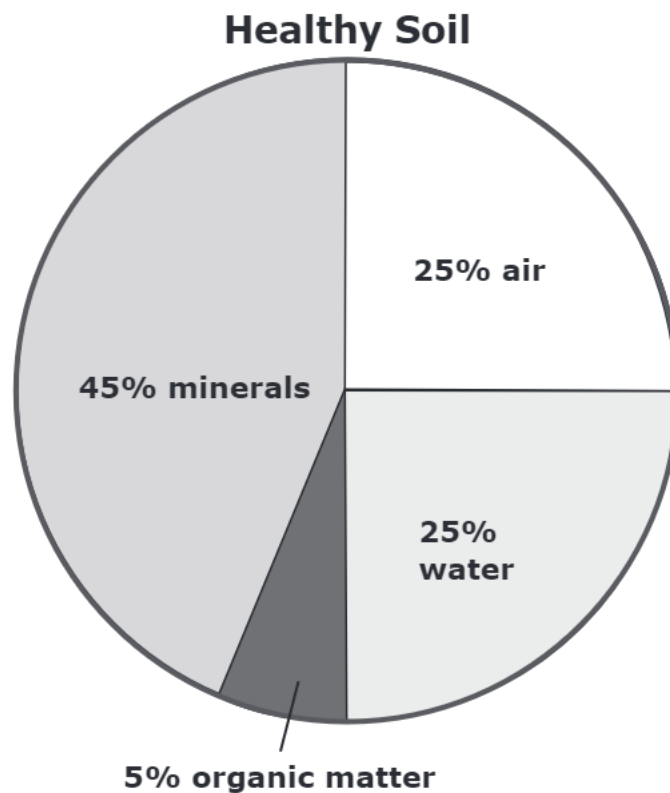


Name _____ Date _____

►Read the passages “The Real Story About Soil” and “Digging the Soil” and answer Numbers 1 through 11.

Passage 1: The Real Story About Soil

- 1 It’s dirty and dark. At times, it can be swampy and gooey. It can be full of beetles, earthworms, and slugs. When you have to dig it to plant, it can be sandy, weedy, or full of rocks and stones. But, as farmer Jayden Brown says, if it supports life, it’s soil.



- 2 Brown explains that people often use the word *dirt* to mean “soil.” But that’s wrong. Dirt is just a dead, old nuisance. It has to be swept or vacuumed when it’s tracked into our houses. When it gets in them, dirt has to be cleaned out of our machines, such as automobile engines. On the other hand, soil is basic to our lives. Soil is where plants grow. It’s where many animals live. Soil is also important to our air. It gives off gases and absorbs them, too. Soil also filters our water. It cleans the water before it goes into storage areas under the ground.

GO ON 

- 3 As Brown says, "Healthy soil has a whole lot of water in it. In fact, 25 percent of good growing soil is water." He explains, "Soil is far better than plain old dirt for my crops. Healthy soil has a large part of minerals. If you want to grow big, healthy crops, you need that water and those minerals." Also, he says, "Good soil is alive! Soil is crawling with all kinds of life-forms and organic matter. They are working day and night. They improve the place where so much other life is and grows."

Amazing Soil

Almost all the food you eat, fiber for the clothes you wear, and lumber for the house you live in is produced by soil.

A single shovelful of soil can contain more living things than live aboveground in the entire Amazon rain forest.

One cup of soil can hold as many bacteria as there are people on Earth. That's more than six billion living things!

Almost all fresh water travels over and through soil before entering our rivers, lakes, and underground storage.

Plants can remove 400 to 2,000 pounds of water from the soil for every two pounds of plant material produced.

GO ON 

Passage 2: Digging the Soil

- 4 I'm a scientist now, but I still remember how unappealing science once was to me. When I was in fourth grade, I had a hands-on kind of teacher. One day we were in a forest on a field trip, and I had to stick my hands in the soil and pull out bugs! My teacher was all fired up when she announced that we would explore the hidden world beneath our feet. She was also thrilled to tell us that, in the forest, we were being held up on the backs of thousands of bugs! At the time, that idea was not really too exciting.
- 5 But we put on our work gloves anyway and began to dig the soil with small trowels. Some of the kids complained, and they cracked some pretty bad jokes, too. Two kids actually had the nerve to say the field trip really bugged them.
- 6 Once we dug deeper, though, we found that the soil really was alive. It was full of things we couldn't see, like bacteria, and many things we could see, such as beetles and worms. Then our teacher pointed out animals that had homes in the soil, including burrowing owls, groundhogs, and mice. Each one of them, she said, was part of a complex food web. Each helped break down and change things such as dead leaves and branches. In the process, each animal was adding minerals to the soil. And because of that process, she explained, we humans can live and eat. The soil needs that process in order to produce plants, which animals and people can eat. The soil, she said, was always a work in progress, day and night—and that work even contributes to our clean air and water.
- 7 Later, we examined the soil under a microscope and got to see some bacteria. I was amazed at how busy and alive the world beneath my feet really was. I didn't say it then, but I was thinking of a new bad joke—"Hey, I dig this soil!" I probably should have told my teacher, but digging in the soil that day was one of many experiences that gave me a love of science.

