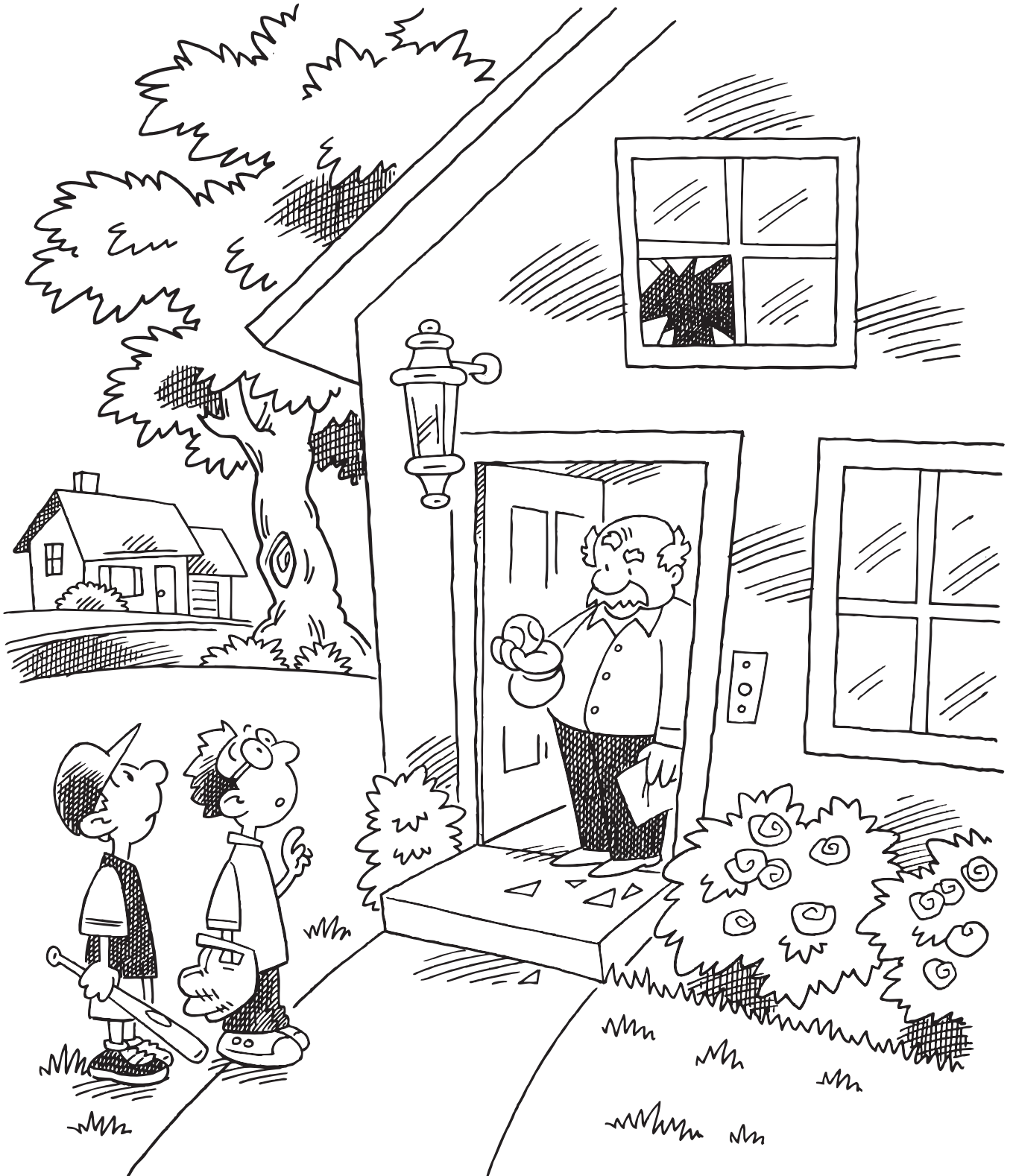


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Explicit and Implicit Questions *(cont.)*

Directions: Look at the cartoon. What do you think will happen next? Is this an *explicit* or an *implicit* question? Explain.



Common Core State Standards Correlation

Each passage and question in *Critical Thinking: Test-taking Practice for Reading (Grade 5)* meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about these standards, go to <http://www.corestandards.org/> or <http://teachercreated.com/standards>.

