



# **Beginning-of-Year Assessment (BOY)**

## **Grade 5 Reading Standards**

**This BOY assessment is intended to assess current grade 6 students who completed grade 5 reading in the 2019-2020 school year.**

Congratulations! You worked very hard in school to learn many new things. Taking this Grade 5 Reading Standards test is a great way to show your family and school what you learned. It is okay if you do not know all the answers. Just try your best. You are amazing! You are taking this test so adults can learn more about how to help you this year.

You can ask an adult for help if you do not understand the directions. You can use a dictionary and scratch paper for this test.

If you do not know the answer to a question, choose the answer you think might be correct. You must answer the questions on your own.

You are now ready to start. Take your time and remember that trying your best is what is important. You're awesome, and you'll do great!

## BOY Assessment Grade 5 Reading Standards

Student \_\_\_\_\_  
Class \_\_\_\_\_  
Date \_\_\_\_\_

**Read the selection and choose the best answer to each question.**

from  
**Princess for a Week**

by Betty Ren Wright

1 "You don't even know for sure you're getting a dog," Jacob grumbled. "We might be doing all this work for nothing."

2 "I do know for sure," Roddy corrected him. "I was there when my mom's friend Linda called this morning. She shows dogs for rich people, and she's taking one to a show in Philadelphia today. Her neighbor's supposed to come in and look after things when Linda's away, but the neighbor has the flu. So Linda needs someone to take care of her own dog, Princess, for a week. My mom said okay. And," Roddy finished triumphantly, "the minute I heard that I remembered this doghouse."

3 "Still a lot of work for one week," Jacob mumbled.

4 Roddy didn't argue. He'd wanted a dog for as long as he could remember. Now he had a week to prove to his mom that he was old enough to take care of one himself.

5 "You taking that thing to the dump?"

6 Both boys jumped. Neither one had noticed the girl coming toward them.

- 7 "Want some help?" she asked coolly. "I don't mind."
- 8 "No, thanks," Roddy said.
- 9 "Sure," Jacob said.
- 10 "I'll push," the girl announced, as if she hadn't heard Roddy at all. She was skinny and brown, with a long, almost white braid and startling blue eyes. She wore a baggy T-shirt with SAVE THE PLANET EARTH printed on it.
- 11 They started up the hill. Roddy pulled, the girl pushed, and Jacob kept both hands on the doghouse to keep it from slipping.
- 12 "How far to the dump?" the girl demanded.
- 13 Roddy pretended not to hear.
- 14 "We're going to Roddy's house," Jacob explained. "He's getting a dog, and it's going to need a house."
- 15 The girl snorted. "That poor dog will drown in the first rainstorm," she said. "Look at the roof."
- 16 "The roof will be fine," Roddy snapped. "I've got plans."
- 17 The wagon began to move faster. Soon Roddy almost had to run to keep ahead of it. When he looked back he saw that Jacob was running, too. The girl was out of sight behind the wagon, but when she spoke again she wasn't panting at all.
- 18 "I'd never make a dog sleep in a doghouse," she said. "I'd have it in my bedroom. Right on my bed."
- 19 What a pain she was! "Stop pushing," Roddy growled. "This is where I live."
- 20 The girl's head popped up from behind the doghouse. "You're kidding!" she exclaimed. "You're Roddy Hall? I didn't know you were getting a dog. That's great!"
- 21 "The dog isn't here yet," Roddy told her. "She's coming today."
- 22 "Princess," Jacob added. "That's her name."
- 23 The girl's blue eyes narrowed. She looked at Jacob, then at Roddy. Then she looked down at the doghouse.
- 24 "You are so not bright," she said. "I'm Princess Thornberry. My stepmother Linda dropped me off an hour ago. And if you think I'm going to sleep in a broken down doghouse, you're crazy. Your mom said I get the bedroom with all the dinosaur posters."

25 Roddy blinked. "Now just wait," he sputtered.

"You're not—you can't—you're not a dog."

