

Name _____ Date _____

Reading

► Read the selection and answer each question.

Animal Helpers

¹ Imagine you had to put a pile of leaves into a big paper bag. You would probably want someone to hold the bag open. Imagine you had to wash dishes after dinner. It would probably go faster if someone could dry the dishes for you. Most of the time, having a helper makes doing a job easier. Some animals also work together to get the job done. Their job is to find food and stay healthy and safe. Let's meet some of these interesting animal helpers.

Helpers in the Ocean

- ² The clown fish and the sea anemone (uh-NEM-uh-nee) work together in their ocean home. The sea anemone has tentacles (TEN-tuh-kulz), which are like long, thin arms. Sea anemones use them to catch food that might swim by. The tentacles will sting a fish, and the fish will not be able to move. The sea anemone's helper, the clown fish, has a coating on its body that keeps it safe. When the clown fish swims into the tentacles—nothing happens. The clown fish makes its home among the anemone's tentacles. If a bigger fish tries to attack the clown fish, then the clown fish can hide in the tentacles. The clown fish helps the anemone, too, by cleaning the anemone.
- ³ The goby fish and the shrimp are another ocean animal pair. The shrimp digs a hole in the sand, and the goby fish and the shrimp then live in that hole. The shrimp may find itself in peril when it is outside the hole because it does not see very well. When the shrimp is outside its home, the goby fish helps keep the shrimp safe. If a big fish is nearby, the goby touches the shrimp with its tail; a signal tells the shrimp to go back inside the hole.
- ⁴ Even sharks have helpers. The remora, a tiny fish, grabs onto the shark's skin. This does not hurt the shark, and the remora gets a free ride. In turn, the shark helps keep the remora safe from bigger animals. Remoras also clean the shark's mouth, but the shark does not eat them. The shark gets its teeth cleaned, and the remora gets a nice meal.

Name _____ Date _____

Helpers on Land

- ⁵ Land animals help each other, too. A bird called an oxpecker stands on a rhinoceros's head or back and carefully picks off and eats any insects it finds. The bird gets plenty of food while the rhinoceros gets cleaned of insects that might bother it.
- ⁶ Oxpeckers help rhinos in another way. The birds are always watching for danger. When they see something, they sound the alarm. CHIRP! CHIRP! CHIRP! The rhino understands that these repeated sounds mean DANGER! DANGER! DANGER! When the rhino hears this, it knows to run away or get ready to face the danger head on.
- ⁷ Some insects have helpers, too. Aphids (AY-fidz) eat plant juices. They turn this into a different juice called honeydew. Ants love honeydew, and some will "farm" the aphids to get it. This is like humans raising milk cows. Ants collect aphid eggs and take them into their nests for the winter. In the spring, the ants carry the eggs outside again. There they will put them on plants the aphids can eat when they hatch. The ants also look after the aphids and make sure they remain unharmed. The aphids are safe, and the ants have plenty of honeydew.
- ⁸ Animal pairs work together to make both their lives better. They help each other in different ways to find food, to stay healthy, and to be safe.

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- 1 Read the sentence from paragraph 2.

When the clown fish swims into the tentacles—nothing happens.

What does the dash in this sentence tell readers?

- Ⓐ that an important idea is next
- Ⓑ that the author is sharing an opinion
- Ⓒ that the reader should take a small pause
- Ⓓ that the reader should say the words loudly

Name _____ Date _____

- 2 Read the sentence from paragraph 3.

The shrimp may find itself in peril when it is outside the hole because it does not see very well.

Now read the thesaurus entry.

peril *noun* danger, difficulty, trap, weakness

Which word from the thesaurus entry best matches the way peril is used in the sentence?

- Ⓐ danger
 - Ⓑ difficulty
 - Ⓒ trap
 - Ⓓ weakness
- 3 What is the central idea of paragraph 4? Use details from the article to support your answer.

- 4 Read the sentences from paragraph 6.

When they see something, they sound the alarm. CHIRP! CHIRP! CHIRP!

Why does the author use the words “CHIRP! CHIRP! CHIRP!”?

