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## **DIRECTIONS**

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Read each of the passages. Then read the questions that follow and decide on the BEST answer. There are a lot of different kinds of questions, so read each question carefully before marking an answer on your answer sheet.

## **MUD MATTERS**

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Almost everyone likes to make things out of clay. In this passage from *MUD MATTERS* by Jennifer Dewey, you will meet Jason, a Pueblo Indian boy who loves to work with clay.



WHEN I FIRST MET JASON he was five years old, the youngest member of a Pueblo family I knew because the eldest girl, Michelle, was my friend and classmate. Jason liked to sit next to his mother's basin of red, sticky clay and dig into it, with his hands. The rest of us children liked to do the same, but only Jason ever made objects worth keeping. He shaped small, recognizable figures of dogs, sheep, goats, and horses.

Jason's mother was plainly proud of the boy's sculptures. "He likes the feel of the mud against his skin, yes?" she would say. She'd smile at her little son, who wore an expression of complete concentration when working with the clay. "Nobody taught him to handle the clay," Jason's mother continued. "When I first saw him doing this I thought to myself, he likes the sparkle, the glitter."

The clay sparkled and shimmered because crushed mica, a silvery mineral, had been added to it.

I would watch the boy and, in spite of his serious face, see his pleasure, the obvious satisfaction he got from squashing the clay between his fingers, rubbing and twisting it into the shapes he wanted.

Jason's mother and maternal grandmother are both artists with clay, the mud that flows from the earth and is used to make jars, plates, bowls, and figures such as Jason's. It is a long tradition in Jason's family, female relatives who work with clay. The women talk about the clay in hushed, respectful voices calling it sacred because it is a gift from Mother Earth.

Pueblo artists use no machines in their work. They have strong opinions about the tools they use. Whereas Jason was content to

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manipulate the clay with his fingers, adult artists use natural objects, small, smooth stones from the river for polishing, or strips of gourd dried in the sun until they feel like leather. They paint designs on pots, bowls, or plates using brushes made with the shredded fibers of the yucca plant.

Yucca brushes last longer, and apply the paint better, than store-bought brushes. Clay is coiled, rolled, smeared, slipped, slapped, caressed, and treated, in every way, as sacred.

The old ways work well, but artists stick to these methods for another reason. Familiar, proven habits are a way to deepen connections to the past, to ancestors, to those who came before.

As a child I played with mud, building with it, coiling lengths of it into crude bowls, but it wasn't the same for me as for Jason. For my people mud is mud, clay is clay, and there is nothing special about it. People in my culture make more of sand castles on the beach than pots formed with clay taken from the ground.

The Pueblo people, and other Native Americans, cherish the clay because it creates a bond between themselves and the earth. Transforming mud from lumps of shapeless stickiness into shiny pots decorated with graceful designs is evidence and proof of something "born" of the earth and dependent on it for existence.

**1**

The woman in the story describes clay as "sacred because it is a gift from Mother Earth." *Sacred* means the clay

- A. was sparkly.
- B. was easy to shape.
- C. was hard to find.
- D. was to be honored.

**2**

Why do the Pueblo artists stick to the old way of sculpting clay?

- A. It is against the law of their tribe to change the method.
- B. The sculpture lasts longer when made in the old way.
- C. Customers only buy sculptures made in the old way of the Pueblo tribe.
- D. It is a way to deepen connections to ancestors and the past.

3

What gives clay the sparkling quality that it sometimes has?

- A. The kind of paint used to color it
- B. The special way that Pueblo artists mold it
- C. The crushed mica that is often added to it
- D. The heating process that is used to harden it

4

This passage is written in the first person, which means that one of the characters is telling the story. The author probably chose to do this

- A. to build suspense in the plot of the story.
- B. to make the story appeal to readers by sounding more personal.
- C. to give an interesting description of the setting.
- D. to give facts about materials found in the earth.

5

Which sentence from the story is used to show the Pueblo culture's deep feeling about clay?