26 "Smart kid," the girl said. "You should be a detective."

27 Roddy was stunned. Whoever heard of a girl called Princess? "I don't believe you," he said faintly.

28 "I do." Jacob sighed. "I just knew we were doing all this work for nothing." He poked Roddy with his elbow. "That's your bedroom she's talking about," he said. "The bedroom with all the dinosaur posters. Maybe you're the one who gets to sleep in the doghouse tonight."

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1. What is Roddy's reason for moving the doghouse soon after he overhears his mother's telephone conversation?
  - A. He thinks repairing the doghouse will be a fun project.
  - B. He wants to spend time with Jacob before a new dog keeps him too busy.
  - C. He is expecting to meet Princess on his way home with the doghouse.
  - D. He wants to show that he can be responsible enough to own a dog.
  
2. In paragraph 25, the word sputtered means —
  - A. spoke in a confused way
  - B. acted out in an amusing way
  - C. made a polite suggestion
  - D. moved at a slow pace

3. Which of these is a lesson Roddy learns in the story?
- A. Teamwork is important when trying to accomplish a goal.
  - B. Relying on good friends is helpful in difficult situations.
  - C. Drawing conclusions without enough information can lead to mistakes.
  - D. People should not judge others by their appearance.
4. In paragraphs 16 and 19, Roddy’s reaction to Princess shows that Roddy is —
- A. appreciative of her help
  - B. disappointed with her efforts
  - C. inspired by her ideas
  - D. annoyed by her comments

5. How does Jacob know that the girl is telling the truth about being Princess?
- A. She is excited to hear that Roddy is getting a dog.
  - B. She offers to help the boys without being asked.
  - C. She points out that the doghouse is in need of repairs.
  - D. She is able to describe Roddy's bedroom.
6. Read these sentences from paragraph 26.

*"Smart kid," the girl said. "You should be a detective."*

These sentences suggest that Princess thinks that —

- A. Roddy shouldn't waste his time working on the doghouse
- B. Roddy's observation was obvious
- C. Roddy is an intelligent person
- D. Roddy is a good listener

7. Which sentence best foreshadows what happens at the end of the story?
- A. *"We might be doing all this work for nothing."*
  - B. *"So Linda needs someone to take care of her own dog, Princess, for a week."*
  - C. *"You taking that thing to the dump?"*
  - D. *"He's getting a dog, and it's going to need a house."*

Read the next two selections. Then choose the best answer to each question.

July 5, 2013 South Bend Tribune

## Pucker-up Time in Eau Claire

by Lou Mumford

- 1 EAU CLAIRE—Apparently, spitting tart cherry pits, an activity that began at Eau Claire’s Tree-Mendus Fruit Farm as a neighborhood get-together and evolved into an international competition, is a difficult habit to break.
- 2 Don’t believe it? The orchard at 9351 E. Eureka Road on Saturday will host its 40th annual pit spit.
- 3 With every such event, it seems, there has been suspense and even shock as contestants let the pits fly across the 100-foot asphalt court. Usually, it’s Rick “Pellet Gun” Krause, a 15-time tournament champion, or members of his pit-spitting family who are responsible for the shock and awe.
- 4 Take, for example, Brian “Young Gun” Krause’s spit in 2003 that traveled, with the roll—yes, rolls count—an incredible 93 feet, 6 1/2 inches. Spits like that are the reason a Krause usually walks off as tournament champion.
- 5 But the consecutive 10-year-plus Krause family reign came to a screeching halt in 2012 when unemployed Chicago truck driver Ronn Matt, 46, blew away the competition with a 69-foot spit. Surprisingly, he said he had never before spat a cherry pit, although he admitted spitting larger peach pits at the Glad Peach Festival in Coloma where he’s a two-time champion.
- 6 Asked about his technique, Matt said he doesn’t have one.
- 7 “I just wing it,” he said.
- 8 Teichman<sup>1</sup> said he’s expecting Rick Krause, who lives in Arizona, to return Saturday for another shot at the title. Expected, too, are Brian Krause and another Krause offspring, Matt, who finished third last year with a spit that traveled just shy of 54 feet. Rick Krause was the runner-up with a spit of 61 feet, 2 inches.
- 9 Teichman said that while last year’s frosts resulted in relatively few cherries for the competitors, the harvest this season has been such that cherries are abundant. Given the event’s 40th anniversary, there will be more activities Saturday as well, including prizes for all qualifying children contestants and several surprise award presentations.
- 10 Qualifying rounds run from 10 A.M. to noon. At 1 P.M., a dignitaries’ competition is on tap, followed at 1:30 P.M. by youth competitions for age

