

Read the story. Then answer the questions that follow.

The Dancing Camel

a fable by Aesop

1 One night every summer, animals from all over the world used to gather for a party. They began by playing lots of games. Leapfrog and monkey-in-the-middle were popular. The chameleon always won hide-and-seek. She could hide in plain sight by changing her colors. The grumpy camel joined in by giving some baby animals rides on her hump.

2 When the band started to play, the monkey put on a show of his own. He swung through the treetops, bouncing to the music. He danced with the baboon on the ground. He danced with a family of bats as he swung through the air. Finally, he jumped from a tree, did a flip in the air, and landed on the elephant's tusks. Everyone cheered, except the grumpy camel.

3 "I don't know why you're all cheering," she said. "Anyone can dance like that."

4 "Oh, don't be so grumpy," said the bat. "The monkey was doing what he's good at. You're just grumpy because you can't dance."

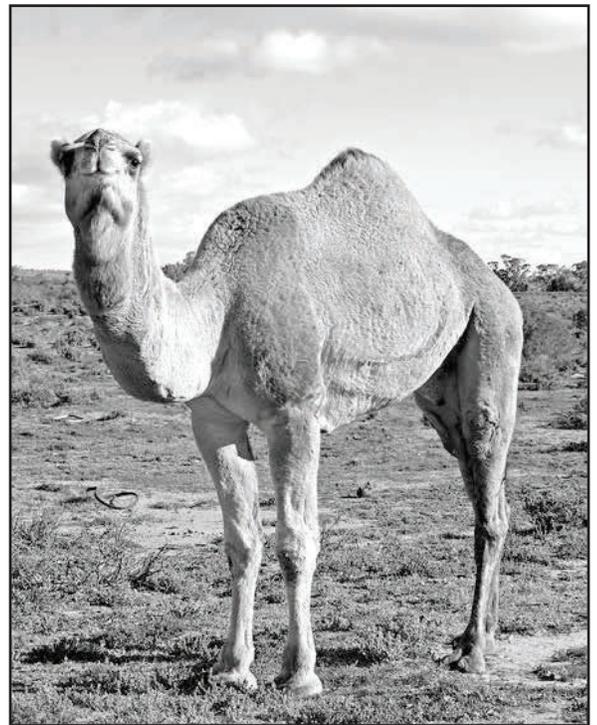
5 "Of course I can dance," replied the camel. "Just watch me!" The camel hopped sideways. She jiggled her hump and lost her balance. She stepped on all the animals' toes. She was very clumsy!

6 "I'm the best dancer of all," the camel said. "Why aren't you cheering for me?"

7 "Because you're not a good dancer," said the spider. "But you can do lots of other things. You give us wonderful rides on your hump."

8 "And you can walk in the desert for miles without water," said the fox. "You see, everyone's good at something different. Be happy for the monkey because he can dance. Be happy for the dolphin because she can leap out of the water. Be happy for the chameleon because she can hide well. We're happy that you can do what you do."

9 The grumpy camel still didn't smile, but she did say, "Now who wants a ride?"



Go On

- 1** In paragraph 5, what does “clumsy” suggest about the camel?
- A** She can hop sideways well.
 - B** She likes to hurt other animals.
 - C** She trips and falls easily.
 - D** She has skinny and weak legs.
- 2** What makes the camel want to dance?
- A** She wants the other animals to invite her to more parties.
 - B** She wants to show that she is as talented as the monkey.
 - C** She wants to be able to amuse the baby animals.
 - D** She wants the animals to stop thinking that she is grumpy.
- 3** In which scene does the camel learn that the other animals are thankful for what she can do?
- A** when she watches how the monkey dances
 - B** when the bat tells her not to be so grumpy
 - C** when she does a dance for the other animals
 - D** when the fox lists the skills each animal has
- 4** How does the photograph help readers better understand the story?
- A** It helps readers think about what might make the camel feel grumpy.
 - B** It helps readers prove that the camel could dance as well as the monkey.
 - C** It helps readers imagine what it would be like to ride on a camel’s hump.
 - D** It helps readers see that camels can walk for miles without water.

5 What is the **main** lesson the camel learns?

- A** Being able to dance well is important.
- B** Don't attempt too much at once.
- C** You can never succeed if you give up.
- D** No one is good at everything.

6 Which of these **best** retells "The Dancing Camel"?

- A** The camel says anyone can dance like the monkey. But the camel is a clumsy dancer. The fox explains to her that everyone is good at something different.
- B** The camel does not like giving rides to baby animals. When she dances instead, the other animals are jealous. The fox tells her never to dance at a party again.
- C** The camel wants to make friends, so she dances at the party. The camel is not a good dancer. Then the monkey shows her how to dance by doing flips through the air.
- D** The monkey dances with different animals at the party. The camel is sad because the monkey didn't dance with her. The camel decides to make friends with the fox instead.

Go On

Read the passage. Then answer the questions that follow.

Only in New Zealand

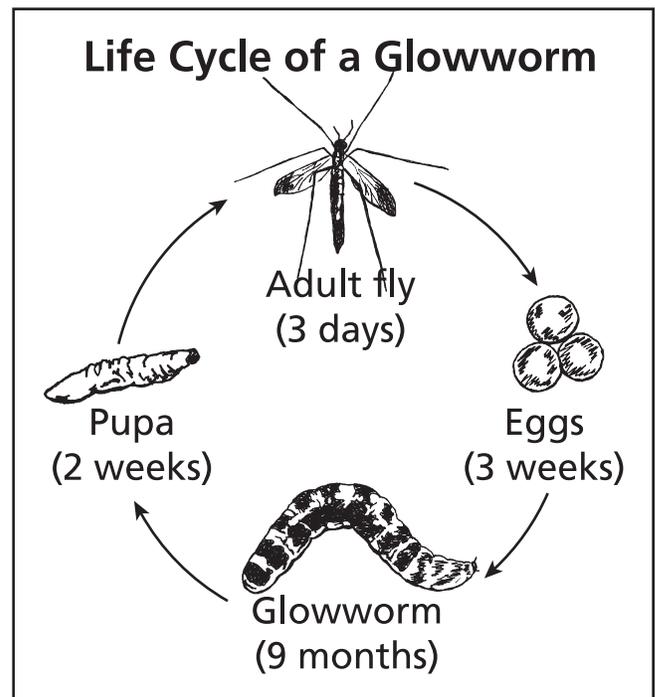
By Donna O'Meara, Faces

1 Imagine for a moment that you are a Maori chief in New Zealand more than 100 years ago. Your name is Chief Tane Tinorau. You and your friend, Fred Mace, who is visiting from England, have decided to explore an underground limestone cave system called Waitomo.

