Read the myth. Then answer the questions that follow.

_In some parts of the world, the sky stays dark all day and night for many months at a time. These long periods of darkness are followed by long periods of light. The Native Americans in Canada tell this story about how light came to their land in the Northern part of the world._

**The Gift of Light**

_a retelling of an Inuit myth_

_by Jeanette Cannon_

1. Long ago, the Inuit people of the far North knew only darkness. Their friend, Crow, told them of the South, where he said daylight came every day. At first, they did not believe him. Then they began to imagine what it would be like to live in daylight. They wondered what they could see if there were light.

2. The Inuit chief asked Crow to rescue his people from the dark life they led. At first, Crow said he was too tired. But when he saw how sad his answer made the chief, Crow agreed to make the long trip south.

3. Crow flew for many miles in darkness until he saw a glimmer of light. Daylight was close! He flew as fast as he could. Soon, a brilliant light greeted him. He saw blue sky and fluffy white clouds. Happy, he came to rest on a tree limb.

4. Crow noticed a small girl below. He wanted to follow her, but didn’t want to frighten her. Crow turned himself into a bit of dust and drifted onto her coat. (He had another reason for changing his form, too.)

5. The girl walked to her home in the village. Inside the girl’s home, Crow noticed a box sitting on a table. It was lit up from the inside. “This must be where daylight is kept!” thought Crow.

6. Crow (who was still a bit of dust) whispered in the girl’s ear, “You want to play with the light in the box.” The girl rubbed her ear and repeated Crow’s words to her father. “I want to play with the light in the box,” she said.

7. The girl’s father removed a shining ball of daylight from the box, tied it with a string, and gave it to the girl. She played happily with the ball, watching the bouncing light move around the room. Crow again whispered in the girl’s ear, and so she asked her father if she could take the ball outside.

*Go On*
8 As soon as the girl went outside, Crow changed back into his own form. He swooped down, grabbed the string, and flew away with the shining ball sailing behind him.

9 Later, the Inuit people were awakened by a light in the sky. When they saw it was Crow, they clapped their hands excitedly. Suddenly, Crow, who was very tired from his long journey, dropped the string. The ball broke into pieces on the ground. Daylight was everywhere! Every corner was lit. People could see colors and shapes for the first time. They were delighted!

10 But Crow told the people that the ball was broken. It could not be turned off each night. Instead, it would shine for six whole months. After that, the daylight would have to rest for six months. During that time, it would be dark again. But the people were still happy. Darkness is bearable when it has an end, they thought. Even if the end is six months away.

11 Even today, the Inuit people live in darkness for six months and daylight for six months. And they are thankful to Crow who brought them the gift of daylight.
1. Crow has a plan to get light for the Inuit. How does turning himself into a speck of dust fit into his plan?
   A. It gives him the power to move light.
   B. It makes it easy for him to fly.
   C. It lets him scare the little girl.
   D. It helps him get close to the light.

2. The people in the story are delighted to see daylight. What does the word “delighted” suggest about how the people act?
   A. They cry and want to be alone.
   B. They sit quietly and daydream.
   C. They smile and clap their hands.
   D. They scream and run the other way.

3. What does the picture in the story show about Crow?
   A. It shows how Crow uses tricks to get what he wants.
   B. It shows that Crow is tired from flying with the ball.
   C. It shows how Crow feels about light and darkness.
   D. It shows that Crow has solved the Inuits’ problem.

4. Which sentence from the story shows that Crow has power over the little girl?
   A. “Their friend, Crow, told them of the South, where he said daylight came every day.”
   B. “The Inuit chief asked Crow to rescue his people from the dark life they led.”
   C. “The girl rubbed her ear and repeated Crow’s words to her father.”
   D. “After that, the daylight would have to rest for six months.”
Which of these **best** retells the story’s events?

A. The Inuit people send Crow to find daylight. He flies south to get it. The people in the south chase him off. He leaves without finding daylight.

B. The Inuit people want daylight. Crow flies south and tricks a little girl into giving him daylight. Then he brings daylight back to the Inuit.

C. Crow wants to find daylight for the Inuit. He goes south and finds a little girl. He asks the girl for the daylight. She gives it to him.

D. People in the south want darkness. Crow flies north to steal it from the Inuit. He is unable to bring the darkness back to the south.

What is the story’s **main** lesson?

A. Having a balance is better than having nothing.

B. Crows are animals that cannot be trusted.

C. Always try to avoid going outside in the darkness.

D. Some places in the world never have daylight.
Read the passage. Then answer the questions that follow.

First in Flight

by Carol Eng

1 Even as boys, the brothers Wilbur and Orville Wright were interested in things that fly. When Wilbur was 11 and Orville was 7, their father gave them a flying toy. It was made of cork, bamboo, and paper. Rubber bands made it go. The boys broke the delicate toy. However, the memory of it flying across their living room stayed with them all of their lives. The two wanted to make a flying machine of their own.

2 As adults, the brothers opened a bicycle shop in Dayton, Ohio. There they built and repaired bicycles. It was there that they also decided to build an airplane. Many other people had tried to make a flying machine. Until then, no one had succeeded.

3 To make an airplane, the men had to do three things. First, they had to make wings that could lift a heavy amount of weight off the ground. Second, they had to have a way to power the machine. Third, they had to be able to steer the machine once it was in the air. Steering was the hardest part of the puzzle. No one had even come close to figuring out how to steer a machine in the air.