groups 5 and younger, 6 to 8, and 9 to 12. Women will compete at 1:45 P.M. and the championship spit-off is set for 2 P.M.

11 Teichman, a self-described “pitiful pit spitter” whose best spit covered a little more than 27 feet, said competition could be intense with the expected appearance of a competitor from California who won a similar tournament in that state.

12 As for Rick Krause, he no doubt will be ready to roll.

13 “He’s probably behind a tree right now, practicing,” Teichman said.

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<sup>1</sup>Herb Teichman is the contest founder and the owner of the Tree-Mendus Fruit Farm.

# Cherry Very

by Heidi Mordhorst

Be sneaky, be cheeky  
Pinch from the kitchen  
The reddest, the roundest there are

5 A bowl full of cherries  
A bowl of the very  
Most cherriest bombs by far

Backbone straight  
Step up to the plate  
Puff up your chest and lungs

10 Swallow the fruit  
Ready to shoot  
Put the pit in the groove of your tongue

One more tip:  
Round your lips  
15 To launch it without a hitch

Don't get tense  
Aim for the fence  
Wind up like you're fixing to pitch

20      Now blast it hard  
        Across the yard  
        Kissing that missile good-bye

        It's over the fence!  
        It's out of the park!  
        It's a letloose cherryjuice

25      noschool slobberdrool  
        spitwhistle summerfun home run!

From *Pumpkin Butterfly: Poems from the Other Side of Nature* by Heidi Mordhorst. Copyright © 2009 by Heidi Mordhorst. Published by Wordsong, an imprint of Boyds Mills Press. Used by permission.

**8. Use the first selection to answer the following question.**

According to the article, the annual event began when —

- A. a local family wanted to prove they could win an award
- B. neighbors gathered at a local fruit farm
- C. a frost ruined a crop of cherries at a local fruit farm
- D. people came to the town to seek employment

**9. Use the first selection to answer the following question.**

Look at the dictionary entry.

<p><b>shot</b> \`shät\ <i>noun</i></p> <p><b>1.</b> a throw in an effort to score points in a game <b>2.</b> a small amount applied at once <b>3.</b> a try or attempt <b>4.</b> an effective remark</p>
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Which definition best matches the way the word shot is used in paragraph 8?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

**10. Use the first selection to answer the following question.**

Which sentence best states the main idea of the article?

- A. A truck driver from Chicago was the champion of the pit spit in Eau Claire in 2012.
- B. The pit spit, which features many eager participants, will be taking place again at the Tree-Mendus Fruit Farm in Eau Claire.
- C. Although last year's cold weather kept the cherry harvest small, this year the harvest will be ideal for the pit spit.
- D. Many members of the Krause family will be participating again this year at the pit spit.

**11. Use the first selection to answer the following question.**

Based on the information in the article, what can the reader infer about the contest?

- A. Some people travel from places outside the city to participate in the event.
- B. The contestants are required to grow the cherries that are used in the event.
- C. The contestants need to have participated in a similar event in the past.
- D. People from the town enjoyed the event only when it was a small neighborhood gathering.

