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# STORYtown

Grade 5

Mid-Year Assessment

Benchmark Assessments



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ISBN-13: 978-0-15-358769-6

ISBN-10: 0-15-358769-5

A standard linear barcode representing the ISBN 978-0-15-358769-6. To the right of the barcode is the number '9 0000 &gt;' and below it is the ISBN number '9 780153 587696'.

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Printed in the United States of America

ISBN 10 0-15-358769-5      ISBN 13 978-0-15-358769-6

1 2 3 4 5 6 7 8 9 10 073 16 15 14 13 12 11 10 09 08 07

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## Grade 5 Benchmark Assessment Mid-Year

Name \_\_\_\_\_ Date \_\_\_\_\_

### Performance Summary

#### READING

##### Student Score

###### Reading Comprehension

Multiple-Choice Items	_____ /32
Short-Response Open-Ended Item	_____ /2
Short-Response Open-Ended Item	_____ /2
Extended-Response Open-Ended Item	_____ /4

###### Vocabulary and Word Analysis

\_\_\_\_\_ /20

Total Student Reading Score \_\_\_\_\_ /60

#### WRITING

Writing Strategies and Conventions	_____ /25
Writing Prompt	_____ /6

#### ORAL READING FLUENCY

Passage 1	_____ Words Correct Per Minute
Passage 2	_____ Words Correct Per Minute

(Bubble in the appropriate performance level.)

#### Reading

Below Basic 1–35 <input type="radio"/>	Basic (On-Level) 36–45 <input type="radio"/>	Proficient (On-Level) 46–55 <input type="radio"/>	Advanced 56–60 <input type="radio"/>
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#### Writing Conventions

Below Basic 1–10 <input type="radio"/>	Basic (On-Level) 11–15 <input type="radio"/>	Proficient (On-Level) 16–19 <input type="radio"/>	Advanced 20–25 <input type="radio"/>
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#### Writing Prompt

Below Basic 1–2 <input type="radio"/>	Basic (On-Level) 3–4 <input type="radio"/>	Proficient (On-Level) 5 <input type="radio"/>	Advanced 6 <input type="radio"/>
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#### Oral Reading Fluency

25th Percentile 99 WCPM <input type="radio"/>	50th Percentile 127 WCPM <input type="radio"/>	75th Percentile 156 WCPM <input type="radio"/>	90th Percentile 182 WCPM <input type="radio"/>
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## Reading Comprehension

- Read the story “On the Job” before answering Numbers 1 through 6.

### On the Job

When my sister Penny left home for the university this past year, I inherited quite a few of her things. The most appreciated was her bedroom, because now I no longer occupy a room with a little brother in it. Another thing I inherited was her baseball glove, with its comfortable leather that’s broken in just the way I like it. And I’m especially loving the boxed set of medieval dragon books that wouldn’t quite fit in her suitcase.

This story is not about any of that, however; it’s about something else that Penny handed down to me: her babysitting job at the Andersons. I’ll have to admit, I was more than a little excited about it. My friend Paolo began watching his neighbor’s children after school every Wednesday about the middle of the winter, and he already has an impressive savings account. And all from babysitting—I mean, how difficult could babysitting possibly be?

Penny had been sitting for the Andersons ever since she was in the seventh grade, when there was just a pair of newborn twins, Sophie and Anne. Now, the girls are six, and they have a two-year-old brother named Max. The kids are adorable—I know because Penny dragged me over there sometimes to help her out. I also took a babysitting workshop at the local community center last semester. Therefore, I arrived for my first assignment confident and feeling a bit like a veteran.

It was a Friday afternoon, and Mr. Anderson was still at his business. Mrs. Anderson was working, too, in her home office on the second floor. She greeted me at the door with Max propped on her hip. “Hello, Jeff!” she said, a bit tiredly. “The girls are both so excited to see you.”

*Where are they?* I wondered. However, as soon as I stepped inside the doorway, I got my answer as a twin flew at me from each side, grabbing my legs and wrestling me all the way to the carpet. When I finally regained my feet, the girls were still stuck to my legs.

"No physical stuff inside, girls," scolded Mrs. Anderson. "You know that." She rattled off a few more rules before handing Max to me and going upstairs to continue with her work.

No more than an inch from my face, Max was staring at me as though he had never seen a middle-school boy in his entire life. However, when he was ready to speak, he spoke. "Doose bock!"

It must have taken me a full minute to translate, but eventually we were on our way to the refrigerator for a juice box. When we got there, I was confronted with a room that looked nothing like the immaculate kitchen I had seen earlier, when Mrs. Anderson gave me the tour. Every cabinet door was open, underneath the sink, beside the automatic dishwasher, and over the counters. Mixing bowls were scattered all across the floor.

"We're cooking!" Sophie announced proudly. She held an enormous mixing bowl while Anne poured in a purplish powder.

"Uh . . . I think we'll have to see about that." I figured out what was going on—the girls were testing my limits. I had intended not to set any limits—I wanted these kids to like me. I wanted to be "the coolest babysitter." However, cooking, I reasoned, was obviously unsafe.

"You know you're not allowed to cook," I told them as I deposited Max in his kiddie seat at the table.



"Well, it's not *cooking*, really" said Anne. "It's only instant pudding." Clumsily, she dumped almost a cup of milk mostly into the bowl. "You stir it, Sophie, and I'll go get the mixer."

"Whoa, whoa, WHOA! No way are you using an electric appliance."

"It's not even electric," said Anne, with a somewhat superior attitude. With that, she handed an old-fashioned eggbeater to Sophie, who plunged it deep into the mixing bowl and cranked the handle ferociously.

Suddenly, there was an alarming crash. I turned to discover Max sitting on the floor banging two lids into one another.

"Max—you put those down right now!" Anne stomped over to take the lids away, which set Max screaming. Sophie, still cranking the eggbeater ferociously, turned toward the commotion. This movement caused the eggbeater to elevate above the lip of the bowl, with Sophie still cranking the handle, still cranking it ferociously.

"Watch it!" I shouted, but it was too late. Clumps of chocolate pudding flew everywhere and stuck where they landed. Amid the mess, I suddenly imagined Penny being with me. *You'd better get complete control of this situation immediately*, she would say. That advice was more than enough for me. "All right, listen everybody," I commanded. "We're going to start cleaning up this mess, this instant!"

"You're not any fun at all," Anne pouted, hiding a grin.

"Penny always let us make our own pudding," Sophie complained, also with an undercover grin.

"Not without asking permission first." I had them there.

"Sorry," said the girls, and they began to put away the pots.

