

5th Grade End of Year Assessment

READING

“Baking Soda Powder”

As a fine, white powder, baking soda might seem rather harmless, but it is an important part of the kitchen. Each time you bite into a delicious chocolate chip cookie, you taste the work of baking soda.

Cookie recipes call for baking soda because of its power to work as a leavening agent, meaning that it works with other ingredients to help baked goods rise. They do this by releasing carbon dioxide. Cream of tartar, lemon juice, and yogurt are all ingredients that help baking soda work its magic.

Baking soda is officially known as *sodium bicarbonate*, which is a chemical compound. It's a big name for a powerful tool in the kitchen, but its powers reach beyond the kitchen and into the medicine cabinet, the pool, and even all the way to the Statue of Liberty! No wonder it is produced at a rate of about 100,000 tons per year.

The following are some interesting facts about baking soda.

Cooking

- It tenderizes tough meat.
- It neutralizes acid in tomato sauce.
- It helps put out grease fires.
- It helps prevent yellowing of cut fruit.

Deodorizer

- It absorbs refrigerator moisture and odors.

Medical

- It is used to treat acid indigestion and heartburn.
- When mixed with water, it softens earwax.
- It relieves itching from poison ivy, chicken pox, mosquito bites, and bee stings.

Cosmetics

- It is used as a whitener in some toothpastes because its abrasive, or rough, qualities can help to brush away tooth stains.
- It can be a natural bubble bath when mixed with citric acid, oil, water, and fragrance.

Cleaning

- As a paste, it is used for cleaning and scrubbing.
- A solution in warm water removes tarnish from silver.
- Mixed with water, it cleans contact lenses.
- It cleans brushes and combs.
- It cleans juice, wine, and coffee stains.
- It degreases a drain when used with vinegar.
- It is used as a fabric softener in laundry.

1. Which would most likely be the purpose for reading the article "Baking Soda Powder"? (3.4)

- a. To be entertained
- b. To learn a lesson about life
- c. To learn information about a common cooking ingredient
- d. There is no purpose for reading this article

2. What best summarizes the article? (3.3)

- a. Baking soda is used in baking and tomato sauce. It is produced at 100,000 tons per year.
- b. Baking soda makes cookies delicious. It works as a "leavening agent" to make them rise.
- c. Baking soda can work very well to clean. In fact, it was used for the Statue of Liberty.
- d. Baking soda has many purposes. They include cooking, cleaning, and medicine.

3. What best describes the following two sentences from the article? (4.2)

"Baking soda is officially known as *sodium bicarbonate*, which is a chemical compound. It's a big name for a powerful tool in the kitchen. . . ."

- a. The first and the second sentences are both opinions.
- b. The first and the second sentences are both facts.
- c. The first sentence is a fact; the second is an opinion.
- d. The first sentence is an opinion; the second is a fact.

4. The reader can quickly tell that baking soda has uses for cleaning by: (5.1)

- a. Reading the title of the article

- b. Glancing at the bold-type headings
- c. Carefully reading the first paragraph
- d. The reader cannot tell that baking soda has uses for cleaning from this article

5. Which of the following would best improve someone's understanding of the article "Baking Soda Powder"? (3.4)

- a. Pictures of the various uses of baking soda
- b. A graph showing how much baking soda is produced each year
- c. A map showing which parts of the United States produce baking soda
- d. A chart comparing how many people use baking soda for each of its purposes

6. Reread the sentence from the passage that appears below.

• It is used to treat acid indigestion and heartburn.

The underlined word has multiple meanings. Which of the following meanings does it have in the sentence above? (1.1)

- a. (n) a special delight or pleasure
- b. (v) to handle in a certain way
- c. (v) to give medical aid

Making Oceans

By Mary Reina

The Atlantic Ocean divides North and South America from Europe and Africa. It stretches about 3,000 miles across its widest point. And the Atlantic is still growing!

Years and years ago, there was no room for this ocean. The continents it separates did not exist. They were all joined together in a single landmass. All seven continents made one giant continent called Pangea. Ancient oceans surrounded Pangea for thousands of years. Then, a process called plate tectonics changed everything.