4 Wilbur watched flying birds. He saw that they steered themselves by twisting their wings. He knew that airplane wings needed to twist, too. The brothers built a glider. A glider is a plane without an engine. Wind lifts a glider into the air like a kite. This glider had wings that could twist up and down like the wings of birds. In 1900, the Wright brothers went to Kitty Hawk, North Carolina, to test their glider. Kitty Hawk had steady winds for gliding. It also had sandy slopes for landing. It was the perfect place. The glider worked. But it couldn’t lift a person off the ground. The glider needed to be bigger.

5 The Wright brothers went home to Dayton. There they built a bigger glider. In 1901, they returned to Kitty Hawk to test it. This new glider could lift a person, but it didn’t steer well. The brothers needed to learn more about wings and wind.

6 Back in Dayton, they built a wind tunnel. A wind tunnel is a long tube with fans that blow air. In the wind tunnel, the brothers tested all kinds of wing shapes. They found one wing shape they liked. They returned to Kitty Hawk to test their newest glider. The new design worked. The brothers made nearly one thousand glides in September and October 1902. Now they just had to give their glider an engine. With an engine, the plane could fly in places that weren’t windy.
The Wright brothers learned that there were no engines light enough and powerful enough for their plane. They had to build their own engine, too. By December 1903, they had built their airplane—complete with a 180-pound engine. The brothers headed to Kitty Hawk again.

On December 17, a strong wind blew, but the Wright brothers were ready. They got up early, cooked breakfast, and waited for the winds to die down. Finally, the weather calmed. Orville climbed into the plane. The machine crept forward. Soon it lifted up into the air. Twelve seconds later it landed. Orville had flown 120 feet! It wasn't far, but he had actually flown an airplane. Their machine worked!

The brothers made three more flights that day. The longest flight was 852 feet. Then they made improvements to their plane. By 1905, they were flying for 30 minutes at a time.

In 1909, Orville and Wilbur opened the Wright Company. The company built airplanes. The next time you see an airplane flying overhead, think of the Wright brothers. They had a wonderful idea, and they solved many problems to make that idea come true.

In paragraph 1, what does “delicate” mean?
A  old
B  heavy
C  easily broken
D  easily lost

What in nature gave Wilbur Wright the idea for the glider’s wings?
A  an airplane’s engine
B  a difficult puzzle
C  the wings of birds
D  the wind at Kitty Hawk

Which sentence shows why Kitty Hawk was a good place to test gliders?
A  “Wind lifts a glider into the air like a kite.”
B  “It also had sandy slopes for landing.”
C  “Finally, the weather calmed.”
D  “Soon it lifted up into the air.”
### 10 Which sentence from the passage best explains why the brothers built a bigger glider in 1901?

A. “But it couldn’t lift a person off the ground.”
B. “This new glider could lift a person, but it didn’t steer well.”
C. “Now they just had to give their glider an engine.”
D. “The Wright brothers learned that there were no engines light enough and powerful enough for their plane.”

### 11 What did the brothers test in the wind tunnel?

A. wing shapes
B. new gliders
C. wind speed
D. glider engines

### 12 What happened after the brothers built a wind tunnel?

A. They tested the wind tunnel at Kitty Hawk.
B. They figured out how to steer a glider in the air.
C. They decided to build a flying machine.
D. They realized they would have to build an engine.

### 13 With which statement would the author most likely agree?

A. Creating the first airplane was fun and easy.
B. The Wright brothers were hardworking and clever.
C. The Wright brothers wasted time by trying to build a glider.
D. The airplane was an unimportant invention.
Read the stories. Then answer the questions that follow.

In the Cam Jansen series of books, author David Adler tells stories of Cam Jansen solving mysteries with her photographic memory. In this adventure, Cam goes with her friends Eric, Diane, and Donna to see their father graduate from college. When they are ready to leave the field where the graduation took place, Grandpa cannot find a very important bag. Cam must put together clues from her memory to figure out where Grandpa’s bag could have gone.

from *Cam Jansen and the Graduation Day Mystery*

*by David J. Adler*

Chapter 3

1. Grandpa opened the bag. He took out a small toy train.
2. “Is that the present you got for Dad?” Diane asked. “If he doesn’t want it, I’ll take it!”
3. Grandpa shook his head.
4. “This toy is not mine.”
5. He looked in the bag and said, “None of the things in here are mine.”
6. Eric said, “That train looks like the one Harry had. He sat behind us.”
7. Grandpa looked under his chair. He looked under all the chairs in the row.
8. “Please,” he said. “Help me find my bag. There’s something very valuable in it.”
9. “I know what’s so valuable,” Diane said. “It’s the surprise you have for Dad.”
10. The Sheltons and Cam looked under all the chairs in their row and the ones in the nearby rows, too.
11. “Look what I found,” Diane said. “Lots of programs. When Donna and I get home we can have a pretend graduation. I’ll be the president and make a really long speech.”
12. “And I’ll be a graduate,” Donna said. “I’ll get a pildoma;”
14. “Grandpa,” Diane said. “Maybe you took the bag with you when you went to take Dad’s picture. Maybe the bag is all the way up front.”
15. Grandpa shook his head and said, “No, I took the camera out of the bag when I walked to the front. Then I put it back.”
“I’m going to look up front,” Mr. Shelton said. “In a big crowd sometimes things get moved.”

Cam and Eric went with him.

The cat followed them.

Grandpa, Mrs. Shelton, and the twins continued to look near their seats.

