

U N I T S
10-12
T E S T

Here to Help

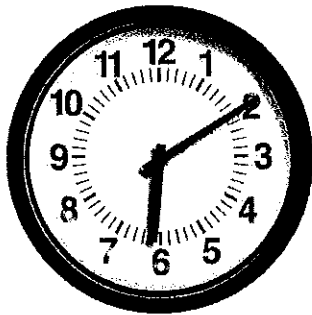
**Make a
Difference!**

Our Living
Planet

VOCABULARY

DIRECTIONS Choose the answer that best completes the sentence. Mark your answer.

Sample



- The time is —
- (A) ten six
 - (B) six ten
 - (C) ten to six
 - (D) six twenty

1



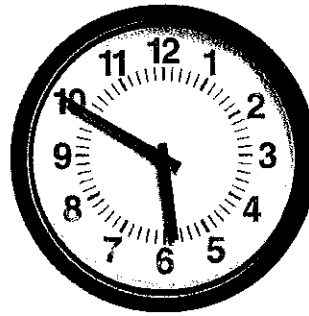
- The time is —
- (A) four thirty
 - (B) four and fifteen
 - (C) a quarter after four
 - (D) a quarter before four

2



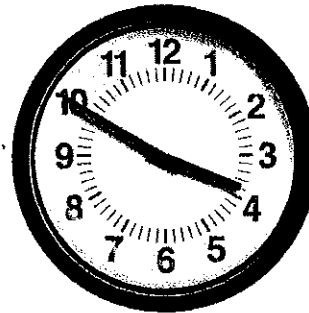
- The time is —
- (F) half past nine
 - (G) half past eight
 - (H) nine and thirty
 - (J) thirty minutes to nine

3



- The time is —
- (A) five ten
 - (B) five fifty
 - (C) five thirty
 - (D) five fifteen

4



- The time is —
- (F) four ten
 - (G) three ten
 - (H) ten to four
 - (J) ten to three

5



- They sit —
- (A) at the desk
 - (B) below the desk
 - (C) from the desk
 - (D) through the desk

VOCABULARY, *continued*

6



They walk —

- (F) up the stairs
- (G) into the stairs
- (H) down the stairs
- (J) above the stairs

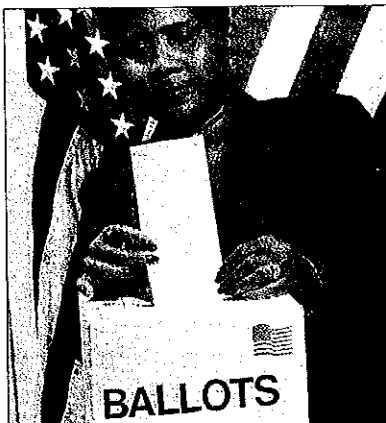
7



The ball flies —

- (A) over the net
- (B) under the net
- (C) behind the net
- (D) around the net

8



She is —

- (F) voting
- (G) meeting
- (H) speaking
- (J) publishing

9



They hold —

- (A) a banner
- (B) a protester
- (C) a computer
- (D) a newspaper

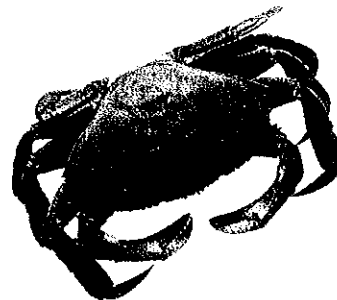
10



You can find killer whales in —

- (F) a forest
- (G) an ocean
- (H) the desert
- (J) the mountains

11



You can find a crab —

- (A) in a pond
- (B) by a desert
- (C) in the forest
- (D) at the seashore

STOP

VOCABULARY, continued

DIRECTIONS Find the word that names the picture.
Mark your answer.

Sample



- (A) snake
- (B) toucan
- (C) seagull
- (D) starfish

12



- (F) seal
- (G) tiger
- (H) camel
- (J) raccoon

13



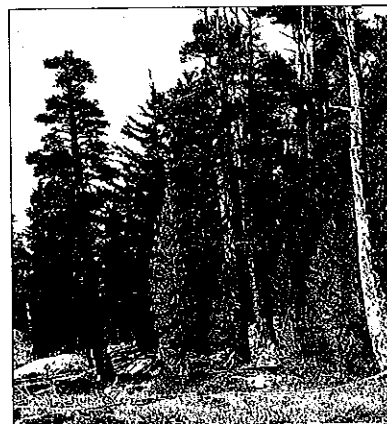
- (A) fish
- (B) crab
- (C) frog
- (D) turtle

14



- (F) stem
- (G) petal
- (H) trunk
- (J) branch

15



- (A) island
- (B) forest
- (C) seashore
- (D) mountain

STOP

PATTERNS AND STRUCTURES

DIRECTIONS Read each item. Choose the answer that goes in the sentence. Mark your answer.