Plate tectonics pulled Pangea apart into smaller pieces. These pieces of land slowly moved away from each other. The land became today's continents. The space left in between made different bodies of water. The Atlantic Ocean grew into the opening where North and South America moved away from Europe and Africa.

Magma, or melted rock, came up from deep inside the Earth and filled in the opening left by the continents. It cooled and hardened, making the ocean floor. Seawater moved into the spaces where the landmasses separated. The sea floor spread each year, and the seawater filled in the space. The continents moved farther and farther apart.

(v) to pay for another's
entertainment, food, or drink

7. Complete the chart of causes and effects below about the article "Making Oceans." (4.2)

Causes	Effects
1. A process called <i>plate tectonics</i> occurred	1.
2.	2. The lithosphere is constantly moving
3.	3. Magma made the ocean floor

8. Fill in the chart below to describe the main idea and key details of "Making Oceans." (3.1)

Main Idea	Key Details
	1.
	2.
	3.

9. Which of the following statements is an OPINION from the article "Making Oceans"? (4.2)

- The Atlantic Ocean divides North and South America from Europe and Africa.
- All seven continents made one giant continent called Pangea.
- The plates move away from each other really slow!
- Magma, or melted rock, came up from deep inside the Earth and filled in the opening left by the continents.

10. Reread the text below:

<p>“Scientists think these changes happened because the forces behind plate tectonics keep the Earth's outer layer constantly moving. This layer is called the <u>lithosphere</u>.”</p>

What does "lithosphere" mean? (1.1)

11.If the process of plate tectonics stopped, explain what would most likely happen with the continents and oceans. (3.2)

12. If you wanted to learn more information about plate tectonics, which resource would be the most helpful? (5.1)

- a. Dictionary
- b. Almanac
- c. Atlas
- d. Encyclopedia

“Cry Foul”

By Ruth Siburt

“Don’t forget to take your cousin Joseph to the playground,” Ramon’s mother called out. Ramon pretended that he hadn’t heard as he bounced his basketball down the sidewalk.

“Mothers don’t know anything about winning,” Ramon thought. “If they did, they wouldn’t make their sons hang out with younger cousins. So what if the cousin *had* just moved to America. If mothers knew about winning, they’d know that team captains, like me, had to pick the *best* players.”

Ramon stopped at the corner. He glanced up at the apartment building where Joseph’s family lived with their nana. Joseph’s family had lived on a farm in Cuba. They always dreamed of coming to America. One night, they came secretly by boat. Now they had to apply for permission to stay. Nana said they must be careful so they would not be sent back to Cuba. She reminded them often that they must do things right and not upset anyone.

“Don’t forget your cousin . . .,” his mother’s words rang in his head.

“I would like to forget Joseph,” Ramon said beneath his breath. “He doesn’t know anything about living in a big city. He doesn’t know how to read the street signs. He can’t even count his own change so no one cheats him.”

“I have to help Joseph with everything,” Ramon thought. He picked up his basketball and walked across a busy boulevard. “Most of all, Joseph doesn’t seem to know how to play basketball,” he thought. “He never calls his fouls. I hope he’s never on my team again.”

Ramon stepped off the curb and headed away from Joseph’s apartment building. It would take longer to get to the playground this way, but at least he wouldn’t have Joseph tagging along. He bounced the ball first with one hand, then with the other. Ramon’s team had been playing their opponents, the Stars, all summer long. Ramon was confident his team could beat them just once. They would have won yesterday’s game if Joseph had called even half of his fouls. Ramon began to replay yesterday’s game over and over again in his head.

Before the game began, both Ramon and Gabe, Ramon’s best friends, reminded Joseph that he needed to guard Marco, the smallest player on the Stars team, and call his own fouls.