Cam, Eric, and Mr. Shelton walked through the crowd of people leaving the field.

“Look carefully at what everyone is carrying,” Eric said. “Maybe someone has Grandpa’s bag.”

“Is it just a regular small brown shopping bag?” Mr. Shelton asked.

Cam closed her eyes. She said, “Click!”

Cam bumped into a tall man wearing a black cap and gown.

“Excuse me,” the man said.

She bumped into the cat.

Meow!

Eric took Cam’s hand.

“Yes,” Cam said with her eyes still closed. “I’m looking at the picture I have in my head of Grandpa’s shopping bag, and it’s brown and not very big. It has two small brown rope handles.”

Cam opened her eyes.

“I haven’t seen anyone carrying a bag like that,” Mr. Shelton said.

They looked under rows and rows of chairs near the platform, but they didn’t find the bag.

“Let’s go back,” Mr. Shelton told Cam and Eric. “It’s not here.”

As they walked back to where Eric’s family was sitting, they looked under all the rows of chairs.

When they got back, Mrs. Shelton was still holding Howie. He was sleeping. Grandpa was next to them. On the chair on the other side of Grandpa was the bag with the toys, animal crackers, and apple juice.

“We didn’t find it,” Mr. Shelton told Grandpa.

“This is terrible,” Grandpa said. “The gift I had in there can’t be replaced. And my camera with all my pictures of the graduation is also in there.”

“Is the gift worth lots of money?” Donna asked.

“Yes. And it’s been in the Shelton family for almost one hundred years.”

Go On
“I think I know what happened,” Donna said. “I think Harry took Grandpa’s bag.”

“That’s it!” Diane said. “He took Grandpa’s shopping bag by mistake.”

“I think she’s right,” Mr. Shelton told his father.

“Yay!” Diane said. “We did it! Donna and I solved the mystery.”

“You solved one mystery,” Cam said, “but Grandpa Shelton still doesn’t have his bag. Maybe someone found it and gave it to the security people.”

“Now there’s another mystery to solve,” Eric said. “We think Harry took Grandpa’s bag, but where is Harry? We don’t even know his last name. We have to find out who this Harry is and where he is. We have to get Grandpa’s bag back.”
from *Cam Jansen and the Sports Day Mysteries: A Super Special*  
*by David J. Adler*

**Chapter 5**

1. Cam ran off the soccer field.
3. *Trill! Trill!* Mr. Day blew his whistle.
4. “Get back here!” he shouted.
5. “I think I know where to find the missing soccer ball,” Cam said as she ran off the field. Mr. Day followed her.

6. Cam ran across the path to the edge of the lake. She waved her hands. “Look in your boat. Is there a soccer ball in your boat?”

7. A man and a woman in a boat near the edge of the lake looked at Cam. Then they looked in their boat and shook their heads. They didn’t find the ball. The others in boats didn’t look at Cam. They hadn’t heard her.

8. Eric ran to Cam.
9. “What are you doing?” he asked. “We’re in the middle of a game.”
10. Ms. Benson, Hector, Sarah, and others also hurried toward Cam.
11. “I know what happened to the soccer ball,” Cam said. “I know why we didn’t find it.”
12. “Hey,” Mr. Day said as he walked toward Cam. “You can’t just run off the field.”
13. “Did you see when Sam’s wife stuck the note onto the antenna of his car? The car carried the note to Sam. Well, I think that’s what happened with our soccer ball. I think it landed in one of the boats when it was close to the path. Then the boat carried it away.”
14. “That could have happened,” Hector said. “But wouldn’t someone know if a ball landed in his boat?”
15. “Maybe it landed behind him,” Eric said. “Maybe he’s like Sam, the man with the remote-controlled car. Maybe he doesn’t hear very well.”
16. “You have a loud voice,” Cam said to Mr. Day. “Can you call to the people in the boats and ask them if they have our soccer ball?”
17. “Hey!” Mr. Day shouted. “Is there a soccer ball in your boat?”
People in boats 7 and 4 turned toward Mr. Day. They shook their heads.

The old man in boat 6 kept rowing.

*Trill! Trill!* Mr. Day blew his whistle. He waved to the man. But the man didn’t turn.

“He’s rowing toward shore,” Ms. Benson said. “I’ll wait for him.”

“We can’t wait for him to get back here,” Mr. Day said. “We’ve got a game to play.”

Mr. Day went to the rental booth. Cam, Eric, Ms. Benson, and others followed him.

“How do you call to the boaters?”

The woman in the booth showed Mr. Day a megaphone. She let him borrow it.

Mr. Day stood at the edge of the lake. He blew his whistle into the megaphone.

*Trill! Trill!*

Cam, Eric, and many others along the lake held their hands to their ears. People in the boats turned. Even the man in boat 6 turned.

Mr. Day pointed to the man in boat 6. Then he shouted to him through the megaphone, “Please, look behind you. Is there a soccer ball in your boat?”

The man looked in front of him. Then he shook his head. He didn’t find the soccer ball.

“Please,” Mr. Day shouted through the megaphone. “Turn and look behind you.”

The man turned. He turned again and faced Mr. Day. This time he nodded. Then he reached back and held up a soccer ball.

“Yeah!” Eric said. “Cam solved another mystery.”

“Thank you,” Mr. Day and Ms. Benson said to Cam.

“I’ll wait here,” Ms. Benson said. “I’ll get the ball when he brings in the boat.”

