

# Lift FUNDAMENTALS Midterm Assessment



## READING

**DIRECTIONS:** Read the play and answer the questions.

### A New Opportunity

#### Cast of Characters

Marcus, a young teen of ancient Rome

Delphina, the younger sister of Marcus

Remus, the father of Marcus and Delphina

Titus, a tutor

1 **Scene 1: The home of Remus, Marcus, and Delphina**

2 **Remus:** (proudly walking into the room) Marcus, I have wonderful news! The famous tutor  
Titus will soon come to Rome, and he has agreed to come to our home to teach you! You  
will learn from one of the best teachers of our time.

3 **Marcus:** (leaping to his feet) Father! Having the opportunity to learn with Titus is a huge  
honor!

4 **Delphina:** (timidly) Congratulations, dear brother.

5 (The lights dim. Spotlight on Delphina in the corner of the stage.)

6 **Delphina:** (to herself, thoughtfully) How I have wanted to learn and develop my mind like  
Marcus! It is not fair that girls don't have the same opportunities to learn.

7 **Scene 2: The courtyard outside the home, a few weeks later**

8 **Marcus:** Please, Delphina, will you walk with me? I must share my true feelings with  
someone.

9 (Delphina nods.)

10 **Marcus:** Although I am honored to have been learning from the brilliant Titus these past  
few weeks, I feel a lot of stress. He is so intelligent. There is too much to remember.

11 **Delphina:** I'm sorry, Marcus. I know how hard you have been trying.

12 **Marcus:** What else can I do?

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13 **Delphina:** What if I help you? If I practice my weaving in the courtyard, I, too, can listen to Titus's lessons coming through your window. Then, each night, we can review his teachings together.

14 (Marcus smiles and hugs her. They run off stage together.)

15 **Scene 3: The courtyard, a few months later**

16 **Marcus:** Dear Delphina, you have been so helpful these last few months.

17 **Delphina:** Some of Titus's teachings were difficult to understand at first . . .

18 **Marcus:** Yet you were able to quickly learn them! I am truly impressed.

19 **Delphina:** Thank you, Marcus. It has been exciting to learn so much together.

20 **Scene 4: Marcus's room**

21 **Titus:** Marcus, your understanding has greatly improved. I see so much potential in you. You are intelligent and intelligence is important, but you have shown that you can also overcome challenges. This is a special ability. Your skills must be shared. I would like you to help me teach a young student of mine.

22 **Marcus:** Sir, this is such an honor! However . . .

23 **Titus:** What makes you unsure?

24 **Marcus:** Well, you see, it is my sister . . .

25 **Scene 5: The courtyard**

26 **Marcus:** Father! Delphina! I have great news!

27 **Remus:** What is it, son?

28 **Marcus:** I knew I could trust Titus. I explained to him how much Delphina has helped me. He wants Delphina to attend our lessons!

29 **Remus:** Oh, that's wonderful news!

30 **Delphina:** Oh, Marcus!

31 (Delphina hugs her brother, then walks toward the corner of the stage. The lights dim. Spotlight on Delphina.)

32 **Delphina:** (to herself) This is an unusual opportunity for a young Roman girl! (lifting her chin proudly) Yes, I will show them how women, too, can achieve great thinking! (looking up) This is a big opportunity for girls in Rome!

- 1 Which line from "A New Opportunity" is an example of dialogue?
- (A) Delphina (Cast of Characters)
  - (B) (to herself, thoughtfully) (line 6)
  - (C) Thank you, Marcus. It has been exciting to learn so much together. (line 19)
  - (D) (looking up) (line 32)

- 2 Which is a stage direction?
- (A) The courtyard outside the home
  - (B) Marcus
  - (C) Please, Delphina, will you walk with me?
  - (D) (Delphina nods.)

- 3 What obstacle or problem does Marcus face?
- (A) He wants to tutor other students.
  - (B) He struggles to remember his lessons.
  - (C) He wants to help Delphina learn from Titus.
  - (D) He is jealous of Delphina's greater intelligence.

- 4 What lesson or theme is explored in the drama?
- (A) Everyone should have the opportunity to learn.
  - (B) Everyone should have the opportunity to travel.
  - (C) People should share new ideas with one another.
  - (D) People should care about what others are feeling.

- 5 Does the stage direction of "A New Opportunity" use first-person or third-person point of view? How does this point of view affect the audience's understanding of the drama? In 3–5 sentences, explain your answer using evidence from the text.

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**DIRECTIONS:** Read the poem and answer the questions.