During the game, Joseph actually had been pretty fast and played hard, but he never once called a foul. Ramon had played against Marco before and knew that he always made lots of fouls, so he couldn’t understand why Joseph hadn’t called any. Then toward the end of the game, Ramon had passed the ball to Gabe. The score was tied 20 to 20. Gabe quickly bounced the ball to Joseph. Joseph dribbled toward the basket, leaped into the air, and shot the ball. Marco had purposely extended his arms up and rammed his elbow into Joseph’s face. The ball flew out of Joseph’s hands and he landed on the pavement with a thud.

Ramon, losing his cool, had run toward Joseph and Marco yelling, “FOUL!!!”

“You know that isn’t the way it works, Ramon,” Marco had reminded him, rubbing his elbow. “The rule is it’s not a foul unless Joseph calls it himself.”

“Call the foul, Joseph, and take your shots!” Ramon ordered, standing over his cousin.

But Joseph, sitting up slowly, shook his head and said, “I’m careful so nobody gets upset.”

Of course, each of the players on the Stars team had assured Joseph they weren’t upset about anything. So Marco grabbed the basketball and took it out of bounds.

Joseph had a bump the size of an egg under his left eye but paid little attention to it. He just shook himself off, rang over, and took his place in front of Marco.

The Stars had controlled the ball for the next play. Marco made the next basket, bringing the final score to 22 to 20.

“If Joseph had called even half of his fouls yesterday, we would have won,” Ramon thought as he entered the playground gate.

Ramon looked around the playground and quickly spotted the Stars on the court. He watched them taking turns dribbling and passing an old, worn-out basketball to one another. They always used Ramon’s ball for the games because his was the newest.

At last, Ramon spied Gabe leaning against the chain-link fence on the other side of the basketball court. He lifted his hand to wave, but let it drop to his side when he saw Joseph standing next to Gabe.

13. Which is most likely the reason that Ramon and Joseph have different points of view in this story?(3.2)

- a. They are different ages.
- b. They grew up in different countries.
- c. One is a boy and one is a girl.
- d. They have different religious beliefs.

14. The line "Nana said they must be careful so they would not be sent back to Cuba. She reminded them often that they must do things right and not upset anyone," in this story is an example of: (4.3)

- a. Personification
- b. Foreshadowing
- c. Onomatopoeia
- d. Rhyme

15. Near the end of the story, what does Joseph mean when he cries, "Foul on you, Ramon"? (3.1)

16. What is the theme of the story "Cry Foul"? Give at least two details from the text to support your answer. (4.2)

17. Which of the following is a FACT about Joseph? (3.1)

- a. Joseph is not a good basketball player.
- b. Joseph should call fouls more often.
- c. Joseph gets scared too easily.
- d. Joseph is from Cuba.

18. Write a 3-5 sentence summary of the story "Cry Foul". (3.3)

The Fight Over Elián from *Time for Kids*

By Nelida Gonzales Cutler

Day and night, demonstrators line the street near the small white house in Miami, Florida. They chant, "*¡Elián no se va!*" (Elián won't go!) The protesters wave Cuban and American flags, sing songs and talk to reporters. Hundreds of reporters are camped out on the once quiet street. At the center of all the commotion is a little 6-year-old boy whose name most Americans now know very well: Elián González.

Elián is caught in a battle that has divided his family. It has also focused attention on U.S. relations with the country of Cuba, Elián's homeland. Last week Elián's father Juan Miguel González arrived in the U.S. He hopes to take Elián back to Cuba. Many Cuban Americans vow that they won't let the boy go.

A Father-and-Son Reunion?

When Elián was plucked from the waters off the coast of Florida last Thanksgiving Day, he was called a miracle child. His mother had drowned when the small boat in which they were escaping from communist Cuba sank. Elián survived by clinging to an inner tube for two days. He said dolphins helped him stay afloat.

The joy at Elián's rescue faded as the fight over him erupted. Elián's U.S. relatives refused to send the boy back to a country where they say he would not be free. But the U.S. government says that legally, Elián should be in the custody, or care, of his father.