- A. "It is a long tradition in Jason's family, female relatives who work with the clay."
- B. "The women talk about the clay in hushed, respectful voices."
- C. "They have strong opinions about the tools they use."
- D. "He likes the feel of the mud against his skin, yes?"

### **ELLIOT'S DREAM**

---

*Have you ever dreamed of becoming the first teen in space? Elliot has. Read this passage from COUNTDOWN by Ben Mikaelson to find out how his dream begins.*

BITTER WIND FROM CRAZY PEAK tugged at the sagebrush as fourteen-year-old Elliot Schroeder coaxed his buckskin horse back toward the ranch. He strode easily as if his short frame had grown from the saddle. Across his lap, he held a kicking newborn calf. The morning wind gusted. Elliot pulled an old gunnysack from his saddlebag and wrapped it around the calf like a blanket. He clapped his frozen gloves against his pants to warm his hands and threaded his way down the rocky slope. The calf's mother followed, bawling her concern. The calf kept struggling.

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“Knock it off!” Elliot scolded, squinting into the driving snow. “You’d be dead if I hadn’t found you.”

He was right, too. Early snows could freeze a calf to death before its mother licked it dry. Elliot knew he was lucky to find the calf. He had been daydreaming, watching the snowflakes swirl past him like stars past a spaceship blasting through space. Only the mother cow’s bawling had caused Elliot to look down.

“Daydreamers wreck ranches,” Dad often said. Elliot agreed, but imagination didn’t switch off like a light switch. Even now, Elliot remembered every airplane and space poster taped up in his bedroom. He remembered each minute of every flight lesson he had taken during the past two years.



Each month he saved all of the money he earned so that he could ride his bicycle seven miles to the airport on the bluff above Big Timber for a flight lesson. He couldn’t wait to solo an airplane. What would it be like being alone in the air for the very first time? Elliot’s thoughts never stopped there. He couldn’t look up into the night sky without wondering what it would be like in space. Were there aliens out there somewhere? Thinking about space travel made Elliot giddy with excitement – especially since NASA had made their announcement!

One month ago, with his parents watching the evening news, Elliot had overheard the words that would change his life. With dozens of cameras whizzing and clicking at NASA Headquarters in Washington, D.C., a NASA spokesman had announced simply over the TV, “Ladies and gentlemen, tonight NASA is announcing the first Junior Astronaut program. Somewhere in this country, one youth will have the opportunity of space travel.”

**6**

The story says that only the mother cow’s bawling had caused Elliot to look down. The word *bawling* means

- A. sleeping.
- B. chasing.
- C. crying.
- D. rushing.

7

Why had Elliot saved all the money he earned?

- A. To take flying lessons
- B. To take care of the calf
- C. To help dad with ranch expenses
- D. To join the Junior Astronaut program

8

Because Elliot was daydreaming he almost

- A. missed finding the calf.
- B. forgot his flying lesson.
- C. got frostbite.
- D. lost his way.

9

Which of these is an example of onomatopoeia?

- A. "Bitter wind from Crazy Peak tugged at the sagebrush . . ."
- B. "Knock it off!" Elliot scolded.
- C. "Imagination didn't switch off like a light switch."
- D. ". . . with dozens of cameras whizzing and clicking."

10

The author uses the expression "snowflakes swirl past him like stars past a spaceship." This is an example of

- A. rhyme.
- B. simile.
- C. personification.
- D. onomatopoeia.

## **REX HILL RAINFALL**

---

*Weather can change every day. Read Clarence Schaad's report to his local newspaper and look at the table to see how the weather looked in June 2001 in the Yamhill County area of Rex Hill, Oregon.*

JUNE THIS YEAR WAS COOLER than a year ago. Last year the average high was 76.4 degrees and the average low was 54.8 degrees compared with this year's 71.2 degrees and 49.1 degrees, respectively.