## The Audition

As he waits for his turn,  
he watches every other audition.  
Each student goes on stage and sings,  
but there will be just one decision.

5 The others have been kind,  
but they doubt the skills he brings.  
They do not know his determination  
to improve the way he sings.

It's suddenly his turn.  
10 The lights shine bright.  
He tells the director his name,  
and tries to forget his fright.

Then the music starts,  
and he begins, closing his eyes.  
15 As he sings, his fears leave,  
replaced with joy and pride.

His voice is powerful and clear  
without any pauses or breaks.  
The song is about trying to fix  
20 a broken heart that aches.

In the silence after his song,  
he tries not to plead.  
The director stands and says,  
"Congratulations! We've found this year's lead."



**6** How does the poet use rhyme in the poem?

- (A) Every line rhymes.
- (B) The first and third lines of each stanza rhyme.
- (C) The last lines of each stanza rhyme.
- (D) The second and fourth lines of each stanza rhyme.

**7** Why does the poet break lines 17–24 into two stanzas?

- (A) to describe different events
- (B) to describe different settings
- (C) to describe different thoughts
- (D) to describe different performances

**8** What obstacle does the character face in lines 9–12?

- (A) The character is afraid of bright lights.
- (B) The character cannot sing.
- (C) The character is very nervous before the performance.
- (D) The character has forgotten the music for the performance.

**9** Which statement describes one theme of the poem “The Audition”?

- (A) Practice can lead to success.
- (B) Dancing can bring joy and pride.
- (C) Help others to follow their dreams.
- (D) People can be afraid of many things.

**10** Does the poet of “The Audition” use first-person or third-person point of view? How does this point of view affect the reader’s understanding of the poem? In 3–5 sentences, explain your answer using evidence from the poem.

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**DIRECTIONS:** Read the passage and answer the questions.

## The Benefits of Learning Music

- 1 Do you play a musical instrument? Have you thought about learning to play one? Playing an instrument can be difficult, but it can be fun and joyful, too. In addition to bringing a person joy, playing an instrument also offers many other rewards. In fact, learning a musical instrument is so beneficial that all children should do it.
- 2 Learning an instrument helps children connect to their culture. For example, in Mali, Africa, traditional musicians, called *jeli*, use songs to entertain and teach. Since the 13<sup>th</sup> century, their songs have recorded the history of Mali. Musicians teach their children these songs. Then their children teach these songs to their own children. So, Malian people use music to share their culture and history.
- 3 Learning a musical instrument can help children improve nonmusical skills, too. Music has musical beats, like the beating of a drum. These beats teach children math skills, such as fractions and patterns. In fact, a scientist studied music, math, and reading test scores. Students who did better in music also did better in math and reading. Additionally, students who studied music performed better across subjects than students who didn't.
- 4 Learning music can also help children with coordination. Many musicians use their eyes to read music, and, of course, musicians use their ears to listen. Many instruments require people to use each finger independently. So, musicians must move their fingers and use their ears and eyes at the same time. In one study, scientists found that people who play an instrument have better coordination than those who don't. Brain scans showed that people who played an instrument also had more brain connections. So, learning music can help children use their mind and body together.
- 5 Music is often a group activity. As a result, learning music can teach social skills. When children play music together, they learn teamwork. They must figure out how to make their instruments sound good together. They also learn empathy. Playing music together helps children be kind to each other.
- 6 So why should all children study an instrument? Playing instruments helps children learn coordination and improves language and math skills. It teaches them about their culture. Playing with other people develops social skills. And in addition to all these benefits, children learn to play music—a skill that can bring them much joy and satisfaction!



- 11** According to paragraph 2, what is one way children from Mali connect to their culture?
- (A) They attend a special school for music.
  - (B) They learn songs about Mali.
  - (C) They learn to play different instruments.
  - (D) They write songs about Mali.
- 12** What is the central idea of paragraph 5?
- (A) Music can be played in groups.
  - (B) Instruments sound better together.
  - (C) Only children who play music are kind to each other.
  - (D) Children learn social skills when they play music together.
- 13** According to paragraph 1, what claim will be supported in the text?
- (A) Playing a musical instrument brings people joy.
  - (B) People all over the world play musical instruments.
  - (C) Learning to play a musical instrument is very difficult.
  - (D) Learning a musical instrument is beneficial in many ways.

- 14** According to paragraph 4, what will likely happen if students study music?
- (A) They will learn math and reading.
  - (B) They will have more brain connections.
  - (C) They will have better vision and hearing.
  - (D) They will enjoy music throughout their lives.