2 A river flows through the caves. You are paddling a narrow boat downstream, and before you is the huge black mouth of the cave. Once you enter, all is dark. The only sound is trickling water. As your eyes adjust to the darkness, you see a million lights reflected in the water. You look up to the ceiling and it looks like all of the stars of the Milky Way are twinkling. You have just discovered one of New Zealand's most unique insects—the glowworm.

3 The glowworm is the larval or maggot¹ stage of a flying insect and is no bigger than a common housefly. Yet, for the past 100 years, millions of people from all over the world have traveled to the Glowworm Caves at Waitomo in New Zealand to see them.

4 The New Zealand glowworm lives nowhere else on the planet. Its scientific name is *Arachnocampa luminosa*. The insect's entire life cycle consists of 11 months. First, the flying insect lays clutches² of about 35 eggs inside the dark, warm, moist cave ceilings. As the larva, or worm, hatches, it glows to attract food. It attaches itself to the cave ceiling and acts like a fisherman. The glowworm sends down a thread-thin sticky "line." Other flying insects such as moths are blown into the cave by wind. They are attracted to the glowworm's greenish-white light. They become snagged in the glowworm's sticky lines. The glowworm reels them in and eats them. The worms remain in the glow-in-the-dark stage for nine months, during which they grow to be an inch long. Next, their light dims and they grow and develop for two weeks. The adult insect emerges, and the cycle repeats.



¹larval or maggot: worm

²clutches: groups

5 You may be wondering how the glowworm glows. The phenomenon³ is called bioluminescence. Bioluminescence⁴ occurs when several natural products act on each other to produce an electrical glow.

6 The cave at Waitomo where millions of glittering lights greeted Chief Tinorau and Mace is now called Glowworm Grotto. If you visit Waitomo, you will experience the glowworms just as they did—in silence from a boat that is pushed with a pole. And, like them, you will look up to see a million twinkling “stars” overhead in the dark.

³ **phenomenon:** something interesting that happens

⁴ **bioluminescence:** natural chemical glowing

7 Read this sentence from paragraph 2.

As your eyes adjust to the darkness, you see a million lights reflected in the water.

What does the word “adjust” mean?

- A** attach to the cave ceiling
- B** glow in the dim light of a cave
- C** reflect bright colors or lights
- D** change to fit new conditions

8 Which word from the passage has the same meaning as “snagged” in paragraph 4?

- A** hatches
- B** blown
- C** attached
- D** light

Go On

9 According to the picture, how long does the adult glowworm live?

- A** 3 days
- B** 2 weeks
- C** 3 weeks
- D** 9 months

10 At which stage of its life cycle does the glowworm begin to glow?

- A** egg
- B** larva
- C** pupa
- D** adult

11 How long is the glowworm's entire life cycle?

- A** 11 months
- B** 2 weeks
- C** 9 months
- D** 100 years

12 What causes the glowworm to glow?

- A** plants eaten by the glowworm
- B** light reflected from the water
- C** chemicals inside the glowworm
- D** shiny rocks on the cave ceiling

Read the stories. Then answer the questions that follow.

Little Pepito Holds Up the Sky

a folktale from Peru

1 Pepito the Guinea Pig lived high in the Andes Mountains in Peru. He was a very little fellow, as guinea pigs tend to be. But he was nobody's fool.

2 One day, while scurrying in the underbrush looking for food, Pepito heard a twig break. Peeking out from behind a huge pile of rocks, he saw Antonio the Fox sniffing around. Pepito's heart began beating rapidly. He froze in his tracks, hoping the fox would pass him by.

3 "I smell a tasty little guinea pig nearby," Antonio barked in a sharp voice. It sent shivers right down Pepito's spine. "Come out, little Pepito, since sooner or later, I will catch you and eat you for my dinner."

4 But the little guinea pig had a plan. He ran under the edge of a huge rock. He stood on his hind legs and thrust up his arms to touch the rock above his head. Pepito could hear Antonio's sniffing coming closer.

5 "Ah, there you are, little one," said Antonio. "You will make a tasty dinner for my hungry belly!"

6 "Oh, Antonio," Pepito said. "If I let go of this rock, the sky will fall. Then we will all be crushed!"

7 "The sky is not falling, foolish Pepito," Antonio said. Still, he looked up just to make sure.

8 "Oh, but it is, Antonio!" Pepito said. "Didn't anyone tell you? All of the animals are taking turns. It's my turn now, but my arms are so tired. If I don't rest soon, I will drop the sky. And you know what that will mean!"

9 Pepito sounded so weary and frightened that Antonio became frightened, too.

10 "Let me take a turn," Antonio said. "I am strong, and I can hold up the sky while you rest. I can wait for my dinner until the next animal comes to take a turn."

11 So Antonio crawled in the space under the rock. He laid on his back and pushed up hard with all four of his strong legs.

12 Pepito scurried out. "Oh, thank you, Antonio! Now, don't let go, or it will be the ruin of us all." Then he ran off into the bushes as fast as he could go.

13 Antonio laid on his back, pushing up on the rock for hours until his legs were shaking. "Pepito, where are you?" he cried.

Go On

14 But Pepito didn't return.

15 Finally, Antonio howled, "I can't hold up the sky any longer!" He let go of the rock and covered his eyes, waiting for the sky to fall.