Sample



He ____ recycle the trash.

- (A) has
- (B) have
- (C) has to
- (D) have to

16



They ____ stop the fire.

- (F) may
- (G) must
- (H) might
- (J) may be

17



Dr. King knew he ____ make a difference if he tried.

- (A) can
- (B) have
- (C) could
- (D) should

18



They ____ fix the road.

- (F) has
- (G) have
- (H) has to
- (J) have to

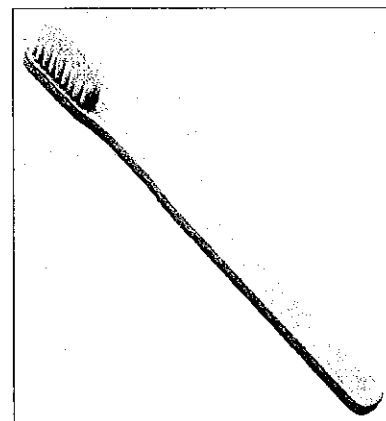
19



He ____ deliver the mail.

- (A) need
- (B) needs
- (C) need to
- (D) needs to

20



I always brush ____ teeth.

- (F) my
- (G) our
- (H) your
- (J) their

PATTERNS AND STRUCTURES, *continued*

21



___ job is important.

- (A) Its
- (B) His
- (C) Her
- (D) Hers

22



The dancers enjoy ___ dance.

- (F) its
- (G) his
- (H) her
- (J) their

23



César Chávez ___ to lead a protest.

- (A) came
- (B) come
- (C) comes
- (D) comed

24



Before 1920, they ___ speeches about the right to vote.

- (F) made
- (G) make
- (H) makes
- (J) maked

25



Hafsat ___ her group could help kids.

- (A) think
- (B) thought
- (C) thought
- (D) thoughted

26



They ___ a wall to paint.

- (F) sees
- (G) saw
- (H) seed
- (J) seen

PATTERNS AND STRUCTURES, *continued*

27



Dr. King ____ to Alabama in 1963.

- (A) go
- (B) goed
- (C) went
- (D) gone

STOP

DIRECTIONS Read each sentence about the picture. Find the sentence that is correct. Mark your answer.

Sample



- (A) The desert is hot and dry.
- (B) The desert hot and dry is.
- (C) The hot desert is and dry.
- (D) The hot desert and is dry.

28



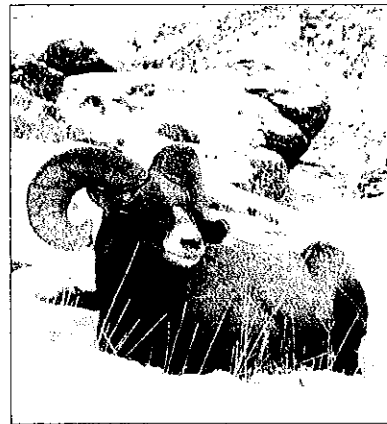
- (F) The big, furry bear is.
- (G) The furry bear is and big.
- (H) The bear furry and is big.
- (J) The bear is big and furry.

29



- (A) The toucan's long, sharp beak looks.
- (B) The toucan's beak looks long and sharp.
- (C) The toucan's beak long and sharp looks.
- (D) Long sharp looks the beak toucan's.

30



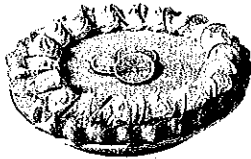
- (F) The sheep has thick, warm fur.
- (G) The sheep has fur, thick warm.
- (H) Thick, warm fur the sheep has.
- (J) Fur thick the sheep has and warm.

STOP

DECODING

DIRECTIONS Which word names the picture?
Mark your answer.

Sample



- (A) pit
- (B) pie
- (C) play
- (D) peach

31



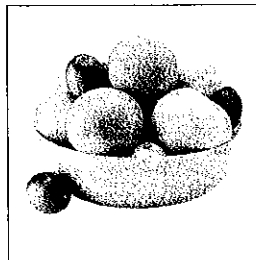
- (A) long
- (B) lifts
- (C) lunch
- (D) lights

32



- (F) tea
- (G) tie
- (H) tray
- (J) truck

33



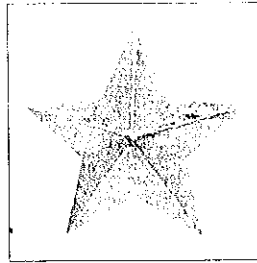
- (A) flat
- (B) fast
- (C) first
- (D) fruit

