answer Numbers 20 through 27.**

# Did You See That Car Fly By?

1 People once thought flying cars could only be found in science-fiction novels or movies. However, flying cars have become a reality. Although the cars are still in the testing stage, they may soon be coming to nearby airports, roads, and parking lots.

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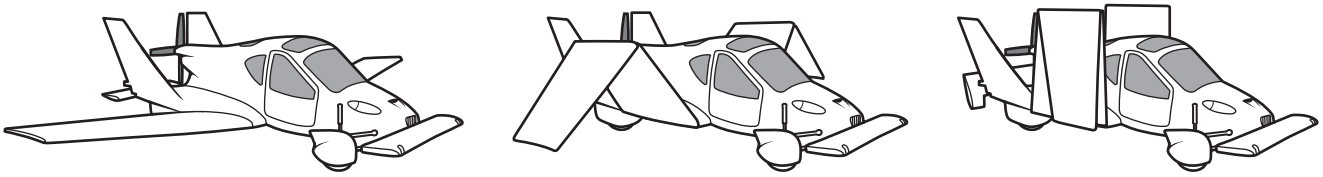
**What Is a Flying Car?**

2 A flying car is a vehicle that can travel both on land and in the air. In the air, it is a small two-person plane that can travel over 115 miles per hour. The engine powers a spinning propeller on the back of the plane. Flying cars can travel up to 450 miles before having to land and refuel. Once the pilot lands the aircraft, the wings fold against the sides of the plane. It takes less than a minute for the vehicle to transform from an airplane to a car. The power source switches from the propeller to the front wheels. The vehicle can travel on land at speeds up to 65 miles per hour. If the flying car is low on gas, the driver can simply pull into any gas station and fill the tank with the same fuel used by regular cars.



**What Is Required To Fly Cars?**

3 Driving a flying car is much more difficult than driving a regular car. The driver must have both a driver's license and a pilot's license. The Federal Aviation Administration (FAA) is the agency in charge of air-travel safety and issuing licenses to pilots. The FAA requires a pilot to have a license for different kinds of aircraft. For example, a very large commercial airline might sell tickets to provide service for hundreds of passengers. To earn a license to fly passengers, a pilot must fly a plane with an instructor for at least 1,500 hours.

4 Long ago, only experienced pilots of large airplanes would have been licensed to drive flying cars. In 2004, however, the FAA added special regulations to the light-weight category called a "light-sport aircraft category." Flying-car makers are working hard to build the vehicles so that they are light enough to fit into this new category. Earning a sport pilot's license for small aircraft requires only 20 hours of flight time.

**Who Tests the Flying Cars?**

5 The FAA is making it easier for people to be allowed to drive flying cars, so testing is being done to make sure the cars are safe for everyone. Graduates from the Massachusetts Institute of Technology (MIT) are responsible for testing the prototypes, or model vehicles. In 2009, the MIT team tested the *Transition*, the first prototype. The flying car took off and flew for 37 seconds during the first experiment. Since then, MIT graduates have continued to develop and improve vehicle designs so they can fly for much longer periods of time. Flying cars must also be tested in other ways to ensure they are safe on land and in the air.

**When Will Cars Fly?**

6 MIT graduates are working with the Terrafugia Company to make a flying car available for sale. It will take several years before flying cars are common in cities and towns. If all goes well, adventurous drivers may be parking flying cars in their garages someday soon.

*Go On* ▶

**20** **Read this sentence from Paragraph 3.**

*For example, a very large commercial airline might sell tickets to provide service for hundreds of passengers.*

**According to this sentence, an airline is commercial if it**

**F** is enjoyed by travelers.

**G** needs a lot of space.

**H** makes money from customers.

**J** moves people across long distances.

**21** **Read this sentence from Paragraph 2.**

*It takes less than a minute for the vehicle to transform from an airplane to a car.*

**Based on the prefix trans- , what does the underlined word mean?**

**A** above

**B** change

**C** between

**D** move

**22** **Which source would provide the best information about the history of airplanes?**

**F** a nonfiction book titled *How Airplanes Were Developed*

**G** a magazine titled *National Airplane Monthly*

**H** an interview with the president of an airline company

**J** an online encyclopedia entry about airline manufacturing

**23** **Which sentence from the passage best supports the conclusion that the Federal Aviation Administration (FAA) is in favor of flying cars?**

**A** The FAA requires a pilot to have a license for different kinds of aircraft.

**B** Long ago, only experienced pilots of large airplanes would have been licensed to drive flying cars.

**C** In 2004, however, the FAA added special regulations to the light-weight category called a "light-sport aircraft category."

**D** Earning a sport pilot's license for small aircraft requires only 20 hours of flight time.

**24** **According to the passage, graduates from the Massachusetts Institute of Technology (MIT) tested flying cars to improve their**

**F** speed.

**G** overall safety.

**H** appearance.

**J** fuel usage.

**25** **Which question can be answered by reading the passage?**

**A** Who invented the concept of the flying car?

**B** What materials are used to build flying cars?

**C** How much will flying cars cost?

**D** Who is responsible for improving the flying car?

*Go On* ▶

**26** **Which sentences best summarize this passage?**

**F** A flying car, which is a vehicle that travels on land and in the air, will not be available for several years due to the various tests required. Flying cars may eventually be common on the roads, however.

**G** A flying car is a vehicle that travels on land and in the air. Flying cars are being tested by the graduates of Massachusetts Institute of Technology in order to meet the regulations of the Federal Aviation Administration.

**H** Flying cars are getting closer to being seen everywhere because two people can ride inside and travel on land or in the air. Safety of the flying car is the most important consideration according to the Federal Aviation Administration.

**J** Flying cars can travel on land and in the air because of the design of the vehicle. When these cars are low on gas, the driver can pull in to any gas station to fill the tank with fuel.

**27** **An advertising company is giving a presentation to promote flying cars. Which visual aid would best strengthen the company's presentation?**

**A** a video of a pilot landing the vehicle as a plane and changing it into a car

**B** a website explaining the procedure for obtaining a pilot's license

**C** a television interview with one of the test pilots of a flying car

**D** a photocopy of a pilot's sport license

**Directions** **Read the story. Then answer Numbers 28 through 34.**

## False Feathers

1 A flock of blue jays perched in the leaves of an enormous oak tree. From their treetop home, the blue jays could admire all of the animals that lived in the forest. They could spot the lightning-fast wings of a hummingbird or watch a hawk floating on air through the wispy clouds. The jays happily stretched their own beautiful blue feathers and cried out "Jay! Jay! Jay!" whenever it suited their mood.

2 One day, the littlest blue jay spied the proud peacocks parading around the forest floor. He watched as they fanned their glorious tails out toward the sky.

3 "They are so beautiful," he whispered to himself. "They have the longest and brightest feathers. It must be better to be a peacock than to be a blue jay."

4 Later that afternoon, when the other blue jays went flying, the littlest blue jay stayed behind. His eyes watched the ground closely. Many different colors of feathers lay on the forest floor.

5 "It isn't fair," he mumbled. "The peacocks have so many feathers that they lose them all over the forest. Why can't I have just one of those beautiful feathers?"

6 After the other blue jays flew away and the peacocks were nowhere in sight, the littlest blue jay flew to the ground. He was all alone there.

7 The littlest blue jay gathered six large peacock feathers. Then he plucked a long blade of grass from the ground. Using the blade of grass like a string, the blue jay tied the feathers to his tail with his beak. He smiled proudly at the colorful fan he had created.

8 "Now I am a peacock!" he declared.

*Go On* ▶

9 The littlest blue jay, now a false peacock, began pecking along the forest floor. When the true peacocks returned, he paused when he saw them.

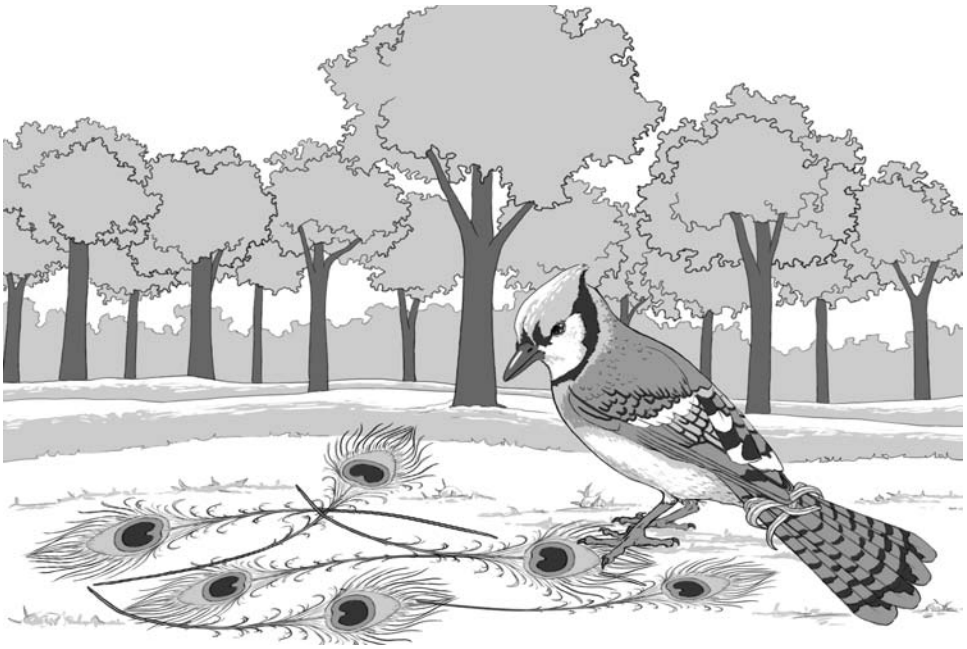
10 "Hello, friends!" the littlest blue jay exclaimed.

11 The peacocks, noticing his fine new tail, greeted him as if he were one of their own. The littlest blue jay grinned with joy. When the other blue jays came home, they spotted the littlest blue jay on the ground with the peacocks. The littlest blue jay looked up at his family, turned his back, and strutted away with his new friends.

12 That night, as the blue jays settled down in their nests on high branches, the littlest blue jay curled up with the peacocks on the forest floor. As he fell asleep, he twitched his new tail and thought to himself, "I'm going to like it here."

13 In the morning, the blue jays went flying from their nest beds. The littlest blue jay followed the peacocks instead. He pecked like the peacocks, he turned his face to soak up all of the sun's heat, and he even tried twitching his tail feathers. One of the real peacocks gave a huge swish of his tail. The swish was so large, in fact, that one of his feathers shot off and landed on the ground.

14 The littlest blue jay would not let this bird take all the attention! He strutted to the center of the peacocks and gave his own new tail a mighty swish. He watched in horror as the feathers scattered, one by one, to the forest floor. He was left with nothing but a tattered blade of grass dangling from his tail.



15 The peacocks became angry with the false bird. They yelled at him and shooed him away. The littlest blue jay quickly retreated and flew to his treetop home.

16 "Hi, everyone!" he said as he landed among the other blue jays.

17 Unfortunately for the littlest blue jay, his family wasn't too happy to see him either. They simply looked away and would not speak to the littlest blue jay. The littlest blue jay felt more alone than he had ever felt before. He lowered his blue head and began to cry. Suddenly, he felt a gentle tap on his shoulder.

18 Another blue jay, not much bigger than he was, said, "You know, if you feel really sorry for what you've done, maybe you've learned a lesson."

19 The littlest blue jay sniffled and said, "I learned that it is better to be who you are than to pretend to be something you aren't."

20 "Very good," said the other blue jay. "You are ready. Let's go find the others."

21 The littlest blue jay looked up at the other jays flying through the sky. He twitched his own blue jay tail slowly. He saw how his tail feathers looked like the other birds' feathers. As he leaped into the sky to join his family, he smiled and called out, "Jay! Jay! Jay!" He was happy to be a blue jay again.

*Go On* ▶

**28** **Read these sentences from Paragraph 15.**

*They yelled at him and shooed him away. The littlest blue jay quickly retreated and flew to his treetop home.*

**What does retreated mean?**

**F** looked around

**G** jumped over

**H** moved away

**J** called out

**29** **Read this analogy.**

*Strutted is to pranced as gathered is to _____.*

**Choose the word that completes the analogy.**

**A** collected

**B** pretended

**C** nested

**D** admired

**30** **Where does the climax of the story happen?**

**F** the oak tree

**G** the forest floor

**H** the sky

**J** the nest

**31** **What will most likely happen if the littlest blue jay sees the peacocks again?**

**A** The littlest blue jay will try to tie more feathers to his tail.

**B** The peacocks will ask the littlest blue jay how to build nests.

**C** The peacocks will be friendlier to the littlest blue jay than before.

**D** The littlest blue jay will be pleased with the tail he has.

**32** **"False Feathers" is best described as a fable because it**

**F** has a plot.

**G** contains a lesson.

**H** has several characters.

**J** contains dialogue.

**33** **Which sentence from the story best expresses the theme?**

**A** "It must be better to be a peacock than to be a blue jay."

**B** "Why can't I have just one of those beautiful feathers?"

**C** "You know, if you feel really sorry for what you've done, maybe you've learned a lesson."

**D** "I learned that it is better to be who you are than to pretend to be something you aren't."

**34** **The words "Jay, Jay, Jay!" at the beginning and end of the story help the reader understand**

**F** the language of the blue jays.

**G** the happiness of the blue jays.

**H** that blue jays are loud birds.

**J** how the blue jays call to each other.

*Go On* ▶

**Directions** **Read and answer Numbers 35 through 38.**

**35** **A good group leader should**

**A** give compliments for tasks that are completed well.

**B** stay quiet until someone else in the group speaks.

**C** give important tasks to a few people in the group.

**D** allow group members to decide on their own due dates.

**36** **Marie is writing a speech about the importance of reading for pleasure. What should Marie include at the beginning of her speech?**

**F** a story about students reading together

**G** a description of her favorite fiction book

**H** a statement that gets the attention of the audience

**J** a list of her favorite authors

**37** **Sam is writing a report about famous chalk artists. What information does not belong in a citation for Sam's report?**

**A** book title

**B** chapter number

**C** name of author

**D** year of publication

**38** **Which sentence is written correctly?**

**F** “Derek said We will leave early tomorrow morning” for the amusement park.

**G** “Derek said, We will leave early tomorrow morning for the amusement park.”

**H** Derek said, “We will leave early tomorrow morning for the amusement park”.

**J** Derek said, “We will leave early tomorrow morning for the amusement park.”

**STOP**

## Part 2

**Directions** **Read the story. Then answer Numbers 39 through 42.**

# The Dolphin Mystery

*by Diane E. Hall*

1 "Good girl, Maya!" praised Todd, a 12-year-old park volunteer, as he took the candy wrapper from the dolphin and tossed her a fish. Maya, one of the sea life park's bottlenose dolphins, was learning to retrieve items that had fallen into her tank. "She really loves her treats."

2 "I think it's going very well," remarked Kathy, the dolphin trainer. "Dolphins will usually try to eat anything they find. Teaching them to retrieve items that have dropped or blown into their tank reduces their risk of getting sick or injured. It's important to do a thorough sweep of the tank every two hours until our work is complete. Didn't you just finish one?"

3 "Yes, a few minutes ago," Todd told her.

4 "You apparently missed that wrapper. You're going to have to be more careful. The other dolphins aren't trained yet, and they might get hold of something."

5 "But I always check everywhere," Todd answered, feeling a little defensive.

6 "Maybe you had better check twice next time," said Kathy as she walked away.

7 "That wasn't fair," thought Todd. He knew he had done a thorough check. There had been nothing left in the tank.

8 Working with the dolphins was a dream come true for Todd. He remembered how thrilled he was when his mom, the park's veterinarian, told him about the arrangements she had made with the trainer. Todd loved dolphins and planned to get a job at the park when he was older. He even thought about becoming a vet like his mom. Working as a volunteer was going to make this the best summer vacation ever. But tonight, as Todd walked to his mom's office, his enthusiasm was gone.

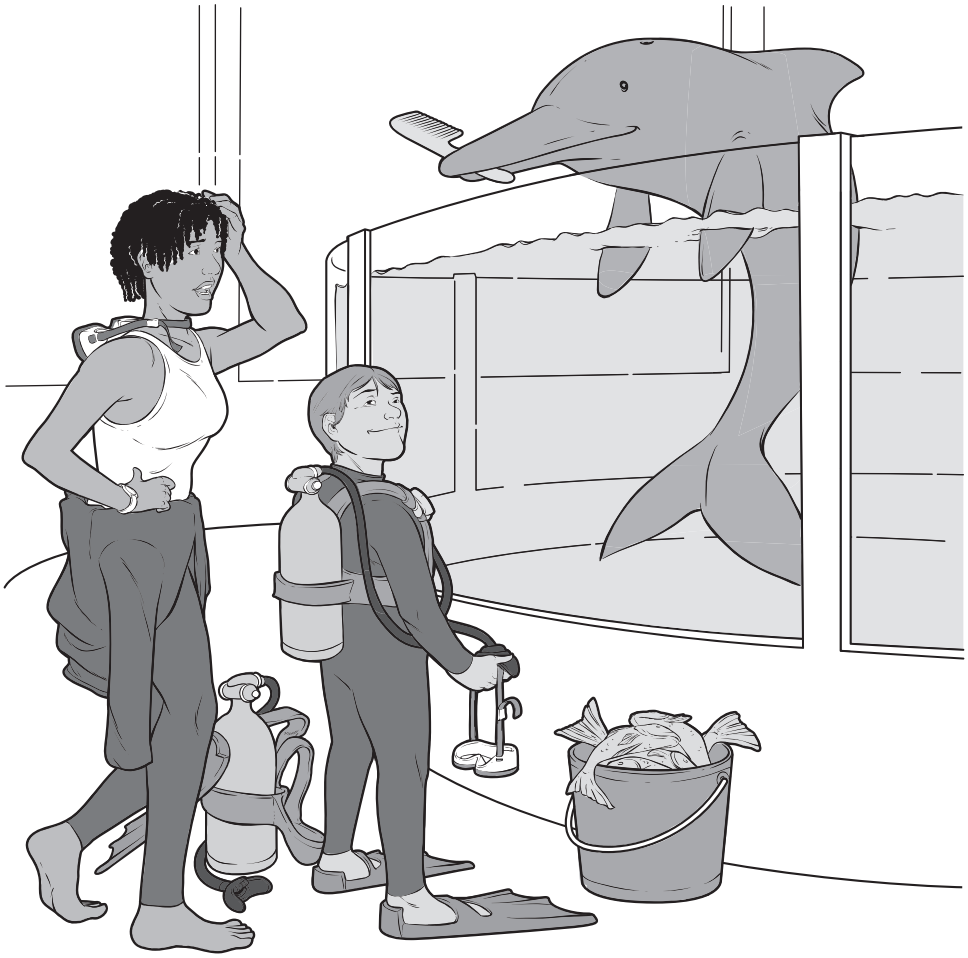
9 "Hi, Todd. How was your day?" asked Mom.

10 Todd explained what had happened and the comments Kathy had made.

11 "Don't get discouraged, Honey," Mom said, comforting him with a hug. "It sounds as if you have a bit of a mystery to solve. Maya's getting those things from somewhere. Maybe you should do a little spying on her."

12 The next morning, Todd arrived at the park early. He put on his scuba gear and jumped into the tank for his usual underwater sweep. Finding nothing in the tank, he climbed out of the water just in time to see Kathy jumping in on the other side. After the conversation they had yesterday, Todd knew what she was doing. He watched as Kathy performed her underwater search, but

Todd wasn't surprised when she surfaced empty-handed. During the tank sweeps, Maya had been swimming playfully, but now the dolphin stopped suddenly and darted to the rear of the tank where the filter box was located. She stuck her nose down behind the box and then swam away. Todd jumped back into the water and swam over to the rear of the tank. "What was Maya doing back here?" he wondered. When he looked behind the box, his question was answered. Todd swam across the tank, following Maya's path, and emerged from the water to find Kathy removing her scuba gear. As Kathy turned around, her mouth dropped open. There was Maya at the edge of the tank with a comb in her mouth, waiting for her treat.



13 "Maya! Where did you get that?" demanded Kathy, taking the comb and tossing her a fish.

14 "I know where she got it," declared Todd, crawling out of the tank with a handful of items still wet from their watery resting place.

15 "What's all this?" Kathy asked, obviously confused.

16 "This is Maya's secret stash," proclaimed Todd with a big grin. "Something strange had been going on. You didn't think I was doing a good job, but I knew I was. I decided to spy on Maya. When you got out of the tank, she swam over to the filter box. I jumped back in to check it out. This is the stuff I found."

*Go On* ▶

17 From the look on Kathy's face, Todd knew everything was beginning to make sense.

18 "Do you remember the other day you said that Maya really liked her treats?" asked Kathy. "Well, I think this was more than a training exercise for Maya. I think it was a contest, and you were her opponent. Every time you found something in the tank, that meant one less fish for Maya. She couldn't bring all the items to me at once, so she found a hiding place for them. That way you came up empty-handed, but Maya would always get her treat."

19 "Okay, Maya," said Todd facing the dolphin, "you win! The treats are all yours."

20 Maya dove to the bottom of the tank, then leapt out of the water, turning a somersault in midair. Maya was smart, but had she actually understood what Todd said? They turned and looked at each other and burst out laughing. Shaking their heads in disbelief, they reached for the bucket of fish. Maya deserved the treat.

by Diane E. Hall/Fun For Kidz Magazine

**39** **Read this sentence from Paragraph 20.**

*Shaking their heads in disbelief, they reached for the bucket of fish.*

**Based on the prefix dis-, the underlined word means**

**A** believed again.

**B** had many beliefs.

**C** did not believe.

**D** moved toward belief.

**40** **Why is Kathy surprised when Maya brings her a comb?**

**F** Kathy has already given Maya a treat.

**G** Kathy knows Maya does not like plastic objects.

**H** Kathy has just completed a sweep of the tank.

**J** Kathy thinks Todd has done a good job of searching the tank.

**41** **What most likely will happen the next time Todd sweeps the tank?**

**A** He will check behind the filter box for items.

**B** He will find new items that Maya has hidden.

**C** He will miss some items that have fallen in the tank.

**D** He will give Maya some safe items to hide.

**42** **What is the author's purpose for writing this story?**

**F** to persuade readers that sea life parks are safe places for dolphins

**G** to describe the excitement of a boy working with a dolphin

**H** to inform readers about a dolphin that lives at a sea life park

**J** to entertain readers by telling about a boy who works with a dolphin

*Go On* ▶

**Directions** **Read the drama and answer Numbers 43 through 49.**

# Mr. Photography

**CHARACTERS:**
**MOM**
**CARLA RIVERA,** age 12
**JULIO RIVERA,** age 11
**DAD**

(Setting: A Saturday afternoon at the Riveras' house. MOM, DAD, JULIO, and CARLA enter the backyard.)

**MOM:** Your surprise moves and lightning-fast speed made the soccer game very exciting to watch, Carla. I think the entire crowd heard me cheering for you, and I could hardly speak for an hour after the game.

**CARLA:** (Bounces a soccer ball from one knee to the other.) Thanks, Mom. Hey, Mr. Photography, did you get a picture of me scoring that goal? I hope you submit it to the school newspaper.

**JULIO:** (Takes a picture of CARLA as she skillfully bounces her soccer ball.) Don't worry, I snapped several great ones. Actually, I think I took enough pictures to fill a million photo albums. Well, the fun is over for today. I've got to think about my idea for the class fundraiser.

**DAD:** Julio, did you finally decide what you'll do?

**JULIO:** (Hangs his head down and shrugs his shoulders.) Well . . . no.

**CARLA:** I know it seems like a lot of work. My class has to earn money for our class trip too. What theme did the kids in your class choose?

**JULIO:** (Slumps down into a patio chair.) Sports.

**CARLA:** Hey, you're lucky!

**JULIO:** Unlucky, you mean.

**MOM:** Why, Julio? You attend almost all the sporting events at school.

**JULIO:** I love to watch and take pictures of people playing sports, but I don't love to participate in them. Carla's a soccer star, you coach swimming, and Dad plays basketball. Carla said it—I'm Mr. Photography.

**DAD:** That doesn't mean you can't be a valuable participant in the fundraiser.

**MOM:** Julio, what exactly do you have to do for the fundraiser?

**JULIO:** Everyone picks a sports-related activity, and we ask people to sponsor us doing the activity. It's kind of like a walk-a-thon, where people earn money for every mile they walk. The whole event is happening at the community center.

**DAD:** Which activities are your friends going to do?

**JULIO:** Sasha is going to shoot baskets. Her sponsors will give her five cents for each basket she makes. You've seen my pictures of Sasha; she's the most experienced player on the basketball team.

**CARLA:** Why don't you shoot hoops?

**JULIO:** Carla, don't be ridiculous. I need to earn more than just one nickel! Haven't you seen me play against Dad? I'm lucky if I make one basket during the entire game.