16 But the sky didn't fall. And no other animal came to take his place.

17 "Pepito! I will get you for this!" barked Antonio. Then he rolled over and went to sleep, too tired to worry about his empty belly.

18 Where was Pepito? He was far away, munching on a meal of grass and berries, and laughing at the foolish fox.

Sulka Saves the Savanna

a folktale from India

1 Numskull the Lion ruled the savanna¹ with his fierce roar and huge teeth. Unlike other lions, he hunted out of meanness, not just hunger.

2 Numskull picked on the young animals the most. This made all the other animals angry and fearful. Together, the elders decided on a plan. They made Numskull an offer.

3 “Each day,” the elders said, “a few of us will come to you and freely offer ourselves for your dinner.”

4 “Why would I do that?” Numskull roared. “I can eat you anytime I want to.”

5 “Yes, Mighty One, but we can save you from working so hard. You won’t even have to chase us. All we ask is that you let our young ones grow up. When they are big and plump like us, they, too, will freely be your dinner.”

6 Now, Numskull was mean, but he was also lazy. He found the animals’ offer to be acceptable. Each day, he ate a few elders for his evening meal and left the young ones alone.

7 Life went on like that for many months. The children were safe, but little by little the elders disappeared into Numskull’s belly.

8 Finally, it was Sulka’s turn to sacrifice himself. Sulka was scared. He had no desire to be Numskull’s dinner. Still, he had promised. Sulka hopped slowly toward the waiting lion.

9 “This is all you send me? One small, worthless rabbit?” Numskull shouted. “You animals are not honoring your agreement.”

10 “Not so, Great King!” cried Sulka, who was a very clever rabbit. “My four cousins and I were on the way to be your dinner, but a strange lion stopped us. He said he was going to eat us all! We pleaded with him, saying, ‘Don’t eat us, sir. We are already promised as Numskull the Lion’s dinner.’ Then the strange lion said, ‘Who cares about a lion with such a silly name?’ Then he ate my cousins right on the spot!

11 “Then the strange lion pointed at me and said, ‘go tell foolish Numskull that I am the new king. Tell him I will soon come to fight him. Now be off!’

12 “I came straight here to tell you, oh, Mighty Numskull.”

13 Numskull was enraged. “Show me where this fool lives. I will tear him limb from limb!”

14 Sulka brought Numskull to a deep well. He pointed with a trembling forepaw. “That is where he hides, my king. But be careful. He is fierce!”

¹ **savanna:** a plain, or flat, grass-covered area

15 Numskull peered over the edge of the well. Far below, another lion stared back up at him. “I am the king!” Numskull roared.

16 Then, “I am the king!” roared the lion at the bottom of the well.

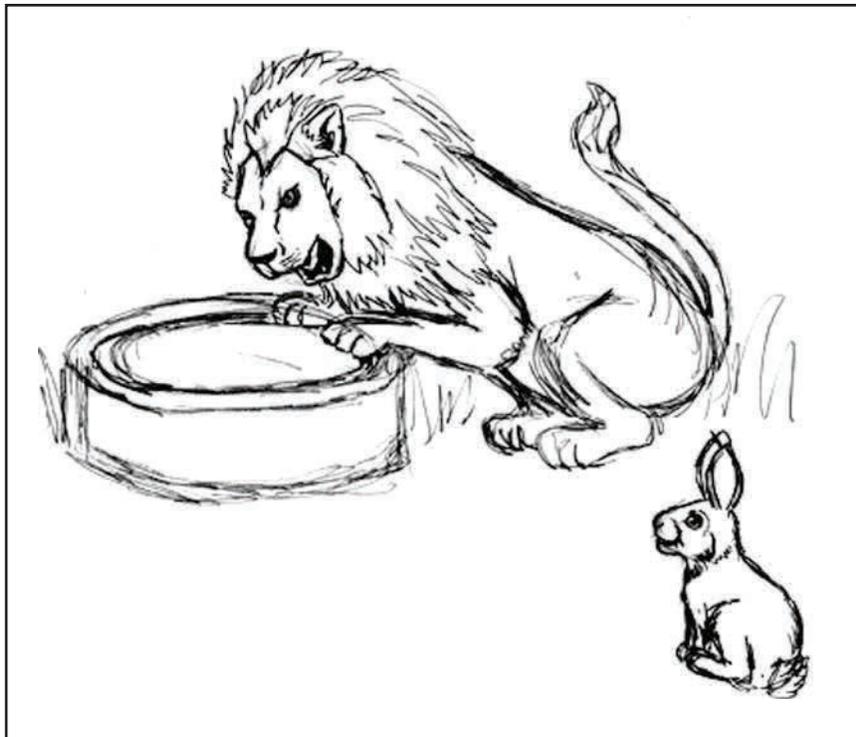
17 “How dare you!” Numskull yelled.

18 “How dare you!” the other lion roared back.

19 At that, Numskull leaped into the well, ready to battle the strange lion.

20 But there was no lion. There was only foolish Numskull, angry at his own echo and fighting his reflection.

21 Splash! Numskull was never heard from again, and life on the savanna was peaceful once more.



- 13** Read the dictionary entry.

Dictionary Entry:

plan (*n*) 1. an idea about how to do something

2. a drawing showing how things fit together

(*v*) 3. to think about how to do something

4. to have an event in mind

Now read the following sentence from “Little Pepito Holds Up the Sky”:
But the little guinea pig had a plan.

What does the word “plan” mean in the sentence above?

- A** an idea about how to do something
 - B** a drawing showing how things fit together
 - C** to think about how to do something
 - D** to have an event in mind
- 14** In “Little Pepito Holds Up the Sky,” why does Pepito ask Antonio to take a turn holding up the sky?
- A** to keep the other animals safe
 - B** to avoid being Antonio’s dinner
 - C** to use Antonio to do his own work
 - D** to keep the rock from crushing him

15 Read the sentence from paragraph 14 of “Little Pepito Holds Up the Sky.”

But Pepito didn’t return.