Last week Juan Miguel González stayed at the Bethesda, Maryland, home of a Cuban diplomat, to await a reunion with Elián. "I hope I will soon be able to embrace my son," said González. But distrust and 900 miles continued to separate González from Elián. On Friday, González met with U.S. Attorney General Janet Reno. She promised to make sure that the "transfer occurs in a fair, prompt and orderly manner."

Before González left his home, Cuban leader Fidel Castro assured him that the battle for Elián is in the "final stage." But agreeing on when and where to transfer Elián to his father's care won't be easy. In Miami, Elián's great-uncle Lázaro insisted, "We aren't going to take the boy anywhere!"

Cuban-American protesters have promised to block any effort to remove Elián. They want Elián to be granted asylum, or protection, so that he can live in the U.S.

Immigration has long been a sticking point in U.S.-Cuba relations. After the 1959 revolution, more than 1 million Cubans left the island and settled in the U.S. In 1994, the U.S. agreed to accept at least 20,000 Cuban refugees a year. In addition, Cubans continued to flee the poverty and oppression of their homeland illegally, often in small boats or rafts. In 1995, the U.S. said it would return to Cuba anyone stopped at sea. Cuban adults who reach the U.S. mainland are routinely allowed to stay. The two other survivors of the shipwreck that killed Elián's mother made it to shore. They were not sent back to Cuba.

Where Does Elián Belong?

On March 21, Judge K. Michael Moore dismissed a request for an asylum hearing from Elián's U.S. relatives. Although U.S. laws allow anyone who has a "fear of persecution" to apply for asylum, the laws also say only a parent can speak for a child.

Peter Piper by author unknown

Peter Piper picked a peck of pickled
peppers.
A peck of pickled peppers Peter Piper
picked.

19. The literary technique found in the poem "Peter Piper" is: (4.3)

- a. Alliteration
- b. Foreshadowing
- c. Onomatopoeia
- d. Rhyme

**20. Which of the following poetry lines is an example of onomatopoeia?
(4.3)**

- a. Splish! Splash!
- b. My mama made me meatloaf
- c. Don't you see I want to be free?
- d. The angry clouds throw lighting down

"Dandelion"

By Hilda Conkling

O little soldier with the golden
helmet,
What are you guarding on my lawn?
You with your green gun
And your yellow beard,
Why do you stand so stiff?

21. The poem "Dandelion" is an example of which type of figurative language? (4.3)

- a. Simile
- b. Metaphor
- c. Personification
- d. Hyperbole

22. Which of the following is NOT a graphic feature of poetry? (4.1)

- a. The way the author uses capital letters.
- b. The line lengths the author uses.
- c. Pictures that go with the poem.
- d. The words that rhyme with each other in the poem.

WRITING & VOCABULARY

23. Using your knowledge of the underlined prefixes and suffixes below, write down a definition next to each word. Then say what part of speech the word is. (1.2)

Word	Definition	Part of speech
<u>Co</u>author		
<u>Interchangeabl</u> <u>e</u>		
<u>Heroism</u>		
<u>Biologist</u>		

David's Time Out

by Claudia Cangilla McAdam

The books in David's backpack felt like bricks. They banged against his spine as he jogged down the sidewalk dribbling a basketball. All he wanted to do was to go play basketball with J.D. But his mother had other thoughts. She told him that if he wanted to play basketball, he would have to return his sister's books to the library on his way to J.D.'s house.

In his opinion, books and summertime just do not go together. You wouldn't catch him cracking a book when he could be playing basketball. He got his fill of books during the school year.

Truth be told, he had never set foot inside a public library. He wasn't about to do so today. He would just drop the books off in the outside return box. But there was a problem. The outside box was locked. A note attached to it asked patrons to bring the books inside to return them.

He slipped inside the building a few minutes before closing time. He popped the books into the return bin. After a quick drink of water and a brief stop in the restroom, he would be on his way to meet up with J.D.

David walked out of the restroom and halted in surprise. He was shocked to see the library lights were turned off. The place was deserted. The exterior doors had been locked with a key. They couldn't be opened from the inside. He was trapped—in a library!

