Read the article “K–9 Search and Rescue Dogs” before answering Numbers 1 through 5.

**K-9 Search and Rescue Dogs**

If you ever saw an eight-week-old Australian shepherd, you would probably faint. You would squeal, “That’s the cutest puppy in the world!” You would want to pick him up and pet his silky little ears and rub his soft little tummy. Your parents might let you take him home. You would care for him by teaching him rules to follow, but best of all, you would play with him.

Gradually, he would recognize his name. He would follow commands like “Sit!” and “Roll over!” and dart quickly after a ball. With some coaxing and encouraging, he might find his favorite toy hidden in the leaves. Then, you would give him treats, and in the end, you would have a wonderful pet. The professional word for cuddling and playing with your puppy is “socialization.”

K–9 search and rescue team dogs are trained in these ways, but they are also given extra training by their handlers. Together, they solve crimes and save lives. Many of these dogs are rescued from shelters. Others are raised from the time they are puppies to do this special job. Their training is serious business. It is a challenge to finish it. Hard work is required for both the dog and its handler.

Dogs can do work that humans cannot do. Because of their incredible sense of smell, they have long been used to find lost people. They are also small enough to squeeze into tight places like ruined buildings.

These dogs have to be calm around humans. They have to obey their handlers in dangerous situations. Fetching a ball is another step in the training process. It teaches a dog to find something that is lost. The treats tell the dog he is doing a great job!
You have probably seen dogs sweeping their heads back and forth. Their noses spread open to pick up scents. This is called “air-scenting.” Other dogs do “ground-scenting.” They sweep their noses along the ground to find a scent their handler gave them. A piece of clothing from a missing person is all a dog needs. It will follow tiny clues left behind. Dogs also have the ability to do “odor-layering.” They can pick out and follow dozens of different smells. In the same air humans would only smell one or two things. This helps in a disaster like an earthquake. Dogs use their noses to sniff out trapped victims and find people deep in the foundation of a fallen building.

K–9 teams also work with fire departments. These skilled dogs are amazing. They are trained to smell traces of fuels like gasoline. They can help find the cause of a fire. This helps firefighters tell if it was started on purpose. These brave dogs also help find people trapped inside burning buildings.

The next time you see a cute puppy, don’t just pet him. Think about all the extraordinary and unusual ways dogs help humans. They are truly our best friends.
Now answer Numbers 1 through 5. Base your answers on “K–9 Search and Rescue Dogs.”

1. This question has two parts. First, answer part A. Then, answer part B.

   **Part A:** Read the sentence from the article.

   The professional word for cuddling and playing with your puppy is “socialization.”

   What does the word socialization suggest about the puppy?
   - A. It is getting used to walking.
   - B. It is learning how to help people.
   - C. It is learning how to act like a dog.
   - D. It is getting used to being with people.

   **Part B:** Which word from the sentence best supports your answer in part A?
   - A. professional
   - B. word
   - C. playing
   - D. puppy
2. Which statements describe the author’s view about regular dog training? Pick two choices.

A. It is not necessary for every dog.
B. It will make dogs into wonderful pets.
C. It will result in a search and rescue dog.
D. It will help people enjoy their dogs more.
E. It is not done that often by most dog owners.
F. It will be difficult because dogs do not listen well.

3. This question has two parts. First, answer part A. Then, answer part B.

**Part A:** How does the author feel about the training of a search and rescue dog?

A. It is not always worth it.
B. It is not easy to complete.
C. It takes less time than people think.
D. It takes the help of many people and dogs.

**Part B:** Which sentence from the article best supports your answer in part A?

A. “Together, they solve crimes and save lives.”
B. “Many of these dogs are rescued from shelters.”
C. “Hard work is required for both the dog and its handler.”
D. “Dogs can do work that humans cannot do.”
Read the sentence from the article.

Dogs use their noses to sniff out trapped victims and find people deep in the foundation of a fallen building.

What does the word foundation most likely mean?

A. attic
B. basement
C. porch
D. rooftop

Choose the sentences that show the author’s point of view about dogs. Write two sentences in the chart.

