

## Reading

► Read the selection and answer each question.

### Building a World with Toothpicks

by Linda Haas Manley

- <sup>1</sup> Could something made of toothpicks hold up your desk?
- <sup>2</sup> "Yes, indeed!" says Stan Munro. Munro is a "toothpick engineer," and his job is to build things out of toothpicks. When he was in school, a teacher challenged his class to use toothpicks to build something strong enough to support an egg. "Mine held my desk, and everyone cheered," says Munro.
- <sup>3</sup> Munro has been making buildings out of toothpicks ever since. In fact, he has formed entire cities using nothing more than toothpicks and glue. His first toothpick city contained more than 50 famous buildings from around the world. His model of the skyscraper Burj Khalifa is over 16 feet tall and was named the world's Tallest Toothpick Sculpture, or object, in 2015. The real Burj Khalifa is in Dubai, United Arab Emirates, and it is the tallest building in the world.
- <sup>4</sup> In an interview (a meeting at which the author asked Munro questions), Munro talked about math, shoelaces, and famous buildings.

MANLEY: What is your real job?

MUNRO: This IS my real job. I used to be a reporter, which is a fine job, but I think this is more fun. I've learned history, art, and science from doing this work, and I love it.

MANLEY: What kind of toothpicks do you use?

MUNRO: I use round, square-centered toothpicks—never colorful ones.

MANLEY: How long does it take to build one of these buildings?

MUNRO: It depends on the size and the amount of detail. Some I can build in a day, but others take a month or even six months.

MANLEY: Has a tower ever fallen over after you built it?

MUNRO: Do we really have to talk about that?

MANLEY: Ha ha! What happened?

MUNRO: I built a model of the Taj Mahal, a famous building in India, and I dropped the top of it. When it hit the floor, it made an audible crash that reminded me of a light bulb shattering. Now when I move my work, I do it very carefully. I use tons of bubble wrap, and I tuck in my shirt and shoelaces to avoid tripping. The really large structures are built in pieces and put together later, but still—I move them very, very carefully.

MANLEY: I understand that your towers are built to scale. In other words, the buildings are smaller than the actual buildings, but the parts are in the same balance as their true size. How do you figure this out?

MUNRO: Some math is necessary to work out the correct sizes of the towers. I use algebra, a type of math, quite a bit.

MANLEY: In addition to math, do you use any science or engineering in your work?

MUNRO: The model for Burj Khalifa was built with a triangle design technology, which is often used in the building of churches and is thought of as the strongest building shape.

MANLEY: Do you have any advice or tips for our readers?

MUNRO: If you set out to do something, you should do it—even if it's really difficult.

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- 1 The first four paragraphs are a secondary source. Why does the author include a secondary source?
- (A) to explain Munro's first-person point of view
  - (B) to tell what Munro is thinking
  - (C) to explain some of the difficult words from the interview
  - (D) to give background information about Munro

- 2 Which **two** sentences show that the interview is a primary source?

Choose **two** answers.

- (A) *Some I can build in a day, but others take a month or even six months.*
- (B) *Could something made of toothpicks hold up your desk?*
- (C) *I use tons of bubble wrap, and I tuck in my shirt and shoelaces to avoid tripping.*
- (D) *His model of the skyscraper Burj Khalifa is over 16 feet tall.*
- (E) *Munro is a "toothpick engineer," and his job is to build things out of toothpicks.*

- 3 Read the sentence from the article.

*When it hit the floor, it made an audible crash that reminded me of a light bulb shattering.*

Think about the Latin root *aud*. What is the meaning of audible above?

- (A) able to be heard
- (B) able to be fixed
- (C) enormous
- (D) instant

- 4 Read the sentences from the article.

*Some math is necessary to work out the correct sizes of the towers. I use algebra, a type of math, quite a bit.*

Which group of words shows that this is a primary account?

- (A) *Some math is necessary*
- (B) *sizes of the towers*
- (C) *I use algebra*
- (D) *quite a bit*

► Read the selection and answer each question.

## The Bicycle Rodeo

### Characters

JOSIE, fourth grader

TODD and MARIA, Josie's friends

MS. CHOI, Josie's teacher

### SCENE 1

(We see a school lunchroom. The students are almost done eating.)