I switched on the countertop radio. "Let's do our work to music." I realized then that a babysitting course couldn't teach me everything I needed to know. The remainder, I was going to have to learn on the job. As the twins and I cleaned and danced, Max toddled over and hugged my leg. At that moment, I felt like Penny's old job was officially mine.

► Now answer Numbers 1 through 6. Base your answers on the article “On the Job.”

1. Which detail from the story BEST explains why Jeff feels excited about taking over his sister’s babysitting job?  
 A Penny had been sitting for the Andersons since the seventh grade.  
 B The Andersons have six-year-old twin girls and a two-year-old boy.  
 C Jeff’s friend Paolo saved lots of money from his babysitting job.  
 D Jeff sometimes went with Penny over to the Andersons to help her.
  
2. Which event happens BEFORE Mrs. Anderson goes upstairs to continue working?  
 F Max asks Jeff for a juice box.  
 G The twins wrestle Jeff to the carpet.  
 H Anne dumps milk into the mixing bowl.  
 I Jeff tells the girls to help clean the mess.
  
3. Jeff says, “I arrived for my first assignment confident and feeling a bit like a veteran.” What does this mean?  
 A Jeff thinks children are like animals.  
 B The Andersons’ house is like a war zone.  
 C Jeff feels that he’s an experienced babysitter.  
 D The Andersons like to give the babysitter homework.

4. What conflict does Jeff feel when he scolds the girls?  
 F He wants to set limits but still be a cool babysitter.  
 G He sees the mess but knows it's only instant pudding.  
 H He likes to eat pudding but dislikes the mess it makes.  
 I He knows a spoon could be used but the mixer is faster.
  
5. What was the subject of the workshop Jeff took?  
 A Softball  
 B Cooking  
 C Dinosaurs  
 D Babysitting
  
6. As the girls make a mess and Max bangs the pot lids, what causes Jeff to take control?  
 F He imagines what Penny would tell him to do.  
 G He is afraid that Mrs. Anderson will hear the noise.  
 H He sees clumps of chocolate pudding flying everywhere.  
 I He wants the children to think that he is a fun babysitter.

► Read the article “The Wettest Place on Earth” before answering Numbers 7 through 14.



One of the places in the world with the most rain is in India. In some years, the town of Cherrapunji (Chair-ah-POON-jee) is the雨iest. In other years, its neighbor, the town of Mawsynram (maw-sin-RAHM), gets the most rain.

It once rained in Cherrapunji every day for almost two years. In 1861, it got the most rain in a month and the most in a year (1,041 inches), setting world records. Today, the towns receive an average of 366 inches of rain a year. That's nearly eight times as much as the average rainfall in New York City (47 inches) and 24 times as much as Los Angeles (15 inches).

Yet the people living in these towns in India don't have enough water to drink, to bathe, and to cook their

meals. Why does it rain so much there, and why is water so scarce?

The extreme rainfall occurs because the towns are high above ground, near an ocean, and in the path of a special wind system called a monsoon. Air is drawn in from the Indian Ocean and blows over the plains below the two towns that are located almost one mile above sea level. As the air rises, it cools, picks up moisture, and forms rain clouds. In spring and summer, the monsoon blows up from the valley below and releases its rain in Cherrapunji and Mawsynram. The heaviest downpours come with stinging force between April and September.

So why is there a shortage of water? People have harmed the environment over time by cutting down trees, mining for coal and limestone, and growing crops in ways that have caused the topsoil to wash

away. The land has become dry and stony. Without forests or topsoil, the rain doesn't sink into the ground to fill underground wells. Also, there is a six-month dry season from October to the following April, when the monsoon reverses direction away from these towns. During that time, trees and vegetation have difficulty growing.

It is also hard to store the rain. The downpour is so heavy that the riverbanks and levees can't hold all the water. The levees break and the rainwater races downhill over high cliffs. Water floods the neighboring country of Bangladesh below.

The towns of Cherrapunji and Mawsynram are very poor and far from other communities. They cannot afford

to repair rusty, cracked storage tanks and leaky pipes that carried water from other places. So the people of Cherrapunji put out buckets to catch the water during the rainy season. In the dry winter, women and children carry empty oilcans on their backs and trek miles uphill to bring water from the springs above the town. This takes several hours and the cans are heavy. Sometimes the townspeople can buy water from containers on trucks that are driven up from the plains below.

"Water, water everywhere, nor any drop to drink," wrote poet Samuel Taylor Coleridge in a famous poem about being on the ocean. This could also describe the wettest place on Earth.



Too much rain means flooding — a common occurrence in Cherrapunji.

► Now answer Numbers 7 through 14. Base your answers on the article “The Wettest Place on Earth.”

7. What happens in Cherrapunji and Mawsynram during the months from October to the next April?  
 A Very little rain falls.  
 B Crops and trees grow well.  
 C The people store extra water.  
 D Miners dig for coal and limestone.
  
8. Look at the photograph and read the caption on page 7. What danger caused by heavy rainfall does this photograph portray?  
 F danger to crops  
 G danger to people  
 H danger to forests  
 I danger to other nations
  
9. What effect do weather patterns have on life in Cherrapunji and Mawsynram?  
 A Weather patterns make these towns very green.  
 B Weather patterns make these towns good areas for mining.  
 C Weather patterns make these towns hard places to survive.  
 D Weather patterns make these towns important for trade.
  
10. According to the article, which of the following is the “wettest place in the world”?  
 F Bangladesh  
 G India  
 H Los Angeles  
 I New York City

11. What is the main cause of the high rainfall in Cherrapunji and Mawsynram?
- (A) The towns are close to one another.  
(B) The people have cut down most of the trees.  
(C) The monsoon blows directly across the towns.  
(D) The water in the ocean is evaporating at a high rate.
12. What prevents the people of Cherrapunji and Mawsynram from repairing storage tanks and pipes?
- (F) They have too little time.  
(G) They get too much rainfall.  
(H) They have too little money.  
(I) They live too far from other towns.
13. Read these sentences from the article.

**"Water, water everywhere, nor any drop to drink," wrote poet Samuel Taylor Coleridge in a famous poem about being on the ocean. This could also describe the wettest place on Earth.**

How is being on an ocean like living in Cherrapunji or Mawsynram?

- (A) In both places, there is a lot of water for growing crops.  
(B) In both places, there is a lot of water that floods homes.  
(C) In both places, there is a lot of water, yet people can go thirsty.  
(D) In both places, there is a lot of water, but it is too salty to drink.

14. Identify three problems the farming methods in Cherrapunji and Mawsynram have caused and explain how they are related. Use details and information from the article in your answer.