### Author’s Point of View About Dogs

<table>
<thead>
<tr>
<th>Sentences:</th>
</tr>
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<tbody>
<tr>
<td>All dogs can become K-9 dogs.</td>
</tr>
<tr>
<td>Handlers do not always like dogs.</td>
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<tr>
<td>Dog have the same skills as people.</td>
</tr>
<tr>
<td>People should have fun with their dogs.</td>
</tr>
<tr>
<td>K-9 dogs are often not very well-behaved.</td>
</tr>
<tr>
<td>Dogs can do many things that people cannot.</td>
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</tbody>
</table>
Read the article “The Ideal Basketball Team” before answering Numbers 6 through 10.

The Ideal Basketball Team

Most people think a basketball team needs one tall player to score all the points. It never hurts to have a superstar, but the great teams succeed because they have a variety of different players.

Only five players from each team are allowed on the court at a time. Each of these teammates has a role and is expected to know what to do. Different players have different talents. A good team works together, and all these talents come together at just the right moment.

Teams do need at least one tall player. This player rebounds the ball, which involves grabbing the ball when someone misses a shot. Without tall players, or a big jumper, the other team will get all the rebounds. This tall player is usually the center. He is called that because this player roams around in the center near the basket.

The next key player is a ball handler and passer called a point guard. The point guard has a big job that involves the responsibility of controlling the game. He must dribble well. No one can take the ball away from this ball handler. Another player is the guard. He plays far from the basket and passes the ball to players near the net.

The two other players are shooters. They can be a guard who shoots long shots or a player who is taller and plays closer to the basket. He is called a forward. His job is to put the ball in the basket. Forwards usually make half of the shots they attempt. They are fast and tremendous jumpers who can also dribble well. They move easily to the basket to get easier shots.
Some of the best professional and college basketball teams win almost every game they play. Not only do they have great players in every position, but they also play good defense. They have stars, but the players work together. They put on a brilliant show every night. They make winning look easy because of their great talents.

Every position on a team is hard. A huge center may tower over everyone else, but he gets hit a lot under the basket. Quick guards have to run fast throughout the game and get open to shoot. Forwards have to do a little of what guards and centers do. On the best basketball teams, the players on the court can play any position and they all work well together.
Now answer Numbers 6 through 10. Base your answers on “The Ideal Basketball Team.”

6 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence best describes the main idea of the article?

- A One player has to shoot the ball well and score.
- B Each player on the court has only one job to do.
- C A good basketball team plays together and wins.
- D Most basketball teams have only five good players.

**Part B:** Which sentence from the article best states the main idea?

- A “Most people think a basketball team needs one tall player to score all the points.”
- B “A good team works together, and all these talents come together at just the right moment.”
- C “Without tall players, or a big jumper, the other team will get all the rebounds.”
- D “They make winning look easy because of their great talents.”

7 Underline the word in the sentence that best helps to explain the meaning of responsibility.

The point guard has a big job that involves the responsibility of controlling the game.
8 With which statements would the author most likely agree? Pick two choices.

A  It helps to be tall when playing basketball.
B  It takes years to learn how to play basketball.
C  Basketball is a good example of a team sport.
D  It is more fun to watch basketball than to play it.
E  Basketball players should learn their position only.
F  Basketball is more fun to play than any other sport.

9 Which text evidence best shows the author’s point of view that basketball is a difficult game to play?

A  “Different players have different talents.”
B  “This tall player is usually the center.”
C  “The two other players are shooters.”
D  “Every position on a team is hard.”
This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentences from the article.

Forwards usually make half of the shots they attempt. They are fast and tremendous jumpers who can also dribble well.

What does the word **tremendous** most likely mean?

A clever  
B fantastic  
C ordinary  
D slow

**Part B:** Which word from the sentences **best** helps you understand the meaning of **tremendous**?

A forwards  
B attempt  
C fast  
D dribble
Now answer Number 11. Base your answer on “K–9 Search and Rescue Dogs” and “The Ideal Basketball Team.”

In each article, the author talks about special talents. What are the special talents of a rescue dog? What are the special talents of a good basketball player? How do both use their special talents to succeed? Include information from both articles to support your answer.
Read the passage “A Riddle for Jeremy” before answering Numbers 1 through 5.

A Riddle for Jeremy

Jeremy always tried to be the best, no matter what he was doing. He had to win first place in the spelling bee, and he even had to shoot the most baskets in gym. However, Jeremy’s biggest wish was to do better than his classmate, Chris Jones. It was not always easy for Jeremy to win because Chris liked to win, too. Sometimes Chris even beat Jeremy, but Jeremy would not get discouraged. He would just try harder the next time.

