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# 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
<b>Key Ideas and Details</b>	
<b>ELA.RL.5.1</b> 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
<b>ELA.RL.5.2</b> 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
<b>ELA.RL.5.3</b> 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
<b>Craft and Structure</b>	
<b>ELA.RL.5.4</b> 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
<b>ELA.RL.5.5</b> 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
<b>ELA.RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.	21-24, 45-51, 52-53, 62-64
<b>Range of Reading and Level of Text Complexity</b>	
<b>ELA.RL.5.10</b> 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
<b>Reading: Informational Text</b>	
<b>Key Ideas and Details</b>	
<b>ELA.RI.5.1</b> 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
<b>ELA.RI.5.2</b> 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
<b>Key Ideas and Details</b> <i>(cont.)</i>		
<b>ELA.RI.5.3</b> 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
<b>Craft and Structure</b>		
<b>ELA.RI.5.4</b> 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
<b>ELA.RI.5.5</b> 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
<b>Integration of Knowledge and Ideas</b>		
<b>ELA.RI.5.8</b> 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
<b>Range of Reading and Level of Text Complexity</b>		
<b>ELA.RI.5.10</b> 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
<b>Reading: Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>ELA.RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.		all passages
<b>Fluency</b>		
<b>ELA.RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.		all passages
<b>Language</b>		
<b>Vocabulary Acquisition and Use</b>		
<b>ELA.L.5.4</b> 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
<b>ELA.L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		all passages

## 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.



**Name:** \_\_\_\_\_

**Directions:** Read this passage called “Frogs and Toads.” Then answer questions 39–50.

## Frogs and Toads

Have you ever heard that if you kiss a frog, it might turn into a prince? This, of course, is a myth about frogs. There is nothing magical about frogs, but they are quite an impressive species.

Frogs are amphibians. An *amphibian* is an animal that can live on the land and in the water. The word *amphibian* means “double life.” Most animals live either on the land like elephants, or they live in the water like whales. Amphibians, like frogs, have the best of both worlds!

Skim the passage and diagram before you begin to read.


There are over 4,000 different species of frogs. Many frogs are green, but there are lots of frogs that are red, blue, and even yellow. Some frogs, like the poison dart frog, can be dangerous. The dart frog secretes a type of poison through its skin. This discharge can be harmful. Native people used to put the frog poison on tips of their arrows. This is how dart frogs got their name.

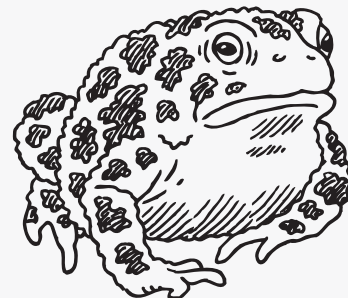
Most frogs are nocturnal and are rarely seen during the day. Frogs are carnivorous. They eat a diet that is mainly insects. Frogs use the sticky tip of their tongues to grab their food. Of course, there are many people in the world, especially in France and in China, who eat frog legs and consider them a delicacy.

What does it mean if an animal is *nocturnal*?

The skin of a frog is moist and smooth. Frogs have webbed feet. And although you may never have seen them, frogs have teeth! Frogs are great jumpers. This is because they have very strong back legs. The Australian tree frog can jump 50 times the length of its body. That is over six feet! This jumping ability makes the frog a superior animal.

Toads are very much like frogs, but there are some important differences:

- Toads become more *terrestrial* as they age, spending most of their lives on the ground.
  - Toads have rough, dry skin that is bumpy.
  - Toads have no teeth, and their back legs are not nearly as strong as the legs of a frog.
  - Toads have two poison glands that are positioned behind their eyes.
  - A female toad can lay about 4,000 to 12,000 eggs per year. (Like frogs, toad eggs are laid in clusters in the water.)
- 
- A black and white line drawing of a toad, shown from a side profile. The toad has a large, rounded body with a highly textured, bumpy skin surface. Its eyes are large and prominent, with vertical pupils. The toad's mouth is slightly open, and its legs are visible, showing a similar bumpy texture. The drawing is simple and illustrative, typical of a textbook or educational material.

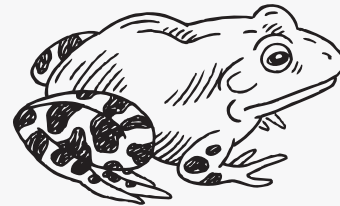
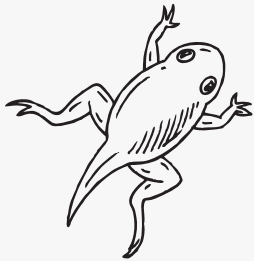


## Test A

Name: \_\_\_\_\_

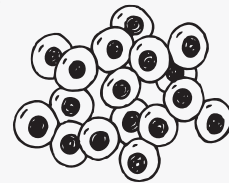
## Frogs and Toads (cont.)

A tadpole's front legs form at 12 weeks.



The tail disappears and the frog can live on land.

Eggs are laid in the water.



## Life Cycle of a Frog

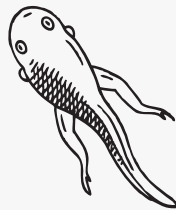


Tadpoles hatch, swim, and breathe through gills.



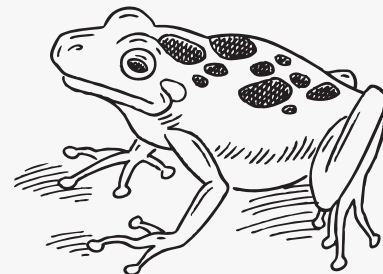
A tadpole grows. At 6 weeks, its lungs function and its gills disappear.

A tadpole's hind legs form at 8 weeks.



**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!