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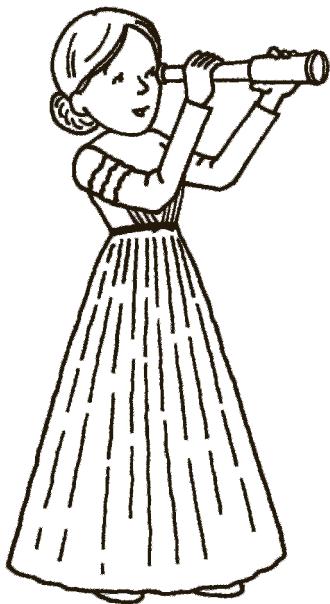
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- Read the article “Maria Mitchell, Astronomer and Teacher” before answering Numbers 15 through 20.

## ***Maria Mitchell, Astronomer and Teacher***



“The eye that directs the needle,” astronomer Maria Mitchell observed, “will equally well bisect a star . . . .” The eye she referred to was that of women, almost all of whom knew how to sew back when Maria Mitchell was born in 1818. However, Maria believed that women could also do much more than oversee a household. The third of ten children in a Quaker family in Massachusetts, Maria grew up in a home where learning was part of living. Most people of that era thought girls didn’t need academics. Yet Maria’s parents taught all of their children to learn just for the sheer love of knowledge.

Her father recognized Maria’s talent for mathematics and science. He taught her celestial navigation to set ships’ clocks, and to observe the stars. Maria was just twelve when she helped her father record an eclipse. As a teen, she spent countless nights watching the sky from the roof of their home. These interests were unusual for young women of her day. Few studied the sciences or mathematics. Fewer still became physicians or researchers. But change was happening ever so slowly. During her life, Maria worked as a scientist and as a teacher to lead that change.

On October 1, 1847, Maria really made her mark in astronomy. As she watched the sky through her father's telescope, a comet sped into her field of view. She knew at once how important her sighting was. She was the first person to record a comet sighting. She had done something truly remarkable. She had discovered a comet using only a telescope.

Fame followed Maria's discovery, and she received a gold medal for her work. She also became the first female member of the American Academy of Arts and Sciences. She met many other scientists and talked about her work with them. Still, she knew that men of science did not think of her as a real scientist. They failed to take her work seriously. History showed so few examples of women in science.

Maria understood that a woman scientist was an alien idea to people. She wanted to change this perception and show them she was not unique. She wanted people to know that other women could also become scientists. At seventeen, Maria had set up a small school to teach girls math and science. Now, older and better known, she began teaching at Vassar, the first women's college in the United States.

She was a challenging and entertaining teacher. She held "dome parties" in the astronomy building. Any student could come to these gatherings and look through the telescope, play games, and tell amusing stories. Over the years, many students were touched by her love of science, as well as her friendship.

Teaching at the college was sometimes difficult, partly because so little money was available to buy science equipment. Maria received a telescope only after women across the nation raised and donated money to buy it. And she earned less than the young male teachers who had not yet done notable research. The college finally increased her salary when she brought the unfairness to their attention.

Over the years, Maria actually saw changes in how the nation perceived women in the sciences. By the time of her death, in 1889, higher numbers of women were studying more branches of science than ever before. It would have pleased her to know that women were taking action and acquiring knowledge for themselves.

► Now answer Numbers 15 through 20. Base your answers on the article “Maria Mitchell, Astronomer and Teacher.”

15. Based on the article, what was unusual about Maria’s desire to study and teach astronomy?
- (F) Most women preferred biology.  
(G) Most women were housekeepers.  
(H) Most people thought learning was unimportant.  
(I) Most people feared scientific ideas.
16. What MOST LIKELY caused young Maria to pursue her early interest in science?
- (A) She was a poor seamstress.  
(B) She had nine brothers and sisters.  
(C) She had to do many household chores.  
(D) She helped her father with his scientific work.
17. What event led to Maria’s winning a gold medal for her work?
- (F) Maria sent surveys all around the country.  
(G) Students at Vassar attended “dome parties.”  
(H) Women paid for a telescope for Maria to use at Vassar.  
(I) Maria discovered a comet while looking through a telescope.
18. Read these sentences from the article.
- By the time of her death in 1889, higher numbers of women were studying more branches of science. It would have pleased her to know that women were taking action and acquiring knowledge for themselves.**
- Why does the author think that women studying science “must have pleased” Maria?
- (A) Maria came from an educated family.  
(B) Maria had hoped more women would become scientists.  
(C) Maria was paid less than younger male science teachers.  
(D) Maria knew that science and housework are both important.

19. Read this sentence from the article.

**Maria really made her mark in astronomy on October 1, 1847.**

What does the writer mean by “made her mark”?

- (F) Maria achieved fame.
- (G) Maria wrote on paper.
- (H) Maria spilled some ink.
- (I) Maria signed her name.

20. What lesson can be drawn from Maria Mitchell’s life?

- (A) Girls are good at science.
- (B) Work and study lead to success.
- (C) Good teachers can change lives.
- (D) Everyone should study astronomy.

- Read the story “The Case of the Vanishing TVs” before answering Numbers 21 through 26.

## The Case of the Vanishing TVs

by Kristen O'Donnell Tubb  
art by Brian Lies

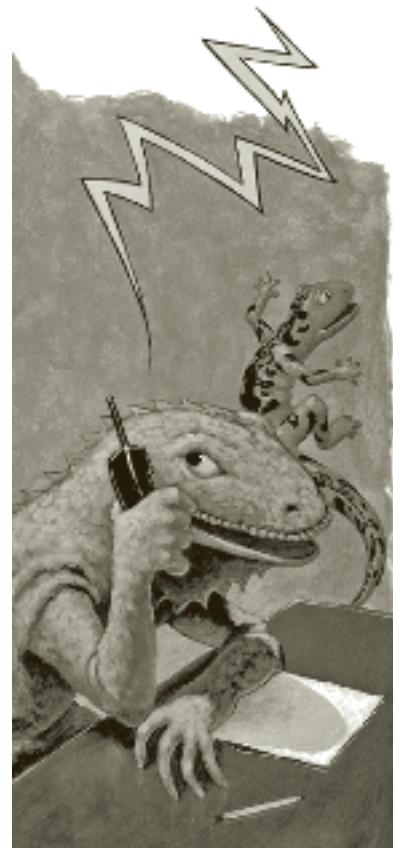
My green pal Sal and I have drummed up a ton of business thanks to the ad we placed in the phone book:



Our latest case is a robbery at Acme Warehouse, where three television sets disappeared right off the shelves last night. Wayne, a husky-sounding wasp who manages the warehouse, called us with a few details at 7:00 A.M. He wanted us at their warehouse before the Acme employees started arriving at 8:00.

“Vanishing TVs!” Sal shouted, as he does every time we land a new case. “That means disappearing dramas! Stolen sitcoms! Missing mysteries! C’mon, Iggy!” And with that, he bounced outside and into our red convertible, gunning the engine.