“Let’s go,” Mr. Day said. “Let’s finish the game.”

Ms. Benson waited by the edge of the lake. Everyone else returned to the soccer field. Now that she had solved the mystery, Cam was able to pay attention to the game. She even kicked the ball, but she didn’t score a goal. Still, Ms. Benson’s team won the game 2-1.
14 Read these sentences from *Cam Jansen and the Graduation Day Mystery*.

“‘I’m going to look up front,’ Mr. Shelton said. ‘In a big crowd sometimes things get moved.’

What does the word “crowd” mean in the sentence?

A a group of people  
B a place  
C a meeting  
D a type of person

15 What does the picture in *Cam Jansen and the Graduation Day Mystery* show you about Cam and Grandpa?

A They are about to find the bag under the chairs.  
B Grandpa is not sure what to do, but Cam knows where to look.  
C Grandpa is hopeful the bag will be found, but Cam is not.  
D They are worried because they can’t find the bag.

16 Who tells the story of *Cam Jansen and the Graduation Day Mystery*?

A Diane begins it, and Donna finishes it  
B a storyteller who is not a character  
C the person who took Grandpa’s bag  
D Cam, who is trying to find the bag
17 Which sentence from Cam Jansen and the Graduation Day Mystery is a clue to what happened to the bag?

A "Eric said, 'That train looks like the one Harry had.'"
B "'Maybe you took the bag with you when you went to take Dad's picture.'"
C "'I'm looking at the picture I have in my head of Grandpa's shopping bag, and it's brown and not very big.'"
D "'And my camera with all my pictures of the graduation is also in there.'"

18 Which of the following retells what happens in Cam Jansen and the Graduation Day Mystery?

A The Sheltons figure out that Harry took the bag. They look under all the chairs. Cam thinks about what the bag looks like. Then, everyone searches for Harry.
B Grandpa's bag is missing. Everyone looks for it, but no one can find it. The characters have to think about where the bag might be. They figure out who took it.
C Grandpa puts something important in his bag. Everyone looks for the lost bag. They go to find Harry, who took it. Cam remembers what the bag looks like.
D Everyone searches under the chairs. Grandpa learns his bag is missing. Eric remembers Harry playing with a train. They look for Harry's train in another bag.

19 Why does Cam run off the soccer field in Cam Jansen and the Sports Day Mysteries: A Super Special?

A She sees the soccer ball fly into the boat.
B She is angry because she missed a goal.
C Cam wants to find the missing soccer ball.
D She hopes she can borrow another team's ball.
Read the dictionary definition.

**nod (v)**  
1. to bend one’s head up and down.  
2. to move up and down.  
3. to make an error  
4. the act of nodding

Now read these sentences from *Cam Jansen and the Sports Day Mysteries: A Super Special*.

He turned again and faced Mr. Day. This time he nodded.

Which meaning **best** shows the way the word “nodded” is used in the second sentence?

A  to bend one’s head up and down  
B  to move up and down  
C  to make an error  
D  the act of nodding

*Cam Jansen and the Sports Day Mysteries: A Super Special* is told by which of the following people?

A  a storyteller who is not a character  
B  Cam, who is solving the mystery  
C  the grown-ups, Mr. Day and Ms. Benson  
D  a character in the story without a name
22 Which of these best retells the events of “Cam Jansen and the Sports Day Mysteries: A Super Special”?

A. Cam quits a soccer game right in the middle. Both Mr. Day and her friends are angry, because the score is close. However, Cam tricks an old man into giving their ball back.

B. Cam yells after the old man, but he can’t hear her. So, she runs off the soccer field. The old man keeps rowing, but the team still wins the soccer game.

C. Mr. Day blows his whistle into the megaphone. Cam figures out that the ball must have landed in a boat. The old man looks in front of him, first.

D. A ball is missing, and Cam guesses where it went. By helping Cam, the other characters prove she’s right. The old man will give the ball back.

23 Even though the Cam Jansen stories happen in different places, their messages are the same. What is the message of both stories?

A. Some jobs should be left to grown-ups.

B. It’s okay to lose your courage when faced with great danger.

C. If people work together, they can solve tough problems.

D. Sharing with your friends is important.

24 How are the settings of the two Cam Jansen stories alike?

A. They both take place by a lake.

B. They both take place near a field.

C. They both take place in a classroom.

D. The both take place indoors.
What is different about what happens in the two Cam Jansen stories?

A. In one, Cam loses something she owns. In the other, she loses something she borrows.

B. In one, the mystery is about something lost. In the other, it’s about something stolen.

C. In one, a character tries to stop Cam from solving the mystery. In the other, everyone helps.

D. In one, Cam solves the mystery herself. In the other, she helps others solve it.
This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

**Baby Bird**

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said “The baby bird must be lost.”

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn’t know what to do.

“Let’s pick it up so a cat won’t get it, said Alec.

But Molly said that would scare the baby bird even more. Let’s hide it under a box” she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.

Finally the children decided to just watch and wait. “If a cat comes, we will chase it away,” they agreed.
So the children crawled behind a bush and watch quietly.

A long time went by. Nothing happened. No cats appeared, but the mother did not either. Molly and Alec grew more and more worried.

All of a sudden, they heard a bird chirping loudly. The baby bird chirped back. A yellow bird flew down. It was the baby bird’s mother! She gave her baby a bug that was in her beak. The baby bird ate it right up and chirped for more.