The prefix *re-* means “once more.” What does the word “return” mean?

- A** leave after
- B** move before
- C** fail to turn around
- D** come back again

16 Which sentence from “Little Pepito Holds Up the Sky” lets you know that Antonio is just about to discover Pepito?

- A** “Pepito the Guinea Pig lived high in the Andes Mountains in Peru.”
- B** “One day, while scurrying in the underbrush looking for food, Pepito heard a twig break.”
- C** “‘I smell a tasty little guinea pig nearby,’ Antonio barked in a sharp voice.”
- D** “But the little guinea pig had a plan.”

17 Which of these **best** retells “Little Pepito Holds Up the Sky”?

- A** Pepito does not want to be eaten by Antonio. He tricks Antonio into crawling under a rock to keep the sky up. Then Pepito runs off to safety.
- B** At first, Pepito is angered that the sky will fall if he lets go of the rock. Then he is glad that the sky is falling. That way, he has to hold up a rock and can’t be eaten by Antonio.
- C** Pepito wants to be friends with Antonio, so he makes up a story about the sky falling. Then the two animals share the job of keeping the rock up.
- D** Pepito is very tired, so he tells Antonio that the sky is falling. When Antonio agrees to hold up the rock, Pepito tells him that he is a fool.

18 Read the sentence from paragraph 6 of “Sulka Saves the Savanna.”

He found the animals’ offer to be acceptable.

To accept means to take. What does the word “acceptable” mean as it is used in this sentence?

- A** not good enough
- B** hard to understand
- C** too good to be real
- D** good enough to keep

19 In “Sulka Saves the Savanna,” what does Sulka tell Numskull that makes Numskull want to attack someone?

- A** The elders have decided to stop giving themselves up to feed him.
- B** Sulka was stopped by another lion who claims to be the new king.
- C** Sulka will not offer himself up as food for Numskull.
- D** Sulka will go to the well himself to challenge the new king.

20 In “Sulka Saves the Savanna,” which words **best** describe Numskull?

- A** weak and lazy
- B** curious and smart
- C** playful and silly
- D** proud and mean

Go On

- 21** What does the picture that goes with “Sulka Saves the Savanna” show about Sulka?
- A** Sulka is very pleased with the trick he has played.
 - B** Sulka is worried that Numskull will not go near the well.
 - C** Sulka is afraid that his trick will not work.
 - D** Sulka is glad he didn’t have to get near the well.

- 22** In “Sulka Saves the Savanna,” who is telling the story?
- A** Sulka, the rabbit
 - B** a storyteller who is not a character
 - C** another animal on the savanna
 - D** Numskull, the lion

- 23** Which of the following lists three **main** events in “Sulka Saves the Savanna”?
- A** The elders agree to offer themselves. Sulka tricks Numskull. Numskull falls in the well.
 - B** The elders hide the young from Numskull. Sulka tricks Numskull. Numskull attacks Sulka.
 - C** Sulka tells a story about his four cousins. Numskull goes to the well. The other lion attacks Numskull.
 - D** The elders agree to offer themselves. Sulka argues with the elders. Sulka tricks Numskull.

- 24** “Little Pepito Holds Up the Sky” and “Sulka Saves the Savanna” come from different parts of the world. What is the **main** message of both stories?
- A** Being clever is more important than being strong.
 - B** Being tricky is not the same thing as being right.
 - C** Life can be difficult when you are smaller than others.
 - D** Catching food is the most important skill.

- 25** How are the settings of “Little Pepito Holds Up the Sky” and “Sulka Saves the Savanna” **different**?
- A** One takes place on a savanna, and the other takes place in a town.
 - B** One takes place around rocks and trees, and the other takes place in a dark forest.
 - C** One takes place in the mountains, and the other takes place on a savanna.
 - D** One takes place on high grasslands, and the other takes place in a low valley.

- 26** How are the events in “Little Pepito Holds Up the Sky” and “Sulka Saves the Savanna” **alike**?
- A** Both Pepito and Sulka trick someone who wants to harm them.
 - B** Both Pepito and Sulka tell a story about their cousins.
 - C** Both Pepito and Sulka use their strength to solve a problem.
 - D** Both Pepito and Sulka save the world from being destroyed.

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Surprise Letter

Imagine my surprise when I received a letter. I never get mail. Sure, I get birthday cards, but it was nowhere near my birthday. I tore open the envelope and read the letter inside. It seemed to be for me since it started with “Dear Matt,” but nothing in the letter made sense. It was signed “Grandma” and mentioned an upcoming family trip to visit her in Florida. My grandmothers don’t lives in Florida.

The address on the envelope was 35 East Main Street Raleigh North Carolina 27603. And that *is* our address. Puzzled, I showed the letter to Mom. “That is odd,” she agreed. “Let’s look at the return address.” The Florida address didn’t look familiar.

“Why don’t we get a phone number for that address?” I suggested. Thinking that was a great idea, Mom did just that.

When I called the number, a kind voice answered. It belonged to a woman with our last name, Washington, but she wasn’t my grandmother. Mrs. Washington had misplaced her soneses new address and phone number.

Knowing he lived in Raleigh, she attempted to look him up in the phone book.

Her son has the same first name as my father, so she thought ours was the right address. Not only does her son have the same name as Dad, and her grandson is named Matt!

She was nice, and I enjoyed our conversation. She even said that I would be welcome to visit her in Florida!

27 Read this sentence from the story.

Imagine my surprise when I received a letter.

Which of the following would **best** replace the underlined word?

- A** anger
- B** fun
- C** fear
- D** shock

28 Read this sentence from the story.

My grandmothers don't lives in Florida.

Which word or words should replace the underlined verb so that it agrees with the subject?

- A** will live
- B** live
- C** have lived
- D** living

Go On

29 Read this sentence from the story.

The address on the envelope was 35 East Main Street Raleigh North Carolina 27603.