Now answer Numbers 1 through 11. Base your answers on the passages “The Real Story About Soil” and “Digging the Soil.”

1. In Passage 1, what **two** reasons support the author’s claim that soil is better for planting crops than dirt?
 - Ⓐ Soil has a lot of water in it.
 - Ⓑ Soil gives off and absorbs gases.
 - Ⓒ Soil has a large amount of minerals in it.
 - Ⓓ Soil can be sandy, weedy, or full of rocks and stones.
 - Ⓔ Soil cleans the water before it goes in storage areas underground.

2. In Passage 1, Brown says, “Good soil is alive!” How does the sidebar contribute to the meaning of Brown’s statement?
 - Ⓐ by saying that soil is amazing
 - Ⓑ by revealing how many bacteria are in soil
 - Ⓒ by explaining how fresh water travels
 - Ⓓ by telling the number of people on Earth

3. Which detail from Passage 1 supports Jayden Brown’s claim that soil supports new life?
 - Ⓐ “At times, it can be swampy and gooey.” (paragraph 1)
 - Ⓑ “Soil is where plants grow.” (paragraph 2)
 - Ⓒ “It cleans the water before it goes into storage areas under the ground.” (paragraph 2)
 - Ⓓ “Soil is far better than plain old dirt for my crops.” (paragraph 3)

GO ON

4. Which phrase in paragraph 2 of Passage 1 gives a clue to the meaning of the word nuisance?
- Ⓐ "has to be swept"
 - Ⓑ "into our houses"
 - Ⓒ "out of our machines"
 - Ⓓ "basic to our lives"
5. In Passage 1, which **two** pieces of additional information does the pie chart contribute to the passage?
- Ⓐ Healthy soil has air in it.
 - Ⓑ Healthy soil has minerals in it.
 - Ⓒ Healthy soil has 25% water.
 - Ⓓ Healthy soil has 5% organic matter.
 - Ⓔ Healthy soil contains living organisms.

6. The following item has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 2?

- Ⓐ Digging in the soil was unpleasant for the writer.
- Ⓑ Digging the soil made the writer crack bad jokes.
- Ⓒ The writer was bored by what she saw in the soil.
- Ⓓ The experience with soil affected the writer's life.

Part B

Which **two** sentences support the answer in Part A?

- Ⓐ "The soil, she said, was always a work in progress." (paragraph 6)
- Ⓑ "Later, we examined the soil under a microscope and got to see some bacteria." (paragraph 7)
- Ⓒ "I was amazed at how busy and alive the world beneath my feet really was." (paragraph 7)
- Ⓓ "I didn't say it then, but I was thinking of a new bad joke—'Hey, I dig this soil!'" (paragraph 7)
- Ⓔ "I probably should have told my teacher, but digging in the soil that day was one of many experiences that gave me a love of science." (paragraph 7)

GO ON 

7. The following item has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 2, what claim does the teacher make about soil?

- Ⓐ Small animals are the most important part of the food web.
- Ⓑ Soil is productive when people remove insects from it.
- Ⓒ Plants produce all of the animals that human beings eat.
- Ⓓ Tiny animals work in the soil that produces our food.

Part B

Which sentence supports the answer in Part A?

- Ⓐ "It was full of things we couldn't see, like bacteria, and many things we could see, such as beetles and worms." (paragraph 6)
 - Ⓑ "Each one of them, she said, was part of a complex food web." (paragraph 6)
 - Ⓒ "And because of that process, she explained, we humans can live and eat." (paragraph 6)
 - Ⓓ "The soil, she said, was always a work in progress." (paragraph 6)
8. How does the author's perspective change in Passage 2?
- Ⓐ She became a scientist even though it had never appealed to her.
 - Ⓑ She believes her teacher should have taken them on more field trips.
 - Ⓒ She regrets that she knew a lot of good jokes she never told her teacher.
 - Ⓓ She comes to think her teacher should have been more excited about soil.