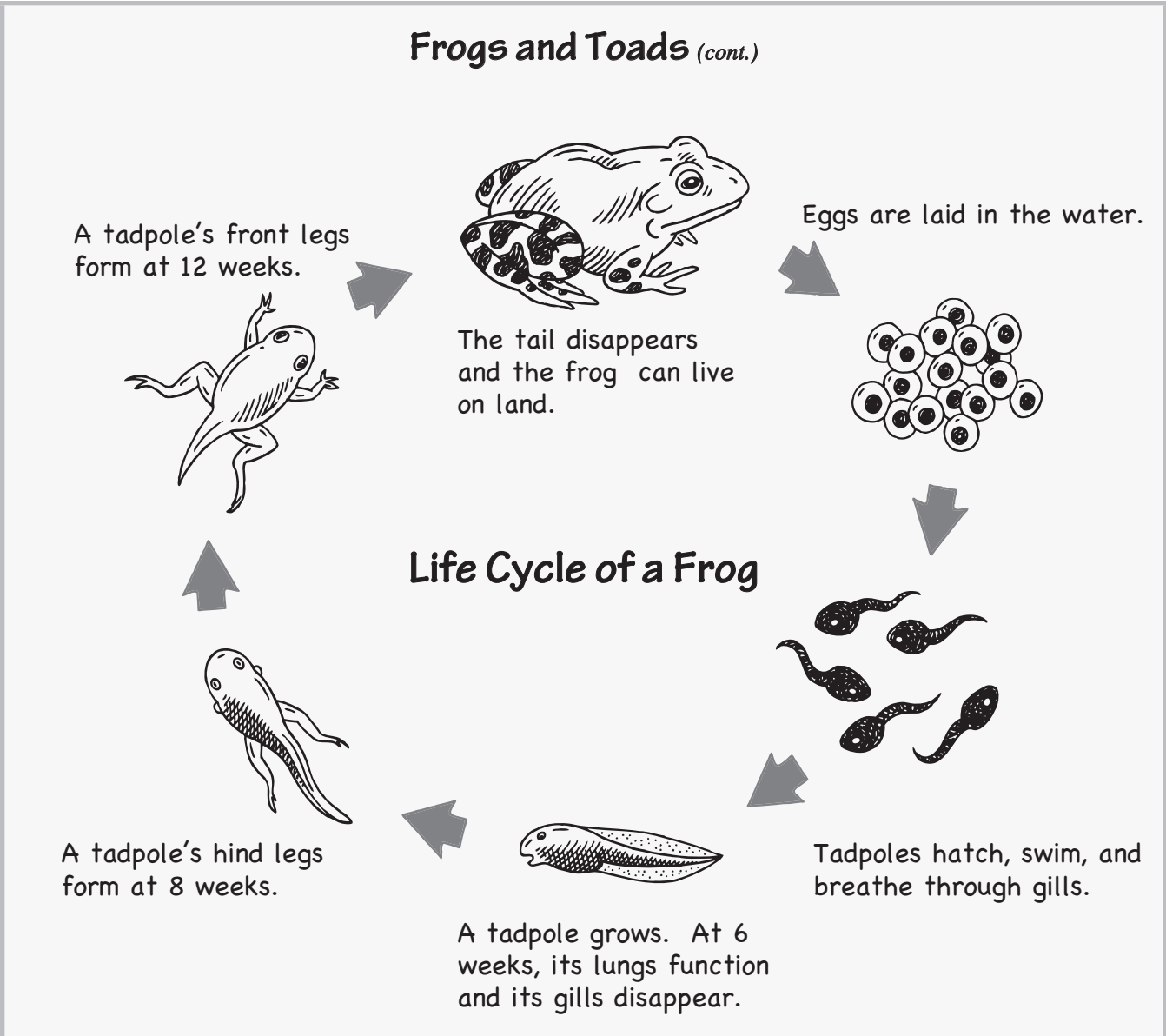
Reading: Literature	Page Correlations
Key Ideas and Details	
ELA.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	21-24, 28-33, 45-51, 52-53, 62-64, 68-70
ELA.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	21-24, 28-33, 45-51, 52-53, 62-64, 68-70
ELA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	28-33, 45-51, 52-53, 68-70
Craft and Structure	
ELA.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	21-24, 28-33, 45-51, 52-53, 62-64
ELA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	52-53, 62-64
ELA.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	21-24, 45-51, 52-53, 62-64
Range of Reading and Level of Text Complexity	
ELA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	All
Reading: Informational Text	
Key Ideas and Details	
ELA.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	18-20, 25-27, 34-38, 39-44, 54-56, 57-61, 65-67, 71-74, 75-77
ELA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	25-27, 34-38, 39-44, 54-56, 65-67, 71-74, 75-77