**12. Use the second selection to answer the following question.**

The reader can tell that the speaker is experienced at spitting cherry pits because she —

- A. provides several suggestions about the best way to prepare for the activity
- B. identifies the number of times she has practiced over the summer
- C. reveals that there is a bowl of cherries in her kitchen
- D. states that she has spit a pit in her yard

**13. Use the second selection to answer the following question.**

What is one important effect of the rhyme scheme of the poem?

- A. It focuses the reader on the most important words in the poem.
- B. It helps the reader visualize the problem the speaker experiences.
- C. It creates a rhythm that emphasizes the quick actions in the poem.
- D. It helps explain what spitting a cherry pit sounds like.

**14. Use the second selection to answer the following question.**

Which line from the poem best helps the reader understand the meaning of launch?

- A. Backbone straight
- B. One more tip:
- C. Round your lips
- D. Aim for the fence

**15. Use the second selection to answer the following question.**

What is most likely the reason the poet compares spitting cherry pits to playing baseball?

- A. To show that spitting cherry pits is just as much a team sport as baseball
- B. To help the reader relate a well-known activity to an activity that might be unfamiliar
- C. To explain that less time is required for spitting cherry pits than for playing baseball
- D. To show the reader that some activities are more interesting than others

**16. Use both selections to answer the following question.**

Which message is expressed by **both** the article and the poem?

- A. Some activities can be appreciated simply for the fun of them.
- B. Even if you do not succeed right away, you must keep on trying.
- C. A great talent is often shared by family members.
- D. It is important to be a polite and kindhearted winner.

**17. Use both selections to answer the following question.**

What is one main **difference** between the event the author describes in the article and the event the speaker describes in the poem?

- A. The type of cherry pit that is used
- B. The setting
- C. The excitement people feel
- D. The rules that are followed

**18. Use both selections to answer the following question.**

Which of the following describes a **difference** between the article and the poem?

- A. The article provides details of an event related to spitting cherry pits, while the poem describes the process of spitting cherry pits.
- B. The article provides information about activities that occur before a contest, while the poem describes the results of a contest.
- C. The article focuses mainly on the people who spit cherry pits, while the poem features those who observe the activity.
- D. The article explains how to organize a local competition, while the poem highlights how to get involved in one.

**19. Use both selections to answer the following question.**

Which idea is expressed in **both** the article and the poem?

- A. Spitting cherry pits is a difficult activity to plan and organize.
- B. Spitting a cherry pit as far as possible can be fun.
- C. The process of spitting a cherry pit is exciting to describe.
- D. Recording the distance a cherry pit traveled is difficult.

**Read the selection and choose the best answer to each question.**

## **Flying Lessons for Big Bird**

- 1 An injured great white pelican picked the right spot to land after a storm separated him from his flock. The gigantic bird swam out of a lake in Tanzania. Then he clumsily waddled onto the beach of an African safari resort.<sup>1</sup> Startled tourists may have assumed the bird was an adult because of his large size. However, staff at the resort soon discovered that the pelican was only about three months old. They cared for Big Bird, as they called the young pelican, and nursed him back to health.
- 2 The great white pelican is one of the largest species of flying birds on the planet. The birds can weigh up to 33 pounds. When they spread their wings, the length from tip to tip is nearly 12 feet. The staff members knew Big Bird would need a lot of food to grow to full adult size. In the wild a flock of pelicans will work together to corral fish into shallow water and scoop them up. But Big Bird did not have a flock, so the resort staff asked the park authority for permission to feed him. With steady meals of fish provided by the resort staff, Big Bird grew bigger.



