

Name _____ Date _____

Reading

► Read the selection and answer each question.

Choosing Sides

by Sue Heavenrich

- ¹ Which hand do you use to write your name or draw a picture? Which foot do you use to kick a ball? Whether it's the right or left, you probably use the same hand or foot to do other things that need well-controlled movements. That's called your dominant side. About 90 percent of humans are right-handed.
- ² Scientists want to know if other animals also have dominant hands or feet—or paws, flippers, or claws. To find out, they watch animals in the wild and give simple jobs to zoo animals and pets. So far, they have discovered that the answer is not a simple yes or no.
- ³ At first, chimpanzees appeared to be left-handed. Scientists watched chimpanzees as they went "termite fishing," using twigs and leaves to pull termites out of nests. Most of the chimps did the job with their left hand.
- ⁴ But other experiments made scientists wonder if chimps are really right-handed. When chimpanzees ate peanut butter from a narrow tube, they usually used the left hand to do the easy part (hold the tube) and a finger on the right hand to do the hard part (reach in and grab the treat).
- ⁵ Does that mean chimpanzees are left-handed for some tasks and right-handed for others? That's not likely. The chimps may have used the weaker hand to pull out the termites and the dominant hand to put them in their mouths. In that case, the studies would suggest that chimpanzees are right-handed.
- ⁶ Chimps share something in common with us: we all have hands—or feet—that we use to grasp objects. But what about other animals? Do they have dominant sides?
- ⁷ Researchers in Ireland set up an experiment to see if cats are right- or left-pawed. At first, they gave the cats the simple job of reaching for objects hanging overhead or moving across the floor. The cats used both paws equally.

Name _____ Date _____

- ⁸ The scientists then had the cats perform smaller, more controlled movements. They dropped a piece of tuna into a container and wrote down which paw each cat used to fish out the treat. Now the cats showed a preference, which means they had one paw they liked to use. All of the female cats except one used the right paw to get the tuna. For males, it was the opposite: 19 out of 21 used the left paw. The scientists tested each cat many times to make sure it really preferred to use one paw instead of the other.
- ⁹ They also tested kittens as they grew to the age of one year. At first, the kittens used both paws. They began to show a paw preference as they grew older. This fits with what scientists have seen in children. By the time kids are four or five years old, they show hand dominance.
- ¹⁰ No one knows why so many animals seem to have a dominant side. But whether an animal has paws, hooves, or fins, choosing a side seems to come in, well . . . handy.

Side Dominance in Animals

Mostly Right-Side Dominant	Mostly Left-Side Dominant	Equally Right- and Left-Side Dominant
chimpanzees gorillas leatherback sea turtles European toads chickens	orangutans red kangaroos parrots	mice

- 1** How does the author organize paragraph 1?
- (A) by describing the steps in an experiment
 - (B) by asking questions and then giving answers
 - (C) by stating a problem and explaining how to solve it
 - (D) by presenting events in the order in which they take place

Name _____ Date _____

- 2 What is the central idea of the article? Use details from the article to support your answer.

- 3 Why does the author use a compare-and-contrast structure in paragraphs 3 and 4?

- (A) to show that chimpanzees use different hands for different reasons
- (B) to show that chimpanzees tend to use their right hand when eating
- (C) to show that scientists think that most chimpanzees favor their left hand
- (D) to show that scientists are still studying which hand chimpanzees use more

- 4 Read the sentence from paragraph 7.

Researchers in Ireland set up an experiment to see if cats are right- or left-pawed.

Think about the suffix *-er*. What is the meaning of researchers above?

- (A) ways of researching
- (B) places where research happens
- (C) people who research
- (D) things that should be researched

Name _____ Date _____

- 5 How does paragraph 8 support the idea that animals often use their dominant side to do difficult jobs?
- Ⓐ by explaining that scientists had cats remove tuna from containers many times
 - Ⓑ by explaining that one way to test cats is to have them remove tuna from containers
 - Ⓒ by explaining that male and female cats remove tuna from containers in unusual ways
 - Ⓓ by explaining that most cats showed a paw preference when removing tuna from containers

- 6 Read the sentence from paragraph 8.

The scientists then had the cats perform smaller, more controlled movements.

Which word or phrase has almost the same meaning as perform as it is used above?

- Ⓐ reach
 - Ⓑ watch
 - Ⓒ carry out
 - Ⓓ think about
- 7 What information does the chart add to the article?
- Ⓐ It explains why most animals have a dominant side.
 - Ⓑ It shows that many different types of animals have a dominant side.
 - Ⓒ It shows that it is simple to find out whether animals have a dominant side.
 - Ⓓ It explains the kinds of tests used to tell whether animals have a dominant side.

Name _____ Date _____

Writing

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

Meghan wrote a paper about spending time on Lake Michigan. Read Meghan's paper and look for any changes she should make. Then answer the questions that follow.

Morning on Lake Michigan

(1) My family lives in a small town in Wisconsin on the shores of Lake Michigan. (2) It's only the third biggest Great Lake, but it's enormous. (3) The lake stretches into the distance. (4) The lake looks as big as an ocean. (5) In fact, Lake Michigan gets its name from an Ojibwa Indian word that means "large lake."

(6) On Saturday mornings, my mom and I go canoeing on the lake. (7) We head to the dock early while the air is cool and the swimmers and boaters are still asleep. (8) The world is quiet. (9) The sparkle water is so still that we can sometimes see bass and trout darting by. (10) When we look around, we feel tiny in the middle of this great body of water. (11) We put our paddles down, rest our tired arms, and wonder if the fish feel the same way!

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- 1 What changes can be made to combine sentences 3 and 4 using a participial phrase?
- (A) To stretch into the distance, the lake looks as big as an ocean.
 - (B) Stretching into the distance, the lake looks as big as an ocean.
 - (C) The lake stretched into the distance, so it looks as big as an ocean.
 - (D) The lake stretches into the distance, and it looks as big as an ocean.
- 2 What change should be made in sentence 9?
- (A) Change *sparkle* to *sparkling*.
 - (B) Change *see* to *seen*.
 - (C) Change *darting* to *darted*.
 - (D) No change is needed.

Name _____ Date _____

- 3 What change should be made in sentence 11?
- Ⓐ Change *tired* to **tire**.
 - Ⓑ Change *tired* to **will tire**.
 - Ⓒ Change *tired* to **will be tired**.
 - Ⓓ No change is needed.

Answer Key: Module 5, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
READING			
1	B	M5W2: Comprehension: Text Structure	1
2	See rubric on p. R1.	M5W2: Comprehension: Central Idea	3
	Sample two-point response: The central idea is that animals can have a dominant side, which is a side that they use for performing well-controlled movements. Scientists have conducted experiments with animals and found that many demonstrate a side preference. For example, chimpanzees and female cats are usually right-handed or right-pawed, and male cats are usually left-pawed.		
3	A	M5W2: Comprehension: Text Structure	2
4	C	M5W2: Generative Vocabulary: Suffixes <i>-er, -or, -ist</i>	2
5	D	M5W2: Comprehension: Central Idea	2
6	C	M5W2: Vocabulary Strategy: Shades of Meaning	2
7	B	M5W2: Comprehension: Text and Graphic Features	2
WRITING			
1	B	M5W2: Grammar: Participles	2
2	A	M5W2: Grammar: Participles	1
3	D	M5W2: Grammar: Participles	1

Constructed-Response Rubric

Points	Description
2	2 points <ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the question.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with details from the text.
1	1 point <ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the question.• Response attempts to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they show limitation in comprehension, inference, analysis, evaluation, and/or comparison.• 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.