



RELEASED TEST
Aligned to the Standards

lead4ward

Reading - Grade 5 Fiction

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Brody's Challenge

- 1 "This is awesome!" the girl next to Brody said as they stepped onto the flight deck of the USS *Lexington*. "This is going to be the best summer camp ever! Wait until I tell everyone I spent five days on a real Navy aircraft carrier!"
- 2 Brody glanced around the enormous ship. He had to admit that the girl was right. This camp would be the perfect start to summer vacation. If anyone needed a break from school and its endless rules, it was Brody.
- 3 Just then, a short, stern-looking man walked over and barked, "I'm Captain Nealson. Welcome, recruits, to the USS *Lexington*. LINE UP!"
- 4 As the kids scrambled to form a line, Captain Nealson looked at Brody and shouted, "Tuck in that shirt! Tie your shoe! You're a guest on one of the greatest aircraft carriers in the history of the United States Navy. This ship has survived many battles! Thousands of fighter planes have safely landed on this very flight deck. Thousands of brave men and women have proudly served on this ship. Have some respect!"
- 5 Brody's good mood was swept away like a leaf on a windy day. He barely listened as Captain Nealson explained that he would divide the kids into teams, each with its own leader. The teams would rotate between several training stations, learning different skills at each station. Brody's mood did not improve when he was assigned to a team with the girl standing next to him.
- 6 "I'm Cynthia," she said excitedly. "I hope we get to tie knots. I'm good with knots!"
- 7 "You!" said Captain Nealson, jabbing a finger at Brody. "You are the group leader." Brody



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didn't care about being group leader, but he did smile when he saw Cynthia's disappointment.

8 Captain Nealson handed some papers to each team leader. "These are maps of the ship," he said. "Learn your way around. Use the ladders where there are hatches, which are the small door openings on the floor of each deck. Teach everyone on your team the best routes for getting from deck to deck. Later today, you *will* be tested."

9 Brody stuffed his map in his pocket.

10 That evening as Brody was eating dinner with his teammates, he heard Captain Nealson's voice booming over a loudspeaker. "Team Brody, report to Area 1, the flight deck, as quickly as possible."

11 Brody's team stared at him. "Where's the nearest ladder?" a boy named Kyle asked.

12 Brody had no idea. "Um, let's just go up the way we came down."

13 "That's all the way at the edge of this deck," Cynthia protested. "We've got to find an inside ladder, one where you pass through a hatch to get to the next deck. The captain is timing us!"

14 "This isn't fair," a girl complained. "How do they expect us to get there quickly if we haven't been taught the way?"

15 Brody felt a big lump in his throat. "Come on. We'll figure it out," he told his team.

16 When Brody's team finally reached the flight deck, Captain Nealson was staring at the timer in his hand. "Your team took too long to get here, Brody. On a Navy vessel, someone's life could depend on how fast you respond."

17 "Sorry, sir," Brody said, panting.

18 "Brody, I gave you a map so you could teach your team how to navigate around the ship," the captain said. "If you had followed orders, you would have had no problem responding quickly. I'm afraid your team won't be able to participate in tomorrow's firefighting drill."

19 Brody looked at his team's faces. He deserved every bit of the anger he sensed from them.

20 "Please, Captain Nealson," said Brody. "This was my fault. Don't punish my team."

21 "On a ship a team depends on its leader," said Captain Nealson. "If the leader is irresponsible, the team suffers."

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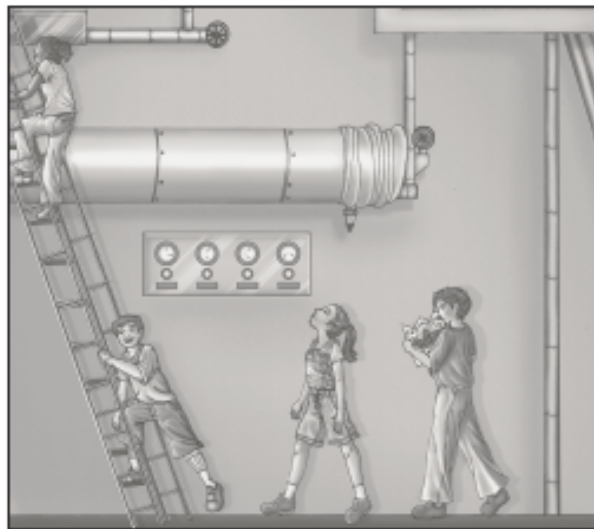
22 "Give us another chance," Brody pleaded. "Early tomorrow morning, we'll beat all the other teams' times."