**MOM:** Have you considered swimming?

**JULIO:** All of the swimming slots are already filled. The pool isn't big enough to fit any more kids after school. Anyway, Mom, you're the fish in the family.

**DAD:** You said "sports-related activity," right? Does it actually have to be a sport?

**JULIO:** Not really. My teacher, Mr. Grant, said to think of original ideas.

**DAD:** I have an idea. You know a lot about sports. Why don't you host a sports-trivia game? You could earn a nickel for each question you ask.

**JULIO:** I already thought of the trivia idea, but Mr. Grant said no. Remember last year's fundraiser, Dad? My grade already did a trivia contest.

**DAD:** (Laughs.) I knew I got that idea from somewhere.

**JULIO:** Everyone else has thought up great ideas. Max is running laps around the track, Sierra is doing cartwheels, and Carrie is catching softballs. Too bad I can't jump into one of my pictures and become Carla for a day! I could earn hundreds of dollars making goals.

**CARLA:** Julio, that's the perfect idea!

**JULIO:** Jumping into a picture?

**CARLA:** No, taking pictures of your classmates during the fundraiser! Remember when I asked you to take a picture of my entire soccer team so I could give one to our coach? The picture was so outstanding that every player wanted to buy one. You were so modest, though, that you wouldn't accept payment. You just made extra prints of the pictures and gave them away.

**JULIO:** That is the perfect idea! I could sell the pictures to the participants and their families!

**CARLA:** Sure! You could take action shots, like the ones you take at all the games!

**DAD:** Carla's absolutely right! You can get pictures of Sasha shooting a basket and Carrie making a terrific catch . . .

(JULIO races toward the back door.)

**MOM:** Where are you going?

**JULIO:** To my room to write everything down. I'm going to ask Mr. Grant about this first thing on Monday morning. I don't want to forget a thing!

## CURTAIN

*Go On* ▶

**43** **Read this excerpt from the drama.**

> ***CARLA:*** *. . . The picture was so outstanding that every player wanted to buy one. You were so modest, though, that you wouldn't accept payment.*

**Which word is a synonym for modest?**

**A** eager

**B** humble

**C** casual

**D** skilled

**44** **Read this excerpt from the drama.**

> ***JULIO:*** *(Takes a picture of CARLA as she skillfully bounces her soccer ball.) Don't worry, I snapped several great ones.*

**What is the meaning of the underlined word?**

**F** struck with a quick motion

**G** broke unexpectedly

**H** took a photograph

**J** spoke sharply

**45** **Julio's problem is solved when he**

**A** agrees to follow Carla's advice.

**B** suggests a trivia game to Mr. Grant.

**C** answers the questions Mom asks.

**D** listens to Dad's idea.

**46** **Read this excerpt from the drama.**

> ***JULIO:*** *Carla, don't be ridiculous. I need to earn more than just one nickel! Haven't you seen me play against Dad? I'm lucky if I make one basket during the entire game.*

**The reader can understand from this excerpt that Julio**

**F** cannot make enough money for the fundraiser because he dislikes basketball.

**G** needs to make a large amount of money during the fundraiser.

**H** wants to be successful in his fundraiser event.

**J** lacks the skills to play basketball at the fundraiser.

**47** **Julio's family tries to help Julio solve his problem by reminding him**

**A** to make his own decisions.

**B** to try harder at playing different kinds of sports.

**C** that he takes photographs for the school newspaper.

**D** that he is a talented photographer.

**48** **Read this excerpt from the drama.**

> ***JULIO:*** *. . . Actually, I think I took enough pictures to fill a million photo albums.*

**Which literary device is used in the excerpt?**

**F** hyperbole

**G** onomatopoeia

**H** personification

**J** simile

*Go On* ▶

**49** **During most of the drama, how would Julio's family describe Julio?**

**A** playful

**B** grouchy

**C** encouraging

**D** concerned

**Directions** **Michael wrote this report for his history class. It contains mistakes. Read the report and answer Numbers 50 through 59.**

1 Some jobs are not as necessary today as they were many years ago. One such job is that of a blacksmith. A blacksmith is a person who works with iron, which is a strong metal found below the ground. Working with metal takes many years of practice. A very skilled iron worker is called a master blacksmith.

2 Blacksmiths use fire to heat and melt iron. Sometimes they use a special kind of hammer to make the heated metal into usable things. Other times, after the iron is melted, blacksmiths pour the hot liquid into a mold to make cooking pots or tools. Trained blacksmiths wear some type of clothing that protects them. Then the mold with the hot liquid is placed into water. This cools the iron and makes it hard again. When the liquid iron in the mold becomes solid again, the mold is removed, revealing the new object.

3 Early metal workers played an important role in the history of America. Interestingly, because of their skill with tools, some blacksmiths even worked as dentists. In the early 1700s, blacksmiths made items that helped other people do their own work. For example, blacksmiths made tools for farmers and repaired wagon wheels. They also made and fitted horses with special metal shoes.

4 When factories began using machines to make metal parts, blacksmiths were no longer needed for not doing this job. They became a part of history. Still, the work of master blacksmiths can be found all over the United States. Many of the tools blacksmiths made or used are displayed for the public to see.

5 However, there are a small number of men and women who still practice this trade. Some choose to create works of art from iron others perform repairs by special request. Even though there is not many blacksmiths working today, the blacksmith trade is still an important part of American history.

*Go On* ▶

**50** **Read this sentence from Paragraph 5.**

*Even though there is not many blacksmiths working today, the blacksmith trade is still an important part of American history.*

**Which word corrects the sentence?**

**F** was

**G** were

**H** are

**J** correct as is

**51** **Read this sentence from Paragraph 4.**

*When factories began using machines to make metal parts, blacksmiths were no longer needed for not doing this job.*

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

**A** no blacksmiths were not needed for this job

**B** blacksmiths were not needed for this job no longer

**C** blacksmiths were no longer needed for this job

**D** correct as is

**52** **Who would be most interested in reading this report?**

**F** a person who wants to learn how to make things from iron

**G** a person who works in a factory where iron products are made

**H** a student who is doing research about the mining process

**J** a student who wants to learn about a job that people did long ago

**53** **Which title is best for this report?**

**A** Necessary Iron-Working Jobs

**B** Tools for Master Blacksmiths

**C** Iron Workers: Today and Tomorrow

**D** The Blacksmith Trade in America

**54** **Which sentence from Paragraph 2 does not belong and should be removed?**

**F** Other times, after the iron is melted, blacksmiths pour the hot liquid into a mold to make cooking pots or tools.

**G** Trained blacksmiths wear some type of clothing that protects them.

**H** Then the mold with the hot liquid is placed into water.

**J** When the liquid iron in the mold becomes solid again, the mold is removed, revealing the new object.

**55** **Which sentence would be the best conclusion for Paragraph 1?**

**A** A person must train for many years before earning this title.

**B** A person who takes iron or other metals out of the ground is called a miner.

**C** Iron is one of several different metals that can be found below the ground.

**D** Humans probably learned how to make things from iron thousands of years ago.

*Go On* ▶

**56** **Read Paragraph 3.**

*(1) Early metal workers played an important role in the history of America. (2) Interestingly, because of their skill with tools, some blacksmiths even worked as dentists. (3) In the early 1700s, blacksmiths made items that helped other people do their own work. (4) For example, blacksmiths made tools for farmers and repaired wagon wheels. (5) They also made and fitted horses with special metal shoes.*

**What is the best order for these sentences?**

**F** 1, 2, 4, 5, 3

**G** 1, 3, 4, 5, 2

**H** 1, 5, 2, 3, 4

**J** correct as is

**57** **Read the topic sentence of Paragraph 4.**

*Still, the work of master blacksmiths can be found all over the United States.*

**Which detail best supports the sentence?**

**A** Some of the first blacksmith workshops are now historical landmarks.

**B** Blacksmiths also worked in other parts of the world.

**C** There were many blacksmith workshops in northeastern areas.

**D** Many people would be interested in how to work with metals.

**58** **Read this sentence from Paragraph 2.**

*Sometimes they use a special kind of hammer to make the heated metal into usable things.*

**Which revision of the underlined part of the sentence uses the most vivid words?**

**F** to make the iron into stuff people can use

**G** to take the iron and turn it into parts people recognize

**H** to pound hot pieces of iron into tools and utensils

**J** to hit it when it is hot and create new forms

**59** **Which image best supports the ideas in Michael's report?**

**A** a photo of a sign on an old barn that reads "Blacksmith"

**B** a drawing of a wagon wheel used in the early 1700s

**C** a copy of a painting that shows a horse with metal shoes

**D** a photo of some of the tools that blacksmiths once used

*Go On* ▶

**Directions** **Eleni gave this speech at her aunt's school. Read the speech. Then answer Numbers 60 through 65.**

## Sunday, Sunday

1 *Kalimera!* That means "Good morning!" in Greek. I am very happy to speak to you today. My name is Eleni, and I live in Athens, Greece. I am here in the United States to visit my aunt and uncle. My aunt is the principal here at Green Gables Elementary School.

2 My aunt asked me to speak about life in Greece. During the week, I go to school Monday through Friday just like students here in the United States. We study math, science, history, and both the Greek and English languages.

3 In Greece, school does not start until 8:45 A.M., so I have plenty of time to get ready and eat breakfast. During the week, I have a rusk, or thick slice of bread, soaked in milk. At 8:00 A.M., I wait on the corner for the tram. A tram is a street car that runs on a track. Several of my friends are usually on the same tram. We talk and laugh all the way to school.

4 I enjoy school, but my favorite day of the week is Sunday. For Sunday breakfast in Greece, we have warm breads, which are similar to Americans pastries, and fruit. The breads are sticky with honey and flavored with walnuts and cinnamon. My mother and father, Mama and Bampas, talk about the plans for the day during breakfast. My older brother, Nikko, usually plays soccer with his friends. Mama and I like to go shopping, and Bampas meets us for lunch.

5 Mama and I leave for the *Monastiraki* after breakfast. This giant outdoor market is a thrilling adventure every time we go. Shopkeepers set up stalls in the center of town, and people can buy just about anything. Stall owners sell T-shirts, onions, old lamps, handmade candles, and a dozen kinds of olive oil. There is even a shop that sells only hot dogs.

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6 Mama and I usually take a tram to the Monastiraki. We bring canvas bags to carry home the foods that we buy for our special Sunday evening meal. My grandfather, *Pappous*, and my grandmother, *Yiayia*, always come to our apartment for Sunday dinner. Mama and I usually buy fresh fish, tiny red potatoes, eggplant, onions, and fresh oregano. We also go to the baker's stall and select almond cookies, spice cookies, and an orange cake called *sevani*. After shopping, we meet Bampas for lunch at a street café and have *souvlaki*. If you have never had this dish, souvlaki is grilled chicken or lamb and vegetables that we eat with pita bread. Delicious!

7 By the time we return to our apartment, it is time to start cooking. Mama prepares a dish of eggplant and cheese before Pappous and Yiayia arrive. In Greece, family meals are eaten more slowly than in the United States. We often spend over two hours at the dinner table, finishing the meal with cookies and cake. By the time we finish talking and laughing together on Sunday evenings, it is usually 9:00 P.M. I head off to bed because I have school the next day.

8 As you can tell, I enjoy my life in Greece. My aunt and uncle have visited many times, and they always like the foods and enjoyable activities. Many of the foods here are different to me, but I like experiencing American culture. I know you would all enjoy Greek culture too.

*Go On* ▶

**60** **Who would be most interested in listening to this speech?**

**F** people who enjoy studying a foreign language

**G** people who are interested in cooking new foods

**H** people who have traveled to different parts of the world

**J** people who want to learn about life in other countries

**61** **Choose the best summary of the speech.**

**A** Eleni lives in Greece and is visiting her aunt in the United States. She enjoys going to school on weekdays, but her favorite day is Sunday. On that day, she and her mother shop at an outdoor market, and her whole family enjoys wonderful foods.

**B** Eleni is visiting the United States from Greece. Her aunt asks her to speak about life in Greece. She enjoys school and eating the delicious foods her mother cooks each Sunday.

**C** Eleni, who is in the United States visiting her aunt, goes to school in Greece from Monday to Friday. She studies math, science, history, and both the Greek and English languages. On Sundays, she eats pastries and goes to the market with her mother.

**D** Eleni enjoys her home in Greece. Every Sunday, Eleni and her mother shop at the Monastiraki, a giant outdoor market in her city. They buy food for their special Sunday meal.

**62** **A student created this chart after listening to Eleni's speech.**

| Greek Word | Meaning |
|---|---|
| Kalimera | Good morning |
| Monastiraki | Outdoor market |
| Pappous | Grandfather |
| Yiayia | Grandmother |
| Sevani | Orange cake |
| Souvlaki | **?** |

**Which words belong in the empty space?**

**F** Spice cookies

**G** Eggplant with cheese

**H** Grilled lamb or chicken with vegetables

**J** Thick piece of bread soaked in milk

**63** **Which sentence from the speech is an opinion?**

**A** My aunt asked me to speak about life in Greece.

**B** My older brother, Nikko, usually plays soccer with his friends.

**C** This giant outdoor market is a thrilling adventure every time we go.

**D** Mama and I usually take a tram to the Monastiraki.

*Go On* ▶

**64** **Which question can be answered by reading the speech?**

**F** What do most children in Greece do on Saturdays?

**G** How do some Greek students get to school each day?

**H** What type of shop sells the most goods at markets in Greece?

**J** How do Greek families celebrate important holidays?

**65** **What is the main idea of the photograph included with the speech?**

**A** Items sold at the market are usually not very expensive.

**B** Shopkeepers leave their goods at noon in order to eat lunch.

**C** Many types of goods are sold at the outdoor market.

**D** Many shopkeepers have unsold goods at the end of each day.

**Directions** **Read the poem. Then answer Numbers 66 through 71.**

# On The Trail

On the trail we reach and climb,
Four friends in the summertime
Watching our steps as we hike along
Humming together to nature's song.

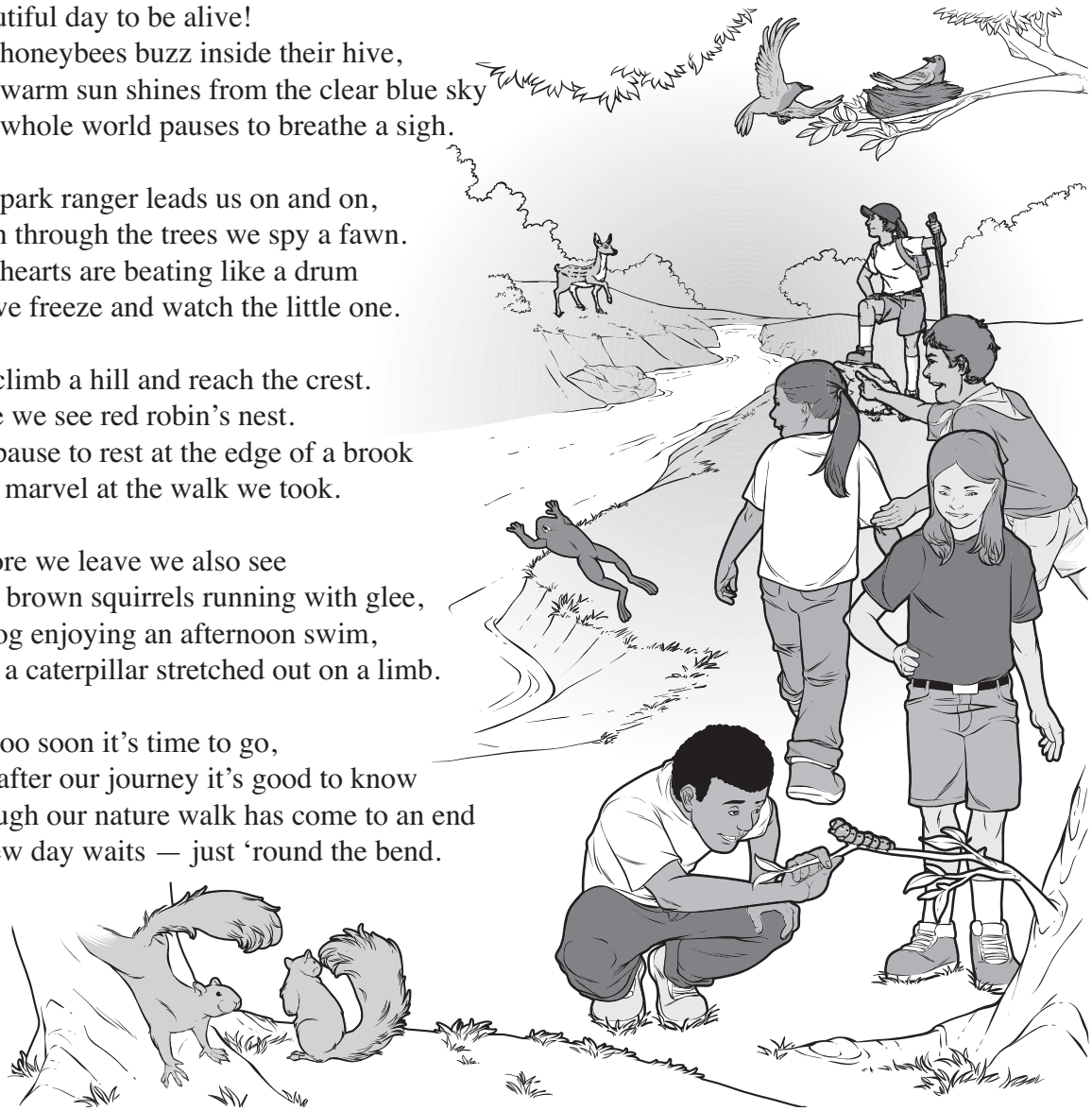
Beautiful day to be alive!
The honeybees buzz inside their hive,
The warm sun shines from the clear blue sky
The whole world pauses to breathe a sigh.

The park ranger leads us on and on,
Then through the trees we spy a fawn.
Our hearts are beating like a drum
As we freeze and watch the little one.

We climb a hill and reach the crest.
Here we see red robin's nest.
We pause to rest at the edge of a brook
And marvel at the walk we took.

Before we leave we also see
Two brown squirrels running with glee,
A frog enjoying an afternoon swim,
And a caterpillar stretched out on a limb.

All too soon it's time to go,
But after our journey it's good to know
Though our nature walk has come to an end
A new day waits — just 'round the bend.



*Go On* ▶

**66** **Read Line 13 from the poem.**

*We climb a hill and reach the crest.*

**What does the word crest mean?**

**F** slope

**G** top

**H** horizon

**J** end

**67** **Which line from the poem best shows that the friends are enjoying their hike?**

**A** On the trail we reach and climb,

**B** Humming together to nature's song.

**C** The park ranger leads us on and on,

**D** But after our journey it's good to know

**68** **During the children's hike, which event happens last?**

**F** The children see a caterpillar.

**G** The children find the nest of a robin.

**H** The children spy a fawn.

**J** The children pause to rest.

**69** **The reader knows that "On the Trail" is a poem because it**

**A** has a narrator.

**B** takes place in nature.

**C** uses descriptive words.

**D** has a regular rhythm.

**70** **What is the theme of this poem?**

**F** Exercise is important in the lives of children.

**G** Days seem short when one is having fun with friends.

**H** Nature is simple, yet amazing.

**J** Hiking can be fun, but it is also tiring.

**71** **The sound device used most often in this poem is**

**A** onomatopoeia.

**B** alliteration.

**C** repetition.

**D** rhyme.

*Go On* ▶

**Directions** **Read and answer Numbers 72 through 75.**

**72** **Ginger is reading a book about snowboarding. Read this list of chapters in the book.**

*Chapter 1 – A Short History of Snowboarding*
*Chapter 2 – The Greatest Snowboarders in the World*
*Chapter 3 – Super Snowboarding Gear*
*Chapter 4 – The Growing Sport of Snowboarding*

**In which chapter would Ginger most likely learn about the invention of snowboarding?**

**F** Chapter 1

**G** Chapter 2

**H** Chapter 3

**J** Chapter 4

**73** **A student is making a banana split using this recipe.**

***Making a Banana Split***

1. *Enjoy this yummy dessert!*
2. *After the banana has been sliced, set the banana halves in a serving dish.*
3. *Place three scoops of ice cream on the banana halves.*
4. *First, slice a banana in half from end to end.*
5. *Top the ice cream and banana halves with chocolate syrup and whipped cream.*

**The steps are out of order. What is the correct order for the steps?**

**A** 1, 4, 5, 3, 2

**B** 2, 3, 4, 1, 5

**C** 4, 2, 3, 5, 1

**D** 4, 5, 2, 1, 3

**74** **Look at this photograph.**

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**What is the mood of the photograph?**

**F** excited

**G** serious

**H** nervous

**J** thankful

*Go On* ▶

**75** **Look at this sign.**

**What is the purpose of the sign?**

**A** to persuade people to learn proper ways to fish

**B** to entertain people with an interesting picture of a person fishing

**C** to communicate to people that fishing is not allowed in the area

**D** to inform people that there are no fish in the water

STOP

DO NOT

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# Mathematics

## Part 1

**1** Sam's teacher has a rectangular prism in a bag. Sam's teacher is helping him sort through clues to find out if a rectangular prism is also a cube. The clues Sam's teacher has given him are listed below.

- The width of the prism is 2 inches.
- The height of the prism is 2 inches.
- The prism has a volume of 8 cubic inches.
- The prism has 6 faces and 8 vertices.

Which clue is not needed to find out if the rectangular prism is a cube?

**A** The width of the prism is 2 inches.

**B** The height of the prism is 2 inches.

**C** The prism has a volume of 8 cubic inches.

**D** The prism has 6 faces and 8 vertices.

*Go On* ▶

**2** Monica painted a rectangle three different colors.

- $\frac{1}{2}$ of the rectangle is painted blue.
- $\frac{1}{6}$ of the rectangle is painted yellow.
- The rest of the rectangle is painted green.

What fraction of the rectangle is painted green?

**F** $\frac{3}{4}$

**G** $\frac{2}{3}$

**H** $\frac{1}{3}$

**J** $\frac{1}{12}$

**3** A package of 50 balloons was shared by 6 people.

- Each person received 8 balloons.
- There were 2 balloons left over.

Based on this information, which statement is <u>not</u> true?

**A** Out of the package of 50 balloons, people received 48 of the balloons.

**B** Denise has $\frac{2}{8}$ of the balloons she needs in order for each person to have 9 balloons.

**C** In order for each person to receive another balloon, Denise needs 4 more balloons.

**D** There are 2 leftover balloons because the package of 50 balloons cannot be divided by 6 evenly.

**4** What is the value of the expression below?

$$18 + 9 \div 3 - 2 \times 4 - \frac{3}{8}$$

**F** $27\frac{5}{8}$

**G** $13\frac{3}{8}$

**H** $12\frac{5}{8}$

**J** $1\frac{3}{8}$

**5** Which statement is <u>true</u>?

**A** $140.02 = 104.02$

**B** $140.02 < 104.2$

**C** $104.02 = 104.2$

**D** $104.02 < 140.2$

*Go On* ▶

**6** The sign below has a height of 14 inches and a base length of 18 inches.

$$\text{Area} = \frac{1}{2}\text{base} \times \text{height}$$

What is the area of this sign?

**F** 126 square inches

**G** 252 square inches

**H** 504 square inches

**J** 756 square inches

**7** Carmen used a cart to deliver packages.

- The packages she delivered weighed a total of 574 pounds.
- Carmen had to make more than one trip.
- She could only carry 50 pounds or less in her cart on each trip she made.

What is the fewest number of trips Carmen could have made to deliver all of these packages?

**A** 9

**B** 10

**C** 11

**D** 12

**8** What is the value of the expression below, when $p = \frac{1}{4}$?

$$9\frac{3}{4} + \left(\frac{5}{8} - \frac{3}{8}\right) + p$$

**F** 11

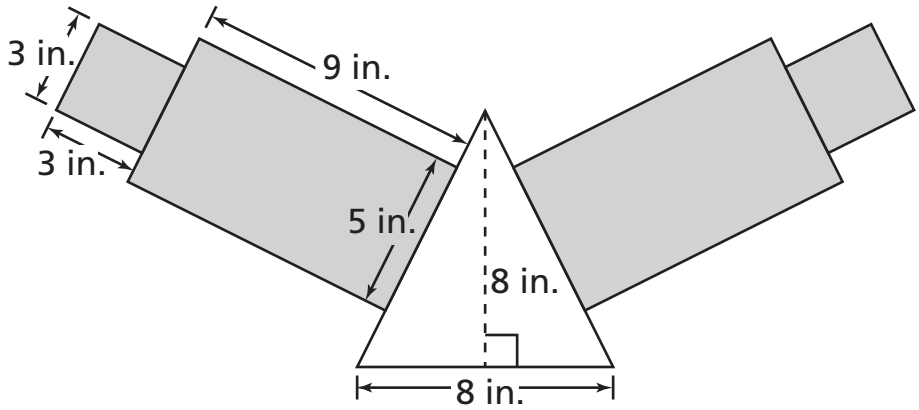
**G** $10\frac{1}{4}$

**H** 10

**J** $9\frac{3}{4}$

*Go On* ▶

**9** Danny used a triangle, two congruent rectangles, and two congruent squares to create the design shown below. The dimensions of the design are shown in inches.




$$\text{Area of rectangle} = \text{length} \times \text{width}$$

$$\text{Area of triangle} = \frac{1}{2} \times \text{base} \times \text{height}$$

What is the total area of the design that Danny made?