The heavy rain during the last week of June surely helped the dryland berries and many of our other crops. It also allowed us to

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work the orchards again to help keep the moisture in the ground. Our total of 2.04 inches is above our average of 1.68 inches. Last year we had 1.51 inches of precipitation. Our driest June was in 1951 when we received only .05 inches and the wettest was in 1984 with 4.67 inches. Our June average is 1.67 inches.

Date	High Temp.	Low Temp.	June 2001	Precipitation
1	61	50	Cloudy	.10
2	63	44	Mostly Cloudy	.12
3	62	45	Cloudy	.03
4	64	41	Cloudy	
5	56	45	Cloudy	.25
6	73	49	Partly Sunny	
7	80	52	Mostly Sunny	
8	81	54	Mostly Sunny	
9	70	51	Mostly Cloudy	T
10	68	48	Cloudy	.03
11	65	53	Cloudy	.21
12	68	43	Mostly Cloudy	.07
13	74	41	Mostly Sunny	
14	71	49	Mostly Cloudy	
15	68	50	Partly Sunny	
16	68	47	Mostly Sunny	
17	70	45	Mostly Cloudy	
18	73	45	Mostly Cloudy	
19	88	51	Partly Sunny	
20	90	54	Sunny	
21	89	54	Sunny	
22	71	55	Mostly Cloudy	
23	70	50	Mostly Cloudy	
24	60	50	Cloudy	.22
25	70	43	Mostly Cloudy	
26	71	51	Cloudy	.06
27	72	58	Stormy	.89
28	69	54	Cloudy	.06
29	78	53	Partly Cloudy	
30	75	30	Partly Cloudy	
<b>TOTALS:</b>				
	<b>71.2</b>	<b>49.1</b>		<b>Rain 2.04</b>

**11**

How many days in June had a low temperature of 50 degrees or warmer?

- A. 10
- B. 14
- C. 16
- D. 19

**12**

How many days in June had mostly cloudy weather?

- A. 9
- B. 13
- C. 15
- D. 18

**13**

The article doesn't really say, but dryland berries probably

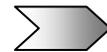
- A. are only grown in the Rex Hill area.
- B. depend mostly on rainfall for their water.
- C. don't make a profit for farmers.
- D. are irrigated from nearby rivers.

**14**

What is the greatest number of days in a row that it rained at least a trace?

- A. Three
- B. Four
- C. Eleven
- D. Twelve

**CONTINUE ON TO THE NEXT PAGE**



## WHERE IS THE MAYFLOWER?

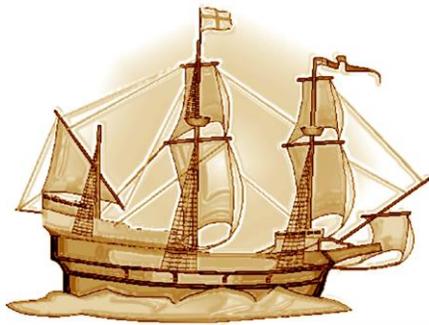
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History tells us that the Pilgrims arrived in America aboard their ship, the *Mayflower*. The real mystery is what happened to that ship. Read this article from E-CRICKET, an online magazine, to learn about the clues historians are using to solve this history mystery.

DID YOU EVER WONDER what happened to the *Mayflower*, the ship that carried 102 Pilgrims to North America in 1620? Well, you might catch a peek at the old ship in the Buckinghamshire village of Jordans, England. But don't go expecting to find it docked to some pier. It seems the *Mayflower* hull may be part of a barn!

In the early 1900s, a historian named Rendel Harris learned that the *Mayflower* had been declared unseaworthy in 1624 and that the ship's owners had sold its oak timbers. Someone later told Harris that a barn in Jordans had been built from the wood of the Pilgrims' *Mayflower*. He started hunting through old deeds, wills, and other documents and concluded that the barn had some really shipshape history. He believed it was highly probable that the barn's beams were taken from the same ship that had transported the Pilgrims to America.