© Courtesy of African Safari Network, Greystoke Mahale, www.nomad-tanzania.com

- 3 Big Bird also changed color as he grew, which helped the staff verify that he was male. When the pelican first arrived, he was totally brown. After several months his facial mask turned pink. Orange would have identified Big Bird as a female. His elastic pouch and legs also changed to bright yellow and pink. In addition, Big Bird's beak began to grow longer and in a downward curve. The beaks of female pelicans are shorter and straighter than those of males.
- 4 Everyone at the resort anticipated that Big Bird would fly away and rejoin his flock once he regained his health. However, the pelican did not budge. It turned out that Big Bird needed flying lessons! The staff raced along the beach, flapping their arms to simulate the act of flying. It may have looked silly to onlookers, but showing birds how to fly is a method that is sometimes used by human caretakers. "We aren't sure how much flying he may have already done before arriving here, but he was pretty shaky," staff posted on the resort's website blog.
- 5 The staff members, however, were not discouraged. "He would look on curiously," the blog reported, "until one day he showed us how it was done!" Big Bird's first attempts were short. He was wild in the air and even wilder when trying to land. There were some close calls with the beach furniture as Big Bird was learning to distinguish between the air and the ground. Little by little, though, the efforts of the staff began to pay off.



Big Bird gets flying lessons.

© Courtesy of African Safari Network, Greystone Mahale, www.nomad-tanzania.com

- 6 After some more practice, Big Bird rewarded his growing fan club with a video of a successful flight. The staff attached a miniature camera to his beak to capture a view of the pelican's face as it flew. The two-minute video taken of Big Bird's flight shows the colorful streaks of the last light of day as the sun is setting behind the lake at the resort. Big Bird landed at the very same spot he took off from just as day was turning into night. "We are so proud of him, and he is such a clever bird. He can fly!" Big Bird's trainers said.
- 7 No one is sure how long Big Bird will stay at the resort. He may one day take flight, find a flock of pelicans to join, and never return to the place where he learned to fly. Until then, though, staff members and tourists are glad to be part of his human family.

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<sup>1</sup>A resort is a place where people go for vacations or recreation.

- 20.** Based on paragraphs 4 and 5, what can the reader infer about the staff members at the resort?
- A.** They needed more training to learn how to help animals.
  - B.** They used the resort’s blog to share information about native wildlife.
  - C.** They wanted to make sure that Big Bird learned a necessary skill.
  - D.** They thought that having Big Bird at the resort would discourage tourists from visiting.

**21.** How does the author organize the information in paragraph 3?

- A.** The author uses cause and effect to explain why the appearance of pelicans changes.
- B.** The author uses logical order to help the reader understand how pelicans came to look the way they do.
- C.** The author uses sequential order to show what is interesting about the way pelicans fish.
- D.** The author uses compare and contrast to explain what male and female pelicans look like.

22. The author's primary purpose for writing the selection is to —
- A. share interesting facts about a large species of bird
  - B. explain how the staff at a resort is taking care of a large bird as it grows up
  - C. tell about the methods bird experts use to encourage birds to fly
  - D. describe how a lost bird caused problems for tourists at a beach resort
23. Which sentence from the selection conveys the idea that people were beginning to follow Big Bird's story?
- A. *Startled tourists may have assumed the bird was an adult because of his large size.*
  - B. *They cared for Big Bird, as they called the young pelican, and nursed him back to health.*
  - C. *The staff members, however, were not discouraged.*
  - D. *After some more practice, Big Bird rewarded his growing fan club with a video of a successful flight.*

**24.** What is the best summary of the selection?

- A.** Big Bird, a young pelican, landed on a beach at a Tanzanian resort after being injured in a storm. Resort staff helped him recover, feeding him and even teaching him how to fly. Big Bird, whose flight has been captured on video, is welcome at the resort as long as he wants to stay.
- B.** Because of their size, pelicans may seem older than they really are. One example is Big Bird, a young pelican that now lives at a Tanzanian resort. He was only three months old when he first landed at the resort's beach, which meant that he had to be taught some skills to survive.
- C.** Tourists at a resort in Tanzania were surprised when a young injured pelican swam onto the shore. Staff members at the resort named the pelican Big Bird and nursed him back to health. They also taught him how to fly because he had not learned from his flock.
- D.** Big Bird is a pelican living at a Tanzanian resort while he recovers from injuries received during a storm. Staff members at the resort have been taking care of him. With permission from the park authority, the staff began feeding Big Bird. He grew bigger and stronger.