Which of the following shows the underlined part written correctly?

- A** 35 East Main Street, Raleigh North Carolina
- B** 35 East Main Street, Raleigh, North Carolina
- C** 35 East Main Street Raleigh, North Carolina
- D** 35 East, Main Street, Raleigh, North Carolina

30 Read this sentence from the story.

Mrs. Washington had misplaced her sonses new address and phone number.

Which word should replace the underlined noun so that it is spelled correctly?

- A** sons'
- B** sons
- C** son's
- D** sons's

31 Read this sentence from the story.

Not only does her son have the same name as Dad, and her grandson is named Matt!

Which word should replace the underlined conjunction to make the sentence correct?

- A** for
- B** but
- C** or
- D** so

Read the passage. Then answer the questions that follow.

from “The Old Liberty Bell”

by Georgene Faulkner, Child Life

1 Many, many years ago, the colonists in Philadelphia wished to have a big bell in the belfry¹ of their State House. Some of the people remembered the deep voice of “Old Tom.” It was the big bell in the old clock tower of Westminster, in London. They wanted a bell just like the one back home in England. Therefore, a bell was modeled just like “Old Tom.” It was made in London by Thomas Lester in 1752. While on its journey to this country, the new bell was badly damaged. It had to be recast here in America. This was done by the firm Pass & Stowe of Philadelphia in the year 1753. You can see by the words and Roman numerals on the side of the bell. You can also read the words “PROCLAIM LIBERTY² THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF.”

2 Those words were a prophecy³ of what was to take place in that famous Old State House, on that Fourth of July, so long ago.

3 For many months, Washington and his brave soldiers had been fighting for liberty. Congress had been meeting and talking about this plan for freedom from the unjust laws of England. At last five men were appointed to draw up the Declaration of Independence. These men were Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, and Robert Livingston. Since Thomas Jefferson wrote most of the all-important paper, he has been called “the Father of the Declaration of Independence.”

4 When this committee of five presented the paper to the Continental Congress, it spent a few days making certain changes here and there. Some of the delegates⁴ from the different colonies felt that it must not be adopted. Many were the discussions in regard to it. But at last all were agreed. A unanimous⁵ vote of the thirteen states was taken.

5 The old bell-ringer was Andrew McNair. He was waiting up on the belfry with his hand on the rope. He stood ready to ring the bell. Down below, his little grandson stood outside in the hall. He was waiting impatiently for the men to give him a signal for the ringing of the bell.

¹ **belfry:** a room inside a tower

² **liberty:** freedom

³ **prophecy:** a sign of events that will happen in the future

⁴ **delegates:** people who represent or speak for a group

⁵ **unanimous:** agreed on by all

Go On

6 At last the door was opened. The message was given. The excited little lad raced up the winding stairway, shouting out:

7 “RING, RING, GRANDPA! RING, RING OUT FOR LIBERTY!”

8 And the famous bell pealed out the message of liberty to all the eager people that Fourth of July, 1776. Cheer after cheer rose from the dense crowd below as, with laughter and tears and shouting, it heard the glad tidings.

32 Read this sentence from paragraph 1.

You can also read the words “PROCLAIM LIBERTY THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF.”

What does the word “inhabitants” mean?

- A** people who live in a certain place
- B** people who want to have freedom
- C** people who help other people
- D** people who have difficult jobs

33 Which phrase helps you to understand the meaning of “prophecy”?

- A** “had to be recast here”
- B** “what was to take place”
- C** “so long ago”
- D** “fighting for liberty”

34 Paragraph 8 starts by saying that the Liberty Bell sent the message of liberty to the people. The paragraph ends with the following sentence:

Cheer after cheer rose from the dense crowd below as, with laughter and tears and shouting, it heard the glad tidings.

Why did the writer include this sentence?

- A** to explain the meaning of the Declaration of Independence
- B** to describe how many people could hear the bell ringing
- C** to prove that not everybody wanted to be free from England
- D** to show the effect of the Liberty Bell's message on the crowd

35 Which sentence from the text **best** shows that the country sorely needed a Declaration of Independence?

- A** "Congress had been meeting and talking about this plan for freedom from the unjust laws of England."
- B** "When this committee of five presented the paper to the Continental Congress, it spent a few days making certain changes here and there."
- C** "Some of the delegates from the different colonies felt that it must not be adopted."
- D** "He was waiting impatiently for the men to give him a signal for the ringing of the bell."

36 Which of these events from the passage happened **first**?

- A** The Continental Congress read the Declaration of Independence.
- B** A group of five people wrote the Declaration of Independence.
- C** The thirteen states approved the Declaration of Independence.
- D** People argued about whether to use the Declaration of Independence.

Go On

37 What event led to the famous ringing of the Liberty Bell described in this passage?

- A** The Declaration of Independence was approved.
- B** Washington and his troops returned home.
- C** The clock tower that holds the bell was built.
- D** People cheered when they heard the bell ringing.

38 How does the author **most likely** feel about Andrew McNair's place in history?

- A** Andrew McNair's place in history is unimportant.
- B** Andrew McNair gets too much attention for his place in history.
- C** Andrew McNair's place in history should be remembered.
- D** Andrew McNair gets the right amount of attention for his place in history.

Read the poem. Then answer the questions that follow.

The Land of Counterpane

*from A Child's Garden of Verses by Robert Louis Stevenson,
published by Charles Scribner's Sons, 1885*

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

5 And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

10 And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

15 I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane.¹

¹ **counterpane:** a bedspread or quilt

39 Read this line from the poem.

And planted cities all about.

What does the word “planted” mean as it is used in this line?

- A** buried in the ground
- B** covered with grass
- C** set up in a certain way
- D** given away as a gift

40 Which line **best** shows that the speaker likes to pretend?

- A** “When I was sick and lay a-bed,”
- B** “I had two pillows at my head,”
- C** “To keep me happy all the day.”
- D** “I was the giant great and still”

41 Read these lines from the poem.

And sees before him, dale and plain,
The pleasant land of counterpane.