**A** 108 square inches

**B** 131 square inches

**C** 140 square inches

**D** 172 square inches

**10** A nickel has a thickness of 1.95 millimeters. Which number is equivalent to 1.95?

**F** $1\frac{19}{20}$

**G** $1\frac{9}{5}$

**H** $1\frac{1}{5}$

**J** $1\frac{19}{200}$

*Go On* ▶

**11** The table below shows the amount of time Braden spent reading each day for five days.

**Reading Time**

| Day | Amount of Time (hours) |
|---|---|
| Monday | $1\frac{3}{4}$ |
| Tuesday | $2\frac{1}{6}$ |
| Wednesday | $1\frac{9}{10}$ |
| Thursday | $\frac{57}{60}$ |
| Friday | $2\frac{2}{3}$ |

Which estimate is closest to the total number of hours Braden spent reading on these five days?

**A** 6 hours

**B** 7 hours

**C** 10 hours

**D** 14 hours

**12** The table below shows the populations of five Tennessee cities in 2006.

**Populations**

| City | Population |
|---|---|
| Jackson | 62,711 |
| Clarksville | 113,175 |
| Bristol | 25,351 |
| Memphis | 670,902 |
| Franklin | 55,870 |

What is the median of these populations?

**F** 62,711

**G** 55,870

**H** 37,360

**J** 25,351

*Go On* ▶

**13** Freddie's family packed three suitcases for a vacation. The weight of each suitcase is listed below.

$$24\frac{13}{16} \text{ pounds}, \ 34.25 \text{ pounds}, \ 41\frac{5}{8} \text{ pounds}$$

What is the combined weight of these three suitcases?

**A** $100\frac{67}{80}$ pounds

**B** $100\frac{11}{16}$ pounds

**C** $100\frac{3}{16}$ pounds

**D** $99\frac{19}{28}$ pounds

**14** What value of $y$ makes this statement true?

$$y - 9\frac{1}{7} = 10$$

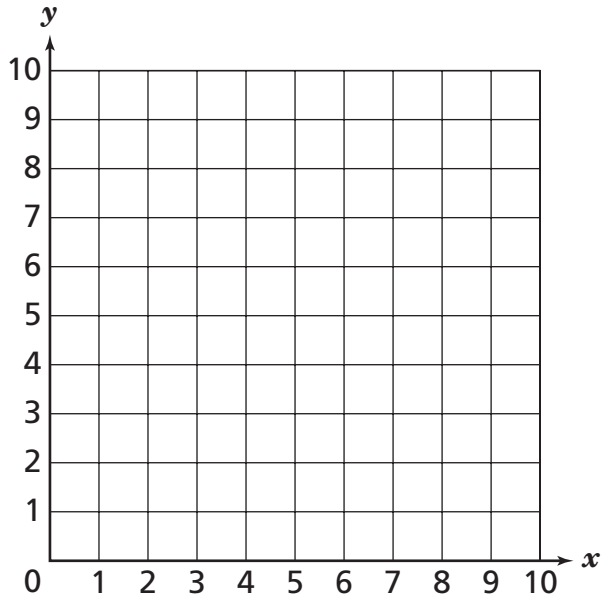
**F** $\frac{6}{7}$

**G** $9\frac{6}{7}$

**H** 19

**J** $19\frac{1}{7}$

**15** A coordinate grid is shown below.




A line segment that is $4\frac{1}{2}$ units long will be drawn on the grid. Which coordinate pairs could represent the endpoints of this line segment?

**A** $(1, 2), \left(5\frac{1}{2}, 2\right)$

**B** $\left(1, 3\frac{1}{2}\right), \left(1, 7\frac{1}{2}\right)$

**C** $\left(2\frac{1}{2}, 2\frac{1}{2}\right), \left(6\frac{1}{2}, 2\frac{1}{2}\right)$

**D** $(2, 6), \left(2\frac{1}{2}, 6\right)$

*Go On* ▶

**16** Which number is equivalent to the number written below?

$$10\frac{4}{25}$$

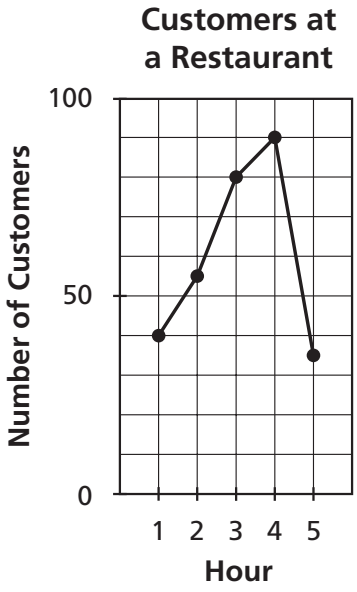
**F** $10\frac{16}{10}$

**G** $10\frac{425}{1,000}$

**H** 10.16

**J** 10.016

**17** Customers were counted at a restaurant for five hours. Counts were made at the end of each hour. The graph below shows the number of customers that were counted.




Which table is best represented by this graph?

**A**

**Customers at a Restaurant**

| Hour | Number of Customers |
|---|---|
| 1 | 40 |
| 2 | 60 |
| 3 | 80 |
| 4 | 90 |
| 5 | 40 |

**B**

**Customers at a Restaurant**

| Hour | Number of Customers |
|---|---|
| 1 | 40 |
| 2 | 55 |
| 3 | 80 |
| 4 | 90 |
| 5 | 35 |

**C**

**Customers at a Restaurant**

| Hour | Number of Customers |
|---|---|
| 1 | 40 |
| 2 | 55 |
| 3 | 90 |
| 4 | 90 |
| 5 | 35 |

**D**

**Customers at a Restaurant**

| Hour | Number of Customers |
|---|---|
| 1 | 49 |
| 2 | 51 |
| 3 | 98 |
| 4 | 99 |
| 5 | 48 |

*Go On* ▶

**18** Jana has 125 songs on her music player.

- She puts these songs on playlists, with 20 songs on each playlist.
- She puts each song on only one play list.

After Jana makes the greatest number of playlists possible, which statement is true?

**F** Jana has $\frac{5}{20}$ of the songs she needs to make another playlist.

**G** Jana has 15 of the songs she needs to make another playlist.

**H** Jana has $\frac{5}{125}$ of the songs she needs to make another playlist.

**J** Jana has 6 of the songs she needs to make another playlist.

**19** The width of a human hair is about twenty-five millionths of a meter. How is twenty-five millionths written in standard form?

**A** 2,500,000

**B** 25,000

**C** 0.00025

**D** 0.000025

**20** The table below shows the number of students in each of six classrooms.

**Students**

| Classroom | Number of Students |
|---|---|
| A | 21 |
| B | 14 |
| C | 15 |
| D | 19 |
| E | 20 |
| F | 19 |

What is the mean number of students in these classrooms?

**F** 7

**G** 18

**H** 19

**J** 108

**21** Solve:

$$90\frac{2}{3} + 16\frac{5}{18} =$$

**A** $107\frac{1}{6}$

**B** $106\frac{17}{18}$

**C** $106\frac{7}{18}$

**D** $106\frac{1}{3}$

*Go On* ▶

**22** Look at the inequality below.

$$5 \cdot n < 30$$

Which set contains only values of $n$ that make this inequality true?

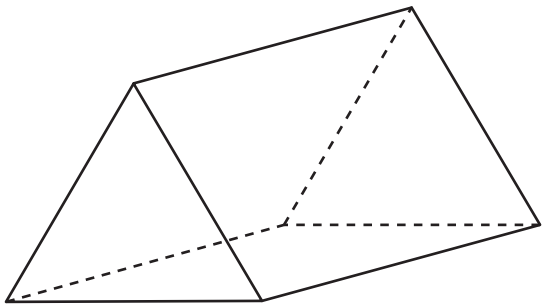
**F** $\{25, 28, 29\}$

**G** $\{22, 23, 24\}$

**H** $\{4, 5, 6\}$

**J** $\{1, 4, 5\}$

**23** A three-dimensional figure is shown below.



- Each triangular face has an area of 28.29 square centimeters.
- Each rectangular face has an area of 72 square centimeters.

What is the total surface area of this figure?

**A** 272.58 square centimeters

**B** 244.29 square centimeters

**C** 228.87 square centimeters

**D** 100.29 square centimeters

**24** Ms. Flores climbed 897 steps in 3 hours. She climbed the same number of steps each hour. How many steps did Ms. Flores climb each hour?

**F** 232

**G** 290

**H** 299

**J** 366

**25** The list below shows the weights, in pounds, of nine babies in a nursery.

$$8\frac{3}{4},\ 6,\ 7\frac{1}{4},\ 7\frac{13}{16},\ 9,\ 8\frac{3}{4},\ 6,\ 8\frac{3}{4},\ 8\frac{1}{8}$$

What is the mode of these weights?

**A** 3 pounds

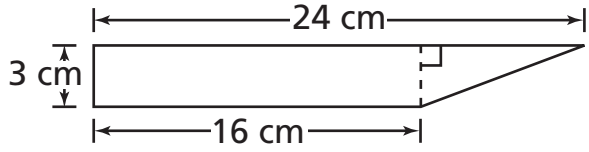
**B** 6 pounds

**C** $8\frac{1}{8}$ pounds

**D** $8\frac{3}{4}$ pounds

*Go On* ▶

**26** Theo drew the figure below.




$$\text{Area of rectangle} = \text{length} \times \text{width}$$

$$\text{Area of triangle} = \frac{1}{2} \times \text{base} \times \text{height}$$

What is the total area of the figure?

**F** 12 sq cm

**G** 48 sq cm

**H** 60 sq cm

**J** 72 sq cm

**27** Which inequality is <u>true</u>?

**A** $1{,}580 > 158.0$

**B** $1{,}580 > 15{,}800$

**C** $158.00 > 158.0$

**D** $158.00 > 1{,}580$

**28** What is the value of the expression below?

$$\frac{3}{5} + 36 \div 2 \bullet 3 - \frac{1}{10}$$

**F** $6\frac{1}{2}$

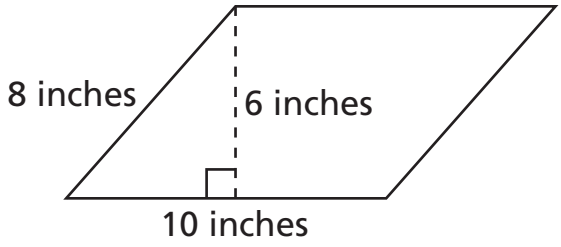
**G** $53\frac{9}{10}$

**H** $54\frac{2}{5}$

**J** $54\frac{1}{2}$

STOP

**29** The top face of a box shaped like a parallelogram is shown below.




Area = base × height

What is the area of the top face of the box?

**A** 16 square inches

**B** 30 square inches

**C** 60 square inches

**D** 80 square inches

**30** At a museum, there are 117 visitors waiting to be put into groups for a tour. Each group can have no more than 14 visitors. What is the smallest number of visitor groups that can be formed?

**F** 8

**G** 9

**H** 12

**J** 13

**31** What is the value of the expression below, when $r = 8.05$?

$$(90.5 - r) + (5 \times 20) + r$$

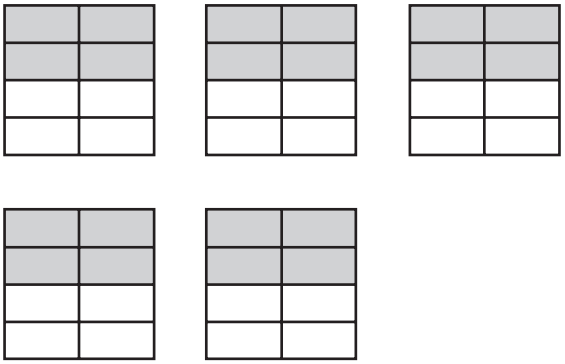
**A** 1,757.05

**B** 222.7

**C** 190.5

**D** 57.8

**32** The model below is shaded to represent a number.



Which number cannot be represented by this model?

**F** 2.5

**G** $\frac{10}{4}$

**H** $2\frac{4}{8}$

**J** $\frac{20}{5}$

*Go On* ▶

**33** Ben woke up at 7:00 A.M.

- He spent exactly 8 hours at work.
- He started working on his computer at 8:45 A.M.
- He arrived home at 6:45 P.M.

What other information is needed to find out the amount of time Ben takes to get home from work?

**A** the time at which Ben left work to go home

**B** the time at which Ben left home to go to work

**C** the time at which Ben started getting ready for work

**D** the time at which Ben stopped working on his computer

**34** Solve:

$$16.384 - 8\frac{3}{4} =$$

**F** 8.434

**G** 8.044

**H** 7.634

**J** 7.534

**35** What value of $t$ makes this statement true?

$$t - 3\frac{5}{6} = 9\frac{2}{6}$$

**A** $13\frac{1}{6}$

**B** $12\frac{1}{6}$

**C** $6\frac{1}{2}$

**D** $5\frac{1}{2}$

**36** Which number is equivalent to 3.4?

**F** $\frac{34}{1}$

**G** 3.40

**H** 3.04

**J** $\frac{34}{100}$

*Go On* ▶

**37** Mrs. Martin cut a pineapple into 18 equal pieces to share with her 4 children.

- Each child received an equal number of pieces.
- Mrs. Martin got the pineapple pieces that were left over.
- Mrs. Martin got fewer pieces than each child.

Based on this information, which statement could be true?

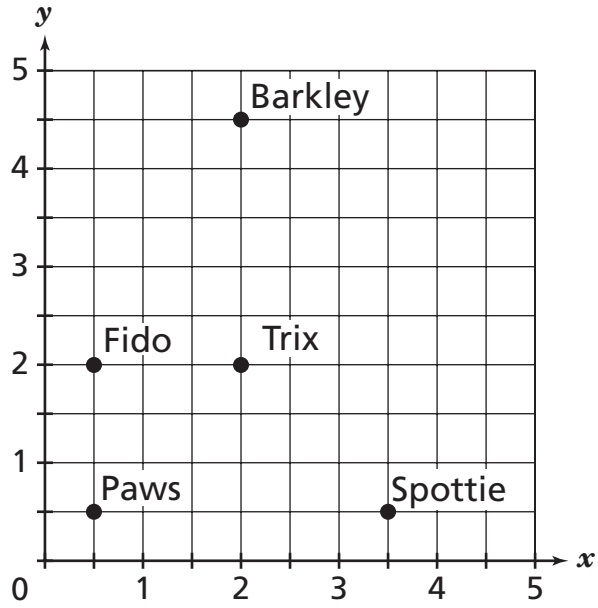
**A** Mrs. Martin got $\frac{2}{18}$ of a piece.

**B** Mrs. Martin got 16 pieces.

**C** Mrs. Martin got 0.5 of a piece.

**D** Mrs. Martin got 2 pieces.

**38** The coordinate grid below shows the locations of five dogs at a dog park.




Which two dogs appear to be 3 units apart?

**F** Paws and Fido

**G** Paws and Spottie

**H** Trix and Fido

**J** Trix and Barkley

*Go On* ▶

**39** A unit of mass, called a slug, can be converted to kilograms by multiplying by the number below.

Fourteen and five thousand, nine hundred thirty-nine ten thousandths

How is the number written in standard form?

**A** 14,005,939

**B** 145,939

**C** 14.5939

**D** 14.05939

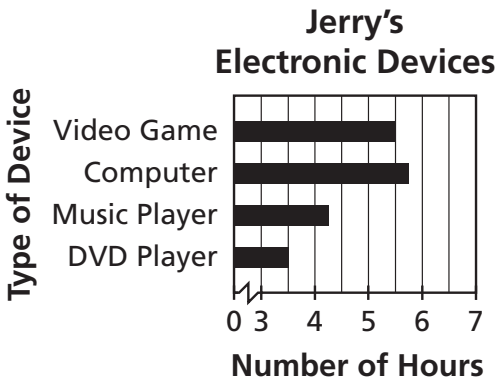
**40** The table below shows the numbers of hours Jerry spent using different types of electronic devices during one week.

**Jerry's Electronic Devices**

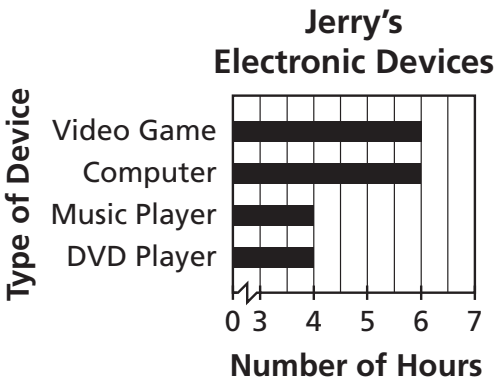
| Type of Device | Number of Hours |
|---|---|
| Video Game | $5\frac{1}{2}$ |
| Computer | $5\frac{3}{4}$ |
| Music Player | $4\frac{1}{4}$ |
| DVD Player | $3\frac{1}{2}$ |

Which graph best represents the data in the table?

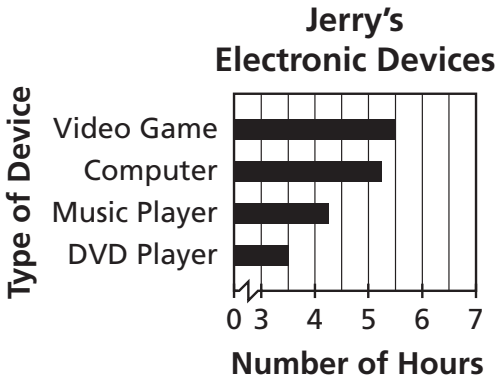
**F**



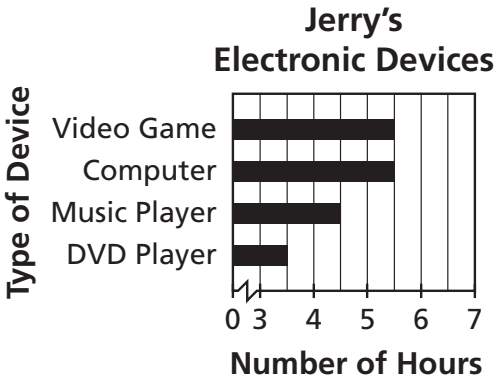

**H**




**G**

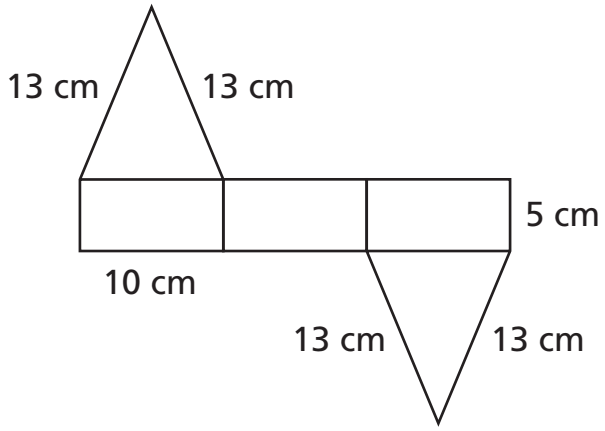



**J**




*Go On* ▶

**41** Rebecca drew a design with two triangles and three congruent rectangles, as shown below.




What is the perimeter of Rebecca's design?

**A** 150 cm

**B** 102 cm

**C** 82 cm

**D** 50 cm

**42** Two teams, the Hawks and Eagles, played in a basketball game.

- $\frac{5}{8}$ of the players on the Hawks team scored points in the game.
- $\frac{3}{4}$ of the players on the Eagles team scored points in the game.

What is the difference between $\frac{5}{8}$ and $\frac{3}{4}$?

**F** $\frac{11}{8}$

**G** $\frac{2}{3}$

**H** $\frac{1}{2}$

**J** $\frac{1}{8}$

**43** David has two ropes, with the lengths listed below.

- The first rope has a length of $19\frac{1}{8}$ inches.
- The second rope has a length of $39\frac{3}{4}$ inches.

Which estimate is closest to the difference between the lengths of David's ropes?

**A** 10 inches

**B** 21 inches

**C** 30 inches

**D** 61 inches

*Go On* ▶

**44** What is the value of the expression below?

$$10x\left(\frac{5}{10} - \frac{1}{2}\right) + 6$$

**F** 6

**G** 7

**H** $10\frac{1}{2}$

**J** $11\frac{1}{2}$

**45** The inequality below shows how Keaton's age compares with two other ages.

$$12\frac{1}{2}\text{ years} > \text{Keaton's age} > 11\frac{1}{4}\text{ years}$$

Which age could be Keaton's age?

**A** 12.75 years

**B** 12.5 years

**C** 11.5 years

**D** 11.25 years

**46** What value of $n$ makes this statement true?

$$48\frac{1}{6} + n = 102\frac{2}{3}$$

**F** $54\frac{1}{3}$

**G** $54\frac{1}{2}$

**H** $146\frac{1}{3}$

**J** $150\frac{5}{6}$

**47** There are 106 students going on a field trip. The students will be put into groups of 6 or fewer students. Each group of students must have 1 adult supervisor. What is the fewest number of adult supervisors needed for this field trip?

**A** 18

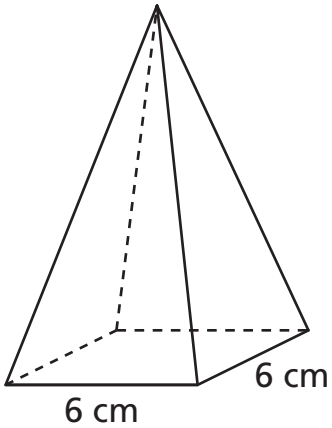
**B** 17

**C** 14

**D** 11

*Go On* ▶

**48** The square pyramid below has a height of 11 centimeters.




$$\text{Volume} = \frac{1}{3} \times \text{base area} \times \text{height}$$

What is the volume of the square pyramid?

**F** 22 $cm^3$

**G** 44 $cm^3$

**H** 132 $cm^3$

**J** 396 $cm^3$

**49** A set of numbers is shown below.

$$\{78, 80, 82\}$$

Which inequality is true, when $x$ is replaced by each of the numbers in this set?

**A** $x < 82$

**B** $x < 90$

**C** $x > 82$

**D** $x > 90$

**50** A carpenter spent $564 to remodel 12 rooms in an office. The carpenter spent the same amount of money to remodel each room. What is the total amount of money the carpenter spent to remodel each room?

**F** $40

**G** $41

**H** $42

**J** $47

**51** What is the value of the expression below, when $k = 3.7$?

$$25(k + 10.3) - k$$

**A** 350

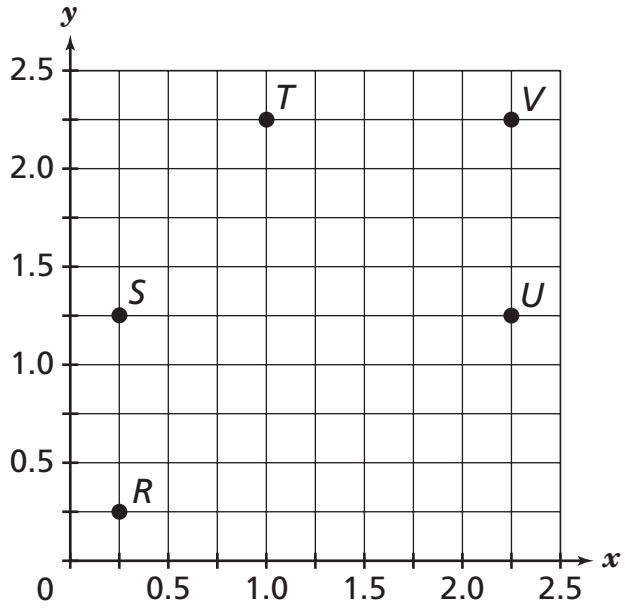
**B** 346.3

**C** 257.5

**D** 99.1

*Go On* ▶

**52** Five points are labeled on the coordinate grid below.




Which two points appear to be 1.25 units apart?