**25.** In paragraph 2, the details about how great white pelicans catch fish support the idea that Big Bird —

- A.** could not have survived on his own without help
- B.** left his flock because he was unable to find food
- C.** had injuries that kept him from fishing on his own
- D.** was not familiar with the food at the resort

Read the selection and choose the best answer to each question.

from

## Show and Spell

by Julia Brownell

### Characters

**SUNNY SANDSTONE:** The cheerleader

**MR. SANDSTONE:** Sunny's father

**GREG SANDSTONE:** Sunny's brother

1 [Sunny studies in one room full of pom-poms and cheerleading trophies. Lights up on Sunny's room.]

2 **SUNNY:** [With pom-poms.] Azalea. Hmm . . . Give me an A, give me a Z, give me an A, give me an L-E-A! What does that spell? Azalea! Fustanella. Give me an F, give me a U, give me an S-T-A! Give me an N-E-L-L-A! What does that spell? Fustanella! Yeah!!

3 **GREG:** [Offstage.] Be quiet, Sunny! I'm trying to listen to music!

4 **SUNNY:** Oops! Sorry, Greg! [Whispering.] Aberrant. Give me an A, give me a B, give me an E! Give me an R-R-A-N-T! What does that spell? Aberrant! Woo!

5 **GREG:** [Offstage.] Sunny, stop cheering your words!

6 **SUNNY:** How am I supposed to spell if I can't cheer?

7 **GREG:** The way normal people do!

8 **SUNNY:** I can't remember words if I can't cheer them. Cessation. Give me a C, give me an E, give me an S—

9 [Greg enters and grabs her pom-poms.]

10 **SUNNY:** Greg! Give me back my pom-poms!

11 **GREG:** Not until you promise to stop cheering words!

12 **SUNNY:** How am I supposed to practice? Give me BACK my pom-poms!

13 [Sunny and Greg struggle over the pom-poms. Mr. Sandstone enters.]

14 **MR. SANDSTONE:** What's going on here? Stop it! Sunny! Greg!

15 **SUNNY:** He won't give me back my pom-poms!

16 **GREG:** She won't stop cheering!

- 17 **MR. SANDSTONE:** Okay. Greg, give Sunny back her pom-poms.
- 18 [*Greg does.*]
- 19 **MR. SANDSTONE:** Sunny, I don't know what to do with you. When I tried sending you outside to practice, the neighbors complained. When I sent you to practice at school, the custodians complained. Is there any way you can cheer more quietly?
- 20 **SUNNY:** But Dad! I want to do my absolutely positively most very best that I can do!
- 21 **MR. SANDSTONE:** Okay. The bee's in two days. Greg, is there any way you could go spend the night at a friend's house tonight?
- 22 **GREG:** I'm getting kicked out of my own house so that she can do spelling cheers? That's ridiculous. I'm the older one!
- 23 **SUNNY:** And I'm the happier one!
- 24 **GREG:** So?
- 25 **MR. SANDSTONE:** All right, I can see that's not going to work. Greg, why don't we go out for pizza and to the movies while Sunny studies?
- 26 **GREG:** Now I'm getting *bribed* to leave my own house while my sister studies?
- 27 **MR. SANDSTONE:** It's a good bribe, Greg. Take it.
- 28 **GREG:** I just want to listen to music in my room!
- 29 **SUNNY:** Give me an L-E-D! Give me a Z-E-P-P-E-L-I-N! What does that spell—
- 30 **GREG:** Stop it! See how annoying this is? That's a band; it's not even a spelling word! She's doing it on purpose to bother me!
- 31 **MR. SANDSTONE:** She's just practicing.
- 32 **SUNNY:** For your information, zeppelin also means—
- 33 **GREG:** Dad, tell her to stop spelling my interests.
- 34 **MR. SANDSTONE:** Sunny, please stop spelling your brother's interests.
- 35 **SUNNY:** But Dad, I have to spell everything if I want to win!
- 36 **MR. SANDSTONE:** Greg, just let her spell for two more days. She'll thank you for it. I'll thank you for it.
- 37 **SUNNY:** Give me a G-R-A-T-I-T-U-D-E! What does that spell?
- 38 **GREG:** [*Exiting.*] Arghhh!
- 39 **SUNNY:** Thanks, Dad!
- 40 **MR. SANDSTONE:** You're welcome, honey. I know you're working very hard. Please promise me you won't take this too