TODD: Hey Josie, are you planning to sign up for the bicycle rodeo on Saturday?

JOSIE: What's a bicycle rodeo?

MARIA: It's a type of bike race. It's a lot of fun.

JOSIE: (*shaking her head*) Umm . . . I don't think so.

MARIA: There's going to be a bike-decorating contest too.

JOSIE: (*head down*) I can't . . . I mean, I can't do it.

TODD: That's too bad, Josie. You'll miss out on everything.

JOSIE: (*picking up her tray and walking away*) Sorry . . . I just can't do it.

TODD: Why does she keep saying "I can't do it"?

MARIA: I don't know.

### SCENE 2

(The school day has just ended. Ms. Choi is at her desk, and Josie is packing up her backpack.)

MS. CHOI: Josie, are you coming to the bike rodeo this Saturday? I'll be judging the bike-decorating contest.

JOSIE: (*sadly*) I can't, Ms. Choi.

MS CHOI: I'm sorry to hear that. It's going to be fun.

JOSIE: Yeah, but. . . . (*Josie's eyes start to tear.*)

MS. CHOI: (*looking at Josie kindly*) What's the matter, Josie?

JOSIE: The truth is . . . I can't do it! I can't ride a bicycle!

MS. CHOI: Lots of people don't know how to ride a bike. I didn't learn until a few years ago. It wasn't nearly as difficult as I feared it would be.

(Todd and Maria enter.)

TODD: Hi Josie—are you ready to walk home?

MARIA: (*noticing Josie's eyes are red*) What's wrong, Josie?

JOSIE: (*quietly*) I wasn't sure how to say this earlier, but I don't know how to ride a bike.

TODD: Don't worry, Josie! Maria and I can teach you. We'll have you riding in the blink of an eye.

MARIA: (*nodding*) And you can borrow my sister's old bike and enter it in the decorating contest!

JOSIE: Well . . . maybe. I'll think about it.

### SCENE 3

(It is Saturday morning. Todd and Maria are warming up for the race, and Ms. Choi is preparing for the contest.)

TODD: I wonder where Josie is.

MARIA: She said she was coming when I gave her my sister's bike.

MS. CHOI: I bet she'll be here soon.

(Josie enters, pedaling a red bicycle. Maria, Todd, and Ms. Choi swarm around her.)

TODD: Josie, you're riding! Who taught you?

JOSIE: My dad gave me some tips last night. He had me practice in the grass so the landing would be soft if I fell.

MARIA: That's how I learned too—in a big field!

JOSIE: It wasn't that hard. Although it did take me forever to ride up the hill just now!

Name \_\_\_\_\_ Date \_\_\_\_\_

MS. CHOI: But you made it!

TODD: Look—the rodeo’s starting! Do you want to try it?

JOSIE: I think I’ll just watch this time.

(Todd and Maria race while Josie and Ms. Choi cheer them on. After a while, Todd and Maria return to the sidelines.)

MARIA: *(holding a blue ribbon)* Look, I won! I can’t believe it!

JOSIE: You were great! Can you teach me how to ride that fast?

MARIA: Sure, right after the decorating contest. Let’s head over.

JOSIE: *(grinning)* I can’t wait!

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5 Read the line from Scene 1 of the play.

*JOSIE: (picking up her tray and walking away) Sorry . . . I just can’t do it.*

Explain what the stage direction “picking up her tray and walking away” shows about Josie. Use details from the play to support your answer.

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- 6 Read the line from Scene 2 of the play.

*TODD: Don't worry, Josie! Maria and I can teach you. We'll have you riding in the blink of an eye.*

What does the phrase "in the blink of an eye" tell readers about Todd?

- Ⓐ He thinks it will be fun to show Josie how to ride.
  - Ⓑ He feels it is important for Josie to learn how to ride.
  - Ⓒ He believes Josie has waited too long to learn how to ride.
  - Ⓓ He thinks it will take very little time to show Josie how to ride.
- 7 Read the stage directions from Scene 3 of the play.

*(Josie enters, pedaling a red bicycle. Maria, Todd, and Ms. Choi swarm around her.)*

Which word means the same as swarm as it is used above?