First, the age of the timber and the tonnage used in the construction of the barn are almost the same as that of the *Mayflower*. Furthermore, Harris found evidence that one of the



ship's owners lived in the area where the barn was constructed. The main beam in the barn has a huge crack in it, just like the one the *Mayflower* acquired during a storm on its voyage to North America. And when Harris examined the beams, the letters ER HAR were still visible. Many believed that these letters referred to Mayflower and Harwich, the ship's port of registry.

Unfortunately, so few records remain that it is impossible to really prove that the *Mayflower* was turned into a barn. But one thing's for certain: if you tilt your head upside down, you can see the hull of a ship was definitely used to build the roof of the barn. And that boat just might have been the Pilgrims' *Mayflower*!

15

The author probably wrote this article to

- A. teach about the Pilgrims' voyage.
- B. share an interesting story about history.
- C. persuade others to look for ships.
- D. show how new things can be made from old ones.

16

Which paragraph gives the best evidence supporting that the *Mayflower* was used to build the barn in Jordans, England?

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

17

The word "beam" is used several times in this selection. A *beam* is a

- A. thick board.
- B. type of ship.
- C. style of window.
- D. ray of light.

18

Rendell Harris began his search for what happened to the *Mayflower* by

- A. looking at ships docked at Harwich.
- B. hunting through deeds, wills, and other documents.
- C. examining barns in Jordans, England.
- D. looking up information about the 1620 voyage.

19

This article is mostly about

- A. the voyage of the *Mayflower* in 1620.
- B. how the *Mayflower* was built.
- C. the original owners of the *Mayflower*.
- D. where pieces of the *Mayflower* might be located today.

### THE BEE TREE

---

In the book *THE SIGN OF THE BEAVER* by Elizabeth George Speare, Matt is on his own while his Pa is on a trip to get the rest of his family. Read this passage about a frightening experience that teaches Matt a lesson.



DAY AFTER DAY he kept remembering the bee tree. He and his father had discovered it weeks ago. High in a tree, at the swampy edge of the pond they had called Loon Pond, the bees were buzzing in and out of an old woodpecker hole. Bees were better left alone, Pa said.

He felt he could scarcely endure another meal of plain fish. He was hungry for a bit of something tasty. He couldn't stop thinking about that honey. It would be worth a sting or two just to have a taste of it. There couldn't be much danger in going up that tree and taking just a little—a cupful perhaps that the bees would never miss. One morning he made up his mind to try it, come what might.

It was an easy tree to climb, with branches as neatly placed as the rungs of a ladder. The bees did not seem to notice as he pulled himself higher and higher. Even when his head was on a level with the hole, they flew lazily in and out, not paying him any mind. The hole was small, not big enough for his hand and the spoon he had brought with him. Peering in, he could just glimpse, far inside, the golden mass of honeycomb. The bark all around the hole was rotted and crumbling. Cautiously he put his fingers on the edge and gave a slight tug. A good-sized piece of bark broke off into his hand.

With it came the bees. With a furious buzzing they came pouring from the broken hole. The humming grew to a roar, like a great wind. Matt felt a sharp pain on his neck, then another and another. The angry creatures swarmed along his hands and bare arms, in his hair, on his face.

How he got down out of that tree he never remembered. Water! If he could reach water he could escape them. Bellowing and waving his arms, he plunged toward the pond. The bees were all around him. He could not see through the whirling cloud of them.

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The boggy ground sucked at his feet. He pulled one foot clear out of his boot, went stumbling over sharp roots to the water's edge, and flung himself forward. His foot caught in a fallen branch and he wrenched it clear. Dazed with pain, he sank down into the icy shelter of the water.

**20**

What do you think Matt most likely learned from his experience?

- A. He should have prepared better before climbing the tree.
- B. He shouldn't have gone so far from home.
- C. He shouldn't have gone swimming in cold, icy water.
- D. He should have listened to the advice his Pa gave him.