34



- (F) glue
- (G) glad
- (H) grow
- (J) greet

35



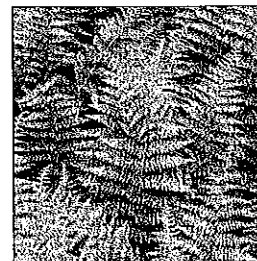
- (A) star
- (B) stop
- (C) stair
- (D) storm

36



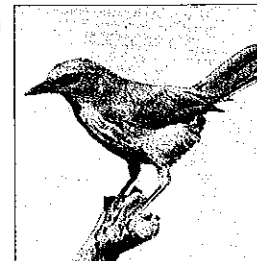
- (F) hair
- (G) hard
- (H) horn
- (J) home

37



- (A) fear
- (B) fern
- (C) form
- (D) farm

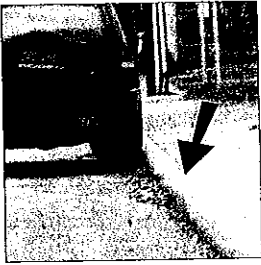
38



- (F) bird
- (G) barn
- (H) band
- (J) braid

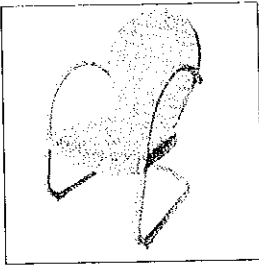
DECODING, continued

39



- (A) cub
- (B) crab
- (C) cube
- (D) curb

40



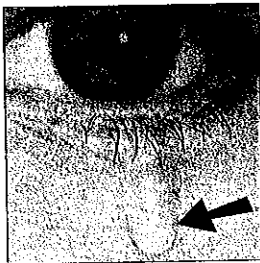
- (F) chair
- (G) cheer
- (H) chest
- (J) check

41



- (A) bean
- (B) bear
- (C) boat
- (D) burn

42



- (F) tail
- (G) tear
- (H) true
- (J) team

43



- (A) day
- (B) dish
- (C) deep
- (D) deer

STOP

DIRECTIONS Read the sentence. Look at the underlined word. Choose the correct way to divide the word into syllables. Mark your answer.

Sample

Anna has a sister and two brothers.

- (A) sist er
- (B) sis ter
- (C) si ster
- (D) siste r

44 Do you like butter on your toast?

- (F) but ter
- (G) butt er
- (H) bu tter
- (J) butte r

45 Many animals live in the forest.

- (A) fo rest
- (B) for est
- (C) fore st
- (D) f orest

STOP

WORD RECOGNITION

DIRECTIONS Find the word your teacher reads. Mark your answer.

Sample

Who can help her?

(A) (B) (C) (D)

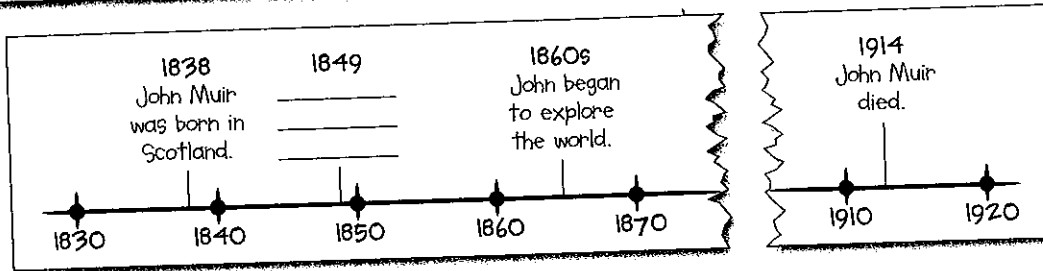
- 46 We found four of the lost animals.
(F) (G) (H) (J)
- 47 Workers put the cans of oil in the old barn.
(A) (B) (C) (D)
- 48 Could you come over to my house?
(F) (G) (H) (J)
- 49 I know almost all of these numbers.
(A) (B) (C) (D)
- 50 Does she like her life in this country?
(F) (G) (H) (J)
- 51 Will you move to another American city?
(A) (B) (C) (D)
- 52 Father should show us where he once lived.
(F) (G) (H) (J)
- 53 Study the story now because the test is tomorrow.
(A) (B) (C) (D)
- 54 He has been away for a few years.
(F) (G) (H) (J)
- 55 He told us why he would never go to the mountains.
(A) (B) (C) (D)
- 56 We will also try to fix the toy.
(F) (G) (H) (J)
- 57 Dad often called the children from work.
(A) (B) (C) (D)
- 58 Their house is behind the school between two stores.
(F) (G) (H) (J)
- 59 The loud sound outside started again.
(A) (B) (C) (D)
- 60 The rain caused a change in our picnic plans.
(F) (G) (H) (J)

READ ON YOUR OWN

DIRECTIONS Read the article. Then read each item carefully. Choose the best answer. Mark your answer.