I lumbered behind him, eventually pulling all six feet of myself into our cramped car. “We’ve gotta get a minivan,” I mumbled.



"We've gotta get a move on!" Sal yelled, and we roared out of our parking space and sped toward Acme Warehouse.

Two minutes later, we screeched to a halt in front of Acme's large, windowless building. "You see, Iggy, warehouses simply house televisions temporarily, until the stores need more," Sal was explaining to me. "They're like really big attics, and they hold everything from bicycles to cans of soda pop."

"So they probably have lots of security, right?" I asked.

"Right," interrupted a musclebound wasp standing behind us. I would've been shaking in my shoes if I hadn't already known that our contact on this case was a wasp. "That's why we



think it had to be one of our own employees, unfortunately. Employees know all the security codes and have keys to the building. I'm Wayne," he said, extending one of his four hands for a handshake. "Let's go inside and look around before the employees get here."

As we entered, I whistled as I looked at floor-to-ceiling shelves holding every item you can imagine. "It'd be easy to get lost in here!"

"Yeah. This building is over 20,000 square feet. We could fit ten large houses in here!" he said with a waspy grin.

"So could the televisions simply have been misplaced?" Sal asked. It was a good question; trying to find three televisions in here would be like trying to find three Popsicle sticks in a haystack.

"No, probably not," Wayne explained. "The television sets are heavy and are on very high shelves, so it takes a forklift"—Wayne pointed to a vehicle that looked like a golf cart with arms—"to lift them. Watch."

We watched as Wayne steered the forklift, plucking a television set off a high shelf and lowering it to the ground.

"Look." I pointed to one of the shelves as Wayne was parking the forklift. "That shelf is damaged. Could a forklift do that?" Sal snapped open his notepad and began writing furiously.

"Yeah, maybe," Wayne said, scratching his head.

"So who has access to the forklifts?" I asked.

"That's just it. Only two of our employees—Adam and Andy, twin brothers—have keys to the forklifts, and both of them turned in their keys last night before they left. And the TVs were definitely in the right spot when all keys were accounted for at the end of the day."

"Did anyone leave work late?" I asked.

Wayne frowned. "I saw Adam and Andy in the parking lot around 5:30. Our shift ends at 5:00."

Sal scratched his head with his pencil.  
"Mind if we talk to those two?"

"Not at all," Wayne said, pointing at a couple of ants entering the warehouse across the huge room, lunchpails in hand. "Adam and Andy are two of our most loyal employees. They'll answer any questions you have."

"Ants! Well, Wayne, why didn't you just say so?" Sal laughed.

Wayne and I looked at each other, confused. "I believe my first question for them will be, 'Where are the television sets?' I don't think they've wandered very far."



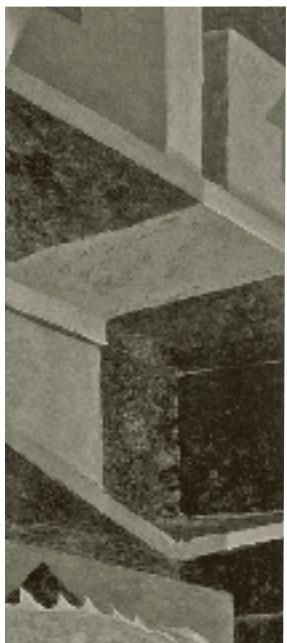
"Well, yes, we *did* move three television sets," Adam stammered, looking a little scared. "But they're in the next aisle, see?" Andy pointed them out to us. The sets were on a shelf under a sign that said "microwaves."

"We know they don't belong there, but we put them there until we had the chance to talk to Wayne this morning," Andy added.

"They're so heavy, and the shelf they were on looked like it was going to topple." Adam pointed at the bent shelf. "It looked so unsafe."

Wayne still looked puzzled. "But how did you move them? You turned in your forklift keys last evening at 5:00!"

Sal stepped forward. "Ants can lift a *lot* of weight—fifty times the weight of their own bodies," he said with a grin. "They can carry it for long distances, too."



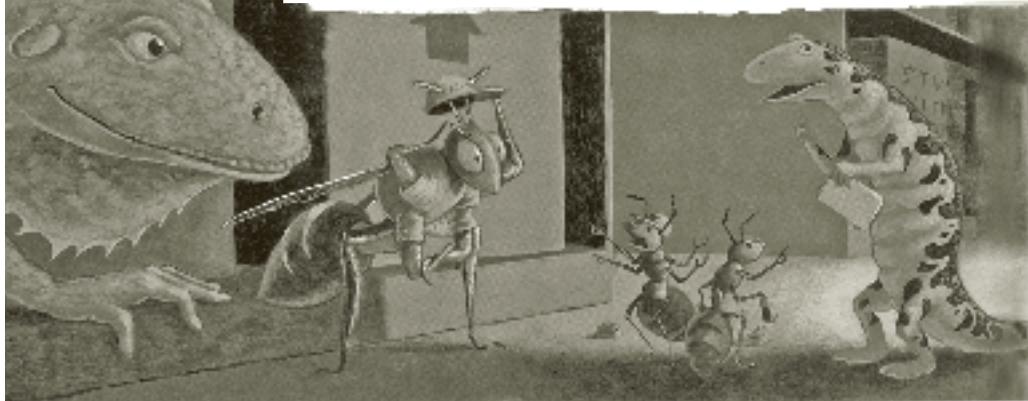
Adam and Andy blushed and looked at the floor.

"But a television set?" Wayne asked. "They're *so* heavy!"

"Three television sets," I corrected. "No problem for this pair. They can carry so much weight for their size that it would be like a human being carrying a compact car for five miles."

"Really?" Wayne asked, beaming with pride at his employees. They nodded.

Wayne turned to us. "Sorry for calling you in for nothing, inspectors. I guess that's what they call making a mountain out of an anthill!"



► Now answer Numbers 21 through 26. Base your answers on the story "The Case of the Vanishing TVs."

21. Read the sentence from the story.

**My green pal Sal and I have drummed up a ton of business thanks to the ad we placed in the phone book:**

What does the phrase *drummed up* mean in this sentence?

- (F) solved
- (G) produced
- (H) played
- (I) listened

22. Read these sentences from the story.

**"You see, Iggy, warehouses simply house televisions temporarily, until the stores need more," Sal was explaining to me. "They're like really big attics, and they hold everything from bicycles to cans of soda pop."**

How are warehouses and attics alike?

- (A) Both are used mostly for storage.
- (B) Both are on the second or third floor.
- (C) Both hold things that can be sold later.
- (D) Both hold things like bicycles and soda pop.