One day, the teacher made an important announcement. “The school wants to purchase several new computers for the library,” she said excitedly. “We are going to hold a race to raise the money, so ask friends and family to help by making a donation to the school. I hope many of you can sign up for this event.”

Jeremy knew that he was not the swiftest runner, but all he could think about was winning. He immediately decided to sign up for the race.

As Jeremy walked to school the next day, he saw Chris passing out fliers to his neighbors and friends that told them all about the school computers. Jeremy thought this was a waste of time. He just wanted to win so he could finally beat Chris.
Later that night, Jeremy asked his father to make a donation in his name. He could tell from his father’s raised eyebrow that the answer was no.

“You are running for the wrong reason,” his father said. “You should be running to help your school. Winning is not always a good reason for doing something.”

“So?” responded Jeremy.

“Here is a riddle,” replied his father. “If you run the race without collecting any money but pass the person in first place, who would be the winner?”

“I would be the winner!” said Jeremy proudly, for he was sure that he had the correct answer.

His father just sighed and shook his head.

On the day of the race, it was extremely hot outside and Jeremy could not wait to get started. Sand blew up from the track as the runners made their last-minute preparations. The gym coach called the runners to take their places. Then he yelled, “On your mark, get set,” and the whistle blew. All the runners dashed forward.

Jeremy ran as fast as he could, but sand got in his eyes. He tried to run faster, but the finish line was still a long way away. He gasped for breath and his legs ached, but he kept running. Then he saw Chris, and his determination to win made Jeremy forget his pain. Jeremy sped up, and he quickly passed Chris, who had been in first place. The next day at school, Jeremy expected everyone to congratulate him, but instead, the teacher said she had some bad news. The race had not raised enough money to buy the computers for the school.

Suddenly, Jeremy understood the answer to his father’s riddle. He had come in first place, but because he did not help to raise money, there was no real winner.
Now answer Numbers 1 through 5. Base your answers on “A Riddle for Jeremy.”

1 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence best describes the lesson of the passage?
A. You should practice to improve your skills.
B. Winning is not the most important thing.
C. Ask an adult for help when you need it.
D. Always do your best in everything.

Part B: Which sentence from the passage best supports your answer in part A?
A. “Jeremy always tried to be the best, no matter what he was doing.”
B. “As Jeremy walked to school the next day, he saw Chris passing out fliers to his neighbors and friends that told them all about the school computers.”
C. “‘You are running for the wrong reason,’ his father said.”
D. “Jeremy sped up, and he quickly passed Chris, who had been in first place.”

2 Read the sentence from the passage.

One day, the teacher made an important announcement.

What is an announcement?
A. an action
B. an environment
C. a message
D. a thought
3 Read the sentences from the passage.

“The school wants to purchase several new computers for the library,” she said excitedly. “We are going to hold a race to raise the money, so ask friends and family to help by making a donation to the school.

What do these sentences help to explain about the lesson of the passage? Pick two choices.

A. Everyone should raise money.
B. The school needs a lot of help.
C. Running is the best school sport.
D. The reason for the race is to raise money.
E. The race is about more than just winning.
F. Jeremy should not want to run in the race.

4 Read the sentence from the passage.

Sand blew up from the track as the runners made their last-minute preparations.

The word preparations has the root word prepare, which means “to get ready.” When do you make preparations for something?

A. after doing it
B. while doing it
C. before doing it
D. at the end of doing it
Complete the chart to show how Jeremy changes in the passage. Write the words to describe him in the beginning and end of the passage. Then write the details from the passage to support your answers. Use the list below the chart.

<table>
<thead>
<tr>
<th>Word to Describe Jeremy</th>
<th>Detail from the Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Passage</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td><strong>End of Passage</strong></td>
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</tr>
</tbody>
</table>

**Words:**
- angry
- selfish
- aware
- tired

**Details:**
- Jeremy talks to his father at home.
- Jeremy almost does not win the race.
- Jeremy realizes there is no real winner.
- Jeremy wants to win for the wrong reasons.
Read the passage “Pueblo Visit” before answering Numbers 6 through 10.

Pueblo Visit

Tisa was tired. Her family had been driving for two hours, and her little brother kept digging his elbow into her side. “When are we going to be there?” he asked.