9. Read this sentence from Passage 2.

"My teacher was all fired up when she announced that we would explore the hidden world beneath our feet." (paragraph 4)

What does the phrase all fired up reveal about the narrator's teacher?

- Ⓐ It shows that she was angry with her class.
- Ⓑ It shows that she was going to lose her position as a teacher.
- Ⓒ It shows that she was excited about examining soil.
- Ⓓ It shows that she was running a high temperature.

10. Read this sentence from Passage 2.

"Two kids actually had the nerve to say the field trip really bugged them." (paragraph 5)

Which phrase from paragraph 5 gives a clue to the meaning of the word bugged as it is used in this sentence?

- Ⓐ "put on our work gloves"
- Ⓑ "began to dig the soil"
- Ⓒ "Some of the kids complained"
- Ⓓ "had the nerve to say"

11. What **two** details from **both** Passage 1 and Passage 2 support the central idea that soil is important to humans?

- Ⓐ It is an active place day and night.
- Ⓑ It is where plants and animals live.
- Ⓒ It contains living things we cannot see.
- Ⓓ It cleans our water and contributes to our air.
- Ⓔ It can be sandy, weedy, or full of rocks and stones.

Read the passages “Looking Up” and “A Road in the Darkness” and then answer Numbers 12 through 23.

Passage 1: Looking Up

- 1 After Nate slept through his alarm, his mother frowned when he rushed downstairs for breakfast and then sneezed four times as he ate his oatmeal. “Are you catching a cold?” she asked.
- 2 “I’m fine,” Nate grumbled, “but I’ve got to hurry.” Unfortunately, he left his lunch on the counter as he rushed out the door into the pouring rain. He arrived at school late and soaking wet, had to rush through his science quiz, and almost got a failing grade. His best friend offered to share his lunch, but Nate refused the offer. His teacher told him he needed to eat something and gave him a granola bar. Nate really disliked granola bars, but he ate it anyway.
- 3 After school, Nate twisted his ankle at soccer practice and slowly and carefully hobbled off the field. “Grab an ice pack,” his coach said. Nate found one in the team cooler and plopped himself in the grass. Since it had rained that morning, his shorts were immediately soaked.
- 4 Back home, his father served liver and onions, Nate’s all-time least-favorite meal. He choked down a few bites and then accidentally spilled his entire glass of milk. “May I be excused?” he asked, looking miserable. “I feel like the anti-Midas. Everything I touch is turning out wrong.”
- 5 When Nate’s father suggested a walk outside, Nate agreed. As they stood in the yard, they heard booms like thunder in the distance, and Nate wondered if his day was getting even worse. “Nothing to worry about,” said his father. “There’s a fireworks display in town tonight to begin the Pumpkin Festival.” Sparks lit the night sky in bursts that bloomed like flowers.

GO ON 

- 6 Nate and his father strolled down the street to the park, where they stood and watched the fireworks light the night. Nate decided that he actually liked the loud booms as the fireworks exploded and the noise echoed across the sky. He began to look at the bright colors against the black sky in a different way, too. Seen from this new point of view, Nate's miserable day didn't seem so bad, either. His father put his hand on Nate's shoulder, and the two of them smiled as they watched the rest of the show.

Passage 2: A Road in the Darkness

- 7 Long ago, the sky became black and empty after the sun went down below the horizon. When people looked up at night, all they saw was unending darkness with no stars, no planets, and no breaks in all that black. The people wished for some kind of road they could follow to escape from the darkness, but they did not know how to find it.
- 8 In time, people learned to make fires, which provided some light after sunset and allowed them to see. Their fires pushed back the darkness and made them less fearful. They cooked their food and gratefully warmed themselves as their fires crackled and the flames licked the night air. Still, the people longed for a path that would lead them out of the dark.
- 9 One night, according to fable, a young girl named Mikayla and her mother sat warming themselves by a wood fire. She poked and stirred the coals with a long stick, and sparks flew upward as the fire crackled and sputtered noisily. The sparks rose into the air like butterflies. Mikayla sadly watched them as they danced away.
- 10 "How beautiful they are," Mikayla whispered to her mother. "Do you think we can make them last forever?"

- 11 “We can try,” answered her mother proudly. Mikayla and her mother scooped up handfuls of ashes, threw them into the air, and watched them float upward. As Mikayla put more wood on the fire and stirred it with the stick, bright sparks flew everywhere and rose high into the night sky. She and her laughing mother sent up more and more sparks, which hung in the air like diamonds and made a bright road across the sky.
- 12 At last the people had a road out of the darkness, and the road is still there today. Some call it the Stars Road, some call it the Path in the Darkness, and others call it the Milky Way, named for the young girl who created it. But whatever people call it, it is the path made by a young girl many years ago when she threw the sparks from her fire into the sky.