23. What factual information about ants is necessary to this story?

- (F) Every ant has one twin sibling.
- (G) Some wasps are very muscular.
- (H) Some ants work from around 9 a.m. to 5 p.m.
- (I) All ants can lift much more than their body weight.

24. Which excerpt from the story would make the BEST caption for the illustration on page 17?
- (A) I lumbered behind him, eventually pulling all six feet of myself into our cramped car.
- (B) And with that, he bounced outside and into our red convertible, gunning the engine.
- (C) "You see, Iggy, warehouses simply house televisions temporarily, until the stores need more,"
- (D) "Adam and Andy are two of our most loyal employees."
25. How does Wayne feel when he finds out what the ants did?
- (F) He is confused by how they moved the TVs.
- (G) He is worried about them having carried such heavy items.
- (H) He is sorry for them because they are embarrassed to be caught.
- (I) He is angry because they had moved the TVs.

26. How is the conflict in this story resolved? Use details and information from the story to support your answer.

READ  
THINK  
EXPLAIN

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- Read the story “Hi, Neighbor” before answering Numbers 27 through 31.

## Hi, Neighbor



The first I saw of Mrs. Kehoe was her feet when she walked around a tight circle of giant rose bushes where I was hiding. I was not hiding from Mrs. Kehoe; I was hiding from my parents, who had made me move away from my friends and my comfortable old neighborhood to this new street in a different part of town. Frankly, I was much too mature to be hiding. Plus, hiding was more boring than I remembered.

“You there, I spy you hiding in my rose bushes,” said a powerful voice from somewhere above the feet, which, by the way, were wearing sturdy black gardening clogs. “Come out now.”

I crawled out sheepishly with scratches from the rose bush’s thorns. Beyond that, I knew there were probably leaves throughout my hair and dirt on my knees and elbows.

“Hello, I’m Emily,” I said, standing up and holding out my hand. “I just moved in next door.”

“Into the old Foster place. That’s good, very good,” she said, shaking my hand firmly. “We need some children around here to liven things up. How old are you, about eleven?” I nodded my agreement. “You don’t seem afraid to get dirty, Emily, which is an excellent quality. I’m Mrs. Kehoe, and these are my bushes. Here,” she said, handing me a gardening tool I’d never seen before. It wasn’t your basic rake or shovel or anything; it was a small tool that had a short, curved pair of blades at the end. When you worked the handles like a pair of scissors, the blades opened and closed like a snapping turtle’s jaws. “Now, Emily,” said Mrs. Kehoe, “we’re going to prune these rose bushes. They need pruning in order to breathe correctly, and *you* need something useful to do until your parents decide to come looking for you.”

What could I do but obey? She seemed so sure of everything, and it was oddly relaxing and refreshing to do something other than my usual chores.

As it turned out, Mrs. Kehoe knew a great deal about roses, and it also turned out there was a lot to know. The bushes making up the circle I hid in were Buck roses, named after Griffith Buck, a man who'd spent most of his life teaching at a college in Iowa. His official subject had been engineering (a dry subject, Mrs. Kehoe noted), but, in all of his spare time, he grew and bred his roses. Over dozens of years, he had planted different roses in a field on his property, and those that survived the harsh Iowa winters were the ones he continued to breed. Roses were his passion, and he had been dedicated to breeding hardy and colorful versions. "I cannot stress enough the importance of passion and dedication, Emily," Mrs. Kehoe said. "That is the secret of satisfaction, which, my dear, you may find is more important than fame or greatness." By the end of Mr. Buck's very productive life, she continued, he had developed many different kinds of hardy, healthy, vivid roses. Any one of these roses, Mrs. Kehoe assured me, would make a fine lifelong companion.

in the garden.  
We pruned a bush together, meaning she pointed, I cut. We were just about to start on a second bush when my mother ran breathlessly into Mrs. Kehoe's yard.

"Emily!" she said, "Are you bothering Mrs. Kehoe?"

"Not at all," Mrs. Kehoe said. "She's a good little pruner, and I hope," she said to me, "that you'll come back, because we have several more bushes to do."

I said that I would, and the truth is, I was looking forward to it.

As my mother dragged me by the hand towards my new yard, a yard that could really use a few Buck roses, I kept glancing back at Mrs. Kehoe in her large woven sunhat and her black clogs.

"Emily!" she yelled at me, waving a dark magenta rose that looked perfectly open and full, "the name of this specific Buck rose is 'Hi, Neighbor'!"

I laughed and waved my other hand.

► Now answer Numbers 27 through 31. Base your answers on the story “Hi, Neighbor.”

27. As she prunes roses with Mrs. Kehoe, Emily learns that

- (A) she can make new friends.
- (B) gardens make people happy.
- (C) pruning is too difficult for her.
- (D) obeying her parents is important.

28. Read these sentences from the story.

**It wasn't your basic rake or shovel or anything; it was a small tool that had a short, curved pair of blades at the end. When you worked the handles like a pair of scissors, the blades opened and closed like a snapping turtle's jaws.**

How does the comparison of the tool's blades to a snapping turtle's jaws help readers understand what the tool was like?

- (F) The comparison tells readers that the tool is alive.
- (G) The comparison tells readers that the tool is small.
- (H) The comparison tells readers that the tool is green.
- (I) The comparison tells readers that the tool is strong.

29. When does Emily realize that she probably has dirt on her knees and leaves in her hair?

- (A) after she learns to prune roses
- (B) after she sees Mrs. Kehoe's feet
- (C) after she crawls out of the rose bushes
- (D) after her mother comes to bring her home

30. What is the main reason Emily is happy at the end of the story, even though she was upset at the beginning of the story?

- (F) She has made a new friend.
- (G) She likes her new neighborhood.
- (H) She likes to play in the rose bushes.
- (I) She has learned about Griffith Buck.

31. Why does Mrs. Kehoe wave a rose at Emily as she leaves, and why does she choose this particular rose to wave? Use details and information from the story to support your answer.

READ  
THINK  
EXPLAIN

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- Read the article “Clichés” before answering Numbers 32 through 35.

## Clichés



### Raining cats and dogs

A *cliché* is a saying that is used so often it sounds stale and tired. The word itself comes from the print shop. In printing, a cliché is a wood or metal print block used to print the same word or picture again and again. Writers make their writing fresh and interesting by avoiding clichés. But avoiding can be difficult because clichés are everywhere. And, everyone uses them! Consider a few of the clichés that come from just one word, *dog*.

Some dog clichés are used as advice. Being told to “let sleeping dogs lie” means you should leave a situation alone. Just as a dog may bark loudly if someone wakes him, sometimes a situation will worsen if a person continues to try to change it. To “dog someone’s heels” means to follow someone closely, as a dog follows its owner.