**F** Point *R* and Point *S*

**G** Point *S* and Point *U*

**H** Point *T* and Point *V*

**J** Point *U* and Point *V*

**53** Which number is equivalent to 23.017?

**A** $23\frac{17}{1}$

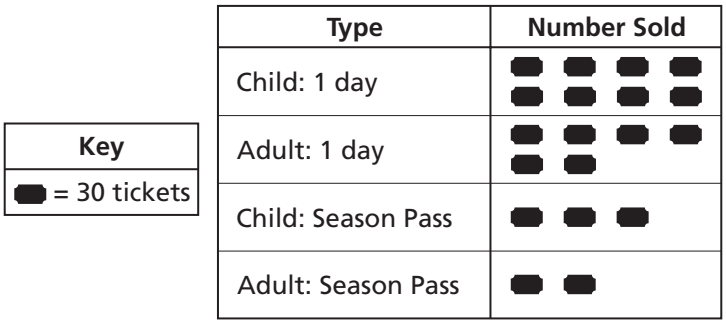
**B** $23\frac{17}{10}$

**C** $23\frac{17}{100}$

**D** $23\frac{17}{1,000}$

**54** The graph below shows the number of each type of ticket sold at a water park one Saturday.

**Tickets for a Water Park**




Which table of information is best represented by this graph?

**F**

**Tickets for a Water Park**

| Type | Number Sold |
|---|---|
| Child: 1 day | 8 |
| Adult: 1 day | 6 |
| Child: Season Pass | 3 |
| Adult: Season Pass | 2 |

**G**

**Tickets for a Water Park**

| Type | Number Sold |
|---|---|
| Child: 1 day | 240 |
| Adult: 1 day | 180 |
| Child: Season Pass | 60 |
| Adult: Season Pass | 90 |

**H**

**Tickets for a Water Park**

| Type | Number Sold |
|---|---|
| Child: 1 day | 38 |
| Adult: 1 day | 36 |
| Child: Season Pass | 33 |
| Adult: Season Pass | 32 |

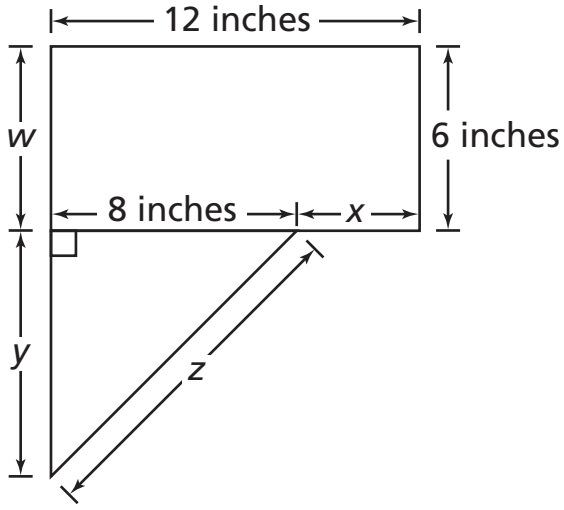
**J**

**Tickets for a Water Park**

| Type | Number Sold |
|---|---|
| Child: 1 day | 240 |
| Adult: 1 day | 180 |
| Child: Season Pass | 90 |
| Adult: Season Pass | 60 |

*Go On* ▶

**55** Carla combined a rectangle and a triangle to make the figure below.




What other information does Carla need to determine the area of this figure?

**A** the length of *w*

**B** the length of *x*

**C** the length of *y*

**D** the length of *z*

STOP

DO NOT

MARK

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# Science

## Part 1

**1** **What part provides a plant cell with support and protection?**

**A** chloroplast

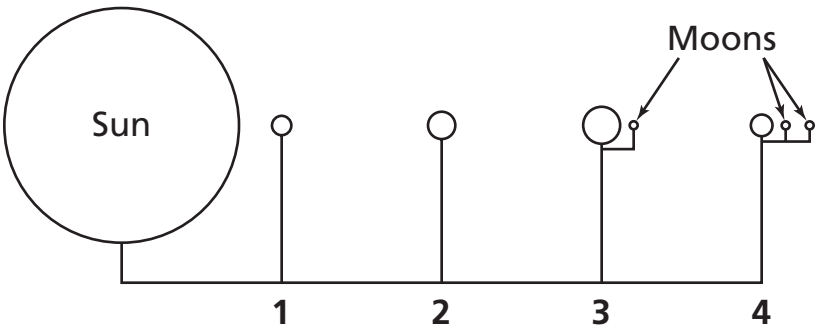
**B** cell wall

**C** vacuole

**D** nucleus

**2** **A student makes a model of the inner planets of the solar system.**

**Model of the Inner Planets**




**Which planet should the student label Mars?**

**F** 1

**G** 2

**H** 3

**J** 4

*Go On* ▶

**3** **These are dung beetles.**

**Dung beetles eat animal waste. Then the dung beetles return nutrients from the waste to the soil. Dung beetles are**

**A** decomposers.

**B** carnivores.

**C** scavengers.

**D** herbivores.

**4** **Which example shows a chemical change?**

**F** a nail rusting

**G** a log floating

**H** a glass breaking

**J** a paperclip bending

**5** **What process do plants use to make food?**

**A** respiration

**B** metamorphosis

**C** photosynthesis

**D** reproduction

**6** **Which force is responsible for the formation of the Appalachian Mountains?**

**F** crashing ocean waves

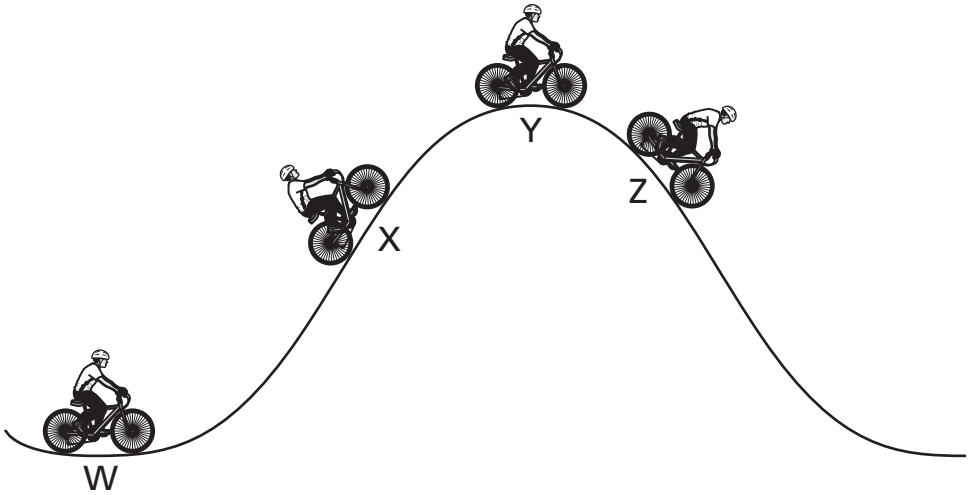
**G** tectonic plate movements

**H** strong winds

**J** melting glaciers

*Go On* ▶

**7** **Someone rides a bicycle over a hill.**




**Where does the bicycle have the <u>most</u> potential energy?**

**A** W

**B** X

**C** Y

**D** Z

**8** **A student pushed four objects across the same surface. The chart below shows the mass and force used for each object.**

**Trial Data**

| Object | Object Mass (kg) | Force Applied (newtons) |
|---|---|---|
| W | 0.5 | 15 |
| X | 1.0 | 15 |
| Y | 1.5 | 15 |
| Z | 2.0 | 15 |

**Which object most likely moved the farthest?**

**F** W

**G** X

**H** Y

**J** Z

*Go On* ▶

**9** **A cow is shown in the picture below.**

© Eric Isselée/iStockphoto #13310782

**The cow has black spots because the cow**

**A** lives on a farm.

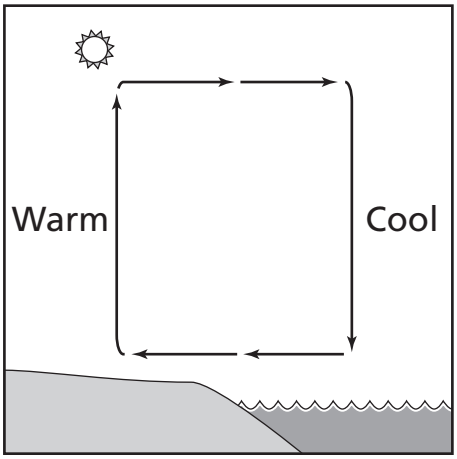
**B** produces milk.

**C** eats grass from a field.

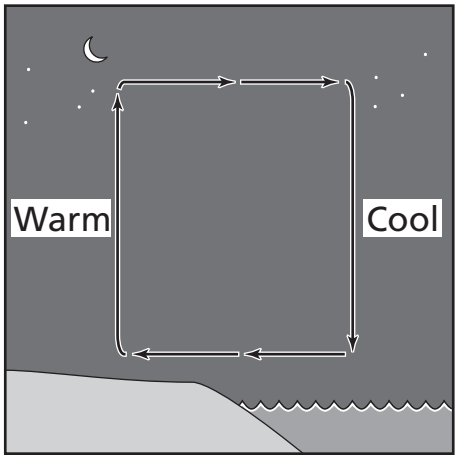
**D** received traits from its parents.

**10** **Which diagram shows how air moves during a land breeze?**

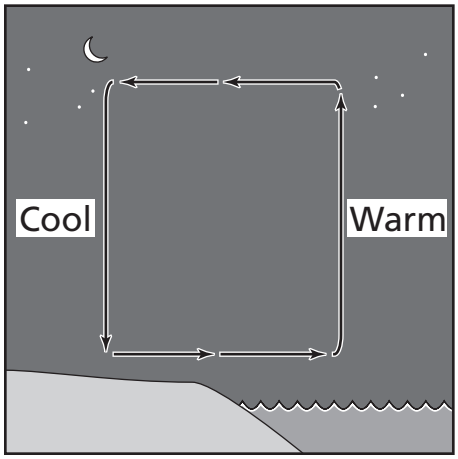
**F**



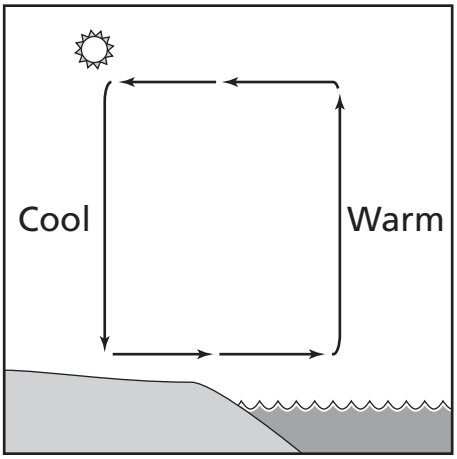

**H**




**G**




**J**




*Go On* ▶

**11** **This is a blue heron.**

© Steve Shepard/iStockphoto #16945797

**Herons have skinny, sharp beaks and long legs that help them search for food in shallow water. How do herons gather food?**

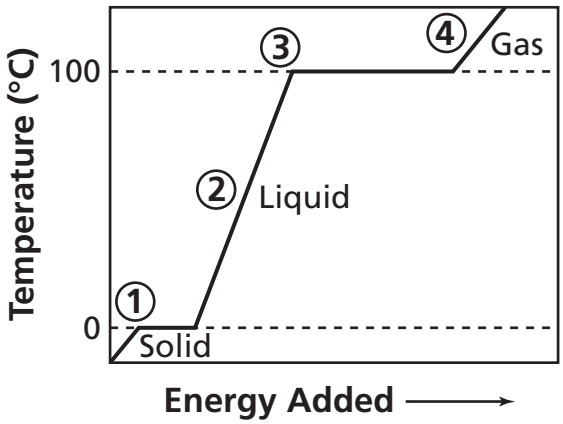
**A** grabbing small mammals with their feet

**B** spearing fish with their beaks

**C** cracking open seeds with their beaks

**D** digging for clams with their feet

**12** **The graph shows what happens when energy is added to water.**




**Where in the graph does the water melt?**

**F** 1

**G** 2

**H** 3

**J** 4

**13** **Which organelles are found in both plant and animal cells?**

**A** cell wall and chloroplast

**B** cell wall and vacuole

**C** cell membrane and chloroplast

**D** cell membrane and vacuole

*Go On* ▶

**14** **Here are time and speed data on planets.**

**Planet Data**

| Planet | Days to Orbit Sun | Speed of Orbit Around Sun (average kilometers per second) |
|---|---|---|
| Mercury | 88 | 47.9 |
| Venus | 225 | 35.0 |
| Earth | 365 | 29.8 |
| Mars | 687 | 24.1 |
| Jupiter | 4,331 | 13.1 |
| Saturn | 10,747 | 9.7 |
| Uranus | 30,589 | 6.8 |
| Neptune | 59,800 | 5.4 |

**From the data, which statement is best?**

**F** Mercury takes a longer time than the other planets to orbit the sun.

**G** Neptune travels around the sun faster than the other planets.

**H** The planets that travel fastest around the sun take the fewest days to orbit the sun.

**J** The longer a planet takes to orbit the sun, the greater its speed around the sun.

**15** **A spider builds a web on a plant. The spider benefits by having a place to trap insects. The plant is not harmed. What is the relationship between the spider and the plant?**

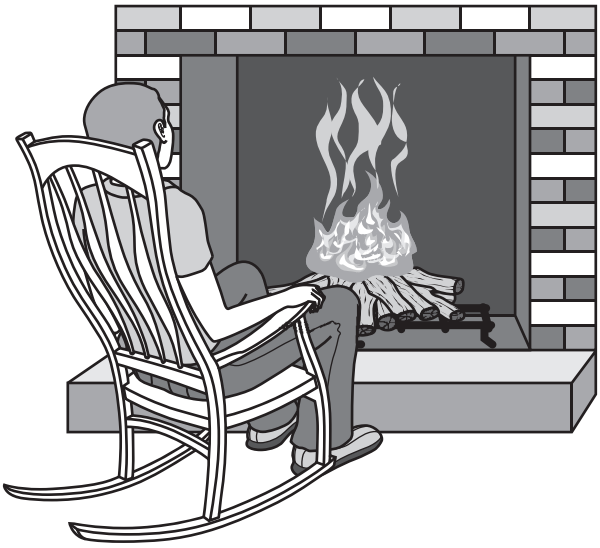
**A** mutualism

**B** commensalism

**C** parasitism

**D** competition

**16** **A fireplace is shown in the picture.**



**What is the main process that transfers heat upwards through the chimney?**

**F** convection

**G** conduction

**H** insulation

**J** radiation

**17** **What force keeps a satellite in orbit around Earth?**

**A** air currents

**B** friction

**C** magnetism

**D** gravity

*Go On* ▶

**18** **How do plants and some animals get their energy?**

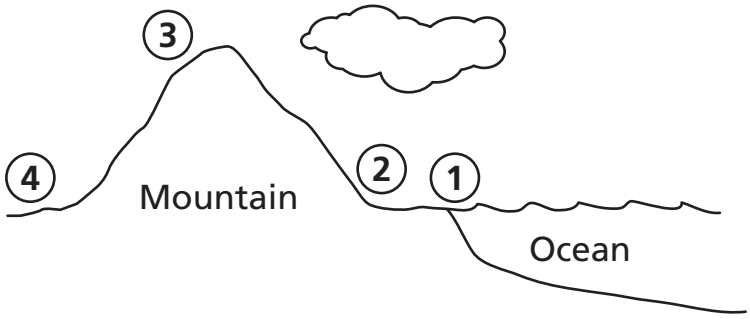
**F** Plants get their energy from sunlight and animals get their energy from other animals and plants.

**G** Plants get their energy from animals and animals get their energy from plants.

**H** Animals get their energy from water and plants get their energy from animals.

**J** Animals get their energy from sunlight and plants get their energy from water and animals.

**19** **The picture below shows a mountain near an ocean.**




**Which area will most likely get the least amount of precipitation?**

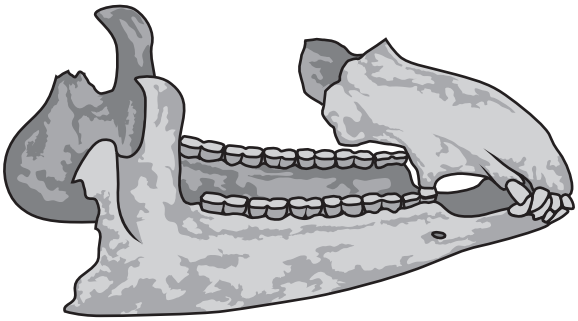
**A** 1

**B** 2

**C** 3

**D** 4

**20** **The drawing shows part of a fossil skull from an animal.**



**Which information can scientists learn about the animal?**

**F** how fast the animal moved

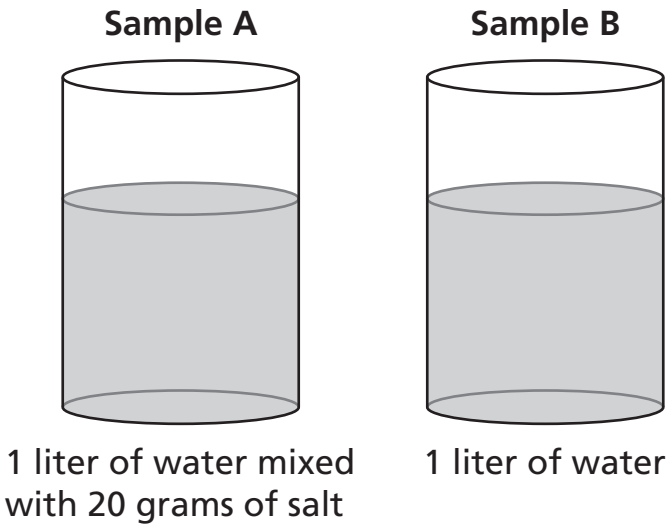
**G** the length of the animal's tail

**H** the type of food the animal ate

**J** the color of the animal's skin

*Go On* ▶

**21** **Two water samples are put in a freezer at the same time.**




**Why will Sample A freeze slower than Sample B?**

**A** because the salt adds heat to the water and raises the freezing point

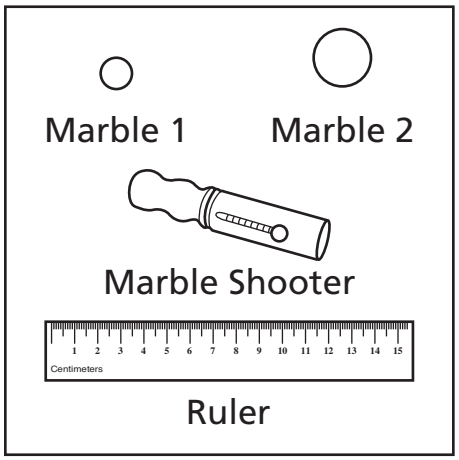
**B** because the salt removes heat from the water and lowers the freezing point

**C** because the salt raises the freezing point of the water

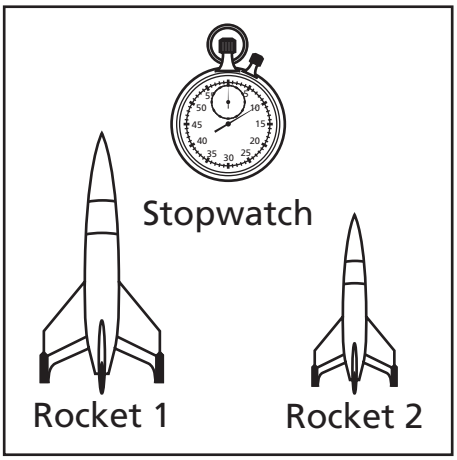
**D** because the salt lowers the freezing point of the water

**22** **Students want to know if a small thing and a large thing will travel different distances when pushed with the same force. Which tools should students use to answer the question?**

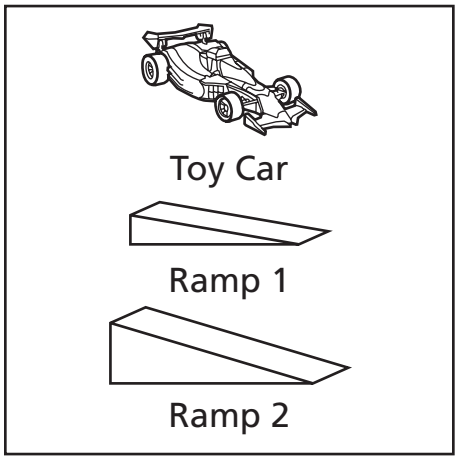
**F**



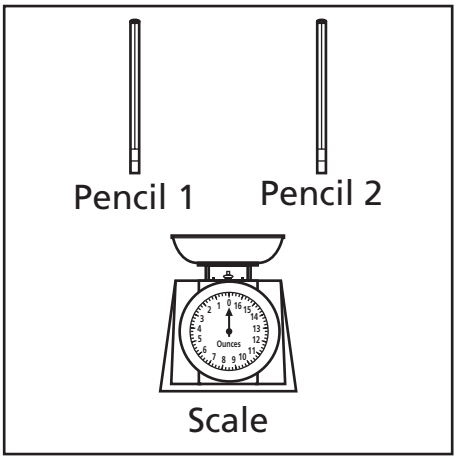

**H**




**G**

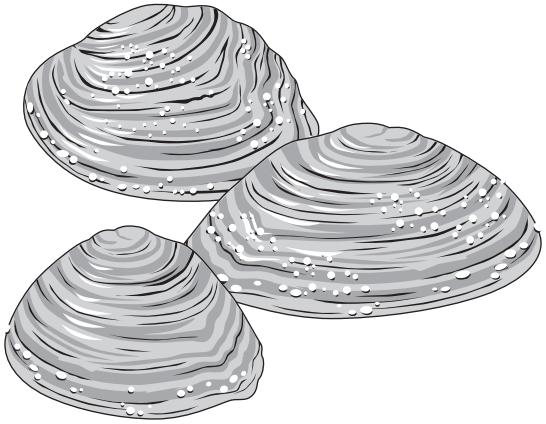



**J**




*Go On* ▶

**23** **Clams are organisms that live in water. A type of clam is shown below.**



**Which trait is inherited by a clam?**

**A** shape of shell

**B** area where it lives

**C** number of predators

**D** amount of food it consumes

**24** **We want to keep foods longer. How can we use radiation to make food safer to eat?**

**F** precook food with radiation before it is packaged

**G** use radiation to increase nutrients in food

**H** pass food through radiation to kill harmful bacteria

**J** expose food to radiation to improve taste

**25** **A student wants to get a closer look at the Taurus constellation. Which tool should the student use?**

**A** star chart

**B** magnifying glass

**C** telescope

**D** compass

*Go On* ▶

**26** **Students want to know if the shape of a container changes the evaporation of water.**

| Setup |
|---|
| 1. Fill different containers with the same amounts of water<br>2. Let water evaporate from the containers<br>3. Check to see which container is completely empty first |

**Which investigation will give students the best answer?**

**F**

| Container | Starting amount (milliliters) |
|---|---|
| Plate | 20 |
| Bowl | 20 |
| Mug | 20 |

**H**

| Container | Starting amount (milliliters) |
|---|---|
| Plate | 20 |
| Bowl | 100 |
| Mug | 50 |

**G**

| Container | Starting amount (milliliters) |
|---|---|
| Bowl | 20 |
| Bowl | 20 |
| Bowl | 20 |

**J**

| Container | Starting amount (milliliters) |
|---|---|
| Bowl | 20 |
| Bowl | 100 |
| Bowl | 50 |

**27** **A student rolled four bowling balls along the same flat surface. Each bowling ball had a different mass.**

**Bowling Ball Masses**

| Bowling Ball | Mass (kilograms) |
|---|---|
| 1 | 3.6 |
| 2 | 4.5 |
| 3 | 5.4 |
| 4 | 6.4 |

**If the student used the same amount of force each time he rolled a bowling ball, which bowling ball would travel the greatest distance?**

**A** 1

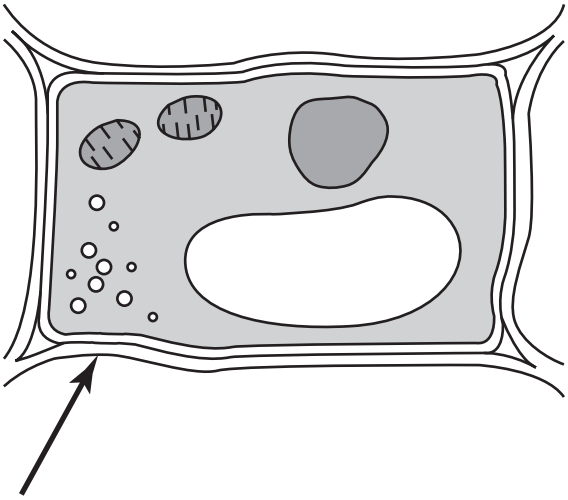
**B** 2

**C** 3

**D** 4

*Go On* ▶

**28** **The diagram of a plant cell is shown.**



**What structure is represented by the arrow?**

**F** cell wall

**G** cytoplasm

**H** chloroplast

**J** cell membrane

**29** **Some people build a dam on a river. Below the dam, which result will happen?**

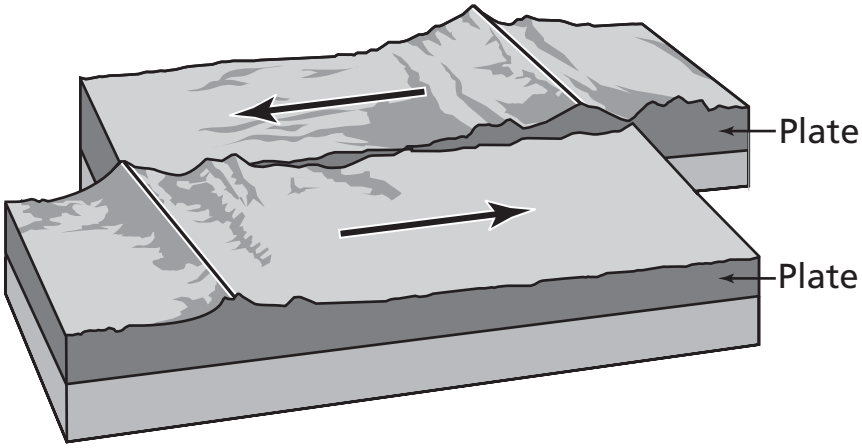
**A** There will be more wildlife.