What does the word “sees” suggest in these lines?

- A** pictures
- B** plans
- C** understands
- D** discovers

- 42** The speaker begins to describe things that are not really happening in which stanza of the poem?
- A** stanza 1
 - B** stanza 2
 - C** stanza 3
 - D** stanza 4
- 43** What is the **main** message of the poem?
- A** Anything can be fun when you imagine.
 - B** It is never pleasant to be sick in bed.
 - C** Having many pillows will make you happy.
 - D** Being sick makes you want to be outside.
- 44** What about the speaker remains the same throughout the entire poem?
- A** travels around the world
 - B** enjoys the outdoors
 - C** is afraid to try new things
 - D** likes to play with toys

Read the articles. Then answer the questions that follow.

Exotic Animals Are Not Pets

by Paula Bender

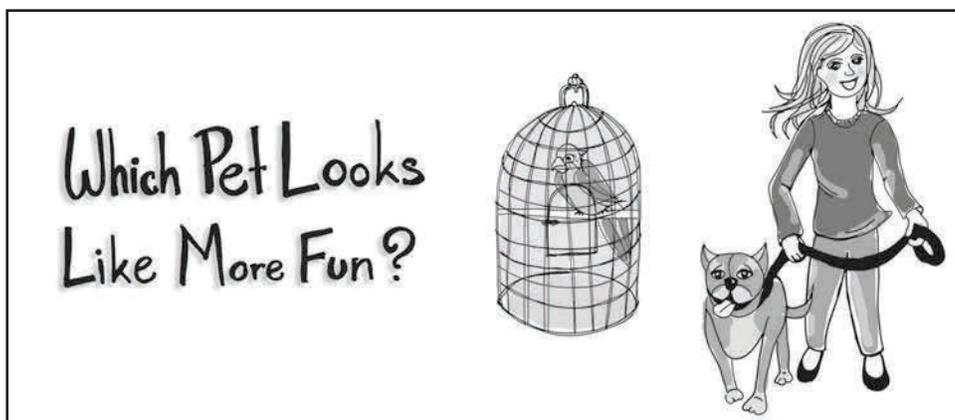
1 Pets can be divided into two groups. There are **common pets** and there are **exotic pets**. Common pets are animals like cats, dogs, or hamsters. These animals are found in many households and are familiar pets to most people. Exotic pets are animals like snakes, spiders, or parrots. These animals are uncommon pets. The reason exotic animals are uncommon pets is because exotic animals often don't make good pets.

Is Keeping Exotic Pets Really Fair?

2 People who own exotic pets most likely want to take good care of them. But homes don't always have what exotic pets need for a good life. Think about exotic pets like parrots, tarantulas, and lizards. They must adapt to live in cages or special glass boxes. They can't fly or crawl long distances. This is something they would do in the wild. To many people, this just doesn't seem fair.

Are Exotic Pets Fun?

3 Owning an exotic pet might seem exciting. But, it will likely not be as much fun as owning a regular pet. For example, a dog can play and go for walks with its owners. It is easy to see when a dog and owner love each other and enjoy spending time together. An exotic pet like a snake might look neat, but it doesn't do much. A snake just can't jump up, wag its tail, and give you a big slobbery kiss like a dog can.

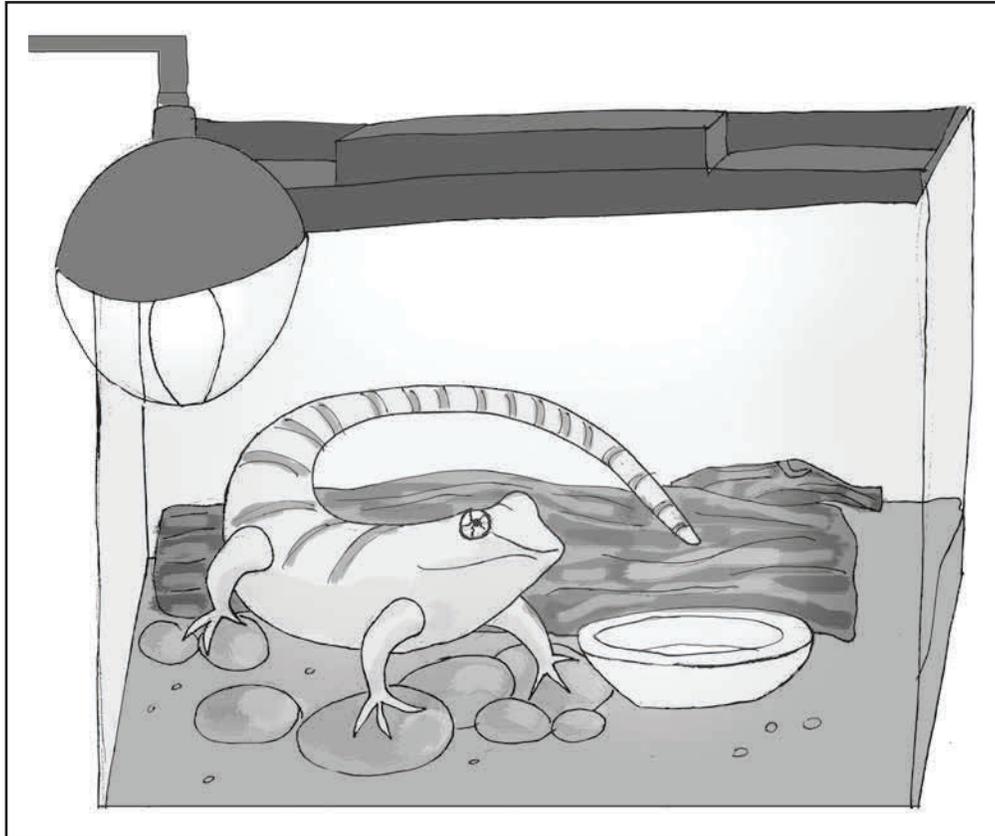


Look at the pictures. Which pet looks like more fun to be around?