23 "All right," Captain Nealson finally agreed. "You're dismissed."

24 Before his team members could speak, Brody held up his hand, saying, "I know. I know. I didn't take this seriously. But, honestly, I didn't realize we could lose a privilege."

25 For a moment no one spoke. Then Kyle sighed. "So where's the map?"

26 The team traced the route to Area 1 on paper and then practiced it at least 10 times.



27 The next morning Brody waited for Captain Nealson to summon the team.

28 Finally, the captain's voice boomed over the loudspeaker. "Team Brody! Report to Area 4—Damage Control!"

29 "Area 4?" Cynthia gasped. "That's not what we practiced!"

30 "It's all right," Brody told his team. "I memorized the map. Follow me."

31 Captain Nealson raised an eyebrow as he recorded Team Brody's time on his clipboard. Brody grinned because he knew that the team—which he had actually led—had successfully completed its task. But there was no time for congratulating himself; he had firefighter gear to put on.

IQ Analysis Investigating the Question	Genre: Fiction	5th Grade	English
5.2B, 5.6A, 5.6B	Units:		

5.2B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	Genre: Fiction			
Q34 Passage #4 34 Which words from paragraph 18 help the reader know what the word <u>navigate</u> means? F <i>to participate in</i> G <i>around the ship</i> H <i>had no problem</i> J <i>teach your team</i> * Correct answer (G)	RC 1		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data			
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F			
	B/G*			
	C/H			
	D/J			
			<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
	Taught v. learned			
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

5.6A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	Genre: Fiction			
Q31 Passage #4 31 How is Brody able to solve his problem? A Cynthia suggests using inside ladders to reach the flight deck. B The team helps him plan a route to the flight deck. C Cynthia realizes that the team practiced the wrong route. D The captain gives him another chance to lead his team. * Correct answer (D)	RC 2		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data			
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F			
	B/G			
	C/H			
	*D/J			
			<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
	Taught v. learned			
Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4		

5.6A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	Genre: Fiction		
Q36 Passage #4 36 Before the members of Team Brody can succeed on a timed task, it is necessary for them to – F learn to use the safety equipment G demonstrate that they can tie knots H know where the nearest hatch is located J practice skills at different training stations * Correct answer (H)	RC 2	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data		
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G		
	C/H*		
	D/J		
Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Question Level (Depth of Knowledge)	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	

5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	Genre: Fiction		
Q32 Passage #4 32 From events in this story, what can the reader conclude about Captain Nealson? F He ignores some of the campers. G He likes people to think independently. H He is a good judge of character but sometimes makes mistakes. J He is stern but reasonable. * Correct answer (J)	RC 2	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data		
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G		
	C/H		
	D/J*		
Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Question Level (Depth of Knowledge)	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	

5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	Genre: Fiction		
Q33 Passage #4 33 Why does it make sense that Cynthia is disappointed when she isn't chosen as team leader? A She likes to be friendly and treat others with kindness. B She knows how to tie knots and read maps. C She is eager to participate in the summer camp. D She knows many facts about navy vessels. * Correct answer (C)	RC 2	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data		
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G		
	*C/H		
	D/J		
Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Question Level (Depth of Knowledge)	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	

5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	Genre: Fiction			
Q35 Passage #4 35 Which sentence from the story best shows that Brody realizes that he has been an irresponsible team leader? A "Um, let's just go up the way we came down." B He deserved every bit of the anger he sensed from them. C "Early tomorrow morning, we'll beat all the other teams' times." D The team traced the route to Area 1 on paper and then practiced it at least 10 times. * Correct answer (B)	RC 2		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data			
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F			
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	Taught v. learned			
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	Genre: Fiction			
Q37 Passage #4 37 When Captain Nealson assigns Brody to be a team leader, Brody – A is pleased that he was selected from among the other campers B thinks Cynthia will try to change the captain’s mind C seems uninterested in the job D thinks his teammates will not trust him * Correct answer (C)	RC 2		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data			
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F			
	B/G			
	*C/H			
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			<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
	Taught v. learned			
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	Genre: Fiction			
Q38 Passage #4 38 Read this sentence from paragraph 31. <div>Brody grinned because he knew that the team—which he had actually led—had successfully completed its task.</div> This sentence shows that Brody is — F aware of his mistakes G proud of his performance H amused by other team members J prepared to start a new drill * Correct answer (G)	RC 2	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting		
	Data			
		%	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F			
	B/G*			
	C/H			
	D/J			
			<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
	Question Level (Depth of Knowledge)	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	