He tried to use the telephones, but a code was needed to make an outgoing call, and David didn't have the code. Plus, the pay phones were on the outside of the building. As the sun began to set, he searched for a light. He found what he was looking for on the librarian's desk. It was a little light that clamps onto a book.

At last he could see. David used a marker to write on a big piece of paper. It read: I'm trapped inside. Please call for help. He taped it to the front door. Surely, someone passing by would see it. He then turned his attention to the library itself.

He was stunned to discover that this place was not so bad. Sculptures and paintings lined the walls. Rows and rows of shelves held videos and music that

24. David does NOT want to be trapped in the library because:

- a. He is afraid of being in the dark.
- b. He would rather play basketball.
- c. He thinks his mom will be worried about him.
- d. He thinks his friend will be angry.

25. Read this sentence from the story.

The books in David's backpack felt like bricks.

This means that the books are

- a. Heavy
- b. Large
- c. Hard
- d. Sharp

26. According to the story, David "got his fill" of books during the school year. The author compares David's feelings about reading books to

- a. Being lazy
- b. Eating too much
- c. Being Thirsty
- d. Talking too much

27. Read this sentence from the story.

He was stunned to discover that this place was not so bad.

The word stunned means

- a. Amused
- b. Bored
- c. Surprised
- d. Worried

28. What is the theme of "David's Time Out"?

- a. Reading is an important skill.
- b. A library can be an enjoyable place.
- c. Sports can be as much fun as reading
- d. It is important to return books on time.

29. "David's Time Out" is MOST likely a

- a. Mystery
- b. Legend
- c. Science Fiction Story
- d. Realistic Fiction

30. What will MOST LIKELY happen next in the story?

- a. David will visit the library for fun in the future.

- b. David will never play basketball again.
- c. David's mother will yell at him for getting stuck in the library.
- d. David's friend J.D. will come and rescue him from the library.

31. What is the problem or conflict in the story?

- a. David might be late in returning his sister's books to the library.
- b. J.D. is angry with David for skipping their basketball game.
- c. David accidentally gets locked in the public library.
- d. David is afraid of being all by himself.

32. What can you infer about David from reading the story?

- a. He is a troublemaker.
- b. He can learn to appreciate new things.
- c. He doesn't like his mother.
- d. He will probably be a professional basketball player someday.

Dear Humane Society,

I was watching the news last night and saw the report about the rescue of a litter of puppies that had been abandoned near the freeway. Being an animal lover, I was horrified by their abuse. I was thrilled to hear that you were sponsoring a letter writing contest to place the puppies for adoption to good homes. I asked my parents to let me apply to adopt one of those puppies. Fortunately, my parents also love animals and gave me permission.

Any one of these cute bundles of joy would be welcome in my home. As I have said before, my family loves animals. This puppy would have a friendly “brother” with our golden retriever, Harry. We have big back yard with lots of room for them to run and play and a doggy door for them to come in when they need shelter. Our new family member would benefit from regular trips to the vet for care and to the groomer to keep up a stylish appearance. Since I would be the primary care giver, I want you to know that I am a very responsible person with loads of experience taking care of pets. I would make sure to follow through with daily care, including everything from feeding and walking to the undesirable “potty patrol.”

Out of all of the things I can provide for this puppy, the most important gift is LOVE. This little guy or girl would be a member of a family that specializes in love. This love is not only for cute little members, it goes on forever. After all, I was a cute little kid and they still love me after eleven years. I hope you will consider all the reasons why we should be able to adopt one of these puppies. Our home would be a paradise this puppy certainly deserves after its miserable start in life and would be blessed by its new member.

Hopefully yours,

Micah Plum

adapted from <http://www.ade.az.gov/standards/AIMS/SampleTests/Grade5SampleTestFinal.pdf>

33. What is the main idea of the 2nd paragraph?

- a. Pets are a lot of work.
- b. Puppies are fun to own.
- c. Animal abuse is wrong.
- d. Pets should have care and affection.