seriously, though. I don't want you just to spell non-stop for the next two days. Promise?

41 **SUNNY:** I promise!

42 **MR. SANDSTONE:** That's my girl. Now, what do you want for dinner?

43 **SUNNY:** Hmm . . . Give me an S, give me a P, give me an—

44 **MR. SANDSTONE:** [*Exiting.*] Okay, okay. I get it. I'll make some pasta.

45 [*Lights down on Sunny's room as she continues cheering.*]

Show and Spell by Julia Brownell © 2000

- 26.** Which of these ideas is explored in the play?
- A.** People are inspired by others to achieve their goals.
  - B.** People approach tasks in different ways.
  - C.** Patience helps people avoid mistakes.
  - D.** Wisdom is gained through experience.
- 27.** The purpose of the dialogue in lines 3 through 7 is to —
- A.** introduce the main characters
  - B.** provide background on the main characters
  - C.** present the main conflict
  - D.** foreshadow the resolution of the main conflict

28. Which of these best explains why there is only one scene?

- A. There is very little action.
- B. There are only three characters.
- C. Only a few props are needed.
- D. The setting does not change.

29. Read the lines below.

**SUNNY:** Give me an L-E-D! Give me a Z-E-P-P-E-L-I-N! What does that spell—  
(line 29)

**SUNNY:** Give me a G-R-A-T-I-T-U-D-E! What does that spell? (line 37)

What do these lines reveal about Sunny?

- A. She believes it is important to spell difficult words.
- B. She depends on her family to help her practice.
- C. She spells certain words as a way of annoying her brother.
- D. She knows that she is a better speller than her brother.

**30.** The pom-poms are an important prop in the play because they —

- A.** add to the tension between Sunny and Greg
- B.** show that Sunny is proud of her accomplishments
- C.** keep Sunny from staying on task
- D.** are taken away by Sunny’s father

**31.** What is the best summary of the play?

- A.** Sunny has practiced for a spelling bee at school and outside her house, and now she decides to practice at home. She thinks that cheering her words will help her win the spelling bee, but she ends up getting into an argument with Greg.
- B.** Sunny is cheering her spelling words and disturbing Greg, who is listening to music. She refuses to stop because she needs to practice for the spelling bee, so Mr. Sandstone suggests several solutions to end the argument.
- C.** Two siblings, Sunny and Greg, are arguing about Sunny’s loud cheering. Sunny wants Greg to give her back her pom-poms. Mr. Sandstone tries to discuss the situation, but Sunny begins spelling out the title of a song Greg likes. Greg storms off.
- D.** After listening to Sunny and Greg argue, Mr. Sandstone proposes that he and Greg go to dinner and a movie while Sunny practices spelling. Mr. Sandstone asks Sunny what she wants for dinner before he leaves and tells her not to work too hard.

**32.** Mr. Sandstone's main role in the play is to —

- A.** act as peacemaker between Sunny and Greg
- B.** investigate how Sunny and Greg feel about their situation
- C.** encourage Sunny and Greg to focus on their schoolwork
- D.** increase the tension between Sunny and Greg

Read the selection and choose the best answer to each question.

## An Accidental Toy

- 1 An invention can be valued because it solves a problem or fills a need. And sometimes an invention can serve a purpose for which it was not intended. One such accidental invention resulted in a squishy, bouncy toy that millions of people enjoy playing with every day.