**B** Food crops will go up.

**C** Populations of fish will go down.

**D** There will be more kinds of fish.

**30** **The diagram below represents the movement of tectonic plates.**




**What feature will most likely result from this movement?**

**F** a hurricane

**G** an earthquake

**H** a drought

**J** a blizzard

**31** **Which best describes only a physical change?**

**A** Baking soda bubbles when mixed with vinegar.

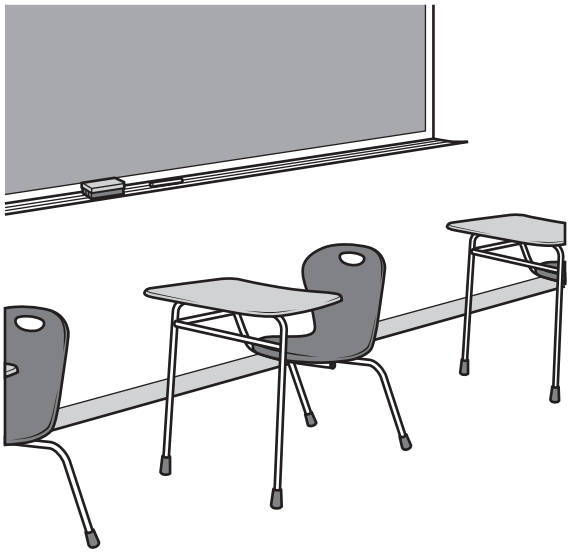
**B** Metal reacts with oxygen.

**C** Mixing two liquids produces a solid.

**D** A marshmallow is cut into pieces.

*Go On* ▶

**32** **A desk in a classroom is shown in the picture.**



**What force keeps the desk on the ground?**

**F** magnets pulling on the chair

**G** air pushing on the chair

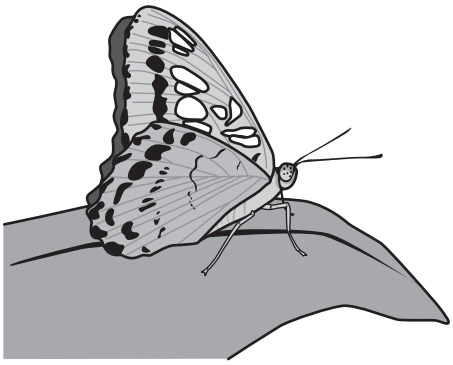
**H** gravity pulling on the chair

**J** friction pushing on the chair

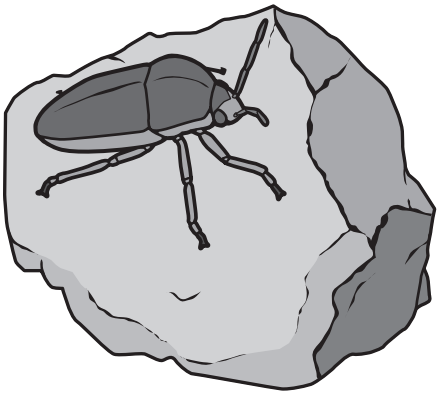
**33** **What organism is correctly matched with its energy source?**

**A**

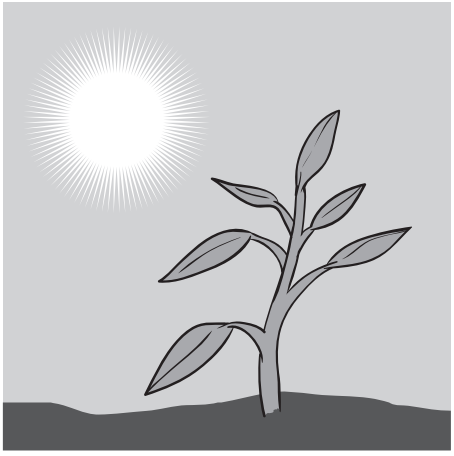
**C**



**B**

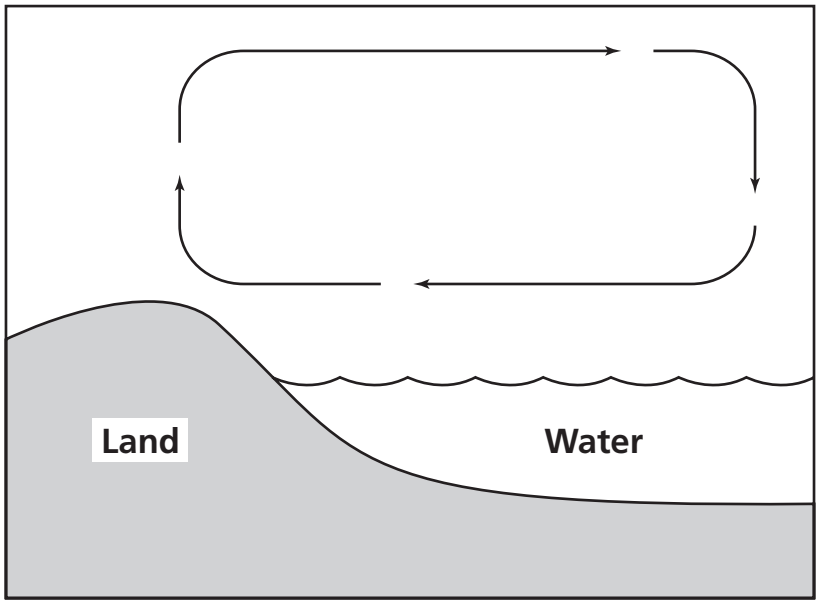


**D**



*Go On* ▶

**34** **Which statement best explains the movement of air shown by the arrows in the diagram?**




**F** Cold air above the land rises and is replaced by warmer air from the ocean.

**G** Cold air above the ocean rises and is replaced by warmer air from the land.

**H** Warm air over the land rises and is replaced by cooler air from the ocean.

**J** Warm air above the ocean rises and is replaced by cooler air from the land.

**35** **The fur of Arctic hares changes from brown in the summer to white in the winter. The white fur helps Arctic hares blend with the snow. In which environment are Arctic hares found?**

**A** rain forest

**B** desert

**C** wetland

**D** tundra

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PAGE

**36** **The table below lists information about the planets in the solar system.**

**Planet Information**

| Planet | Diameter (kilometers) | Density (grams/cubic centimeters) | Composition |
|---|---|---|---|
| Earth | 12,756 | 5.5 | Rocky |
| Jupiter | 142,796 | 1.3 | Gaseous |
| Mars | 6,787 | 3.9 | Rocky |
| Mercury | 4,878 | 5.4 | Rocky |
| Neptune | 48,600 | 1.7 | Gaseous |
| Saturn | 120,660 | 0.7 | Gaseous |
| Uranus | 51,118 | 1.3 | Gaseous |
| Venus | 12,104 | 5.2 | Rocky |

**Which statement is best supported by the data in the table?**

**F** Jupiter has the greatest diameter but is the least dense.

**G** Mars has the smallest diameter but is the most dense.

**H** The planet with the least density also has the largest diameter.

**J** The rocky planets have greater densities than the gaseous planets.

**37** **Insects A and B live in chipmunk burrows. Insect A is parasitic, and Insect B is commensal with the chipmunks.**

**How are these insects different from each other?**

**A** Insect A hurts the chipmunks, while Insect B helps the chipmunks.

**B** Insect B hurts the chipmunks, while Insect A helps the chipmunks.

**C** Insect A hurts the chipmunks, while Insect B neither hurts nor helps the chipmunks.

**D** Insect B hurts the chipmunks, while Insect A neither hurts nor helps the chipmunks.

**38** **Water is boiling in a pan.**

**The heat goes from the bottom of the water to the surface of the water. How does this happen?**

**F** conduction

**G** convection

**H** radiation

**J** rotation

*Go On* ▶

**39** **How do humans get genetic traits?**

**A** Humans get genetic traits because of where they live.

**B** Humans get genetic traits from both of their parents.

**C** Humans get genetic traits because of food they eat.

**D** Humans get genetic traits from one of their parents.

**40** **The table below shows when tree leaves begin to change color in the Great Smoky Mountains National Park.**

**Great Smoky Mountains National Park**

| Elevation (feet) | Trees Show Fall Color |
|---|---|
| 4,500 – 6,000 | Mid-September |
| 3,000 – 4,500 | Mid-October |
| below 3,000 | Early November |

**Which factor is most likely responsible for leaves on trees at higher elevations changing colors sooner than leaves at lower elevations?**

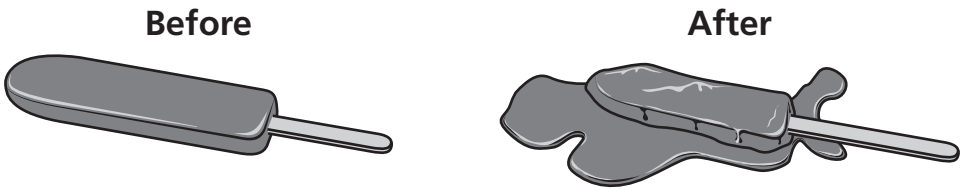
**F** colder air temperatures

**G** warmer air temperatures

**H** higher wind speeds

**J** greater snowfall

**41** **The picture shows an ice cream treat before and after it was left on a table on a sunny afternoon.**




**Which statement best explains the change in the ice cream treat?**

**A** Heat was removed from the ice cream treat causing it to freeze.

**B** Heat was removed from the ice cream treat causing it to melt.

**C** Heat was added to the ice cream treat causing it to freeze.

**D** Heat was added to the ice cream treat causing it to melt.

**42** **A student pushes four objects with the same shape across a table.**

**Object Data**

| Object | Mass (grams) | Force (newtons) |
|---|---|---|
| W | 50 | 1 |
| X | 50 | 2 |
| Y | 100 | 1 |
| Z | 100 | 2 |

**Which one moved farthest?**

**F** W

**G** X

**H** Y

**J** Z

*Go On* ▶

**43** **Plant and animal cells both contain a thick, jelly-like material that fills most of the cell. What is this jelly-like material in both plant and animal cells?**

**A** cytoplasm

**B** cell membrane

**C** chloroplast

**D** vacuole

**44** **Which tool best helps scientists discover new information about the planets in our solar system?**

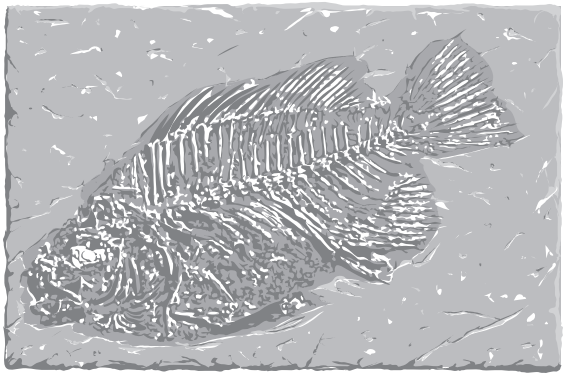
**F** binoculars

**G** star chart

**H** weather satellite

**J** telescope

**45** **Someone studies the fossil of this fish.**



**What can we learn from the fish fossil?**

**A** how strong the fish was

**B** where the fish lived

**C** which temperature the fish needed

**D** which animals ate the fish

**46** **A student wants to dry a wet shirt on a towel rack. What can the student do to dry the shirt fast?**

**F** fold the shirt in half

**G** roll the shirt into a ball

**H** lay the shirt flat on the rack

**J** put the shirt in a box on the rack

*Go On* ▶

**47** **Which feature does a girl most likely get from her environment?**

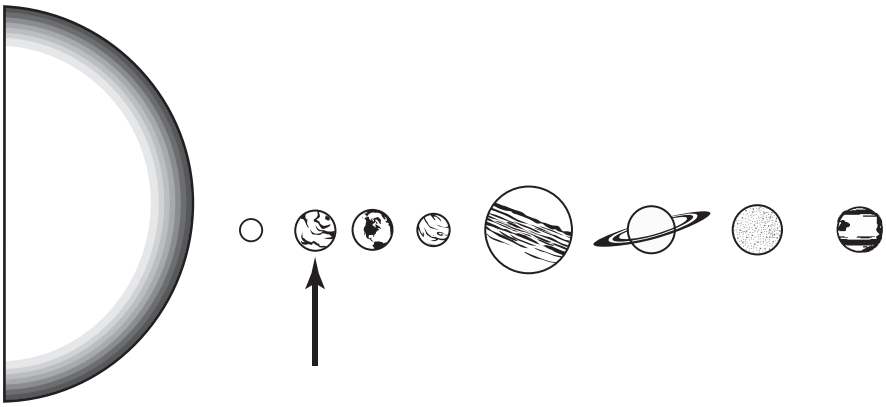
**A** long legs

**B** large feet

**C** pierced ears

**D** round face

**48** **The solar system is shown in the diagram below.**



**What planet is marked with the X?**

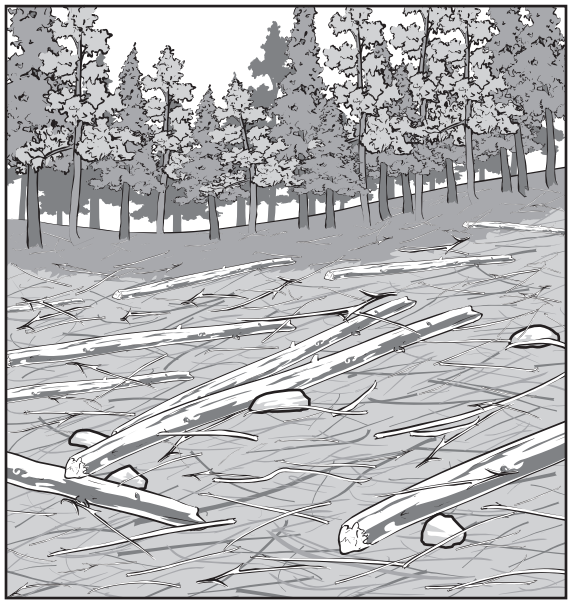
**F** Mars

**G** Venus

**H** Mercury

**J** Earth

**49** **The picture shows a forest that has many trees cut down for lumber and paper.**



**Which statement best explains what will happen to the forest environment?**

**A** pollution will decrease

**B** soil erosion will decrease

**C** wildlife populations will decrease

**D** carbon dioxide levels will decrease

**50** **A student wants to investigate how long it takes water to freeze under different conditions. Which tool is best to measure the time it takes for the water to freeze?**

**F** thermometer

**G** stopwatch

**H** graduated cylinder

**J** pan balance

*Go On* ▶

**51** **Four students have a piece of paper. The colors of the four papers are different. Each student makes their papers into different shapes. Then they drop their papers from the same height at the same time. Here is the order each paper reached the ground.**

**Paper-Drop Data**

| Color | Shape | Order Paper Reached Ground |
|---|---|---|
| White | Crumpled | 1 |
| Black | Flat | 4 |
| Yellow | Folded | 3 |
| Blue | Rolled | 2 |

**What caused the papers to fall slower or faster?**

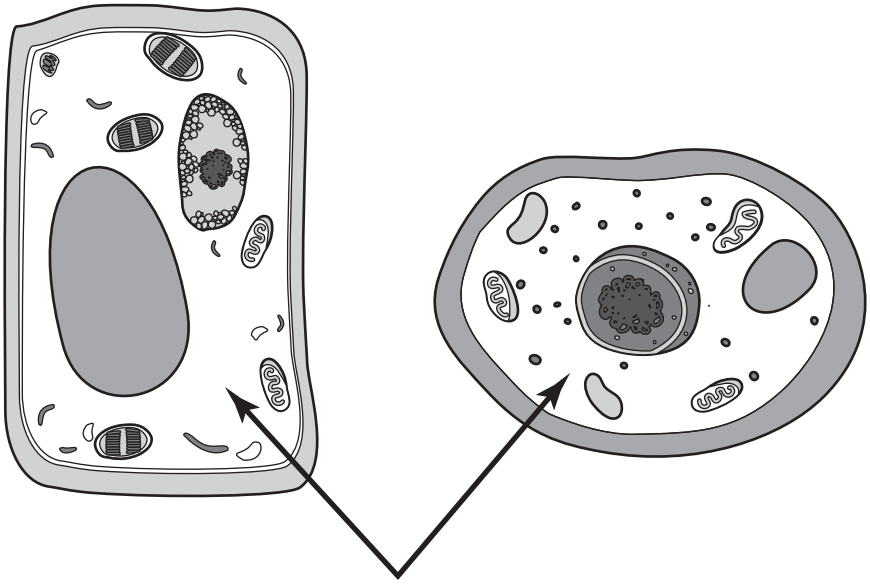
**A** texture

**B** shape

**C** color

**D** size

**52** **The diagrams show a plant cell and an animal cell.**



**What cell part is indicated by the arrow?**

**F** chloroplast

**G** vacuole

**H** nucleus

**J** cytoplasm

*Go On* ▶

**53** **The photo below shows the Great Smoky Mountains.**

© AndrewSoundarajan/iStockphoto #16695001

**What process caused the formation of the Great Smoky Mountains?**

**A** Earth's plates crashing into each other

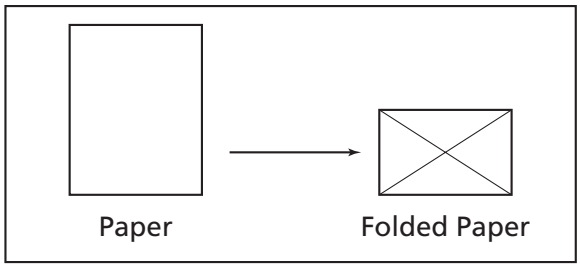
**B** Earth's plates moving away from each other

**C** glaciers moving across the Earth's surface

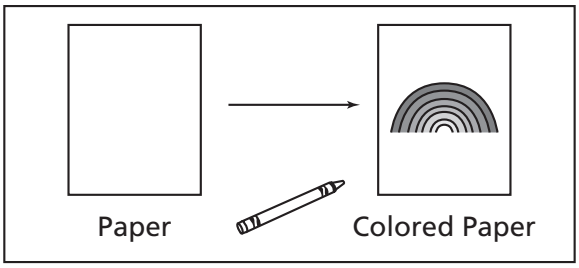
**D** magma pushing up through cracks

**54** **Which picture shows a piece of paper that has gone through a chemical change?**

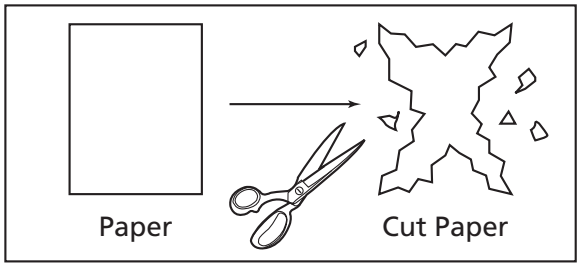
**F**



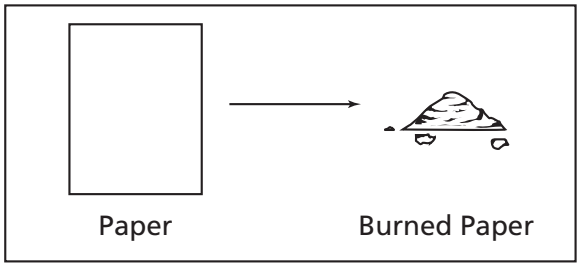

**H**




**G**




**J**




*Go On* ▶

**55** **A flamingo is a bird with long legs and a large beak.**

**In which type of environment is a flamingo best suited to live?**

**A** desert

**B** wetlands

**C** Arctic tundra

**D** forest

**56** **Which tool should a student use to measure the mass of a block of wood?**

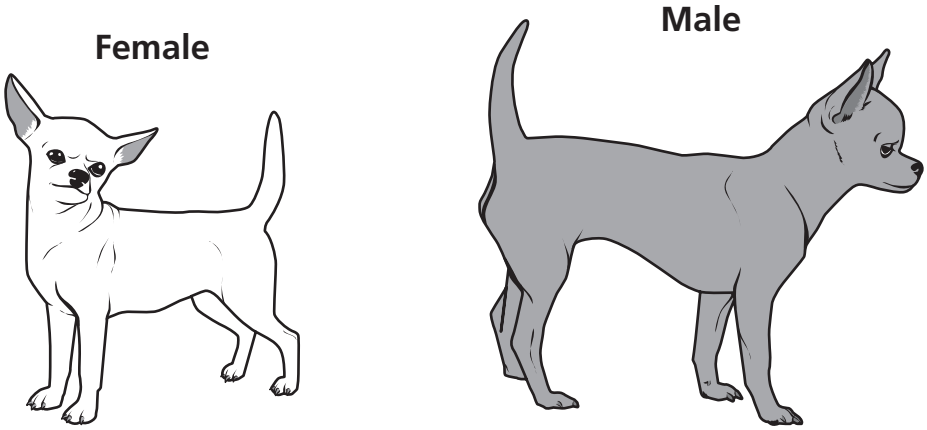
**F** ruler

**G** thermometer

**H** graduated cylinder

**J** pan balance

**57** **Two dogs are shown in the picture below. The dogs produce some puppies.**




**Which of these is a trait that will most likely be passed on to their puppies?**

**A** barking on command

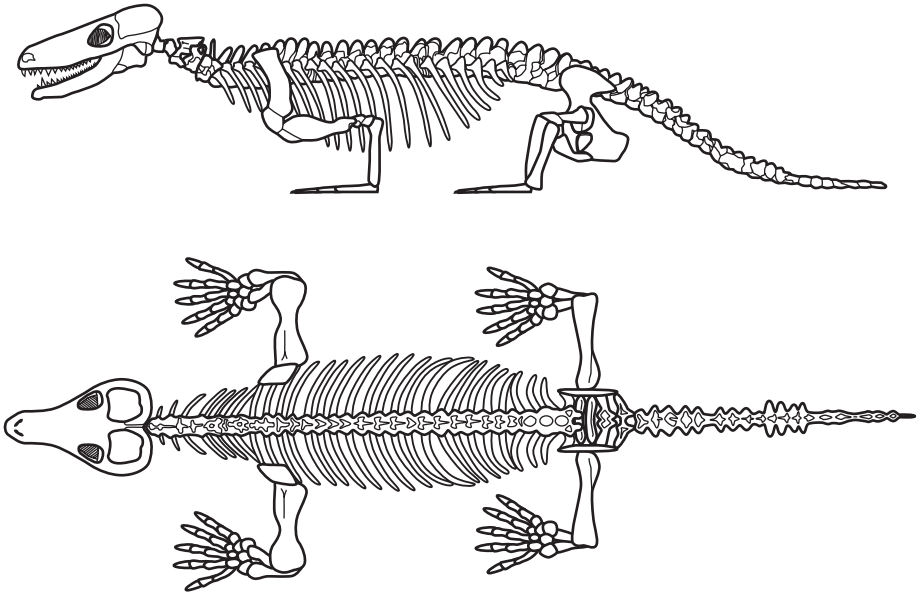
**B** begging for food

**C** wearing a collar

**D** having pointed ears

*Go On* ▶

**58** **The picture represents a fossil of an extinct animal.**



**To what present-day animal is the extinct animal <u>most</u> closely related?**

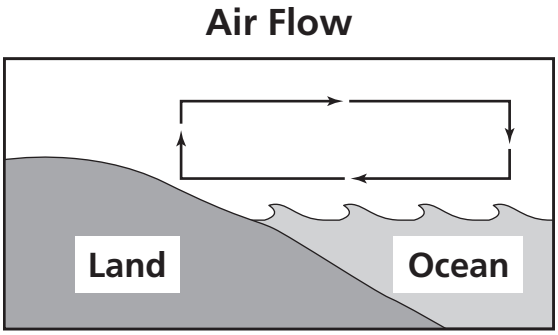
**F** dolphin

**G** raccoon

**H** whale

**J** alligator

**59** **The diagram shows how air moves over the ocean during the day.**




**Which best explains why the air moves in the direction shown in the diagram?**

**A** The land is warmer than the ocean water.

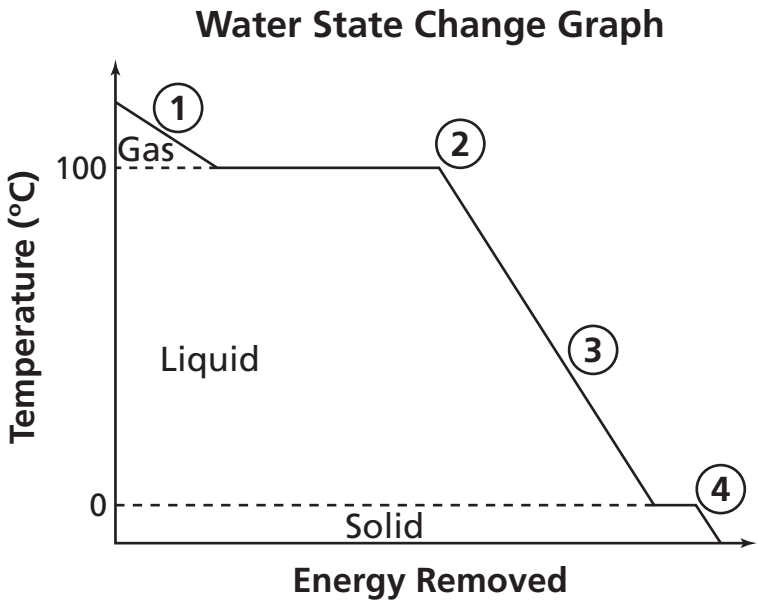
**B** Air over the ocean is warmer than the air over the land.