Now answer Numbers 12 through 23. Base your answers on the passages “Looking Up” and “A Road in the Darkness.”

12. Which **two** plot events contributed to Nate’s unhappiness at the beginning of Passage 1?
- Ⓐ He ate oatmeal for breakfast.
 - Ⓑ He watched fireworks with his father.
 - Ⓒ He almost failed a science quiz at school.
 - Ⓓ He took a walk outside with his father.
 - Ⓔ He twisted his ankle during soccer practice.

13. Which plot event from paragraph 2 of Passage 1 shows that Nate does **not** like to accept help from others?
- Ⓐ “Unfortunately, he left his lunch on the counter as he rushed out the door into the pouring rain.”
 - Ⓑ “He arrived at school late and soaking wet, had to rush through his science quiz, and almost got a failing grade.”
 - Ⓒ “His best friend offered to share his lunch, but Nate refused the offer.”
 - Ⓓ “His teacher told him he needed to eat something and gave him a granola bar.”

14. Read this sentence from Passage 1.

“After school, Nate twisted his ankle at soccer practice and slowly and carefully hobbled off the field.” (paragraph 3)

How does the word hobbled add meaning to the scene?

- Ⓐ It shows that Nate sat on the bench.
- Ⓑ It shows that Nate limped with difficulty.
- Ⓒ It shows that Nate ran away quickly.
- Ⓓ It shows that Nate felt a sharp pain.

GO ON 

15. In the Greek myth, King Midas turns everything to gold with his touch. What does Nate mean when he says, "I feel like the anti-Midas" in paragraph 4 of Passage 1?
- Ⓐ He feels like King Midas because everything that happens to him that day requires big changes.
 - Ⓑ Instead of making things better with his touch like King Midas, everything he touches goes badly.
 - Ⓒ By looking up at the night sky, he changes his attitude, just as King Midas should have done.
 - Ⓓ His day is so strange and dramatic that he feels as if he's King Midas in the Greek myth.
16. The following item has two parts. First, answer Part A. Then, answer Part B.

Part A

How does Nate's character development contribute to the plot of Passage 1?

- Ⓐ He depends on his parents for almost everything so he feels much better as soon as he gets home.
- Ⓑ His mood changes from happy to sad as he moves through his day, which ends in disappointment.
- Ⓒ He wishes he could quit school and stay home when he has a depressing and difficult day.
- Ⓓ He feels discouraged by life until he looks at things from a new perspective.

Part B

Which sentence **best** supports the answer in Part A?

- Ⓐ "When Nate's father suggested a walk outside, Nate agreed." (paragraph 5)
- Ⓑ "As they stood in the yard, they heard booms like thunder in the distance, and Nate wondered if his day was getting even worse." (paragraph 5)
- Ⓒ "Nate and his father strolled down the street to the park, where they stood and watched the fireworks light the night." (paragraph 6)
- Ⓓ "He began to look at the bright colors against the black sky in a different way, too." (paragraph 6)

GO ON

- 17.** Read this sentence from Passage 1.

"Sparks lit the night sky in bursts that bloomed like flowers." (paragraph 5)

How does the simile in this sentence add meaning to Passage 1?

- Ⓐ It signals that Nate's day is getting better.
- Ⓑ It reflects Nate's bad mood.
- Ⓒ It suggests that Nate might be in danger.
- Ⓓ It describes the smell created by the fireworks.

- 18.** Read this sentence from Passage 2.

"She poked and stirred the coals with a long stick, and sparks flew upward as the fire crackled and sputtered noisily." (paragraph 9)

How does the word sputtered add meaning to the scene?

- Ⓐ It shows that the fire made popping or hissing sounds.
- Ⓑ It shows that the fire spread outward and down.
- Ⓒ It shows that the fire slowly faded and died out.
- Ⓓ It shows that the fire roared loudly.

19. The following item has two parts. First, answer Part A. Then, answer Part B.

Part A

Who is the narrator of Passage 2?

- Ⓐ Mikayla
- Ⓑ Mikayla's mother
- Ⓒ a person who lives with Mikayla and her mother
- Ⓓ a person in modern times who retells an old story

Part B

Which sentence **best** shows the narrator's perspective and supports the answer in Part A?