“Hooray!” Molly and Alec shouted. The baby bird wasn’t lost after all!

26. To change a word ending in the letter y from singular to plural, remove the y and add -ies. How would you spell the plural of “baby”?
   A babys
   B babies
   C babyies
   D baies

27. Read this sentence from the story.
   They could see the scared feeling in its eyes.

Which of the following could replace the words “scared feeling”?
   A fear
   B anger
   C hunger
   D love

Go On
28. Which sentence from the story uses commas and quotation marks correctly?
   A. Alec said “The baby bird must be lost.”
   B. “Let's pick it up so a cat won’t get it, said Alec.
   C. Let's hide it under a box” she suggested.
   D. “If a cat comes, we will chase it away,” they agreed.

29. Read this sentence from the story.
   So the children crawled behind a bush and watch quietly.
   Which of the following is the correct tense for the verb “watch” in this sentence?
   A. watched
   B. watches
   C. will watch
   D. correct as is

30. Read the sentence from the story.
   It was the baby birds mother!
   Which of the following is the correct way to write the word “birds” in this sentence?
   A. birds's
   B. birds’
   C. bird’s
   D. birds
Read the passage. Then answer the questions that follow.

Build the Perfect Sand Castle

_by Greg Mission_

The beach isn’t just a place to swim and relax in the sun. It can be the site of some serious building! You may have admired sand castles on a beach or in a sandbox. But what exactly does it take to make the perfect sand castle? Gather the tools below and follow the steps. With a little hard work, you can create an amazing sand castle of your own.

**Tools and Supplies**

What you will need:

- At least 2 buckets
- 1 or 2 shovels
- Sand
- Water

Not needed (but a good idea):

- Sticks
- Funnel
- Spoons
- Spray bottle of water
- Shells or pebbles

Important Tip: To build a good sand castle, you need wet sand. Dry sand does not stick together. Because of this, it can’t be used to create strong walls and towers. Is your tower or base falling apart? Try adding more water.

**Step 1: Draw a Plan**

First, decide how big you want your castle to be. Then, outline a square or other shape in the sand using your shovel or a stick. The castle will be inside this shape. After this is done, you are ready to move on to Step 2.
Step 2: Make A Sand Bowl

Make a large sand pile inside the shape you made in Step 1. You can use a shovel or a bucket to pile the sand. Now you have to get the sand wet. To keep the water from just running down the sides of your pile, make a “bowl” shape in the middle of the pile.

Step 3: Make the Base

Use the back of your shovel to pack the sand down. This will make your base strong. Your pile of sand should have a flat top when you are finished. (You may need to add more wet sand to the center during this step.)

Step 4: Creating Towers

First, fill a bucket with sand. Next, add water to the bucket until the sand is very wet, but not runny. Then, turn the bucket upside down and place it on top of the base. Finally, remove the bucket slowly. Your sand tower should now be on top of your base. Repeat this step to make as many towers as you would like. You can use different sized containers to make towers. Cups, paper towel tubes, even boxes will make interesting towers.

Step 5: Decorate!

This is your chance to put your imagination to work! Decorate your sand castle any way you like. Use shells or colorful pebbles to decorate the roof and walls. Use a stick to draw on windows or bricks. Use a spoon to carve out doors and tunnels. It’s up to you.

Finally, step back and admire your sand castle. Make sure to get a picture next to your creation.

Tips and Tricks
Use a funnel to make a pointy roof.
Use a spray bottle to keep sand wet.
Use egg cartons to make small towers.
Use an ice cube tray to make bricks.
31. Which of the following steps should you do before drawing a plan in the sand?
   A. make towers on top of the base
   B. gather the tools you will need
   C. carve out doors and tunnels
   D. make a big pile of sand

32. Which of the following tools is helpful but not needed to build a sand castle?
   A. shovel
   B. sand
   C. funnel
   D. bucket

33. What is the main reason to shape the pile of sand like a bowl?
   A. to give the sand castle a round shape
   B. to help get the entire pile of sand wet
   C. to form a wall around the castle
   D. to make it easier to stack the sand
34. What does the illustration after Step 4 help you understand?
   A. why the sand pile needs to be shaped like a bowl
   B. how large the base of the sand castle should be
   C. where to build the base of the sand castle
   D. how the sand stays in the shape of the container

35. According to the Tips and Tricks sidebar, what is one way the funnel can be used?
   A. to pour water onto the sand pile
   B. to draw an outline in the sand
   C. to form a pointed roof on the castle
   D. to make round shapes in the sand

36. Which of the following tells how this passage is organized?
   A. It compares building sand castles to building real castles.
   B. It describes different activities you can do at the beach.
   C. It explains what happens when water is added to sand.
   D. It gives steps to follow to create your own sand castle.
Read the play. Then answer the questions that follow.

Excerpt from The Secret Garden
from a novel by Frances Hodgson Burnett
adapted by David C. Jones, Plays—The Drama Magazine for Young People

Mary Lennox is a young British girl who has been living in India. She is sent back to England to live with her uncle, Archibald Craven. Mr. Craven lives in a large house in the country. He is busy and pays little attention to Mary. She is left to explore the house and its many gardens on her own.