**21**

Matt felt that "he could scarcely endure another meal of plain fish." *Endure* means

- A. stand.
- B. taste.
- C. find.
- D. cook.

**22**

The author writes that Matt's "foot caught in a fallen branch, and he wrenched it clear." *Wrenched* means

- A. hammered.
- B. broke.
- C. buried.
- D. pulled.

**23**

What caused the bees to get angry?

- A. Matt took some of their honey.
- B. Matt tried to shake the hive loose.
- C. Matt broke off a piece of bark.
- D. Matt put his spoon into the hive.

**24**

*The Sign of the Beaver* is an example of historical fiction. This is because

- A. it is a true story of a real person's life.
- B. it is a made-up story based on a real time and place in history.
- C. it is a story set in an imaginary world.
- D. it gives facts about bees and their habits.

## Grade 5 Reading/Literature SAMPLE TEST KEY 2011-2013

Item	Key	Score Reporting Category
1	D	Vocabulary
2	D	Demonstrate General Understanding
3	C	Demonstrate General Understanding
4	B	Examine Content/Structure Informational Text
5	B	Develop an Interpretation
6	C	Vocabulary
7	A	Demonstrate General Understanding
8	A	Develop an Interpretation
9	D	Examine Content/Structure Literary Text
10	B	Examine Content/Structure Literary Text
11	C	Reading to Perform a Task
12	A	Reading to Perform a Task
13	B	Develop an Interpretation
14	B	Reading to Perform a Task
15	B	Examine Content/Structure Informational Text
16	C	Examine Content/Structure Informational Text
17	A	Vocabulary
18	B	Demonstrate General Understanding
19	D	Develop an Interpretation
20	D	Develop an Interpretation
21	A	Vocabulary
22	D	Vocabulary
23	C	Demonstrate General Understanding
24	B	Examine Content/Structure Literary Text

<b>CONVERTING TO A RIT SCORE</b>			
Number correct	RIT Score	Number Correct	RIT Score
1	184.6	13	219.6
2	192.2	14	221.5*
3	196.9	15	223.4
4	200.4	16	225.4
5	203.3	17	227.5
6	205.8	18	229.8
7	208.1	19	232.4**
8	210.2	20	235.3
9	212.2	21	238.9
10	214.1	22	243.7
11	215.9	23	251.3
12	217.8	24	258.6
*Likely to meet Grade 5 standards		**Likely to exceed Grade 5 standards	

# Oregon Reading/Literature Sample Test

Use number 2 pencil.  
Do NOT use ink or ball point pen.  
Make heavy dark marks that completely fill the circle.  
Erase completely any marks you wish to change.

Name of Student  
\_\_\_\_\_

Name of Teacher  
\_\_\_\_\_

Name of School  
\_\_\_\_\_

- |    |                 |    |                 |
|----|-----------------|----|-----------------|
| 1  | (A) (B) (C) (D) | 13 | (A) (B) (C) (D) |
| 2  | (A) (B) (C) (D) | 14 | (A) (B) (C) (D) |
| 3  | (A) (B) (C) (D) | 15 | (A) (B) (C) (D) |
| 4  | (A) (B) (C) (D) | 16 | (A) (B) (C) (D) |
| 5  | (A) (B) (C) (D) | 17 | (A) (B) (C) (D) |
| 6  | (A) (B) (C) (D) | 18 | (A) (B) (C) (D) |
| 7  | (A) (B) (C) (D) | 19 | (A) (B) (C) (D) |
| 8  | (A) (B) (C) (D) | 20 | (A) (B) (C) (D) |
| 9  | (A) (B) (C) (D) | 21 | (A) (B) (C) (D) |
| 10 | (A) (B) (C) (D) | 22 | (A) (B) (C) (D) |
| 11 | (A) (B) (C) (D) | 23 | (A) (B) (C) (D) |
| 12 | (A) (B) (C) (D) | 24 | (A) (B) (C) (D) |