Can You Give an Exotic Pet Proper Care?

4 Some people think exotic pets don't require much time or care. But it can be very hard to give exotic pets what they need to stay healthy. A snake is a good example. The place where an animal lives is called a habitat. A snake's habitat needs to be kept at just the right temperature for the snake to be healthy and stay alive. The owner must often buy special lights and heaters. Getting the right food for a snake is not easy. If the snake gets sick, it can be tough to find an animal doctor, or veterinarian, who will know how to treat the snake.

A Bearded Dragon Tank



A bearded dragon is a kind of lizard. It needs a large tank, special lights, a heater, things to climb on, and a water bowl in order to stay healthy.

What Should You Look For in a Pet?

5 If you want a happy pet that will make you happy, choose a furry friend like a cat or a dog. Exotic animals should be left in the wild where they belong.

Go On

Stand Out With an Exotic Pet!

by Danielle Beebe

1 Looking to be different from the crowd? Forget unusual clothes. Forget learning to play an instrument nobody has ever heard of. Get an exotic pet instead! If you are looking for an animal friend, an exotic animal is a great choice for a number of reasons.

Dare To Be Different with an Exotic Pet

2 People in America love owning pets. Lots of people in your neighborhood probably have a cat or a dog. Some of your friends might even have both. But how many have a lizard, a snake, or a rat? Think about this: In 2007, more than 45 million homes in the United States had dogs. About 38 million houses had cats. But less than 4 million had reptiles. If you want a pet that is different from everyone else's, an exotic pet is the way to go.

Help Others Learn More About Animals

3 Snakes are slimy. They will bite anyone who comes close. Right? These are just two examples of untrue beliefs about exotic pets. Those who own snakes know these things are not true. They can also teach others about their pet. Perhaps they might even let close friends feel the snake's smooth skin. When people learn the truth about some animals, they may be less afraid of them. They might also do their best to protect the ones that live in the wild.

Exotic Pets Let More People Own Animals

4 Some people just don't have the space for a dog or a cat. Others don't have the time. Pets like cats and dogs need a lot of attention and care. In many cases, caring for an exotic pet is easier. Think about a lizard. It will need a special cage made of wire or glass. It will also need to be fed and kept warm. You can leave a lizard for a day or two, though. It won't mind. You also won't need to brush it, or walk it, or let it outside.

Beyond Dogs and Cats

5 Exotic pets are different from typical pets like cats and dogs. You can't teach a snake to fetch. And you can't take a lizard for a drive to the beach. But this doesn't mean an exotic pet isn't a good one. Many owners of exotic pets would never be willing to trade in their unusual friend for a more ordinary animal.

45 Read this sentence from paragraph 2 of “Exotic Animals Are Not Pets.”

They must adapt to live in cages or special glass boxes.

What does the word “adapt” mean in this sentence?

- A** to move to a new place
- B** to become a household pet
- C** to get used to something new
- D** to refuse to try something different

46 Read this sentence from “Exotic Animals Are Not Pets.”

But it can be very hard to give exotic pets what they need to stay healthy.

Which phrase from the passage **best** supports this statement?

- A** “To many people, this just doesn’t seem fair.”
- B** “An exotic pet like a snake might look neat, but it doesn’t do much.”
- C** “The place where an animal lives is called a habitat.”
- D** “Getting the right food for a snake is not easy.”

47 Look at the picture called “A Bearded Dragon Tank.” What does it help you understand about having a bearded dragon for a pet?

- A** A bearded dragon spends a lot of time outside its tank.
- B** A bearded dragon is a fun pet to play with.
- C** A bearded dragon needs a lot of special gear to be healthy.
- D** A bearded dragon is easy to take care of.

Go On

- 48** How do the headings in “Exotic Animals Are Not Pets” help you understand the passage?
- A** They ask questions that the author then tries to answer in the passage.
 - B** They tell you how keeping a bearded dragon is like having a dog.
 - C** They show you how to find exotic pets like snakes and spiders.
 - D** They give you a list of all the things you need to take care of a cat.
- 49** Under which heading in “Exotic Animals Are Not Pets” can you find information about what exotic pets need to be healthy?
- A** Is Keeping Exotic Pets Really Fair?
 - B** Are Exotic Pets Fun?
 - C** Can You Give an Exotic Pet Proper Care?
 - D** What Should You Look For in a Pet?
- 50** Which idea from “Exotic Animals Are Not Pets” is supported by the first picture?
- A** Exotic pets can need a lot of special care to stay healthy and happy.
 - B** People can do things with common pets they can’t do with exotic pets.
 - C** Most homes don’t have what exotic pets need for a happy life.
 - D** Common pets are the kinds of animals that most people have.
- 51** What is the writer’s **main** point about exotic animals in “Exotic Animals Are Not Pets”?
- A** Exotic animals are fun to look at and make interesting pets.
 - B** Exotic pets and common pets are the two main groups of pets.
 - C** Exotic pets can’t do things they would normally do in the wild.
 - D** Exotic animals need more care and are less fun than common pets.

52 Read these two sentences from paragraph 2 of “Stand Out With an Exotic Pet!”

In 2007, more than 45 million homes in the United States had dogs.

But less than 4 million had reptiles.

Why does the author include these sentences?

- A** to tell why few people in the United States have exotic pets
- B** to show a difference between a common pet and an exotic pet
- C** to point out that the number of pets in the United States has grown
- D** to help people choose the kind of pet that best fits their home

53 Paragraph 3 of “Stand Out With an Exotic Pet!” explains that snake owners can teach others about their pet. According to the author, what will **most likely** happen next?

- A** People will realize that snakes feel slimy.
- B** People won’t want to touch the snake again.
- C** People will warn others that snakes can bite.
- D** People won’t be as afraid of snakes.

54 In the passage “Stand Out With an Exotic Pet!”, what does the section “Exotic Animals Let More People Own Animals” give information about?