34. Why did the author use all capitals for the word “LOVE”?

- a. To show he could only offer LOVE.
- b. To show LOVE was Micah's best quality.
- c. To show it was an important name.
- d. To show he preferred dogs over cats.

35. According to the passage, what will Micah do for the puppy?

- a. Walk it.
- b. Groom it.
- c. But it a "brother".
- d. Install a doggy door.

36. Based on the passage, how would you adopt one of the abandoned puppies?

- a. Go to the Humane Society.
- b. Contact the news station.
- c. Ask your parents for permission.
- d. Enter the letter writing contest.

37. What is the author's main purpose for writing this letter?

- a. To inform.
- b. To describe.
- c. To persuade.
- d. To entertain.

38. What does the author suggest by stating that the puppy's new home would be a "paradise"?

- a. The family lives on an island.
- b. The puppy would live in a place of great happiness.
- c. The family will adopt more puppies.
- d. The puppy would go to the vet.

39. The author uses all of these reasons to convince the reader to give him a puppy EXCEPT:

- a. He has done pet-sitting for the neighbors.
- b. The puppy would have another dog to play with.
- c. His parents love animals like he does.
- d. They have a big yard where the puppy can run around.

40. The author clearly loves animals and wants to help the puppies. Which sentence below shows this point of view?

- a. "I was thrilled to hear that you were sponsoring a letter writing contest."
- b. "We have a big back yard with lots of room."
- c. "I want you to know that I am a very responsible person."
- d. "Being an animal lover, I was horrified by their abuse."

Walter the Wet

Magnificent, marvelous Walter the Wet

Was not the average family pet.

Slimy, squirmy, soft and cold,

He's not the pet you'd like to hold.

5 He's long and lean. He's strong and slim.

He loves to play. He loves to swim.

Through his tank he moves like lightning.

He bares his teeth; it's a little frightening.

He can't fly in the air, nor walk upon land.

10 If you wanted to pet him, he'd slip through your hand.

He's quick and he's slick, with moves like a snake.

He jumped in our boat one day, out on the lake.

Not a dog, not a bird, not a hamster, nor cat.

Our family's too strange for a pet such as that.

15 He's charming, alarming, with lots of appeal.

He's Walter the Wet. He's our family eel.

adapted from <http://www.ade.az.gov/standards/AIMS/SampleTests/Grade5SampleTestFinal.pdf>

41. Which of the following phrases contains an example of figurative language?

- a. "He's our family eel."
- b. "He'd slip through your hand"
- c. "He moves like lightning"
- d. "He loves to play"

42. Which genre BEST describes this poem?

- a. Limerick
- b. Free Verse
- c. Rhyming
- d. Haiku

43. Read this line from the poem:

He's long and lean; he's strong and slim.

In which of the following does lean have the same meaning as in the line?

- a. Exercise helps keep our bodies lean.
- b. We always lean on Michael for help.
- c. Should he lean the tank to empty it?
- d. Do you lean towards having a cat for a pet?

44. Which of the following can NOT be inferred from reading "Walter the Wet"?

- a. Eels live in the water.
- b. Eels are playful.

- c. Many people own eels.
- d. It is not easy to pet an eel.

45. The author's purpose in writing this poem is MOST LIKELY

- a. To inform the reader about eels.
- b. To entertain readers with a story about a family pet.
- c. To persuade readers into buying their own pet.
- d. To describe the difficulties with having a pet eel.

Georgia O'Keeffe

Georgia O'Keeffe is considered by many people to be America's most famous female artist. Because she was a woman, however, O'Keeffe was not taken seriously as an artist until later in her life. There were very few female artists when O'Keeffe first started showing her paintings. Nevertheless, Georgia O'Keeffe overcame the odds to become one of the most important painters of this century.

Georgia O'Keeffe was born in Sun Prairie, Wisconsin in 1887. She began her training early with private art lessons at home. O'Keeffe later studied at the Art Institute of Chicago, and then at the Art Students' League in New York City.

While teaching college in South Carolina, O'Keeffe turned away from her academic training and started a new series of more personal drawings. In 1916, a friend of O'Keeffe's showed some of these drawings to Alfred Stieglitz.