**C** Clouds block cool air from reaching the ground.

**D** The ocean warms more rapidly than the land.

*Go On* ▶

**60** **This graph shows water at different temperatures.**




**Where on the graph does water freeze?**

**F** 1

**G** 2

**H** 3

**J** 4

**61** **Snowflakes are pulled toward the ground by the force of**

**A** magnetism.

**B** gravity.

**C** friction.

**D** electricity.

**62** **Which structures are found in both animal and plant cells?**

**F** cell membrane and cell wall

**G** cell wall and chloroplast

**H** chloroplast and nucleus

**J** nucleus and vacuole

**63** **A hookworm can attach itself to the inside of a dog. The hookworm eats the blood of the dog and makes the dog lose blood. What is the relationship between the hookworm and the dog?**

**A** parasitic

**B** mutualistic

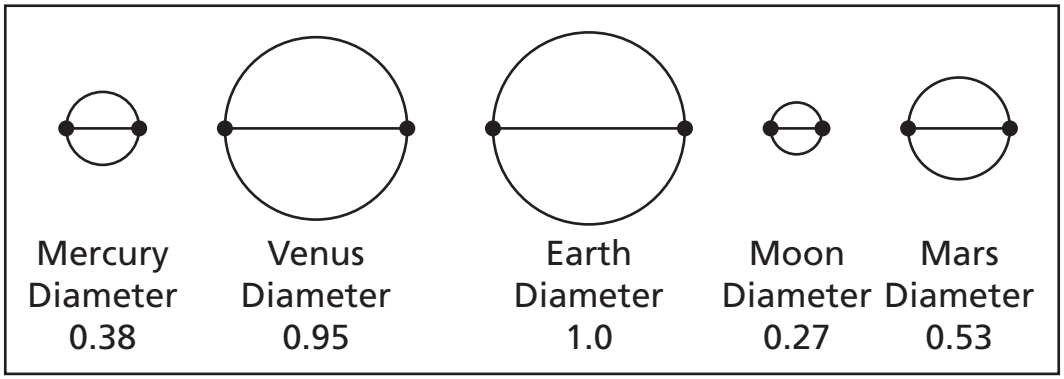
**C** commensalistic

**D** competitive

*Go On* ▶

**64** **The diameters of some bodies of the solar system are shown below.**

**Diameters of Solar System Bodies Compared to Earth**




**Which body is about half the size of Earth?**

**F** Mercury

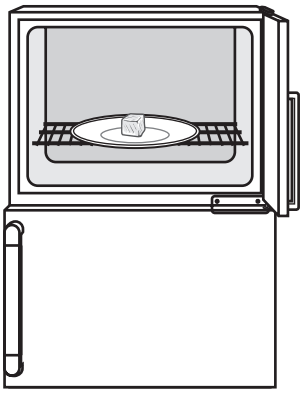
**G** Venus

**H** Moon

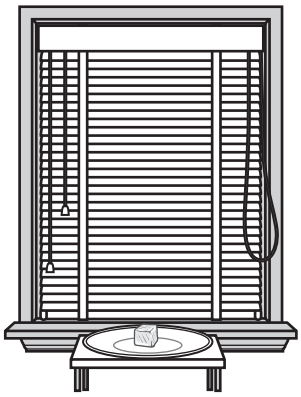
**J** Mars

**65** **Four ice cubes were placed on the same type of plate. The plates were then placed in four different locations. Which ice cube most likely melted the fastest?**

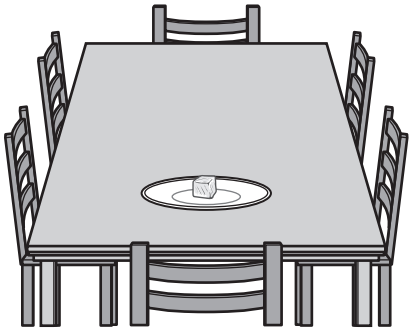
**A**



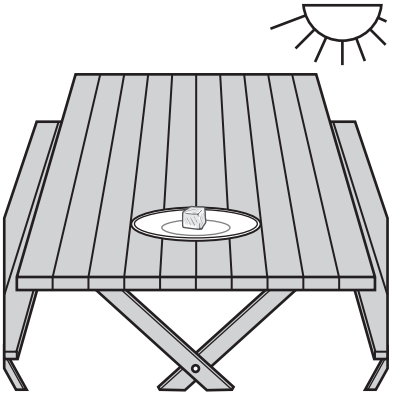
**C**



**B**



**D**



**66** **A student dropped a book while holding it above a desk. Which force caused the book to move toward the desk?**

**F** air currents

**G** magnetism

**H** gravity

**J** air resistance

*Go On* ▶

**67** **Which of these will a boy most likely inherit from his parents?**

**A** his ability to ride a bicycle

**B** his ability to play an instrument

**C** the color of his hair

**D** the length of his hair

**68** **You want to study how elephants communicate with each other. Which tools should you use?**

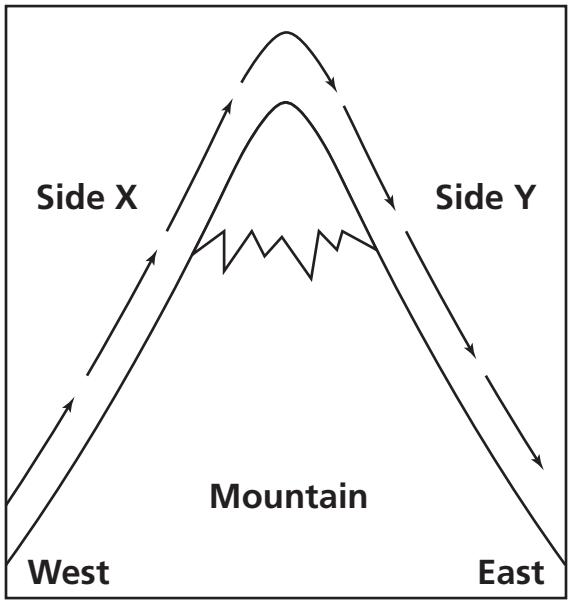
**F** video camera and microphone

**G** sonar and satellite

**H** calculator and digital recorder

**J** digital music player and earphones

**69** **The diagram shows wind currents around a mountain.**




**Which best explains why there is more rainfall on Side X?**

**A** Air cools as it rises on Side X.

**B** Air moves faster on Side Y.

**C** Side Y is closer to the sun.

**D** Side Y has a large amount of runoff.

STOP

DO NOT

MARK

ON THIS

PAGE

# Social Studies

## Part 1

**1** **Study the list below.**

- Star-Spangled Banner
- God Bless America
- My Country 'Tis of Thee

**What part of American culture do the items in the list represent?**

**A** music

**B** holidays

**C** religion

**D** art

*Go On* ▶

**Store Closing**

**In recognition of**
**Martin Luther King, Jr. Day**

**We will be closed**
**for business on**
**Monday, January 16**

**2** **The above sign is announcing a holiday to celebrate the**

**F** end of slavery in the United States.

**G** struggles of the Second World War.

**H** founding of the American Red Cross.

**J** success of the Civil Rights Movement.

**3** **Study the map below.**

**North America**

**Which body of water is marked with an X on the map?**

**A** Arctic Ocean

**B** North Sea

**C** Hudson Bay

**D** Pacific Ocean

*Go On* ▶

**4** **Study the picture below.**

## Sheet Music Cover, 1867

Courtesy of Library of Congress #LC-DIG-ppmsca-09564

**This picture shows how music in America was affected by**

**F** the cultural diffusion of sports.

**G** a large interest in after-school programs.

**H** the showing of games on television.

**J** an increase in government services.

**5** **Study the list below.**

**Selected Cabinet Departments**

| Department | Year Established |
|---|---|
| Treasury | 1789 |
| Justice | 1789 |
| Defense | 1789 |
| Labor | 1913 |
| Health and Human Services | 1953 |
| Education | 1979 |
| Environmental Protection Agency | 1990 |
| Homeland Security | 2002 |

Source: Cabinet Department websites

**What is one effect of the establishment of the cabinet departments shown in the list?**

**A** an increase in government services

**B** a decrease in job opportunities

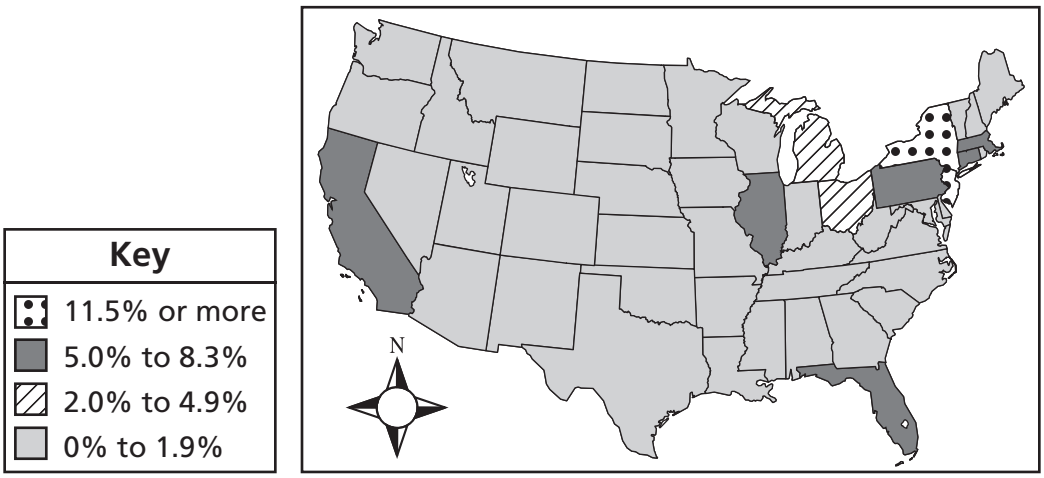
**C** an increase in the number of elections

**D** a decrease in income tax revenue

*Go On* ▶

**6** **Study the map below.**

**Distribution of Italian Speakers, 2000**




Source: U.S. Census Bureau

**Which state has the smallest percentage of Italian speakers?**

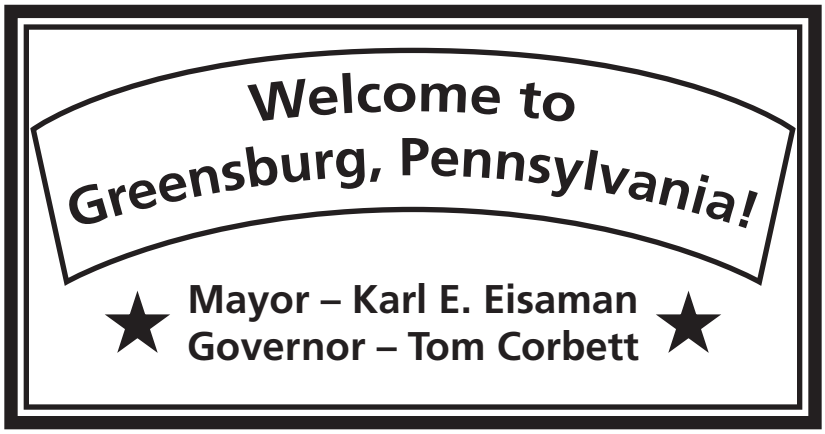
**F** California

**G** Wyoming

**H** Michigan

**J** New York

**7** **Study the sign below.**




**Which type of government officials are identified on the sign?**

**A** local and state executive officials

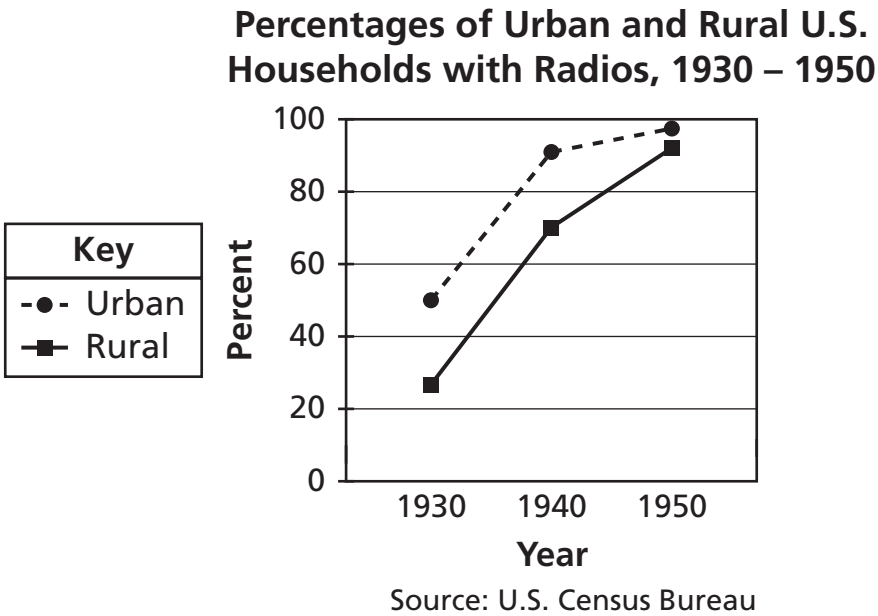
**B** local and state legislative officials

**C** state and federal executive officials

**D** state and federal legislative officials

*Go On* ▶

**8** **Study the graph below.**




**Which statement about radios in the United States is correct?**

**F** More radios were built in rural areas than in urban areas in the 1940s.

**G** More people had radios by 1950.

**H** The price of radios grew by the 1950s.

**J** More rural homes than urban homes had radios in the 1930's.

**9** **Which item is <u>best</u> described as a personal want?**

**A** a house

**B** a sandwich

**C** a radio

**D** a shirt

**10** **Claire does not agree with a law the president has just signed. She discusses her opinions at a town meeting.**

**Which First Amendment right is Claire using?**

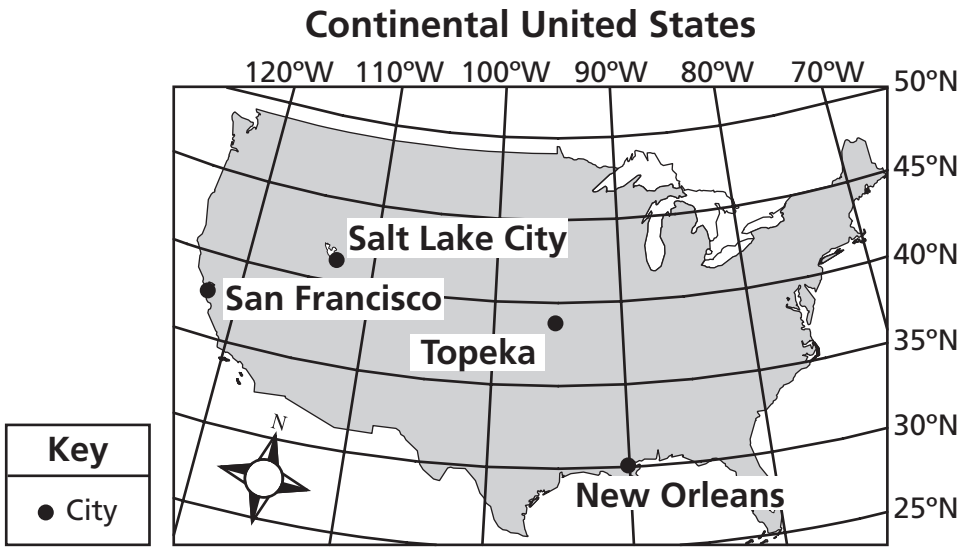
**F** freedom of speech

**G** freedom to practice a religion

**H** freedom of the press

**J** freedom to petition the government

**11** **Study the map below.**




**Which major city is located closest to 30°N latitude and 90°W longitude?**

**A** San Francisco

**B** Salt Lake City

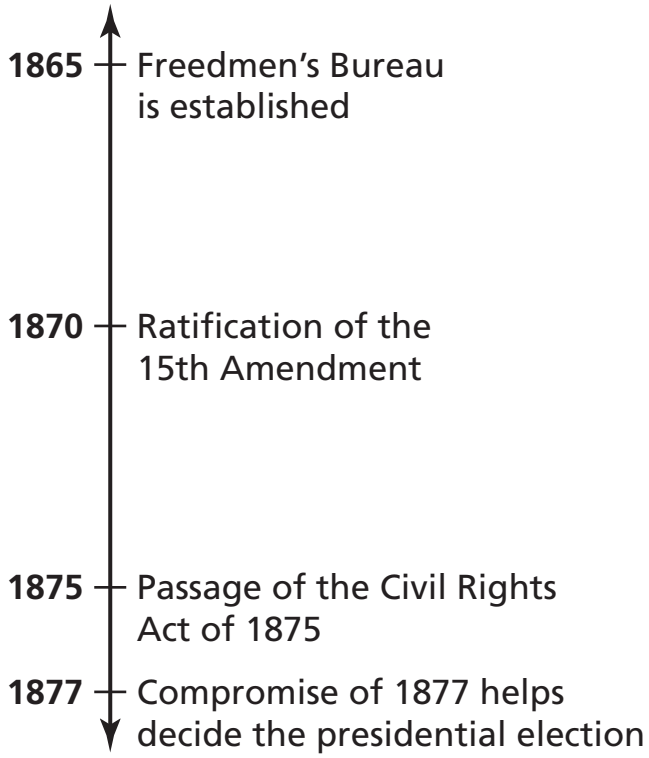
**C** Topeka

**D** New Orleans

*Go On* ▶

**12** **Study the timeline below.**

**Selected Events in U.S. History, 1865 – 1877**




**The dates shown identify events that took place during the**

**F** First Industrial Revolution.

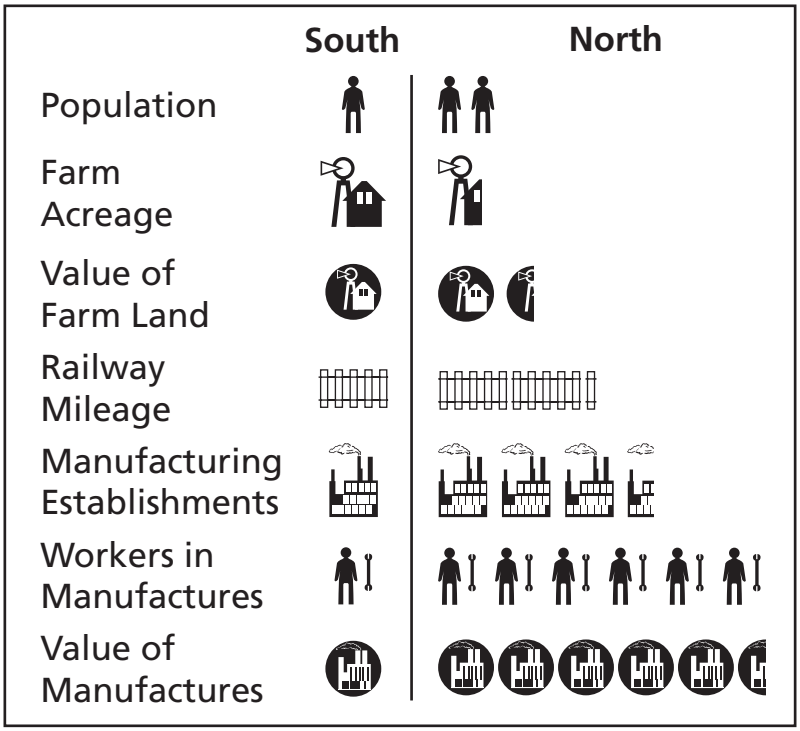
**G** Reconstruction Era.

**H** Nullification Crisis.

**J** Spanish-American War.

**13** **Study the chart below.**

**Nation's Resources, 1860**




Source: Melvin Schwartz and John R. O'Connor, *Exploring American History*, Globe Book Co. (adapted)

**Based on the chart, which statement about resources in 1860 is correct?**

**A** The South had a larger population.

**B** The North had an expanded transportation system.

**C** The Southern economy mostly relied on manufacturing.

**D** The Northern economy was based solely on farming.

*Go On* ▶

**14** **Study the list below.**

- rise in employment rates
- increased demand for goods
- greater company profits

**Which phrase best explains the list?**

**F** political unrest

**G** economic boom

**H** business collapse

**J** government growth

**15** **Which constitutional amendment expanded voting rights in the United States?**

**A** 1st Amendment

**B** 5th Amendment

**C** 14th Amendment

**D** 15th Amendment

**16** **Which natural feature makes up the physical boundary between Tennessee and North Carolina?**

**F** Central Basin

**G** Highland Rim

**H** Unaka Mountains

**J** Cumberland River

**17** **During the Civil War, which person held the same position in the Union Army as Robert E. Lee held in the Confederacy?**

**A** Ulysses S. Grant

**B** Abraham Lincoln

**C** Sam Houston

**D** Andrew Jackson

**18** **Labor union leaders in the late 1800s demanded which employee benefit?**

**F** better childcare

**G** early retirement

**H** shorter working hours

**J** better job training

**19** **The Smith family went to the electronics store to purchase a new television. The family picked out a television and took it home. They agreed to make a payment each month until the television was paid off.**

**Which method did the Smith family use to pay for the television?**

**A** barter

**B** credit

**C** cash

**D** check

*Go On* ▶

**20** **Study the table below.**

| | Under U.S. Constitution | Under Tennessee Constitution |
|---|---|---|
| **Executive Branch** | President | ? |

**Which government official best completes the table?**

**F** Governor

**G** Member of the Senate

**H** Chief Justice

**J** Speaker of the House

**21** **Study the timeline below.**

**Selected Events in America History, 1911 – 1916**

**1911** — Dr. Arthur Caswell Parker created the Society of American Indians organization.

**1912** — Dr. Arthur Caswell Parker and the Boy Scouts celebrate the first American Indian Day.

**1914** — The Reverend Red Fox James began a 4,000-mile trek on horseback to Washington, DC to petition the president for a national "Indian Day."

**1915** — The Reverend Red Fox James presents the White House with a petition signed by 24 governors for a national Indian Day.

**1916** — The governor of New York announces the first state celebration of American Indian Day in New York.

**Based on the timeline, when was American Indian Day first celebrated?**

**A** 1911

**B** 1912

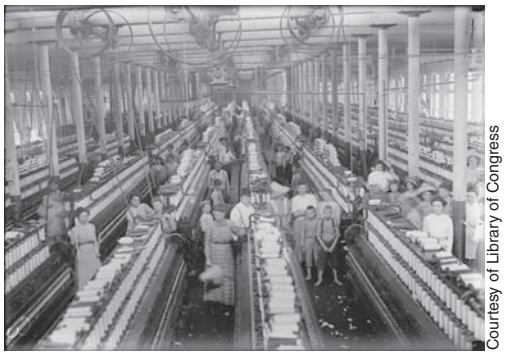
**C** 1914

**D** 1915

*Go On* ▶

**22** **Study the photographs below.**

**Textile Factories**
**Pre-World War II**



Courtesy of Library of Congress
#LC-DIG-nclc-01873

**Textile Factories**
**Post-World War II**

© Rehanqureshi/Dreamstime #18855953

**Which statement do these photographs support?**

**F** Before World War II, textile factories had strong government controls.

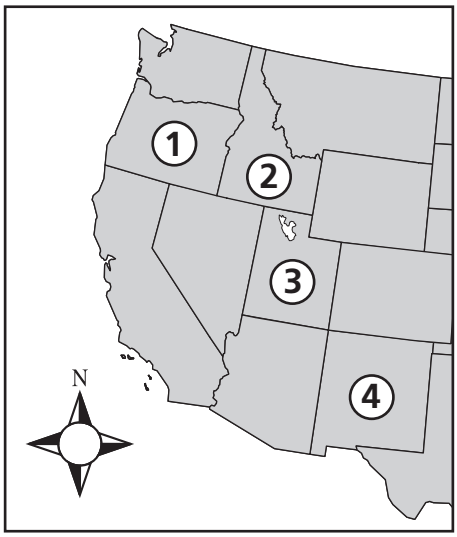
**G** After World War II, textile factories allowed children to work long hours.