- Ⓐ to explain what an alarm is
- Ⓑ to tell how a rhino sounds
- Ⓒ to show the birds are hungry
- Ⓓ to describe the sound the birds make

Name _____ Date _____

- 5 Why does the author most likely repeat the word “DANGER!” in paragraph 6?
- Ⓐ to explain that oxpeckers live near rhinos
 - Ⓑ to show that oxpeckers help rhinos stay safe
 - Ⓒ to show that rhinos sound different from oxpeckers
 - Ⓓ to explain that rhinos have a hard time hearing oxpeckers

- 6 Read the sentence from paragraph 7.

The ants also look after the aphids and make sure they remain unharmed.

Think about the prefix *un-*. What is the meaning of unharmed above?

- Ⓐ not hurt
 - Ⓑ more hurt
 - Ⓒ hurt again
 - Ⓓ hurt before
- 7 Which **two** sentences support the idea that some animals help each other to stay healthy and safe? Choose **two** answers.
- Ⓐ *Imagine you had to put a pile of leaves into a big paper bag.*
 - Ⓑ *The sea anemone has tentacles, which are like long, thin arms.*
 - Ⓒ *The clown fish helps the anemone, too, by cleaning the anemone.*
 - Ⓓ *The bird gets plenty of food while the rhinoceros gets cleaned of insects that might bother it.*
 - Ⓔ *Aphids eat plant juices.*

Name _____ Date _____

Writing

► Read the selection and choose the best answer to each question.

Mia wrote a paper about trading bedrooms with her older brother. Read the paper and look for any changes she should make. When you finish reading, answer the questions that follow.

Trading Rooms

(1) My older brother Nathan sleeps late on the weekends. (2) He didn't like his bedroom because it was too bright in the morning. (3) My room was dark than his, so I agreed to trade with him.

(4) Yesterday we moved all our things to our new rooms. (5) Mom helped us move my dresser, which was the more heavy of all the furniture. (6) Nathan and I did the rest of the work.

(7) My new room is sunnier than my old one, and I love it!

1 What change should be made to sentence 3?

- Ⓐ Change *dark* to **darker**.
- Ⓑ Change *dark* to **darkest**.
- Ⓒ Change *dark* to **more dark**.
- Ⓓ No change is needed.

2 What change should be made to sentence 5?

- Ⓐ Change *more heavy* to **heavier**.
- Ⓑ Change *more heavy* to **heaviest**.
- Ⓒ Change *more heavy* to **more heaviest**.
- Ⓓ No change is needed.

Name _____ Date _____

- 3 What change should be made to sentence 7?
- Ⓐ Change *sunnier* to **sunniest**.
 - Ⓑ Change *sunnier* to **most sunny**.
 - Ⓒ Change *sunnier* to **more sunnier**.
 - Ⓓ No change is needed.

Answer Key: Module 6, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
READING			
1	C	M6W2: Comprehension: Text and Graphic Features	1
2	A	M6W2: Vocabulary Strategy: Reference Sources: Thesaurus	2
3	See rubric on p. R1.	M6W2: Comprehension: Central Idea	2
	Sample two-point response: The central idea of the paragraph is that sharks and remoras work together to help each other stay safe and healthy. Remoras ride on sharks, which helps keep remoras safe from larger fish. In return, the remoras clean the sharks' teeth. This helps the sharks stay healthy and gives remoras food to eat.		
4	D	M6W2: Comprehension: Figurative Language	2
5	B	M6W2: Comprehension: Figurative Language	2
6	A	M6W2: Generative Vocabulary: Prefix <i>un-</i>	2
7	C, D	M6W2: Comprehension: Central Idea	2
WRITING			
1	A	M6W2: Grammar: Adjectives That Compare	1
2	B	M6W2: Grammar: Adjectives That Compare	1
3	D	M6W2: Grammar: Adjectives That Compare	1

Constructed-Response Rubric

Points	Description
2	2 points <ul style="list-style-type: none">• Response gives a complete and correct explanation of, or answer to, the question.• Response includes clear and specific explanations, interpretations, or opinions based on an accurate understanding of the text.• Response is supported with details from the text.
1	1 point <ul style="list-style-type: none">• Response gives a partially complete and correct explanation of, or answer to, the question.• Response attempts to include explanations, interpretations, or opinions, but they may be unclear and show a limited understanding of the text.• Response is supported with limited details (in quantity or quality) from the text.
0	0 points <ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.