Tisa’s family was traveling to visit a Native American pueblo. All she could think about were her friends back home, playing. “Why am I in the back seat of this stuffy old car?” she whined to herself. “Who wants to visit an old pueblo? I have more important things to do today.” Finally, her father pulled into the entrance of the pueblo, where Tisa saw a welcome sign. “This had better be worth it,” she thought grumpily.

The scene before them made Tisa sit up and take notice. The village was nothing like her neighborhood, and the houses were nothing like her house. She and her family first walked into a wide open, flat area. “This is the plaza,” her father reported, reading from a guidebook. A large, sprawling, brown earthen building stretched across the land beyond the plaza. It was stacked two, three, and even four stories high in some places, and bright blue doors dotted the building. “Each door marks a family’s home,” her father read. Wooden ladders led from one story to the next.

“Hmm,” thought Tisa, “maybe this will be worth it.”

The family strolled through the plaza and around the village as Tisa’s father read them the history of the pueblo. “People have lived here for hundreds and hundreds of years. As their population grew, they enlarged the pueblo.” On boldly striped blankets, some villagers had displayed their art for sale, and Tisa saw beautiful silver and turquoise jewelry. She especially liked the small clay figures of owls, cats, and lizards.
On this particular day, the pueblo was celebrating a holiday, and the people had invited outsiders to come and watch their dances. The dances were nothing like the dances Tisa had seen at weddings or parties. Women and girls danced in one line, while men and boys danced in another. Their outfits were trimmed in feathers and beads of every color. All the dancers moved to the low rumble of drums and the high-pitched chants of singers.

“Yes, this definitely is worth it,” Tisa said to herself, smiling. She waved to catch the attention of a girl about her age, but her mother gently lowered Tisa’s arm. “No, honey,” she whispered. “This is a solemn occasion and we can’t disturb them as they dance.”

Later, the family gathered in front of a huge, beehive-shaped outdoor oven. They all watched as the baker lifted out a loaf of hot bread. The bread was a little like the bread Tisa was used to, but it tasted fresher and very delicious.

At the end of a long, eventful day, the family headed back home in their car. Tisa thought she might like to return to the pueblo another time. Perhaps she could meet the dancing girl. She would come on a day when the two could talk. Maybe they would become friends. Resting her tired feet, Tisa was glad she had visited the “old pueblo.” She didn’t even mind her little brother elbowing her.
Now answer Numbers 6 through 10. Base your answers on “Pueblo Visit.”

6. This question has two parts. First, answer part A. Then, answer part B.

Part A: What inference can be made about the lesson of the passage?

A. It suggests that it is never too late to learn something new.
B. It has to do with being open to new experiences.
C. It teaches that you should always wear a smile.
D. It hints that you should never give up trying.

Part B: Which detail from the passage best supports your answer in part A?

A. Tisa is surprised to learn that she enjoys herself at the pueblo.
B. The people at the pueblo celebrate a holiday with special dances.
C. The family walks together through the plaza and around the village.
D. Tisa thinks about her friends while she sits in the back seat of the car.
7 Read the sentence from the passage.

A large, sprawling, brown earthen building stretched across the land beyond the plaza.

What is the root word of earthen?

A art  
B ear  
C earth  
D then

8 Read the sentence from the passage.

Tisa thought she might like to return to the pueblo another time.

Which statement best explains how the sentence above supports the theme of the passage?

A by explaining that other people often share the same interests as you  
B by showing that you should introduce friends to things you enjoy  
C by explaining that you cannot always complete a task in one day  
D by showing that you might like things you didn’t think you would
9 Read the sentence from the passage.

“As their population grew, they enlarged the pueblo.”

The word enlarged has the root word large, which means “very big.” What does this suggest about the pueblo?

A The people added to it.
B The people knocked it down.
C The people moved away from it.
D The people divided it into sections.

10 Underline two sentences from the passage that support the story’s theme.

“‘When are we going to be there?’ he asked.”

“‘Each door marks a family’s home,’ her father read.”

“Their outfits were trimmed in feathers and beads of every color.”

“‘Yes, this definitely is worth it,’ Tisa said to herself, smiling.”

“The bread was a little like the bread Tisa was used to, but it tasted fresher and very delicious.”

“Resting her tired feet, Tisa was glad she had visited the ‘old pueblo.’”
Now answer Number 11. Base your answer on “A Riddle for Jeremy” and “Pueblo Visit.”

11 What lessons do Jeremy and Tisa learn? How are the characters from both passages similar? Include details from both passages to support your answer.