Characters
MARY LENNOX, a young girl
BEN WEATHERSTAFF, a gardener
DICKON SOWERBY, a young boy

SCENE 2
1 SETTING: The mansion gardens. There are flowerbeds, bushes, etc., around stage. Fence covered with ivy, brambles, etc. is upright.
2 AT RISE: BEN WEATHERSTAFF is working with a hoe. MARY enters.
3 BEN (Looking up): Well, well. You must be Mistress Mary, quite contrary. I’ve heard all about you.
4 MARY: I am not contrary—and who are you?
5 BEN: I’m Ben Weatherstaff, the gardener. I’ve worked for Mr. Craven for many, many years.
6 MARY: Well, I think you’re rude.
7 BEN: Be that as it may, you’d better get used to me. I’m the only one around here—except for Dickon, that is. He spends a lot of time here too.
8 MARY: And where’s this locked garden I’ve heard about?
9 BEN: Why, you’re standing next to it.
10 MARY: But where is the entrance?
11 BEN: Well, the gate is somewhere under all those wild brambles and ivy that have swallowed it up. It’s been locked up so long.

Go On
MARY (Resolutely): Well, I shall find the entrance and go in there to play.

BEN: You won’t be able to go in without the key.

MARY (Surprised): There’s a key? Where is it?

BEN: No one knows. Mr. Craven took the key one day and threw it as far as he could. No one has ever found it.

MARY: I’ll find it. You’ll see.

BEN (Wryly): Well, good luck, Mistress Mary. You’ll need it. (Laughs and exits. After a moment, DICKON enters, carrying crow, fox, and lamb.)

DICKON: Hello. You must be Miss Mary.

MARY: How did you know my name? And who are you?

DICKON: They call me Dickon. And I know about you because my sister, Martha, told me all about you.

MARY: Is it true you speak to animals?

DICKON: Aye. Say hello to my friends. This is Cert, the crow. (Cawing sound is heard.)

The fox is Captain, and the lamb, Lady. (Bleating is heard.)

MARY: Those are strange names for animals.

DICKON: It’s what they asked to be called.

MARY (Scoffing): Animals and birds can’t talk.

DICKON: Sure they can. You just have to know how to listen. (Looks offstage) Look! Here comes my friend, Robin. (Robin puppet flies in.)

ROBIN: Hello, Dickon. Who is your friend?

MARY (Astonished): Why, he does talk!

DICKON: See? You just have to want to listen to them. (To ROBIN) What are you up to, Robin?

ROBIN: I’m building my nest. Spring is coming, you know, so I’m busy, busy, busy.

MARY (Delighted): Oh, he’s so cute and funny. Do you think he would be my friend, too? I have no one to play with.

DICKON: Of course. You can find lots of friends here. You’re just sad and lonely now, but you’ll find happiness here, just as you did in India.

MARY (Starting to cry): No. I shall never be happy here. I hate this place. It’s horrible! I want to go back to India. (Runs off)

DICKON: She could really use a friend or two, eh, Robin? (Curtain)
37 Read this sentence from the passage.

Well, the gate is somewhere under all those wild brambles and ivy that have swallowed it up.

What does the word “swallowed” mean as it is used in this sentence?

A The wild brambles and ivy are covering the gate.
B The wild brambles and ivy are eating the gate.
C The wild brambles and ivy are ruining the gate.
D The wild brambles and ivy are hurting the gate.

38 Which sentence from the story lets you know that Mr. Craven does not want anyone to go into the locked garden?

A “I’ve worked for Mr. Craven for many, many years."
B “Well, I shall find the entrance and go in there to play.”
C “You won’t be able to go in without the key.”
D “Mr. Craven took the key one day and threw it as far as he could.”

39 Why does Ben laugh when Mary says she will find the key?

A He thinks that Mary is funny.
B He is glad Mary will find the key for him.
C He is happy that Mary will get to see the garden.
D He thinks that Mary will never find the key.
40 What is the main lesson Dickon wants Mary to learn?
A Animals make the best friends.
B Some people can never be happy.
C Friends are all around you if you listen.
D Looking for lost things is a waste of time.

41 Why does Dickon believe Mary will be happy again?
A because he thinks she will love the gardens
B because he thinks she can understand what Robin says
C because he thinks she will be able to find friends
D because he thinks she will find the key to the garden

42 Read this sentence from the passage.

You’re just sad and lonely now, but you’ll find happiness here, just as you did in India.

The word “lonely” has the same root as the word “alone.” What does the word “lonely” mean as it is used in this sentence?
A having too many friends
B wanting to be with other people
C wishing someone would go away
D needing time to think
43 Read this sentence about the passage.

Mary spoke to Ben, she met Dickon _____ the garden.

Which pair of words **best** completes the sentence?

A  After, in  
B  When, over  
C  Before, around  
D  During, below

44 How does the ending of this scene help the reader understand the other events in the scene?

A  It shows that Dickon does not want to be friends with Mary.  
B  It shows that many of Mary’s earlier actions were because she is sad.  
C  It shows that Dickon and Ben have always known each other.  
D  It shows that Mary could talk to animals when she lived in India.
Read the articles. Then answer the questions that follow.

Sleep and the Brain

by Amanda Eggers

1 Have you ever stayed up way too late at night? How did it make you feel the next morning? Without enough sleep, you probably woke up feeling pretty bad. Maybe you had a hard time focusing at school. Maybe you even fell asleep at your desk!

2 Everyone needs sleep. Our brains must have a time to rest and recover from all the thinking we do during the day. For many years, scientists believed that the brain turned off during sleep. But now, new machines can tell what is happening inside people’s brains—even when they are asleep. These machines can take pictures of the brain. The pictures show the areas of the brain that are active and at rest.