Another popular cliché is about human behavior. “You can’t teach an old dog new tricks” may not be true, however. Older people can indeed learn “new tricks.” They take up painting, start new careers, or learn Chinese on a regular basis. Still, the cliché hangs on. Sometimes people are unwilling to change and use this cliché to refer to themselves.

Some dog clichés refer to historic fashions. Dressing up is called “putting on the dog.” At one time men wore stiff, high collars, known then as dog collars. On the other hand, a person who is lazy or whose life is in disorder is sometimes said to have “gone to the dogs.” Supposedly, a dog’s life is mostly about sleeping and eating and playing, not about working.

Another dog cliché describes weather. People refer to the hottest days of summer as the “dog days.” This cliché came from the ancient Romans. They noticed that the star Sirius shone brightly during the hot summer months. They believed Sirius added to the sun’s heat, making those days hotter. Sirius is the brightest star in the constellation Canis Major, or big dog. So, from Dog Star to dog days, the cliché came into being.

Writers sometimes use clichés to create a comic tone or appeal to a mass audience or make readers feel comfortable. However, writers who want to say something in a fresh, new way should take this advice. Decide if the cliché will be understood by the reader. Check each time you’re thinking about using a cliché. Finally, don’t worry so much about using a cliché that you become dog-tired.

► Now answer Numbers 32 through 35. Base your answers on the article “Clichés.”

32. Based on the article, which cliché is MOST LIKELY the oldest?

- (A) putting on the dog
- (B) dog days of summer
- (C) gone to the dogs
- (D) dog-tired

33. In which field did the term cliché originate?

- (F) mythology
- (G) weather
- (H) clothing
- (I) printing

34. From what area is the cliché in the illustration taken?

- (A) advice
- (B) human behavior
- (C) fashions
- (D) weather

35. Which of the following BEST explains why the author selected dog clichés?

- (F) to appeal to readers who own pets
- (G) to show how common clichés are
- (H) to illustrate what most clichés are about
- (I) to convince readers to improve their writing



## Vocabulary and Word Analysis

Choose the best word to complete each sentence for Numbers 36 through 45.

36. The deep, fast-moving river was \_\_\_\_\_.  
 A monotonous  
 B outlandish  
 C impassable  
 D irresistible
37. When James gave away Ana's secret, Ana felt \_\_\_\_\_.  
 F betrayed  
 G assured  
 H overcome  
 I modest
38. Thinking ahead about our tropical vacation, we \_\_\_\_\_ sun and palm trees.  
 A envisioned  
 B resisted  
 C encountered  
 D designated
39. Ramon apologized sincerely hoping to make \_\_\_\_\_.  
 F fringes  
 G gestures  
 H debris  
 I amends
40. As the clouds moved away to the south, the pounding rain finally \_\_\_\_\_.  
 A relented  
 B broached  
 C withered  
 D parched

41. The steep, rocky mountainside is \_\_\_\_\_.  
 F rowdy  
 G inadequate  
 H uninhabitable  
 I brimming
42. As the hungry lion approached, I was \_\_\_\_\_ with fear.  
 A stricken  
 B coaxed  
 C eminent  
 D exhilarated
43. Getting through a long, hard task calls for \_\_\_\_\_.  
 F prognostication  
 G protest  
 H proportion  
 I perseverance
44. I was afraid Seth would forget our meeting because he is often \_\_\_\_\_.  
 A disheartened  
 B overcome  
 C absentminded  
 D wistful
45. On the day of the big football game, the stands were \_\_\_\_\_ with fans.  
 F dignified  
 G teeming  
 H aghast  
 I replenishing

 **Read and answer Numbers 46 through 49.**

**46.** Read this sentence.

**Arriving at the ball field, we climbed to the top of the bleachers and found our seats.**

Which words in the sentence give clues to the meaning of *bleachers*?

- (A) top, ball
- (B) Arriving, found
- (C) climbed, seats
- (D) our, we

**47.** Read this sentence.

**My new portable radio is small, light, and runs on batteries.**

Which words in the sentence help you understand the meaning of *portable*?

- (F) small, light
- (G) on, batteries
- (H) my, runs
- (I) new, radio

**48.** Read this sentence.

**Perry and Sasha wanted copies of Alexei's essay and asked him to print out two duplicates.**

Which words in the sentence point to the meaning of *duplicates*?

- (A) copies, print
- (B) essay, him
- (C) out, two
- (D) wanted, asked

49. Read this sentence.

**Due to the hostile weather—brutal cold and fierce winds—we cut our hike short and headed back to base.**

Which words give context clues to the meaning of *hostile*?

- F weather, hike
- G brutal, fierce
- H due, back
- I cut, headed

► Choose the best word to complete each sentence for Numbers 50 through 55.

50. A car that always starts and never breaks down is said to be \_\_\_\_\_.

- (A) dependent
- (B) dependence
- (C) dependable
- (D) dependful

51. If the supply of water never dried up, it would be \_\_\_\_\_.

- (F) limitable
- (G) limitless
- (H) limitation
- (I) limiting

52. To change the look of your bedroom, you could \_\_\_\_\_ the furniture.

- (A) interarrange
- (B) rearrange
- (C) overarrange
- (D) misarrange

53. When people join forces to reach a goal, they \_\_\_\_\_.

- (F) preoperate
- (G) reoperate
- (H) exoperate
- (I) cooperate

54. To come up with an original idea is to show \_\_\_\_\_.

- (A) createness
- (B) creatism
- (C) createship
- (D) creativity

55. The lost cat was found, and pet and owner were \_\_\_\_\_.

- (F) transunited
- (G) disunited
- (H) postunited
- (I) reunited



## Writing Strategies and Conventions

► Below is a first draft of a personal essay that Bijal wrote. The essay has some mistakes. Read the essay to answer Numbers 56 through 58.

### Something Unexpected

- **1** In many stories, things often turn out at the end as you expect them to turn out. **2** This happens less often in real life. **3** Recently, I did something in my life that had an unexpected ending.
- **4** The situation began as follows. **5** My father had noticed that our next-door neighbor, Mrs. Keller, had not been outside much lately. **6** My mother had noticed that her house and yard were looking bad. **7** My parents found out that Mrs. Keller had been sick. **8** They decided that our entire family was going to help her. **9** We would spend a summer day getting her house and yard in shape.
- **10** I didn't like my parents' idea, but I had no choice. **11** By nine o'clock, I was in Mrs. Keller's yard, digging up thick weeds with the shovel my father had given me.
- **12** For a few hours I worked very hard. **13** Then suddenly I heard a clinking sound as the shovel hit something. **14** I stopped working and picked up the object the shovel had hit. **15** It was a large arrowhead! **16** Mrs. Keller said that I could keep it, in appreciation for my work.
- **17** I had expected the day working at our neighbor's house to be boring. **18** Instead, it turned out to be really exciting!