**H** Before World War II, textile factories refused to hire women.

**J** After World War II, textile factories depended on machines instead of workers.

**23** **Study the map below.**

**Western United States**




**On the map, which numbered state is Idaho?**

**A** 1

**B** 2

**C** 3

**D** 4

*Go On* ▶

**24** **Which document stated the reasons American colonists wanted freedom from Great Britain?**

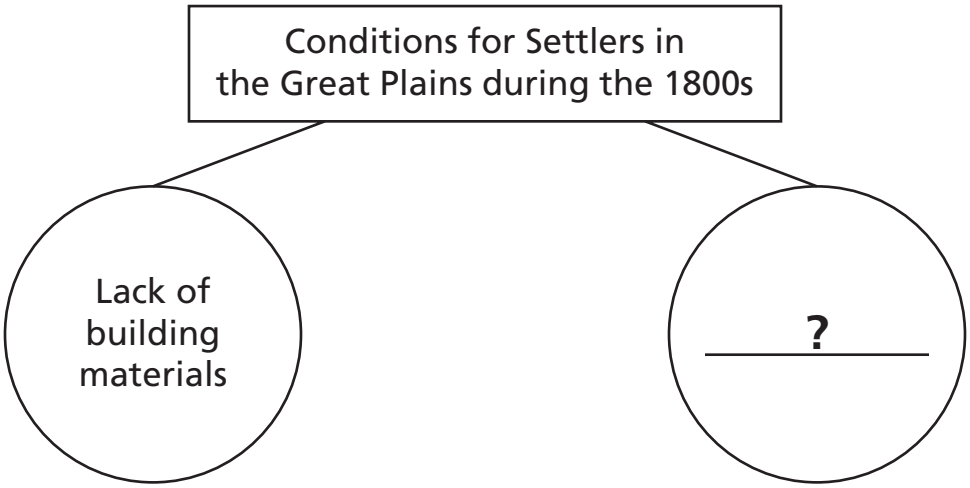
**F** The Mayflower Compact

**H** The Articles of Confederation

**G** The United States Constitution

**J** The Declaration of Independence

**25** **Study the diagram below.**




**Which condition <u>best</u> completes the diagram?**

**A** High land prices

**B** Strong state governments

**C** Scarce mineral resources

**D** Isolated local communities

*Go On* ▶

**26** **Study the quote below.**

> Immediate relief of the unemployed is the immediate need of the hour. . . . We must do all we can . . . no citizen shall be permitted to starve. . . . In addition to providing emergency relief, the Federal Government should and must provide temporary work wherever that is possible.
>
> — Franklin D. Roosevelt, October 31, 1932

**What did Franklin D. Roosevelt think the federal government should do to help citizens?**

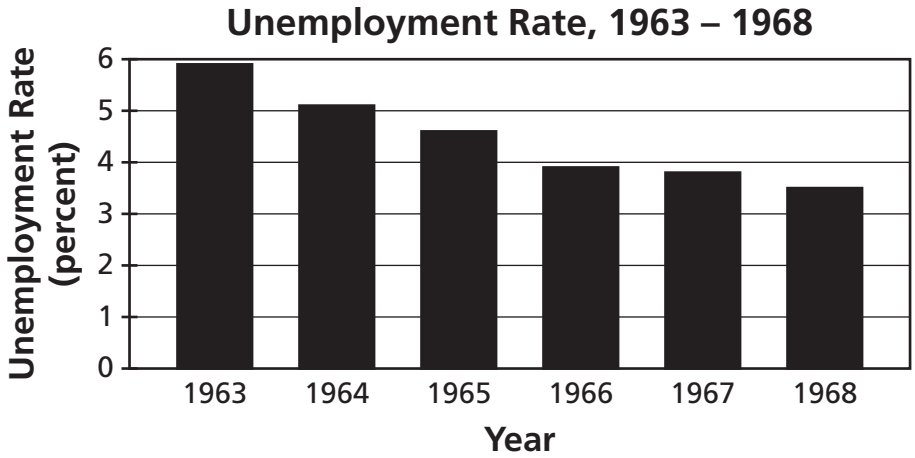
**F** provide programs for society

**G** allow the purchase of stocks

**H** supply new clothing for children

**J** aid in building new homes

**27** **Study the graph below.**




Source: United States Department of Labor

**Which statement best explains what the graph shows?**

**A** More individuals found jobs.

**B** Fewer companies earned a profit.

**C** More schools were established.

**D** Fewer students attended college.

**28** **Which major physical feature is located in the grand division of East Tennessee?**

**F** the Cumberland Plateau

**G** the Great Smoky Mountains

**H** the Highland Rim

**J** the Mississippi River

*Go On* ▶

**29** **Study the passage below.**

> I want to say a few words . . . I have as much muscle as any man, and can do as much work as any man. I have plowed . . . and chopped and mowed, and can any man do more than that? . . . You need not be afraid to give us our rights for fear we will take too much . . . give it to her and you will feel better.
>
> — Sojourner Truth, 1851

**What was Sojourner Truth most likely seeking to establish?**

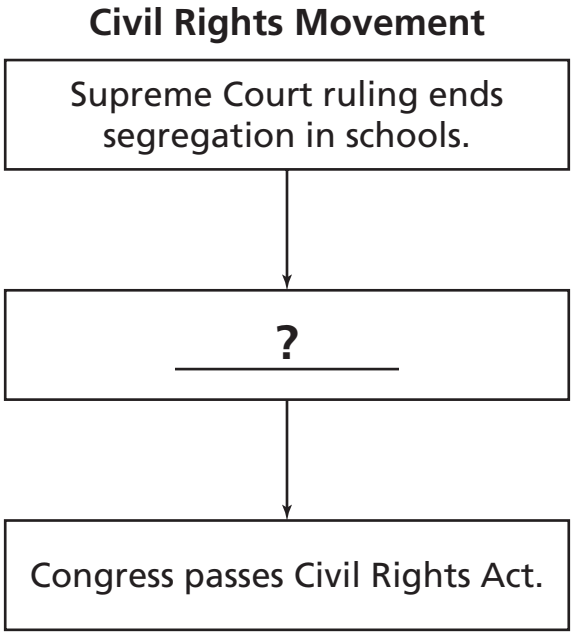
**A** equal rights for everyone

**B** free private schools

**C** opportunities to buy farm land

**D** control of labor unions

**30** **Study the diagram below.**




**Which event best completes the diagram?**

**F** Rosa Parks inspires a bus boycott.

**G** Anne Dallas Dudley supports women's suffrage.

**H** Jane Addams supports the building of settlement houses.

**J** Clara Barton becomes president of a relief organization.

**31** **During the 1930s, how did the Dust Bowl affect people living in the Great Plains region?**

**A** Local agricultural workers increased production.

**B** Farmers migrated to other areas.

**C** Union members supported government agencies.

**D** Local business owners increased sales.

*Go On* ▶

**32** **Which situation will most likely need a court to solve a problem?**

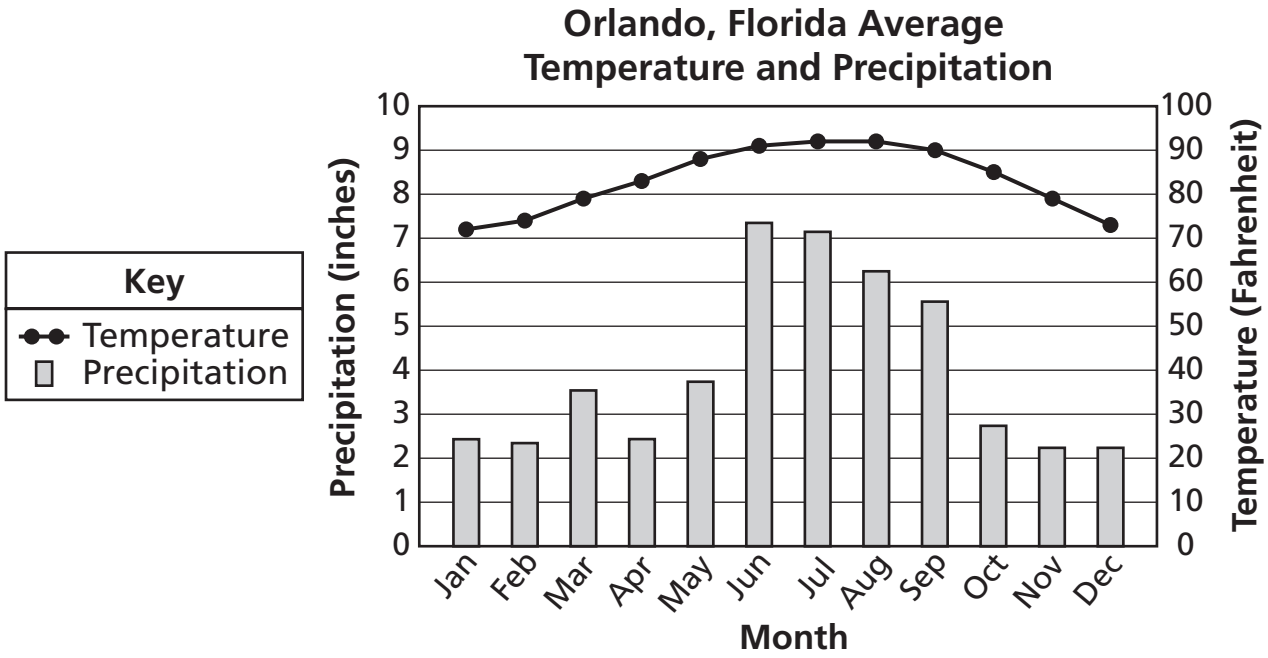
**F** Citizens vote against suggested changes to local laws.

**G** A mayor fires a city employee for not doing his job.

**H** Three citizens want to be elected for the same job.

**J** Two farmers disagree about property boundaries.

**33** **Study the climograph below.**




**Based on the climograph, which month had the lowest temperature?**

**A** January

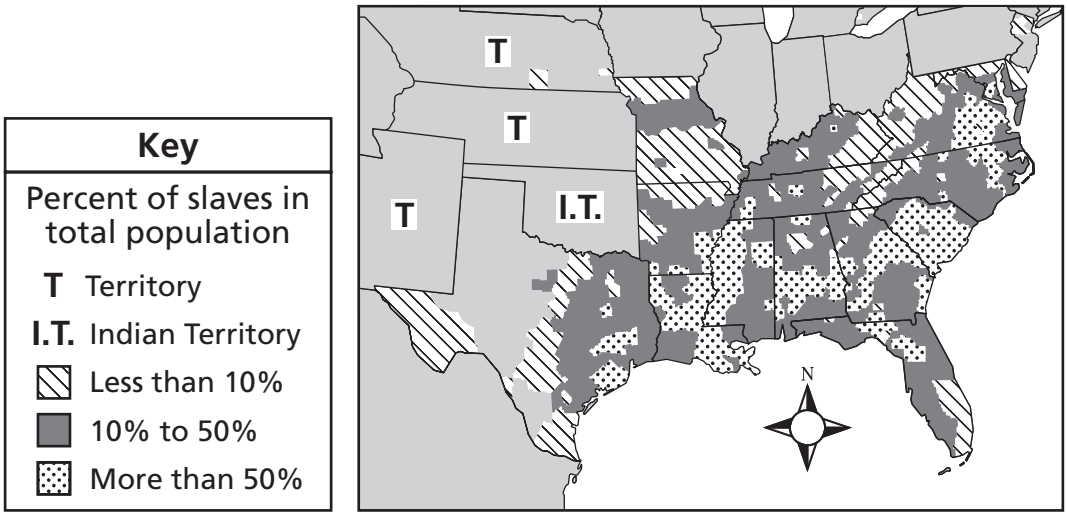
**B** February

**C** April

**D** October

**34** **Study the map below.**

**United States, 1860**




**Which statement about the U.S. economy is correct?**

**F** Slaves were most important to the economic success of the territories.

**G** West Texas had the greatest percentage of slaves in the state.

**H** The South relied more on slave labor than the North.

**J** A small part of South Carolina's population was slaves.

**35** **Which leader helped women get voting rights?**

**A** Nancy Ward

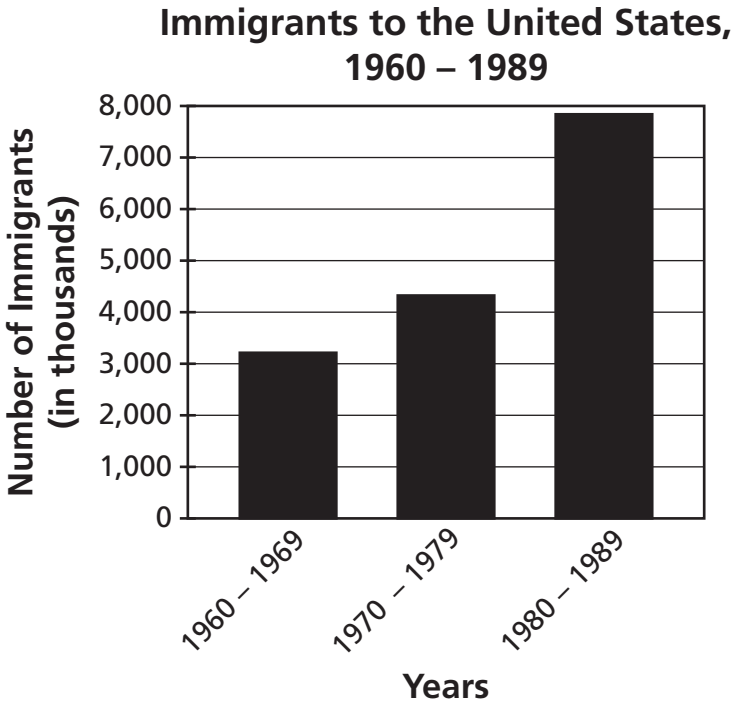
**B** Anne Dallas Dudley

**C** Martin Luther King, Jr.

**D** Austin Peay

STOP

**36** **Study the graph below.**




Source: U.S. Census Bureau

**Using the graph, what was one effect of immigration from 1960 – 1989?**

**F** safer factory conditions

**G** increase in national population

**H** improved local services

**J** better pay for employees

**37** **Which calendar correctly marks Thanksgiving Day?**

**A**

**May 2013**

| Sun | Mon | Tues | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**B**

**July 2013**

| Sun | Mon | Tues | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**C**

**October 2013**

| Sun | Mon | Tues | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**D**

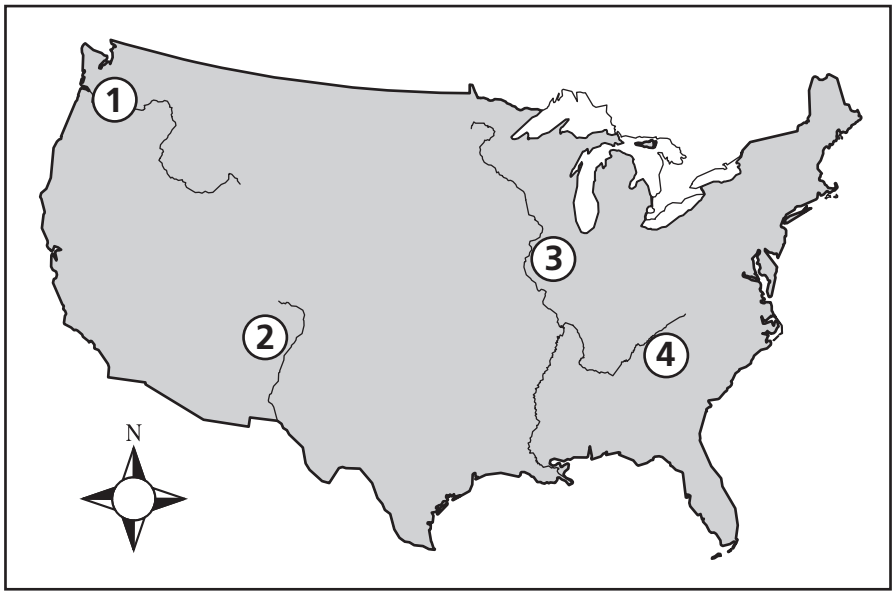
**November 2013**

| Sun | Mon | Tues | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

*Go On* ▶

**38** **Study the map below.**

**Continental United States**




**Which number on the map shows the location of the Columbia River?**

**F** 1

**G** 2

**H** 3

**J** 4

**39** **Which technology from the 1800s allowed instant communication over long distances?**

**A** motion picture cameras

**B** gas-powered automobiles

**C** the phonograph

**D** the telegraph

**40** **Which postage stamp is honoring the importance of music in American culture?**

**F**

© Ken Brown/
iStockphoto #16035944

**G**

© tunart/
iStockphoto #15888370

**H**

© tomograf/
iStockphoto #11867533

**J**

© Ken Brown/
iStockphoto #16112100

*Go On* ▶

**41** **Study the list below.**

**?**

- Have no specific term length or term limits
- Have the power to declare laws unconstitutional
- Members are appointed by the president and confirmed by the Senate

**What is the best title for the list?**

**A** The Executive Branch of Local Government

**B** The Legislative Branch of State Government

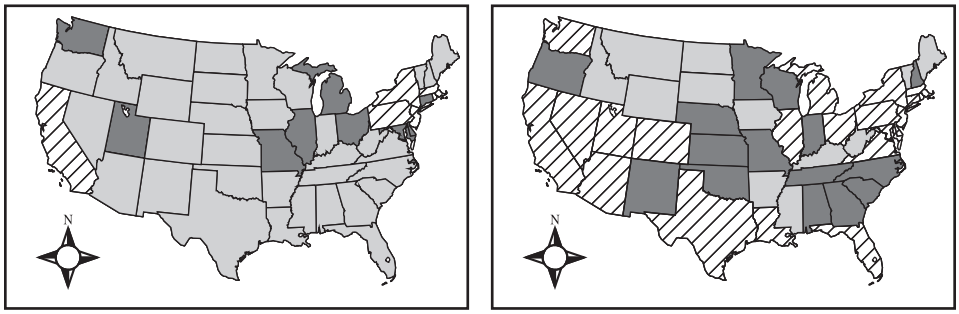
**C** The Judicial Branch of the Federal Government

**D** The Legislative Branch of a City Government

**42** **Study the maps below.**

**Percent of Population Living in Urban Areas, 1950 and 2000**

**1950** **2000**




**Key**

Percent of population in urban areas

- 75 or more
- 50 to 75
- Less than 50

Source: U.S. Census Bureau, decennial census of population, 1950 and 2000.

**What change best explains the population shift shown in the maps?**

**F** increase in the number of people living in cities

**G** decrease in the number of people working in suburbs

**H** increase in the number of programs to aid agriculture

**J** decrease in the number of schools opened in suburbs

*Go On* ▶

**43** **Study the table below.**

**Official U.S. Census Count**

| Year | Population |
|---|---|
| 1900 | 76,212,168 |
| 1910 | 92,228,496 |
| 1920 | 106,021,537 |
| 1930 | 123,202,624 |

Source: U.S. Census Bureau

**The population change shown in the table probably led to**

**A** fewer advances in technology.

**B** fewer resources for the arts.

**C** a greater need for government services.

**D** a greater demand for better building designs.

**44** **Which item was purchased in the 1920s most likely by using an installment plan?**

**F** **Theater Ticket**

© Kacey Baxter/iStockphoto #2439518

**G** **Bicycle**

© Hupeng/Dreamstime #18771377

**H** **Hat**

© david franklin//Stockphoto #8232872

**J** **Radio**

© Don Wilkie/iStockphoto #104466

*Go On* ▶

**45** **Study the photo below.**

**Vietnam Peace March, 1965**

© Associated Press #6504101137

**Which amendment protects the event taking place in the photo?**

**A** 1st Amendment

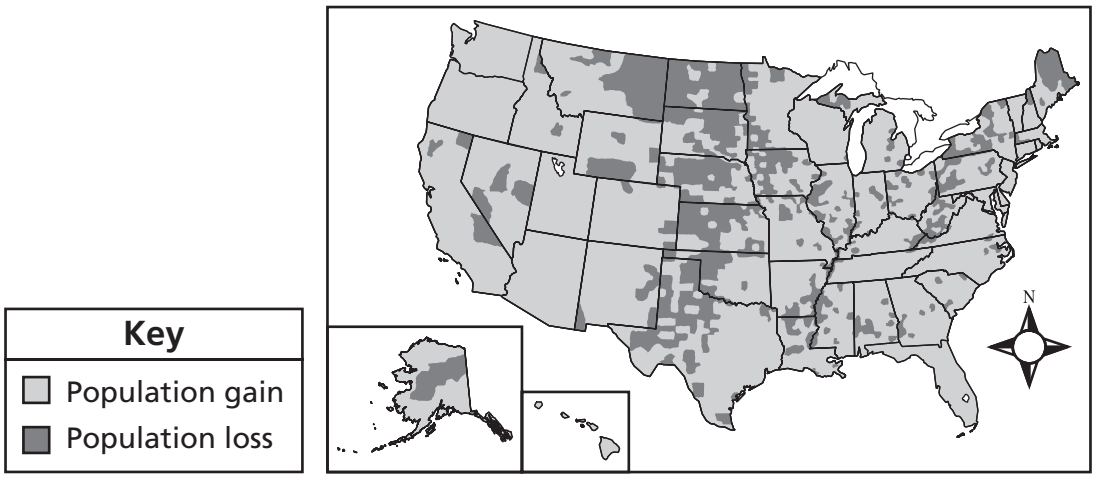
**B** 5th Amendment

**C** 6th Amendment

**D** 13th Amendment

**46** **Study the map below.**

**United States Population Change, 1990 – 2000**




Source: Rand McNally & Company

**Which region lost the <u>greatest</u> number of people between 1990 and 2000?**

**F** East

**G** South

**H** Midwest

**J** Southwest

*Go On* ▶

**47** **Study the title below.**

**Events during _____?_____**

**1932** — Franklin D. Roosevelt is elected president

**1933** — Civilian Conservation Corps is created

**1934** — U.S. Securities and Exchange Commission is created

**1935** — Social Security Act is passed

**Which event best completes the title?**

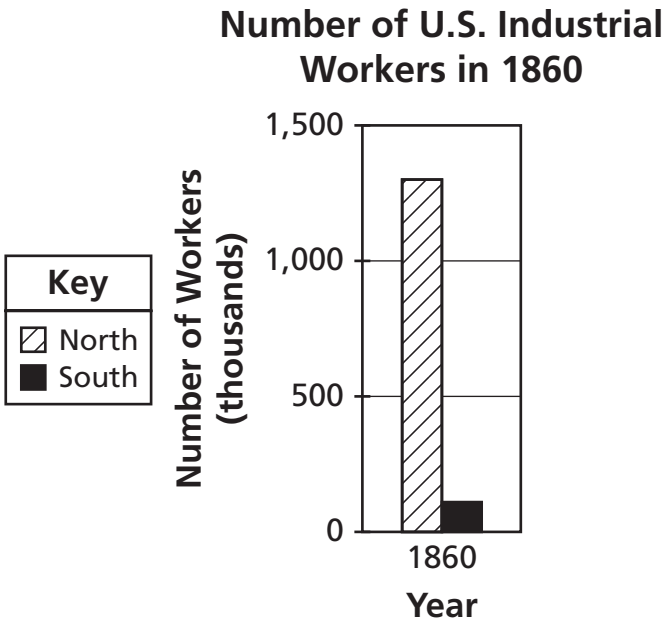
**A** Reconstruction

**B** the Civil Rights Movement

**C** World War II

**D** the Great Depression

**48** **Study the bar graph below.**



Source: Digital History

**Which statement does the bar graph support?**

**F** The South had more immigrants than the North.

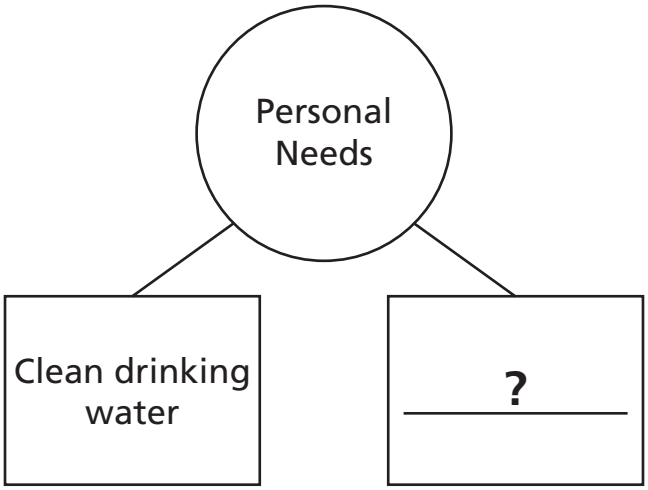
**G** The South could distribute more products by railroad than the North.