The Father of American Parks

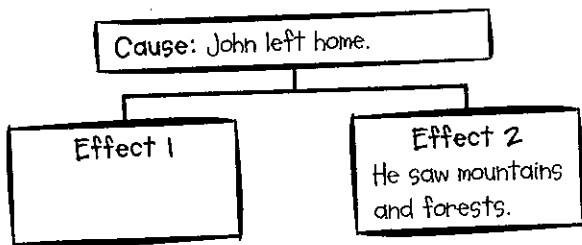
John Muir was born in Scotland in 1838. His family moved to a farm in America in 1849. In the 1860s, John left home. He hiked through America and many other countries. He explored forests and mountains. Later, he wrote about his great love—nature. His books made other people care about the land. The books also made people want to save land for parks, such as Yosemite and the Grand Canyon. This great man died in 1914.



- 61** Study the time line. What did John do in 1849?
- (A) He saved land.
 - (B) He wrote books.
 - (C) He moved to a farm in America.
 - (D) He explored forests and mountains.

- 63** After he began to explore, John —
- (A) left home
 - (B) moved to America
 - (C) wrote about nature
 - (D) grew up in Scotland

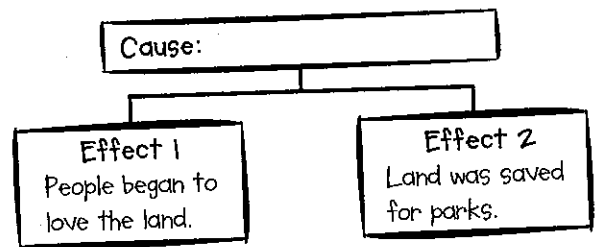
- 62** Study the cause-and-effect chart.



What goes in the box for Effect 1?

- (F) His family left the farm.
- (G) He started a farm in Scotland.
- (H) His family sent him books about parks.
- (I) He saw America and many other countries.

- 64** Study the cause-and-effect chart.



What goes in the box for the Cause?

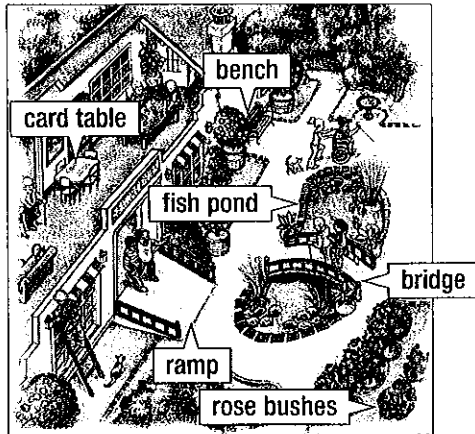
- (E) John Muir died in 1914.
- (G) John Muir wrote about nature.
- (H) People explored different countries.
- (I) People named a park after John Muir.

STOP

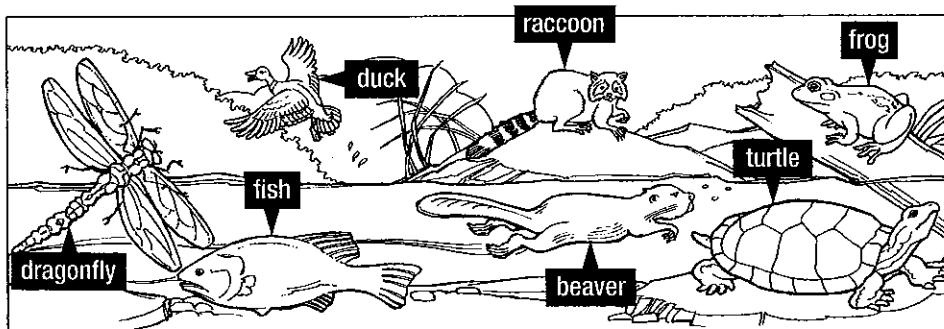
WRITING

DIRECTIONS Read each item. Then write the answers on a separate sheet of paper.

- A** You want to meet your classmates by the card table in the Senior Center. Tell your classmates how to get there. Start at the rose bushes. Use direction words.



- B** Choose an animal to write about. Tell how people can help the animal. Use opinion words.



- C** Write two sentences about how people made the world a better place.
- Tell how some people helped your neighborhood. Use verbs in the past tense.
 - Tell how you can help someday. Use *may*, *might*, or *could*.