- Ⓐ "Their fires pushed back the darkness and made them less fearful."
(paragraph 8)
- Ⓑ "'How beautiful they are,' Mikayla whispered to her mother."
(paragraph 10)
- Ⓒ "She and her laughing mother sent up more and more sparks, which hung in the air like diamonds and made a bright road across the sky."
(paragraph 11)
- Ⓓ "At last the people had a road out of the darkness, and the road is still there today." (paragraph 12)

20. Read these sentences from Passage 2.

"She poked and stirred the coals with a long stick, and sparks flew upward as the fire crackled and sputtered noisily. The sparks rose into the air like butterflies." (paragraph 9)

What does the simile like butterflies tell the reader about the sparks?

- Ⓐ The sparks buzz like tiny insects.
- Ⓑ The sparks are used to cook food.
- Ⓒ The sparks can be stirred with a stick.
- Ⓓ The sparks fly up into the sky.

21. What inspires Mikayla to create the Milky Way in Passage 2?
- Ⓐ honesty and the longing to discover truth
 - Ⓑ curiosity and the beauty of the light in the darkness
 - Ⓒ wisdom and the close relationship with her mother
 - Ⓓ leadership and the wish to improve her community
22. Which **two** themes are developed in Passage 2?
- Ⓐ Long ago, people knew more about the sky than they do today.
 - Ⓑ If you don't like the way things are going, make a change.
 - Ⓒ A good parent is responsible for their child's happiness.
 - Ⓓ Having a bad day means that better days have to follow.
 - Ⓔ Watching the night sky can comfort people and give them ideas.
23. Which **two** sentences describe how **both** Nate and Mikayla develop over the course of each story and how their development contributes to the plot?
- Ⓐ Both characters become mythical heroes.
 - Ⓑ Both characters overcome difficult situations.
 - Ⓒ Both characters become realistic characters.
 - Ⓓ Both characters take comfort from the presence of a parent.
 - Ⓔ Both characters make contributions to their communities.

Read the passage and then answer Numbers 24 through 29. There are six underlined words or phrases in the passage to show which word or phase may be incorrect.

Although she was working on the International Space Station (ISS) on April 4, 2017, astronaut Peggy Whitson received a special phone call. It was from the president of the United States. He was calling to congratulate Peggy and on that day, she set a new record as the longest-serving United States astronaut in space.

Peggy Whitson was born in 1960. Grew up on a farm in Iowa. After high school, she went to college and studied science. She dreamed that she can become an astronaut. In the 1990s, she was teaching science in Texas when NASA called. Her dream had come true.

Whitson's space career began in 2002 with her first trip to the ISS. In 2007, Whitson became the first female commander of the ISS, and eventually she set the record for most time spent outside the station on spacewalks—more than 39 hours. She returned to Earth from her last flight in September 2017. Whitson had spent a total of 665 days in space, that made her the most experienced American astronaut of all time. She also happened to be the oldest woman astronaut ever. She was 57.

GO ON

Now answer Numbers 24 through 29. Choose the correct word or phrase for each of the following.

24. Although she was working on the International Space Station (ISS) on April 4, 2017, astronaut Peggy Whitson received a special phone call.

- Ⓐ She was working on the International Space Station (ISS) on April 4, 2017, astronaut Peggy Whitson received a special phone call.
- Ⓑ Since she was working on the International Space Station (ISS) on April 4, 2017, because astronaut Peggy Whitson received a special phone call.
- Ⓒ While she was working on the International Space Station (ISS) on April 4, 2017, astronaut Peggy Whitson received a special phone call.
- Ⓓ correct as is

25. He was calling to congratulate Peggy and on that day, she set a new record as the longest-serving United States astronaut in space.

- Ⓐ because on that day
- Ⓑ but on that day
- Ⓒ on that day
- Ⓓ correct as is

26. Grew up on a farm in Iowa.

- Ⓐ Where she grew up on a farm in Iowa.
- Ⓑ She grew up on a farm in Iowa.
- Ⓒ Growing up on a farm in Iowa.
- Ⓓ correct as is

27. She dreamed that she can become an astronaut.

- Ⓐ did become
- Ⓑ should become
- Ⓒ might become
- Ⓓ correct as is

GO ON 

- 28.** In 2007, Whitson became the first female commander of the ISS, and eventually she set the record for most time spent outside the station on spacewalks—more than 39 hours.
- Ⓐ eventually she set the record
 - Ⓑ but eventually she set the record
 - Ⓒ so eventually she set the record
 - Ⓓ correct as is
- 29.** Whitson had spent a total of 665 days in space, that made her the most experienced American astronaut of all time.
- Ⓐ space, to make
 - Ⓑ space, making
 - Ⓒ space, this makes
 - Ⓓ correct as is



DO NOT GO ON.

DO NOT WRITE ON THIS PAGE