3 What have scientists learned from these machines? To their surprise, they have learned that our brains can be very active during sleep. Scientists now know that our brains go through five different stages of sleep. We don’t go through the stages exactly in order, but they do follow a pattern, or cycle. At some points in the cycle, our brains are resting. But at other times, they are very busy. What exactly does the brain do during sleep?

**SLEEP CYCLE**

<table>
<thead>
<tr>
<th>Stage</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Light sleep. Muscle action slows down.</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Breathing and heart rate slow down.</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Deep sleep. Brain waves change.</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Very deep sleep. Breathing is even and slow.</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Rapid Eye Movement (REM). Dreaming begins.</td>
</tr>
</tbody>
</table>
4 As you go through the stages, your body becomes more and more still until it is completely motionless. Your brain becomes more and more still, too—until you begin to dream. Dreaming only happens during Stage 5, also called REM sleep. In this stage, your brain is almost as active as when you are awake. But your body is completely still—all except for your eyes. REM stands for Rapid Eye Movement. During this kind of sleep, your eyes move quickly from side to side, like you are watching a tennis game. The rest of your body is unable to move at all.

5 But why does the brain go through this cycle? Scientists now know that there are many reasons why sleep is so important. Studies show that people who get more deep sleep do better on tests. They remember things better. They are more likely to stay healthy. One test even showed that people were stronger after they had slept well! Even though scientists have a lot more to learn, they agree on the importance of a good night’s sleep.
Feed Your Brain

by Randy Yen

1 When people think about reasons to choose healthy food, they often think about keeping their body healthy. And usually, that means their heart, muscles, bones, and other body parts. But it’s easy to forget that the brain is also part of the body. And brains need healthy food, too!

2 The brain is the organ we use to think. That includes thinking about taking care of all our other body parts. It can be easy to forget that the brain needs to be taken care of, too. All of the things that are good for our bodies, like good food, exercise, and rest, are good for our brains, too. Scientists now know that one-quarter of the energy your body takes in goes to support your brain. So, what can you do to be brain-healthy?

A Recipe for Brain Power

3 The brain doesn’t need just one kind of food to make it strong. It needs a healthy balance of protein, fat and carbohydrates. Protein is found in foods like fish, beans, and eggs. Protein helps your brain cells talk to each other. Certain kinds of fats are also good for your brain. They make your brain cells stronger. These fats can be found in fish, nuts, seeds and other foods. Finally, carbohydrates act like fuel for your brain and body. They give you energy and keep things running smoothly.

4 Eaten in the right amounts, these foods help you to feel more awake and less tired. They give you energy. And they help you think and remember things better.

You are What You Eat

5 So, what happens to your brain if you don’t eat a balanced diet? Eating a lot of sugar slows down your brain. Scientists have studied how different diets affect rats. They found that rats that ate mostly sugar could not remember things very well. The rats that ate a balanced diet did much better on the jobs the scientists gave them.

6 Another study on kids had the same result. Kids who ate a sugary breakfast scored low on memory and attention tests. In fact, their scores were a lot like those of many 70-year-olds!

Super Foods

Eating a balanced diet is the best way to keep your brain healthy. But there are certain foods that can give your brain an extra boost.

- Oily fish, like tuna or salmon
- Blueberries
- Tomatoes
- Pumpkin seeds
- Broccoli or other green vegetables
- Nuts
Sugar is a carbohydrate. Don’t we need carbohydrates? The answer is yes. But whole grain bread and pasta are better sources of carbohydrates. Unlike sugary foods, these foods release their carbohydrates slowly. This means your body can use them over a longer period of time.

**Timing is Everything**

Of course, it’s not just what you eat. It’s also when you eat it. As the old saying goes, breakfast is the most important meal of the day! Studies show that kids who eat breakfast do better in school than those who don’t. Kids who eat a balanced breakfast, including protein and carbohydrates, perform the best of all.

So, the next time you go to pick out a snack, remember to feed your brain!

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45 What does the writer of “Sleep and the Brain” mainly suggest about sleep?

- **A** A person who sleeps well will probably do better in work or school.
- **B** The order of the stages of sleep explains why people have dreams.
- **C** Dreaming often makes you feel as if you are watching a tennis game.
- **D** People who sleep well are always stronger than people who don’t.
46  Read this sentence from the article “Sleep and the Brain.”

   At some points in the cycle, our brains are resting.

Which phrase helps you understand what the word “cycle” means?
   A  “active during sleep”
   B  “stages of sleep”
   C  “follow a pattern”
   D  “brains are resting”

47  How does the illustration in “Sleep and the Brain” help readers understand the article?
   A  It shows the brain during sleep.
   B  It shows how the machines work.
   C  It shows the order of sleep stages.
   D  It shows why doctors study sleep.

48  Read this sentence from the article “Sleep and the Brain.”

   As you go through the stages, your body becomes more and more still until it is completely motionless.

What does the word “stages” mean as it is used in the sentence?
   A  exercises to help you sleep
   B  important times in a person’s life
   C  places where plays are performed
   D  steps in a chain of events
49 Look at the table in “Sleep and the Brain.” What information can you find under the heading “What Happens”?
A why brain waves change in Stage 3
B what the body does in each sleep stage
C how machines can explain sleeping
D what Rapid Eye Movement feels like

50 Which of these statements about sleep would the author of “Sleep and the Brain” most likely agree with?
A People who sleep more are often unhealthy.
B There are probably more than five sleep stages.
C Scientists should study sleep without machines.
D Getting plenty of sleep can make you feel better.