**H** The North had more slave labor than the South.

**J** The North was able to produce more manufactured goods than the South.

*Go On* ▶

**49** **Study the diagram below.**




**Which phrase <u>best</u> completes the diagram?**

**A** A bicycle for transportation

**B** A mall for shopping

**C** A house for shelter

**D** A playground for games

**50** **The 13th Amendment to the U.S. Constitution provides**

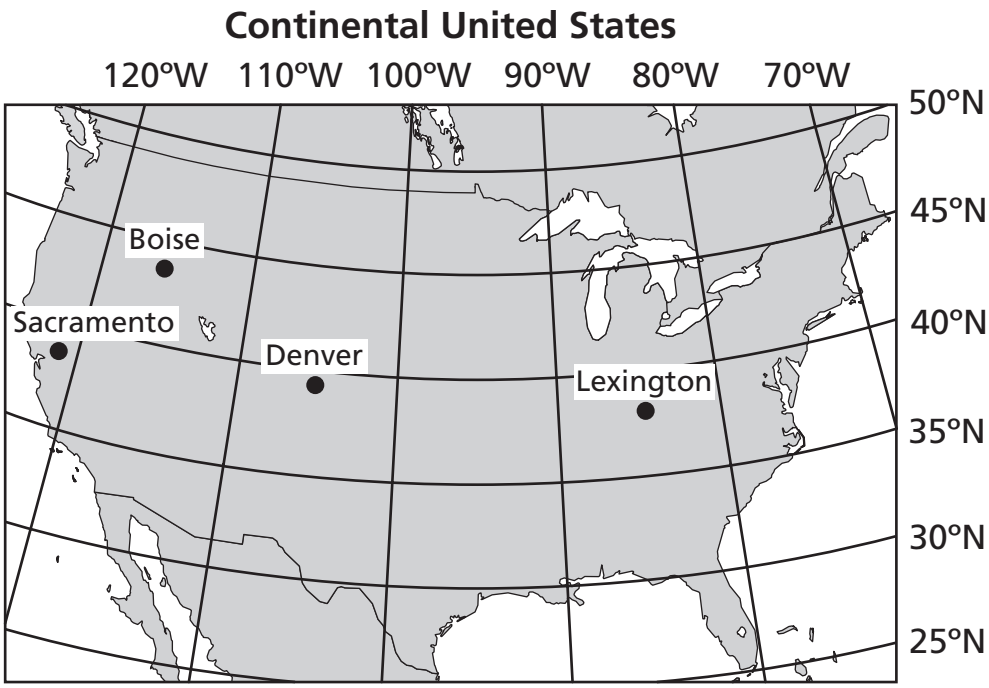
**F** the right to have a jury trial.

**G** protection of citizens' right to bear arms.

**H** the abolishment of slavery.

**J** protection from forced quartering of soldiers.

**51** **Study the map below.**




**Which city is located closest to 40°N and 106°W on the map?**

**A** Sacramento

**B** Boise

**C** Denver

**D** Lexington

**52** **Which person is important because she treated wounded soldiers during the Civil War?**

**F** Clara Barton

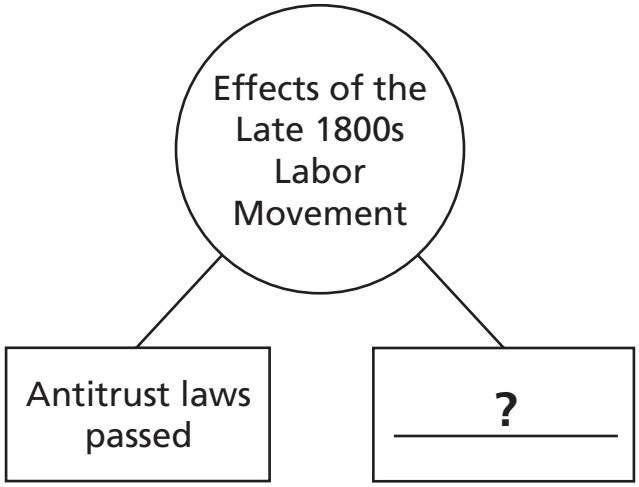
**G** Jane Addams

**H** Sojourner Truth

**J** Elizabeth Cady Stanton

*Go On* ▶

**53** **Study the diagram below.**




**Which best completes the diagram?**

**A** Hourly pay lowered

**B** Workdays shortened

**C** Union power weakened

**D** Factory inspections limited

**54** **Study the information below.**

> Farmer Thomas purchases supplies at the local store. His purchase totals $500. He pays $200 in cash and agrees to pay the remaining balance throughout the year.

**Which method of payment is being used in this situation?**

**F** gift cards for the supplies

**G** store credit

**H** trading of services

**J** bank check

**55** **Study the chart below.**

| United States Senate | Tennessee State Senate |
|---|---|
| • Each state has 2 Senators | • ? |
| • Senators serve 6 year terms | • Senators serve 4 year terms |

**Which phrase completes the chart?**

**A** Judges are appointed by the Senate.

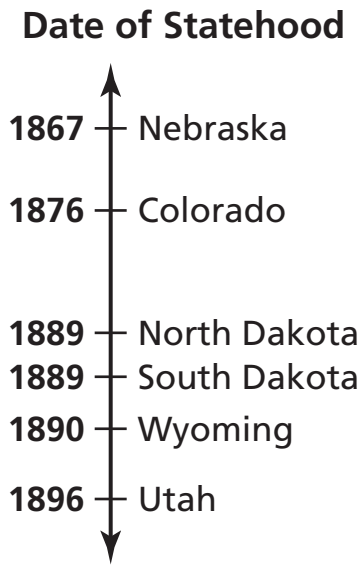
**B** Senators are appointed by the president.

**C** Judges are elected through a public election.

**D** Senate seats are set by population.

*Go On* ▶

**56** **Study the timeline below.**




Source: National Oceanic and Atmospheric Administration

**Based on the timeline, which statement is correct?**

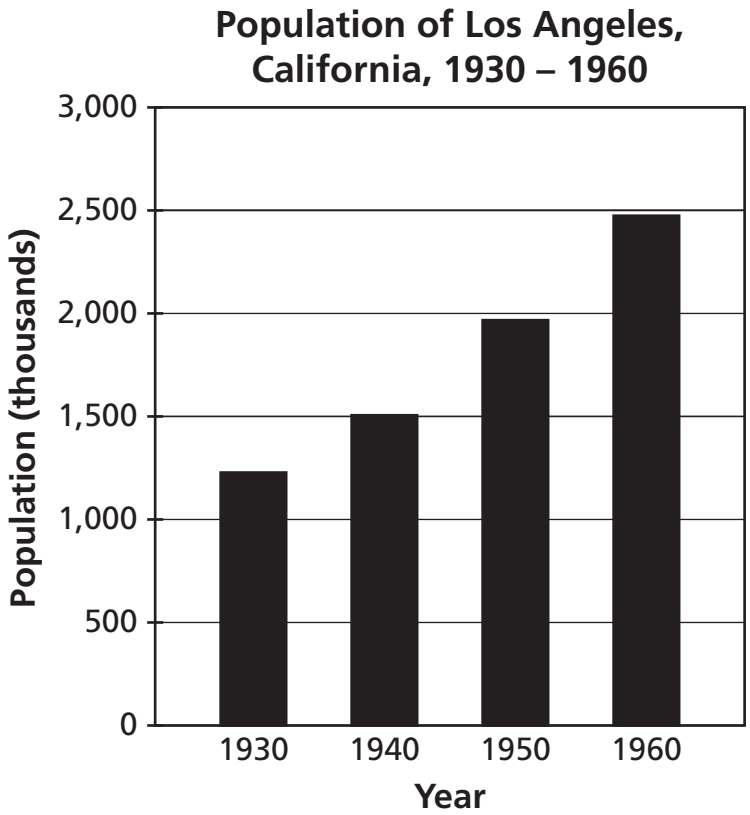
**F** Wyoming gained statehood before South Dakota.

**G** Nebraska became a state in 1876.

**H** North Dakota gained statehood after Colorado.

**J** Utah became a state in 1889.

**57** **Study the graph below.**




United States involvement in WWII: 1941 – 1945

Source: U.S. Census Bureau

**Which sentence about Los Angeles does the graph support?**

**A** The population decreased from 1940–1950 as a result of the war.

**B** The population growth was the smallest from 1950–1960.

**C** The city increased urbanization after 1930.

**D** The city had the greatest income before the war.

*Go On* ▶

**58** **Study the map below.**

**Eastern United States**

**Which state shares a border with southeastern Tennessee?**

**F** Georgia

**G** Mississippi

**H** Kentucky

**J** Missouri

**59** **Study the chart below.**

**Important American Documents**

| Name of Document | Purpose of Document |
|---|---|
| Declaration of Independence | Declared the colonies independent from England |
| Bill of Rights | ? |

**Which phrase best completes the chart?**

**A** Protected citizens' basic freedoms

**B** Outlined the country's government

**C** Explained how a territory becomes a state

**D** Established a system for electing officials

**60** **During the late 1800s, which condition most challenged new farmers settling the Great Plains?**

**F** blizzards

**G** flooding rivers

**H** shortages of seeds

**J** not enough rainfall

*Go On* ▶

**61** **Study the executive order below.**

> It is . . . declared . . . [by] the President that there shall be equality of treatment . . . for all persons in the armed services without regard to race
>
> — President Harry S. Truman,Executive Order (1948)

**The executive order was made to help ensure**

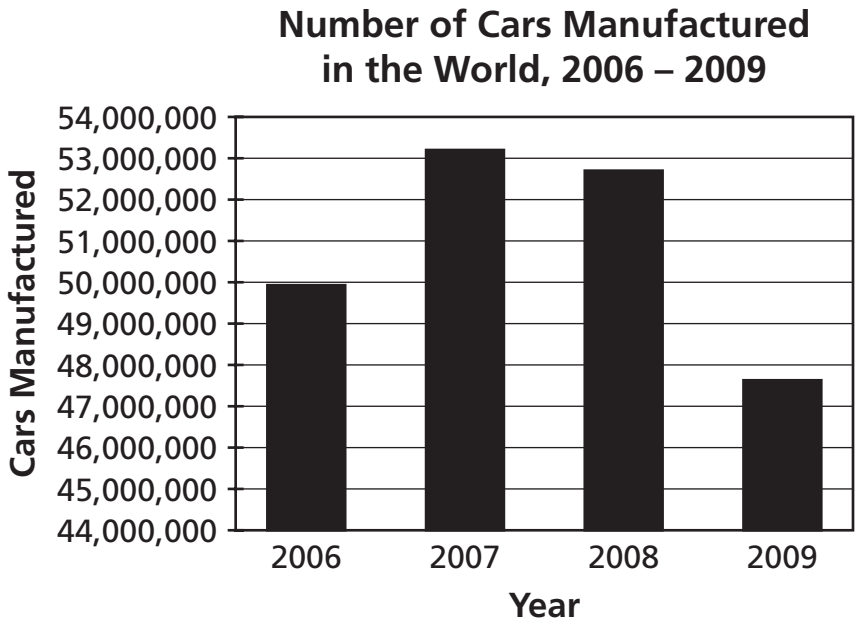
**A** a minimum age requirement for military service.

**B** more opportunities for people of all ethnic backgrounds in the military.

**C** a rapid end to the use of the military draft.

**D** improved benefits for military veterans.

**62** **Study the graph below.**




Source: International Organization of Motor Vehicle Manufacturers

**Which statement does the graph support?**

**F** The number of cars being manufactured decreased from 2006 – 2007.

**G** In 2007, fewer than 50 million cars were manufactured worldwide.

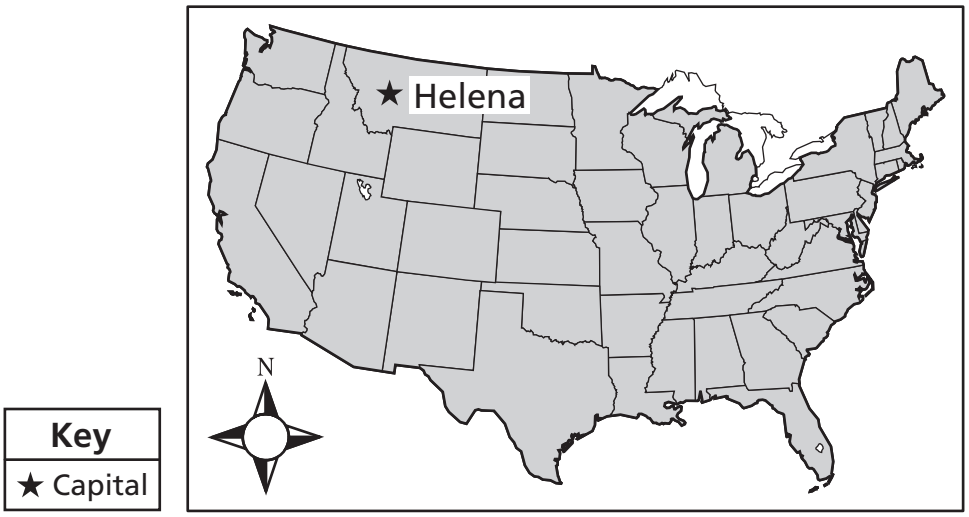
**H** The greatest number of cars was manufactured in 2009.

**J** From 2006 – 2009, more than 200 million cars were manufactured in the world.

*Go On* ▶

**63** **Study the map below.**

**Continental United States**




**Which state's capital is shown on the map?**

**A** Utah

**B** Montana

**C** Arizona

**D** Mississippi

**64** **Study the letter below.**

> The [drought] in Kansas universal! The last crop gone!
>
> No buckwheat! No vegetables! No corn! No seed of any kind!
>
> No bread! No money! No hope! What is to be done?
>
> . . . Crop after crop has been put in: as one failed another was tried. . . . No people have ever so earned success!
>
> — Letter from Thaddeus Hyatt to the *New York Tribune*, September 4, 1860

**Thaddeus Hyatt wrote this letter to the** *New York Tribune* **to**

**F** encourage more people to move to Kansas.

**G** explain why slave labor was needed in the region.

**H** show support for adoption of statehood.

**J** tell about the difficult conditions in Kansas.

**65** **How was the *Brown v. Board of Education of Topeka* ruling important to the Civil Rights movement?**

**A** It allowed schools to be used as voting sites.

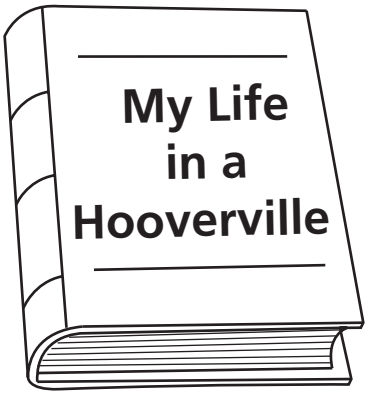
**B** It led to the end of segregation in public schools.

**C** It enabled more minorities to become school teachers.

**D** It helped more females get accepted into private schools.

*Go On* ▶

**66** **Study the book below.**




**Which issue does this book most likely discuss?**

**F** population growth encouraged by the New Deal

**G** crop prices lowered due to the Dust Bowl

**H** economic effects related to the Great Depression

**J** factory work conditions caused by Black Tuesday

**67** **Which situation most likely needs a decision by someone in authority?**

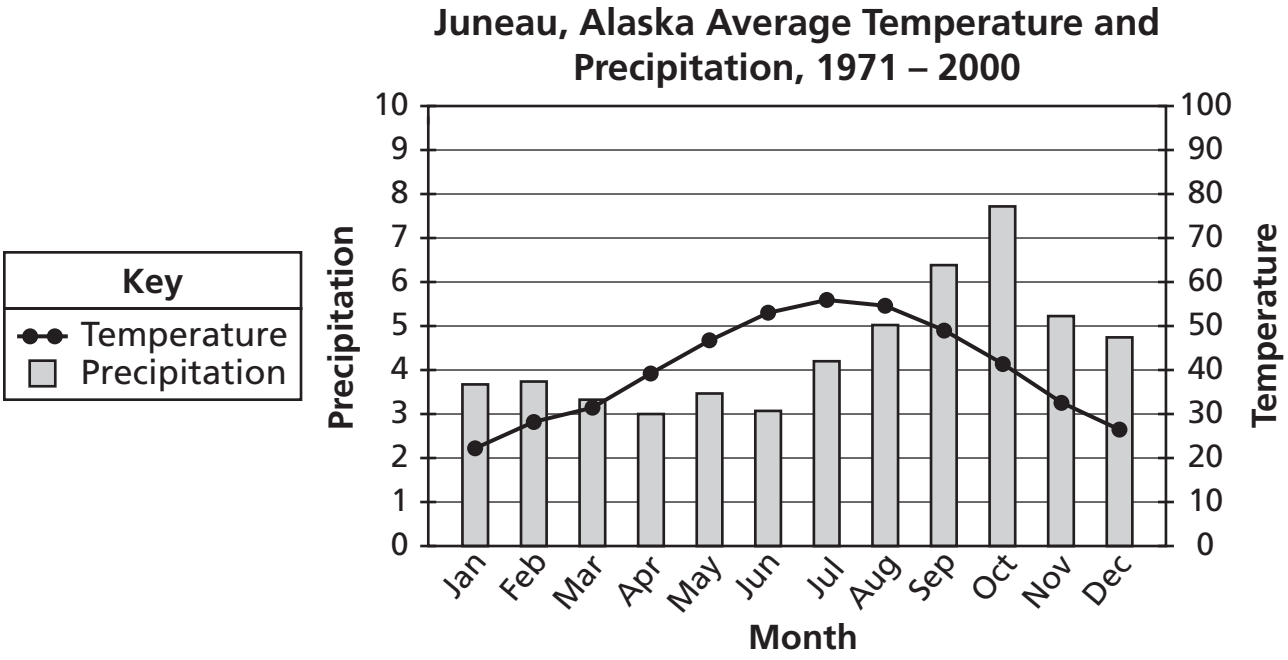
**A** The school librarian is ordering books for the book fair.

**B** Two students are sharing ideas for a class project.

**C** The basketball coach is starting practice after school.

**D** Two students want to use the same telescope.

**68** **Study the climograph below.**




**Based on the climograph, which month received the most precipitation?**

**F** February

**G** July

**H** October

**J** November

*Go On* ▶

**69** **Study the map below.**

**United States Population, 1850**

**Based on the map, which region had the most inhabitants per square mile in 1850?**

**A** West

**B** South

**C** Midwest

**D** Northeast

STOP

# Reading and Language Arts
# Answer Key

| | |
|---|---|
| 1 | D |
| 2 | G |
| 3 | C |
| 4 | F |
| 5 | B |
| 6 | F |
| 7 | D |
| 8 | G |
| 9 | C |
| 10 | H |
| 11 | C |
| 12 | J |
| 13 | B |
| 14 | G |
| 15 | A |
| 16 | J |
| 17 | A |
| 18 | H |
| 19 | D |

| | |
|---|---|
| 20 | H |
| 21 | B |
| 22 | F |
| 23 | C |
| 24 | G |
| 25 | D |
| 26 | G |
| 27 | A |
| 28 | H |
| 29 | A |
| 30 | G |
| 31 | D |
| 32 | G |
| 33 | D |
| 34 | G |
| 35 | A |
| 36 | H |
| 37 | B |
| 38 | J |

| | |
|---|---|
| 39 | C |
| 40 | H |
| 41 | A |
| 42 | J |
| 43 | B |
| 44 | H |
| 45 | A |
| 46 | J |
| 47 | D |
| 48 | F |
| 49 | D |
| 50 | H |
| 51 | C |
| 52 | J |
| 53 | D |
| 54 | G |
| 55 | A |
| 56 | G |
| 57 | A |

| | |
|---|---|
| 58 | H |
| 59 | D |
| 60 | J |
| 61 | A |
| 62 | H |
| 63 | C |
| 64 | G |
| 65 | C |
| 66 | G |
| 67 | B |
| 68 | F |
| 69 | D |
| 70 | H |
| 71 | D |
| 72 | F |
| 73 | C |
| 74 | G |
| 75 | C |

# Mathematics
# Answer Key

| | |
|---|---|
| 1 | D |
| 2 | H |
| 3 | B |
| 4 | H |
| 5 | D |
| 6 | F |
| 7 | D |
| 8 | G |
| 9 | C |
| 10 | F |
| 11 | C |
| 12 | F |
| 13 | B |
| 14 | J |

| | |
|---|---|
| 15 | A |
| 16 | H |
| 17 | B |
| 18 | F |
| 19 | D |
| 20 | G |
| 21 | B |
| 22 | J |
| 23 | A |
| 24 | H |
| 25 | D |
| 26 | H |
| 27 | A |
| 28 | J |

| | |
|---|---|
| 29 | C |
| 30 | G |
| 31 | C |
| 32 | J |
| 33 | A |
| 34 | H |
| 35 | A |
| 36 | G |
| 37 | D |
| 38 | G |
| 39 | C |
| 40 | F |
| 41 | B |
| 42 | J |

| | |
|---|---|
| 43 | B |
| 44 | F |
| 45 | C |
| 46 | G |
| 47 | A |
| 48 | H |
| 49 | B |
| 50 | J |
| 51 | B |
| 52 | H |
| 53 | D |
| 54 | J |
| 55 | C |

# Science
# Answer Key

| | |
|---|---|
| 1 | B |
| 2 | J |
| 3 | A |
| 4 | F |
| 5 | C |
| 6 | G |
| 7 | C |
| 8 | F |
| 9 | D |
| 10 | G |
| 11 | B |
| 12 | F |
| 13 | D |
| 14 | H |
| 15 | B |
| 16 | F |
| 17 | D |
| 18 | F |

| | |
|---|---|
| 19 | D |
| 20 | H |
| 21 | D |
| 22 | F |
| 23 | A |
| 24 | H |
| 25 | C |
| 26 | F |
| 27 | A |
| 28 | F |
| 29 | C |
| 30 | G |
| 31 | D |
| 32 | H |
| 33 | D |
| 34 | H |
| 35 | D |
| 36 | J |

| | |
|---|---|
| 37 | C |
| 38 | G |
| 39 | B |
| 40 | F |
| 41 | D |
| 42 | G |
| 43 | A |
| 44 | J |
| 45 | B |
| 46 | H |
| 47 | C |
| 48 | G |
| 49 | C |
| 50 | G |
| 51 | B |
| 52 | J |
| 53 | A |
| 54 | J |

| | |
|---|---|
| 55 | B |
| 56 | J |
| 57 | D |
| 58 | J |
| 59 | A |
| 60 | J |
| 61 | B |
| 62 | J |
| 63 | A |
| 64 | J |
| 65 | D |
| 66 | H |
| 67 | C |
| 68 | F |
| 69 | A |

# Social Studies
# Answer Key

| | |
|---|---|
| 1 | A |
| 2 | J |
| 3 | A |
| 4 | F |
| 5 | A |
| 6 | G |
| 7 | A |
| 8 | G |
| 9 | C |
| 10 | F |
| 11 | D |
| 12 | G |
| 13 | B |
| 14 | G |
| 15 | D |
| 16 | H |
| 17 | A |
| 18 | H |

| | |
|---|---|
| 19 | B |
| 20 | F |
| 21 | B |
| 22 | J |
| 23 | B |
| 24 | J |
| 25 | D |
| 26 | F |
| 27 | A |
| 28 | G |
| 29 | A |
| 30 | F |
| 31 | B |
| 32 | J |
| 33 | A |
| 34 | H |
| 35 | B |
| 36 | G |

| | |
|---|---|
| 37 | D |
| 38 | F |
| 39 | D |
| 40 | F |
| 41 | C |
| 42 | F |
| 43 | C |
| 44 | J |
| 45 | A |
| 46 | H |
| 47 | D |
| 48 | J |
| 49 | C |
| 50 | H |
| 51 | C |
| 52 | F |
| 53 | B |
| 54 | G |

| | |
|---|---|
| 55 | D |
| 56 | H |
| 57 | C |
| 58 | F |
| 59 | A |
| 60 | J |
| 61 | B |
| 62 | J |
| 63 | B |
| 64 | J |
| 65 | B |
| 66 | H |
| 67 | D |
| 68 | H |
| 69 | D |

# Tennessee Comprehensive Assessment Program

## English Linguistically Simplified Assessment ~ Grade 5

## Practice Test

## Version B

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