### What Have We Here?

- 2 James Wright was an engineer working in the General Electric (GE) laboratories in New Haven, Connecticut, in the 1940s. The United States faced a shortage of natural rubber, so the U.S. government asked GE and other companies to develop artificial rubber for military uses. One day at work Wright added boric acid to silicone oil. The combination produced an interesting goo. The material bounced higher than rubber and was more stretchable. And the gooey, stretchy material would even take an imprint of ink images it was pressed on.



- 3 But the government wasn't interested in Wright's invention. Artificial rubber that could be used for tires was already being made in other laboratories. Although Wright's putty had interesting features, nobody could find a practical way to use it.

## Stretching into Success

- 4 Perhaps the putty would have been just a local wonder if it weren't for a man named Peter Hodgson who had experience in advertising. Hodgson learned about the putty and had an idea. He knew that marketing and advertising were very important in making a product popular. If Hodgson could get the word out by advertising the putty, it could be a huge success.
- 5 Hodgson bought the rights to make the putty, which he named Silly Putty. He sold it in a catalog and in a few stores and then began to advertise it nationwide. Then Silly Putty was mentioned in the New Yorker magazine. Within three days Hodgson received 250,000 orders for Silly Putty. This once-rejected lab experiment had become a wildly popular toy. Hodgson packaged the putty in plastic eggs, and it is still sold that way. Silly Putty was one of the best-selling toys of the 1950s, and it remains very popular with children today. Since 1950, more than 300 million Silly Putty eggs have been sold!



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## Not Just a Toy

- 6 As Silly Putty became more common in households, people took notice of its unique properties. It is pliable when pressed slowly but stiffens when pressure is applied quickly. So it can be squished by hand, but it remains in a ball when bounced off the floor. People noticed that things stick to the soft putty. For example, a ball of the putty rolled along a piece of clothing can remove pet hair, and a small piece of putty pressed between the keys of a computer keyboard can pick up dust and lint. And Silly Putty can be used to help balance a wobbly table if it is placed under one of the table legs.



- 7 Because Silly Putty is soft and smooth, some people have found that squeezing it can help reduce stress or focus the mind on a task. Squeezing the putty keeps the hand muscle active and uses excess energy. Silly Putty can also be used in physical therapy for people who have hand injuries. The putty offers resistance when squeezed to help people strengthen hand muscles.
- 8 Uses for Silly Putty continue to be found some 70 years after its invention. In fact, astronauts on space missions have used Silly Putty to hold their instruments in place in zero gravity, showing that the toy's potential is truly out of this world.

- 33.** The author's main purpose in writing the selection is to —
- A.** encourage the reader to think of clever uses for a product
  - B.** inform the reader about the invention and uses of an interesting product
  - C.** describe some creative ways of promoting a new product
  - D.** explain how to develop an invention
- 34.** From the information presented in paragraph 2, the reader can conclude that Wright's invention —
- A.** cost more to make than the government was willing to pay
  - B.** required chemicals that were difficult to get
  - C.** displayed characteristics that he did not expect
  - D.** was the reason he was offered a job in the laboratory

**35.** Based on the ideas presented in the selection, what can the reader conclude about Silly Putty?

- A.** It is used today by more adults than children.
- B.** Copying ink images is the most valuable of its uses.
- C.** For about 70 years it has been the most popular toy on the market.
- D.** It has gained new uses over the years.

**36.** What is the meaning of the word properties in paragraph 6?

- A.** Creators
- B.** Solutions
- C.** Qualities
- D.** Customers

**37.** The author presents the ideas in paragraphs 2 through 5 in chronological order so that the reader will better understand —

- A.** how a failed invention became popular when it was given a new purpose
- B.** how an engineer mixed different chemicals to produce an invention
- C.** the process an engineer followed to invent a product for the government
- D.** the best way to market an invention as a toy

**38.** Wright's invention was originally intended for —

- A.** military use
- B.** children
- C.** physical therapy
- D.** astronauts