51 According to the article “Sleep and the Brain,” how many stages of sleep are there?
A one
B three
C five
D four
52 In the article “Feed Your Brain,” what is the author mostly trying to explain?
A You have to care for your brain as you do for the rest of your body.
B Balancing your diet means avoiding all fats and proteins.
C A healthy breakfast is great for children but not adults.
D People’s brains become less healthy as they get older and older.

53 Read these sentences from the article “Feed Your Brain.”

Certain kinds of fats are also good for your brain. They make your brain cells stronger.

What does the word “cells” mean as it is used in the passage?
A the large sections of the brain
B the tiny parts of a living thing
C all of the organs in a person’s chest
D small creatures living in the body

54 In the article “Feed Your Brain,” paragraph 5 says that the memory of rats who ate sugar grew worse. Paragraph 6 talks about a study of kids that had similar results. What is the most likely reason that the author included both paragraphs in the article?
A to show that meals should be eaten in a certain order
B to compare how different brains react to sugary foods
C to explain why children often eat the wrong foods
D to show the differences between rats and kids
55. Look at the sidebar in the article “Feed Your Brain.” What information does it list?
A. foods that can make people sick
B. foods that are the author’s favorites
C. foods that everyone likes to eat
D. foods that are good for the brain

56. Look at the illustration in “Feed Your Brain.” Why does the heading say that your brain wants food?
A. because eating healthy foods leads to clear thinking
B. because it is important to think about unhealthy foods
C. because you won’t be hungry if you think about food
D. because the person in the picture always thinks about food

57. Which food does the author of “Feed Your Brain” call a “Super Food”?
A. cake
B. carrots
C. nuts
D. pasta
58. Based on the articles, how do sleep and food affect the brain in similar ways?
   A. Sleeping well makes you run faster, and eating well makes you jump higher.
   B. Eating right and sleeping poorly both make your brain cells stronger.
   C. Sugary foods and good sleep both help students pay attention in class.
   D. Good sleep and the right foods both make the brain work better.

59. Which of the following tells how scientific tests in the articles are different?
   A. In one, scientists use machines to study people. In the other, they use rats.
   B. In one, scientists watch people sleep. In the other, machines watch them sleep.
   C. In one, scientists help kids eat well. In the other, they don’t let them sleep.
   D. In one, scientists perform the tests. In the other, teachers do the tests.
A Visit to a Farm

Our class visited Mr. Teller’s farm last week. Mr. Teller grows many different crops on his farm. The tall rows of corn seemed to go on forever.

Rows of beans grew in another field. Mr. Teller gave us a taste of some fresh tomatoes. They tasted good so that they were right off the vine.

I liked the farm animals best of all. The farm had cows, chickens, pigs, turkeys, and horses. Mrs. Teller showed us how to milk a cow. We also saw some ponies in the barn. Ponies are small than other types of horses, but they are very strong. They are also fun to ride. Mr. Teller let us take turns riding the little horses outside.

We learned a lot at the farm. We had a great time. I think we should all write to Mr. Teller to thank him. His address is 46 Jackson Avenue Murphy North Carolina 28906.
60 Read this sentence from the report.

   Mr. Teller grow many different crops on his farm.

Which of the following is the correct way to write this sentence?
A   Mr. Teller grows many different crops on his farm.
B   Mr. Teller grow many different crops on his farm.
C   Mr. Teller grows many different crops on him farm.
D   Mr. Teller grows many different crops on he farm.

61 Read this sentence from the report.

   They tasted good so that they were right off the vine.

Which word should replace the underlined words to make the sentence correct?
A   unless
B   while
C   because
D   until

62 Read this sentence from the report.

   Ponies are small than other types of horses, but they are very strong.

Which word or words should replace the underlined word to make the sentence correct?
A   smaller
B   smallest
C   more smaller
D   most smallest
63 Read this sentence from the report.

Mr. Teller let us take turns riding the little horses outside.

What does the describing word tell about in the sentence?
A It tells who took turns riding.
B It tells what the horses looked like.
C It tells how the horses sounded.
D It tells what Mr. Teller did.

64 Read these sentences from the report.

We learned a lot at the farm. We had a great time.

Which of the following correctly combines these two sentences into a compound sentence?
A As soon as we learned a lot, we had a great time at the farm.
B We learned a lot at the farm, and we had a great time.
C When we had a great time, we learned a lot at the farm.
D We had a great time even though we learned a lot at the farm.

65 Read this address from the report.

46 Jackson Avenue Murphy North Carolina

Which address uses commas correctly?
A 46 Jackson Avenue, Murphy North Carolina
B 46 Jackson, Avenue, Murphy North, Carolina
C 46, Jackson Avenue, Murphy North Carolina
D 46 Jackson Avenue, Murphy, North Carolina

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

Name__________________________________________
Teacher_________________________________________________________________________ Grade__________
School___________________________________________________________________________ City______________________________________

Practice Test 1

10. A B C D 27. A B C D 44. A B C D 61. A B C D
15. A B C D 32. A B C D 49. A B C D
17. A B C D 34. A B C D 51. A B C D

Practice Test 2

10. A B C D 27. A B C D 44. A B C D 61. A B C D
15. A B C D 32. A B C D 49. A B C D
17. A B C D 34. A B C D 51. A B C D