56. Which transition should be added to the beginning of sentence **2** to help connect the ideas in the paragraph?
- (A) Next  
(B) Also  
(C) However  
(D) Instead
57. Which is the BEST way to improve the meaning of sentence **6**?
- (F) Change *mother* to *mom*  
(G) Change *noticed* to *seen*  
(H) Change *house* to *home*  
(I) Change *bad* to *run-down*
58. Which sentence has a tone that is different from that of all the other sentences?
- (A) sentence **4**  
(B) sentence **7**  
(C) sentence **12**  
(D) sentence **16**

- Below is a first draft of a school newspaper article that Ariel wrote. The article has some mistakes. Read the article to answer Numbers 59 through 62.

## Ms. Kline's Class Goes to the Wildflower Center

- **1** Ms. Kline's fifth grade class has been studying wildflowers that grow in our state. **2** To finish the unit, on April 28 our class took a field trip to the State Wildflower Center.
- **3** We arrived at 9:30. **4** The first thing we did was to work in pairs and find a wildflower to observe and draw, and also answer questions about its size, shape, color, and smell. **5** The next day in class we shared our observations of the flowers. **6** A worker at the center told our class about special features that some plants have. **7** Plants use these features to adapt to their environment.
- **8** Next, the worker led us on a hike and pointed out flowers with these features. **9** After the hike it was time to eat our lunches on picnic tables that were surrounded by beautiful wildflowers.
- **10** After lunch we had to go back to the school, even though no one wanted to leave the center. **11** We had enjoyed learning many interesting things.
- **12** Our field trip had come to an end. **13** But our unit on wildflowers had not.

59. What is the BEST way to rewrite the ideas in sentence **4**?

- (F) First, in pairs we found a wildflower to carefully observe and draw, also to answer questions about its size, shape, color, and smell.
- (G) The first thing we did was to work in pairs, find a wildflower, carefully observe it and draw it, also answer questions about its size, shape, color, and smell.
- (H) First, we worked in pairs to carefully observe and draw a wildflower. We also answered questions about its size, shape, color, and smell.
- (I) The first thing we did was to work in pairs. We found a wildflower. We carefully observed and drew it. Then we answered questions. The questions were about its size, shape, color, and smell.

60. The writer wants to add the sentence below to the article.

**In the region where we live, there is a very large variety of wildflowers.**

Where should this detail be added to correctly organize the ideas?

- (A) after sentence **1**
- (B) after sentence **2**
- (C) after sentence **3**
- (D) after sentence **9**

61. Which sentence below should be added to the second paragraph to support or clarify an idea in that paragraph?

- (F) The hike with the worker lasted for almost an hour, and by the time it ended we were all hot.
- (G) Some bees that had been flying around the wildflowers became interested in our lunches and scared some of the students.
- (H) The wildflower that I observed with my friend Jenny was a purple flower called a verbena.
- (I) For example, a feature of a plant may give it extra protection from bugs or help it move toward bright light.

62. Which sentence should be moved to the last paragraph to improve the organization of the article?

- (A) sentence
- (B) sentence
- (C) sentence
- (D) sentence

- Below is a first draft of a story that Etta wrote. The story has some mistakes. Read the story to answer Numbers 63 through 65.

## The Science Essay

- **1** Tamisha was spending the weekend with her grandmother.
- **2** Her grandmother lived in a house on the beach. **3** The house was not very big, but it had a big porch that faced the Atlantic Ocean.
- **4** Tamisha loved spending time with her grandmother, and she loved being next to the ocean. **5** But she had a problem. **6** Before she returned home Sunday afternoon, she had to write an essay for science class. **7** And she had no idea what to write about.
- **8** She noticed that the air was getting more humid as time passed.
- **9** She watched the clouds over the ocean getting thicker and darker.
- **10** Soon they would unload their cargo of rain. **11** After a big rain, Tamisha liked to splash in the puddles that formed before the warm sun made them dry up. **12** She also liked to collect shells after a storm.
- **13** All of a sudden, Tamisha had a great idea for a topic for her essay.
- **14** The title of the essay would be “Observing the Water Cycle at the Beach.”
- **15** “It is good,” she thought.

63. Which sentence below should be added to the beginning of the second paragraph to help develop the plot?
- (F) Tamisha wondered if she should ask her grandmother for help.  
(G) Tamisha waited for the first raindrops to fall.  
(H) Tamisha stepped outside, hoping the sun would appear.  
(I) Tamisha sat down in a comfortable chair on the porch.
64. Which sentence contains a detail that is unimportant to the story?
- (A) sentence **3**  
(B) sentence **7**  
(C) sentence **12**  
(D) sentence **14**
65. Which sentence would make the BEST conclusion for the story?
- (F) She would rather play in the rain and the puddles instead of work on her essay.  
(G) She could watch the rain from inside the house where it was warm and cozy.  
(H) She already knew that her essay would be so good that her teacher would give her an A on it.  
(I) She would work hard on her essay while it rained, then go outside and enjoy the rain puddles.

► Read the story “A Surprise for Ahmed.” The story contains blanks. Choose the word or words that correctly complete the blanks asked about in Numbers 66 through 68.

## A Surprise for Ahmed

Ahmed was an only child. Sometimes he felt a little lonely. He thought that having a dog might keep him from feeling that way.

When Ahmed turned ten, he started asking his parents for a dog. For many months they had told him, “No, you can’t have a dog.”

Then, (66) the first day of summer vacation, he had a big surprise. He came home from his best (67) house and went into the back yard. There were two little dogs running around!

His dad explained to Ahmed, “My cousin Miriam asked if we needed a dog. Her dog had six babies last month. You’ll be home every day for the next three months. So your mother and I decided that this was a good time to get a dog.”

“But two dogs, Dad?” asked Ahmed.

His father answered, “When you go back to school, the two (68) can play together and not feel lonely.”



66. Which answer should go in blank (66)?

- (A) on
- (B) up
- (C) over
- (D) under

67. Which answer should go in blank (67)?

- (F) friends'
- (G) friendses'
- (H) friends
- (I) friend's

68. Which answer should go in blank (68)?

- (A) puppies'
- (B) puppies
- (C) puppys
- (D) puppy's

► Read the story “Cassandra’s New Business.” The story contains blanks. Choose the word or words that correctly complete the blanks asked about in Numbers 69 through 71.