Stieglitz was a famous photographer. He owned a gallery in New York that often exhibited unknown artists. Stieglitz was impressed with O'Keeffe's style of painting. In 1918, O'Keeffe accepted his offer to quit her teaching job and come to New York. Stieglitz offered O'Keeffe financial support which allowed

her to paint full time. They fell in love and were married six years later. O'Keeffe's work was shown annually at the gallery. Later museum shows established her as an important artist and brought her international fame.

Georgia O'Keeffe is most famous for painting large and bold flowers and colorful desert scenes. O'Keeffe had first visited New Mexico during the 1920s. On that visit, she was inspired by the desert landscape. O'Keeffe cherished the raw and magnificent beauty of the desert, and returned to paint there during many summers.

After Stieglitz's death in 1946, O'Keeffe moved to New Mexico. She spent summers at Ghost Ranch. She also lived in an adobe house in the historic village of Abiqui.

Throughout her long life, O'Keeffe was known for her fierce independence. She had an iron determination and unique artistic vision. O'Keeffe's paintings now hang in museums and private collections throughout the world.

adapted from the Teach for America Student Achievement Toolkit

46. Why wasn't Georgia O'Keeffe taken seriously at first?

- a. She liked to paint silly pictures.
- b. She wasn't a very good painter when she started.
- c. Women artists were not respected at the time.
- d. She was always kidding around with other artists.

47. Which one of these sentences best fits at the end of the last paragraph?

- a. Georgia O'Keeffe wanted to be an artist when she was a little girl.

- b. She changed the subject of her paintings when she moved to New Mexico.
- c. Georgia O’Keeffe enjoyed her newfound success.
- d. Her paintings remain as a reminder of her artistic spirit.

48. Which of the following statements is an opinion from the passage?

- a. Georgia O’Keeffe overcame the odds to become one of the most important painters of this century.
- b. She began her training early with private art lessons at home.
- c. After Stieglitz’s death in 1946, O’Keeffe moved to New Mexico.
- d. O’Keeffe’s paintings now hang in museums and private collections throughout the world.

49. What can be inferred from the article about Georgia O’Keeffe and Alfred Stieglitz?

- a. They became rich and famous together.
- b. They liked painting and photography, but not movies.
- c. Their love for each other grew out of their shared passion for art.
- d. They enjoyed traveling together.

50. Which sentence from the article has an example of figurative language?

- a. She began her training early with private art lessons at home.
- b. Stieglitz was a famous photographer.
- c. Georgia O’Keeffe is most famous for painting large and bold flowers and colorful desert scenes.

d. She had an iron determination and unique artistic vision.

Writing Portion

Directions: Choose any two of the three essay prompts to write about and circle the numbers next to them. Write your answer to each prompt on the lined paper provided. You may do any pre-writing you choose, however only your essay will be graded. Make sure to include the question number and prompt at the top of each essay before you begin writing. Staple your essays to the test when you are finished.

- 1) Write a fable where the conflict involves one friend having to betray another's trust. In your fable, make sure to establish a clear theme of trust throughout the entirety of your work. Your essay must also include at least three examples of figurative language (underlined) and must include all elements of a strong plot (conflict, rising actions, climax, and resolution).
- 2) You have just won a contest where you get to go on a free cruise around the world. The voyage will last approximately 4 weeks and you need to leave tomorrow. Write a letter to your family explaining how you won the contest, what you will do while you are on your voyage, and what things you expect to see. Make sure to provide at least three examples of imagery (underlined) and be descriptive in your details of the different locations. Make sure to follow proper writing structures when writing your letter and include the address, greeting, and closing.
- 3) Choose a famous figure or character you know and write their biography. Be sure to include information from the beginning of their life all the way to current day. Throughout the biography, be sure to include at least three examples of your opinion about the

individual in the essay and two situations where you compare and contrast the individual to others. Make sure to provide a clear introduction, body, and conclusion to the person or character's life.