Common Core State Standards Correlation *(cont.)*

Reading: Informational Text <i>(cont.)</i>	Page Correlations
Key Ideas and Details <i>(cont.)</i>	
ELA.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	18-20, 34-38, 39-44, 54-56, 57-61, 65-67, 71-74, 75-77
Craft and Structure	
ELA.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>a grade 5 topic or subject area</i> .	18-20, 25-27, 34-38, 39-44, 57-61, 65-67, 71-74, 75-77
ELA.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	34-38, 68-70
Integration of Knowledge and Ideas	
ELA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	18-20, 25-27, 34-38
Range of Reading and Level of Text Complexity	
ELA.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of grades 4–5 text complexity band independently.	all passages
Reading: Foundational Skills	
Phonics and Word Recognition	
ELA.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	all passages
Fluency	
ELA.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	all passages
Language	
Vocabulary Acquisition and Use	
ELA.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	all passages
ELA.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	all passages

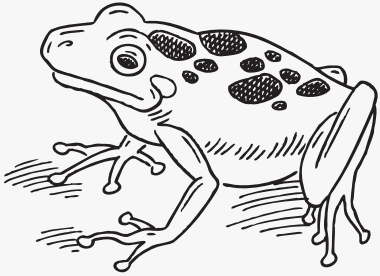
Test A

Name: _____



Frogs undergo a *metamorphosis*. They begin their lives as completely different animals. Frogs start out as tadpoles. Over the course of about 80 days they transform into frogs. A female frog can lay about 18,000 to 20,000 eggs per year. Female frogs lay their eggs in clusters in the water.

One of the most recognizable features of a frog is the croaking sound it makes. This is how frogs communicate with one another. Frogs croak to attract mates and to warn other frogs of their presence.



Test A

Name: _____

Frogs and Toads (cont.)

Questions 39–50: Select the best answer.

39. What is meant by the frog having a “double life”?

- A. Frogs mate for life and live in pairs.
- B. Frogs can live on land and in water.
- C. Many frogs are born with an identical twin.
- D. Frogs have a long life span.

Go back to the second paragraph to locate the answer.

40. About how many different species of frogs are there?

- A. 4,000
- B. 40,000
- C. 50
- D. The passage didn't say.

Point Right To It!

Type of Question: _____

41. What does the word *secretes* in the third paragraph mean?

- A. creates
- B. hides
- C. discharges
- D. combines

Review the third paragraph to determine the meaning of this word.

42. During the day, you would expect to find a nocturnal animal

- A. hunting.
- B. spawning.
- C. eating.
- D. resting.

Remember, nocturnal animals are active at night.

Type of Question: _____

43. A food that is a *delicacy* is probably

- A. high in calories.
- B. very tasty.
- C. bland.
- D. inexpensive.

Use what you know about base words to answer this question.

Test A

Name: _____

Frogs and Toads *(cont.)*

44. Why do you think frogs have webbed feet?

- A. to help them swim.
- B. to help them catch flies.
- C. to help them spawn.
- D. to help them jump.

Think about the environment in which frogs live.

Type of Question: _____

45. Why is the statement “this jumping ability makes frogs a superior animal” an opinion?

- A. Frogs are not good jumpers.
- B. There are other animals that can jump as well.
- C. This is something people could disagree about.
- D. Everyone would agree with the statement.

Remember, an opinion can't be proven with facts.

46. What does the word *terrestrial* mean?

- A. nocturnal
- B. ground dwelling
- C. pond dwelling
- D. insect eating

Look for clues in the sentence to figure out what the word means.

47. How are toads different from frogs?

- A. Toads have teeth; frogs do not.
- B. Frogs are green; toads are brown.
- C. Frogs begin as tadpoles; toads do not.
- D. Frogs have teeth; toads do not.

Point Right To It!