- A** the reasons exotic animals are easier to take care of than cats or dogs
- B** the ways people can become owners of an exotic pet such as a snake
- C** the reasons more people own exotic pets than pets like cats and dogs
- D** the ways that owning exotic pets helps more animals in the wild

Go On

55 According to “Stand Out With an Exotic Pet!” which kind of pet is found in about 38 million homes in the United States?

- A** snakes
- B** dogs
- C** birds
- D** cats

56 How does the author of “Stand Out With an Exotic Pet!” feel about snakes?

- A** She thinks snakes are slimy and does not like them.
- B** She believes snakes will bite people who get too close.
- C** She thinks snakes need us to keep them safe in the wild.
- D** She thinks snakes are good animals, but make bad pets.

57 What is a reason that the author of “Stand Out With An Exotic Pet!” gives to support the idea that exotic animals make good pets?

- A** Exotic animals are more common than pets like cats and dogs.
- B** Exotic animals do not do tricks or take trips with their owners.
- C** Exotic animals like snakes and lizards are slimy and can bite people.
- D** Exotic animals are less work than pets like cats and dogs.

58 About which key detail do the authors of these articles disagree?

- A** the numbers of exotic and common pets in the United States
- B** the things that common pets like dogs and cats can do
- C** the amount of time and care that exotic pets need
- D** the best way to care for an exotic pet

59 What purpose do the authors of these articles share?

- A** to teach people how to care for their exotic or common pet
- B** to make people agree with their ideas about the best kind of pet
- C** to tell people how exotic pets would live if they were in the wild
- D** to make people laugh with funny and strange stories about odd pets

Go On

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Spice-O-Meter

My mom is a chef. She makes fancy food for people who are having parties but don't want to cook their own food. Sometimes she asks me to test new dishes. Last weekend, she want me to taste two new dips. "Be careful, they're hot" she warned.

I stuck a carrot into the first dip. It was delicious and just a little bit spicy. Then I tried the second dip. It set my tongue on fire! That dip was so good I wanted to eat it all.

Mom asked Which one do you like best?

I told her my favorite of the two dips was the hotter one. Mom laughed and said she would make the first one.

I was surprised. Why would she make the first one if my favorite was the second one?

"You're my little spice-o-meter," she replied.

I was puzzled. "What do you mean?" I asked.

You like really spicy food, she explained. “So I know that if you think it’s perfect, my customers will think it’s too hot!”

Mom was right. She made the first dip for her next party. Everyone loved it. And now I have a new nickname—*Spice-o-meter!*

60 Read this sentence from the essay.

Last weekend, she want me to taste two new dips.

Which of the following is the correct tense for the verb “want” in this sentence?

- A** wants
- B** wanted
- C** will want
- D** wanting

61 Read this sentence from the essay.

That dip was so good I wanted to eat it all.

What does the describing word tell about in the sentence?

- A** It tells how the dip tastes.
- B** It tells who is eating the dip.
- C** It tells how hot the dip is.
- D** It tells what the dip looks like.

62 The writer has compared the two dips in the sentence below.

I told her that my favorite of the two dips was the hotter one.

How should he write a sentence comparing three dips?

- A** I told her my favorite of the three dips was the more hotter one.
- B** I told her my favorite of the three dips was the hotter one.
- C** I told her my favorite of the three dips was the hottest one.
- D** I told her my favorite of the three dips was the most hottest one.

Go On

- 63** Which sentence from the essay uses correct punctuation?
- A** "Be careful, they're hot" she warned.
 - B** Mom asked Which one do you like best?
 - C** "What do you mean?" I asked.
 - D** You like really spicy food, she explained.

- 64** Read the sentences from the essay.

She made the first dip for her next party. Everyone loved it.

Which of the following correctly combines the two sentences above into a compound sentence?

- A** She made the first dip and everyone loved it for her next party.
- B** When everyone loved the first dip, she made it for her next party.
- C** Until she made the first dip for her next party, everyone loved it.
- D** She made the first dip for her next party, and everyone loved it.

- 65** To change the word "spicy" to a noun, you add the suffix *-ness*. How would you spell the new word?

- A** spicyness
- B** spiciness
- C** spiceness
- D** spicityiness

STOP

Ready® North Carolina, Common Core—ELA Practice, Grade 3
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Practice Test 1

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 52. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 53. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | 54. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 38. (A) (B) (C) (D) | 55. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | 56. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 40. (A) (B) (C) (D) | 57. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 41. (A) (B) (C) (D) | 58. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 42. (A) (B) (C) (D) | 59. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 43. (A) (B) (C) (D) | 60. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 44. (A) (B) (C) (D) | 61. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 45. (A) (B) (C) (D) | 62. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 46. (A) (B) (C) (D) | 63. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 47. (A) (B) (C) (D) | 64. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 48. (A) (B) (C) (D) | 65. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 49. (A) (B) (C) (D) | |
| 16. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | 50. (A) (B) (C) (D) | |
| 17. (A) (B) (C) (D) | 34. (A) (B) (C) (D) | 51. (A) (B) (C) (D) | |

Practice Test 2

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|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 52. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 53. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | 54. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 38. (A) (B) (C) (D) | 55. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | 56. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 40. (A) (B) (C) (D) | 57. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 41. (A) (B) (C) (D) | 58. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 42. (A) (B) (C) (D) | 59. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 43. (A) (B) (C) (D) | 60. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 44. (A) (B) (C) (D) | 61. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 45. (A) (B) (C) (D) | 62. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 46. (A) (B) (C) (D) | 63. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 47. (A) (B) (C) (D) | 64. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 48. (A) (B) (C) (D) | 65. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 49. (A) (B) (C) (D) | |
| 16. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | 50. (A) (B) (C) (D) | |
| 17. (A) (B) (C) (D) | 34. (A) (B) (C) (D) | 51. (A) (B) (C) (D) | |

Cut along the dotted line.