- Ⓐ fly
  - Ⓑ dance
  - Ⓒ gather
  - Ⓓ wander
- 8 Read the line from Scene 3 of the play.

*JOSIE: You were great! Can you teach me how to ride that fast?*

What does the dialogue suggest about Josie?

- Ⓐ She is excited to tell some of her other friends about the bike race.
- Ⓑ She is feeling much more sure of herself when it comes to riding a bike.
- Ⓒ She thinks she has a very good chance of winning the bike race next year.
- Ⓓ She thinks her dad will be surprised that she can ride her bike at such a high speed.

## Writing

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

Wendy wrote a paper about starting her own business. Read Wendy's paper and look for any changes she should make. Then answer the questions that follow.

### Walks with Wendy

(1) My neighborhood is filled with dogs. (2) Many of their owners work all day, so this summer I am going to help out. (3) Next month, when the school year ends, I have been walking dogs every day. (4) I am planning to start a dog-walking business called "Walks with Wendy."

(5) This month has been a busy time for me because I have been getting everything ready. (6) I have figured out how many dogs I can walk each day and how much to charge for each walk. (7) I have also made flyers to give to dog owners so they know about my plans.

(8) My sister and brother have been helping me prepare. (9) Last week they will be hanging signs around the block. (10) Some children who live nearby read the signs and said they wanted to walk dogs too. (11) I might have all the neighborhood kids walking dogs by the end of the summer!

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1 What change should be made in sentence 3?

- Ⓐ Change *have been walking* to *was walking*.
- Ⓑ Change *have been walking* to *will be walking*.
- Ⓒ Change *have been walking* to *would be walking*.
- Ⓓ No change is needed.

2 What change should be made in sentence 4?

- Ⓐ Change *am planning* to *would plan*.
- Ⓑ Change *am planning* to *was planning*.
- Ⓒ Change *am planning* to *had been planning*.
- Ⓓ No change is needed.

3 What change should be made in sentence 9?

- Ⓐ Change *will be hanging* to *will hang*.
- Ⓑ Change *will be hanging* to *are hanging*.
- Ⓒ Change *will be hanging* to *were hanging*.
- Ⓓ No change is needed.

# Answer Key: Module 3, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
<b>READING</b>			
1	D	M3W2: Comprehension: Point of View	2
2	A, C	M3W2: Comprehension: Point of View	2
3	A	M3W2: Generative Vocabulary: Latin Roots <i>vis, aud, spec</i>	2
4	C	M3W2: Comprehension: Point of View	1
5	See rubric on p. R1.	M3W2: Comprehension: Elements of Drama	2
	Sample two-point response: The stage direction shows that Josie is uncomfortable with the conversation and no longer wants to participate in it. Josie picks up her tray and leaves the table before the discussion comes to an end. She seems to want to remove herself from the situation as quickly as possible. It is later revealed that Josie doesn't know how to ride a bike, so it makes sense that she might feel embarrassed or uncomfortable in a conversation about attending the bike rodeo.		
6	D	M3W2: Comprehension: Idioms, Adages, and Proverbs	2
7	C	M3W2: Vocabulary Strategy: Synonyms and Antonyms	2
8	B	M3W2: Comprehension: Elements of Drama	2
<b>WRITING</b>			
1	B	M3W2: Grammar: Progressive Verb Tenses	1
2	D	M3W2: Grammar: Progressive Verb Tenses	1
3	C	M3W2: Grammar: Progressive Verb Tenses	1

# Constructed-Response Rubric

Points	Description
2	<b>2 points</b> <ul style="list-style-type: none"><li>• Response provides a <b>complete and correct</b> explanation of, or answer to, the question.</li><li>• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.</li><li>• Response is supported with details from the text.</li></ul>
1	<b>1 point</b> <ul style="list-style-type: none"><li>• Response provides a <b>partially complete and correct</b> explanation of, or answer to, the question.</li><li>• 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.</li><li>• Response is supported with limited details (in quantity or quality) from the text.</li></ul>
0	<b>0 points</b> <ul style="list-style-type: none"><li>• Response is incorrect, irrelevant, or not provided.</li></ul>