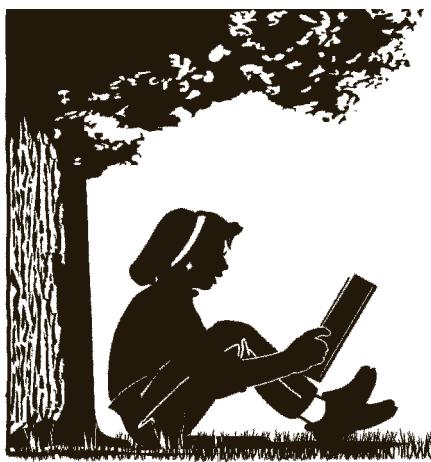
## Cassandra’s New Business

Cassandra loved to be outdoors. She especially liked to grow things. Her family lived where the weather was warm most of the year. So Cassandra grew things in the family garden all year.

One day in early spring, Cassandra was looking through a magazine about gardening. She read an interesting article. (69) was about a girl the same age as Cassandra. The girl had made money selling vegetables that she had grown in her garden.

Cassandra thought, “I can do that, too.” She wanted to plant twice as many vegetables as she usually did, (70) she needed money to buy seeds. She asked her father if (71) would loan her the money for the seeds. Then she would pay him back after she had sold some of the vegetables.

“That is a wonderful business idea, Cassandra,” he said. “Yes, I’ll loan you the money.”



69. Which answer should go in blank (69)?

(F) They  
(G) She  
(H) It  
(I) He

70. Which answer should go in blank (70)?

(A) but  
(B) for  
(C) and  
(D) or

71. Which answer should go in blank (71)?

(F) she  
(G) he  
(H) they  
(I) we

► Read and answer Numbers 72 through 75.

72. Which of the following is a sentence fragment?
- (A) The fourth-grade student at the end of the line.  
(B) Nora has to study.  
(C) Do your best when you take the spelling test.  
(D) Hit the ball hard.
73. In which sentence below is all **capitalization** correct?
- (F) Thuan's favorite Uncle is a nurse at the hospital.  
(G) The Colorado river runs through several states.  
(H) Are dr. Hillman and his wife still in the library?  
(I) Ryan's class went on a field trip to a state park.
74. Three sentences are in the box below. Combine the information in the sentences to make one sentence.

Marcie went to the park.

Marcie woke up early on Saturday.

Marcie played soccer with friends.

Which sentence below correctly combines the sentences in the box?

- (A) On Saturday Marcie woke up early, she went to the park and played soccer with friends.  
(B) Marcie woke up early on Saturday, went to the park, and played soccer with friends.  
(C) Marcie woke up early on Saturday and went to the park and Marcie played soccer with friends.  
(D) On Saturday Marcie woke up early went to the park and played soccer with friends.

75. Put the ideas in the box below together to create a sentence that makes sense.

a book about snakes  
that was interesting  
I found  
when I was at my aunt's house

Which sentence below correctly combines the words from the box?

- (F) A book about snakes I found when I was at my aunt's house that was interesting.
- (G) That was interesting I found when I was at my aunt's house a book about snakes.
- (H) When I was at my aunt's house, I found a book about snakes that was interesting.
- (I) I found a book about snakes when I was at my aunt's house that was interesting.

► For Numbers 76 through 80, read each sentence. Choose the sentence that has the underlined word misspelled. If none of the underlined words are misspelled, choose the answer “No mistake.”

76. (A) The next step will be to mesure the length of the room.  
(B) The light switch is to the right of the door.  
(C) Mr. Smith’s vehicle is at the back of the parking lot.  
(D) No mistake
77. (F) I have thread, but I don’t have a needle.  
(G) Please serve Jane one scoop of ice cream.  
(H) The artist used a special technique for this painting.  
(I) No mistake
78. (A) Sara hurried home when it started to rain.  
(B) My aunt Gloria has one niece and three nephews.  
(C) How long can a human servive without water?  
(D) No mistake
79. (F) Try to keep your balance standing on one foot.  
(G) The mayor wants the city to be a safe place.  
(H) Kevin wrote down a message for his father.  
(I) No mistake
80. (A) Shaundra has an appointment at the dentist’s office.  
(B) Did Cedric rescue the baby bird that was on the ground?  
(C) Leland had great tecknick for selling lemonade.  
(D) No mistake



## Writing to a Prompt

The principal of your school wants to make the school day start later and end later.  
Think about how you would feel about such a decision.  
Now write to convince your principal whether or not to make the school day start later and end later.

### Planning Page

- Use this space to make your notes before you begin writing. The writing on this page will NOT be scored.

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## Oral Reading Fluency

When it's hot, humans sweat. As that salty liquid dries, it cools the skin and lowers the temperature of the blood. When blood is cooler, you stay cooler...whether you're a human or a dog.

Have you ever seen a dog panting on a hot day? When the temperature rises, it is common to see a dog panting to keep cool. Dogs only have a few sweat glands in their paws and noses, so they hardly sweat at all, but they keep cool another way.

The major blood vessel in a dog's head runs close to the surface of its nose. As a dog breathes in fresh air, the air cools its blood and then circulates it through the rest of its body. Panting draws fresh air into a dog's nose more quickly. That nose is like a big fan that pulls in air and sends hot air back out through the mouth—panting.

Their tongues help keep them cool as well. Panting dogs actually send hot blood to their tongues, which is a large surface area. The tongue helps release the heat from the blood and keeps the dog cool. The air that comes out of a panting dog's mouth is about ten degrees hotter than the air exiting its nose. Also, a lot of cooling happens in a dog's sloppy wet mouth, which, in turn, cools the whole animal.

Which system do you think is more effective, sweating like a human or panting like a dog?



The Mountain Valley Middle School Mathematics Team met at seven o'clock one evening to prepare for the upcoming state math competition.

Michael and Susan arrived first. They spread their notebooks, practice tests, and reference formulas all over the table. Soon, Arturo and Erica arrived and distributed their notes from the last three competitions. When Ms. Morgan, the faculty advisor, arrived at 7 o'clock, sharp, they had already started planning how they might spend the next two hours most productively.

At five minutes past seven, all the lights went out in the entire school and everyone groaned. Only the emergency lights in the hallways were illuminated, barely throwing enough light to show the exit doors.

The team waited ten minutes, then fifteen. After twenty minutes, they agreed that it was foolish to sit in the dark. They groped around their intended workspace, retrieving books, pencils, and papers. They continually bumped into one another, laughing, and saying "Sorry," and "Excuse me." At 7:35, Ms. Morgan closed the heavy classroom door, and a loud click resounded throughout the empty space. They walked down the hallway slowly in a single tight cluster.

Just as they stepped outside into the cool evening air, the electricity came back on. They all laughed. The students immediately suggested going back inside.

"No," Ms. Morgan sighed. "I've had a long day. The darkness won this competition."