- 15** Read paragraph 3 of “The Benefits of Learning Music.” In 3–5 sentences, identify the claim made in this paragraph and evidence the author gives to support the claim.

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**DIRECTIONS:** Read the passage and answer the questions.

## Eyes in the Sky

- 1 There were once tens of millions of bison in North America. When the herds moved, the ground shook. A sound like thunder filled the air. Then European colonists arrived with guns. In the 1800s, almost all the bison were killed. Fewer than 1,000 were left at the end of the century. Then, in 1905, a breeding program began. The bison recovered. Their numbers have now grown to over 350,000 in North America.
- 2 Many American bison now live in protected areas. Each animal needs lots of space to graze on grasses. So, these herds live across large widespread areas. Scientists have to make sure that the animals stay healthy. These scientists use a surprising tool to check the herds' health—drones.
- 3 Drones are small flying machines. People operate them with remote controls. Most drones have cameras. Drones may be as small as a loaf of bread or as large as a one-person plane. They can easily travel great distances.
- 4 Scientists all over the world use drones in different ways to protect nature. For example, some scientists use drones to find harmful plants. Then they can prevent those plants from spreading to new areas. Other scientists use drones to protect animals, such as elephants, that are often hunted illegally. Scientists can use drones to look for hunters in these animals' habitats. They can stop the hunters and keep the animals safe.
- 5 In North America, scientists use drones to help protect the bison in several ways. In winter, scientists use drones to watch how the bison are doing in the snow. In spring, they use drones to gather data on the number and health of young calves. This task is important because herds may live far apart. Scientists can choose healthy young bison and move them to other herds. This helps the herds stay healthy. Year-round, scientists use drones to make sure the bison have enough food and water. Drones can even be used to check on the bison at night using heat to create pictures. Day or night, drones are wildlife scientists' "eyes in the sky."
- 6 Once, millions of bison roamed North America's plains. Now, those herds need help from people to survive. Today, drones roam along with the bison, helping to keep these great animals safe and healthy.





**16** What does the title “Eyes in the Sky” refer to in the passage?

- (A) stars
- (B) bison
- (C) drones
- (D) scientists

**17** Which sentence **best** describes the central idea of paragraph 4?

- (A) In different countries, scientists use drones in different ways to protect plants and animals.
- (B) Drones can find harmful plants and prevent them from spreading.
- (C) Many animals, such as elephants, are hunted illegally.
- (D) Scientists can use drones to track animal movement and check for hunters.

**18** Which inference can be made based on the information in paragraph 5?

- (A) Drones can be used in daylight and in artificial light.
- (B) Drones could be used to monitor many endangered species.
- (C) Scientists have many tools to monitor endangered species.
- (D) Scientists can build new tools that help them study wildlife.

**19** According to paragraph 1, which is an effect of the breeding program begun in 1905?

- (A) When the herds moved, the ground shook.
- (B) In the 1800s, almost all the bison were killed.
- (C) Fewer than 1,000 bison were left in the late 1800s.
- (D) Bison numbers have grown to over 350,000 in North America.

**20** What inference can you make about why scientists use drones to watch the bison in the winter and spring? In 3–5 sentences, state the inference and then cite text evidence that supports the inference.

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## FOCUS ON LANGUAGE

**DIRECTIONS:** A student is writing an essay. This essay includes several errors. Read the essay and think about possible revisions. Then answer the questions that follow.

### Learning from My Pen Pal

- 1 I have learned a lot from my pen pal. Her name is Jika, and she lives in Zambia. I enjoys getting Jika's writing. I am hope for many more letters. She always writes something interesting. She tells hilarious stories about her family and friends.
- 2 One story she told me was about her best friend, Sena. One day as they were walking home from school, Sena turned and walked backward so she could look at Jika and talk at the same time. Just as she finished telling his story, Sena stumbled and fell. She landed in thick mud. Jika had to pull harder and harder on Senas arms to get her unstuck, and then they both started laughing. Jika believes that it's important to laugh at ourselves when we do something embarrassing.
- 3 Jika also includes drawings in her letters. Once, she drew elephants bathing in the river near her village. I was amazed that elephants walks around freely, so I asked Jika about it in my next letter. She replied that elephants are protected in Zambia and are free to roam, especially in conservation areas like the one near her village. I can't imagine what it would be like to see the largest land mammal on my way home from my small school, but I'm sure it would make me happier!
- 4 Jika's family doesn't eat meat often, but they eat a lot of fresh fish from the river. One important food is made of ground corn called mealie meal, or *hupfu*. They use it to make porridge. Some people add peanut butter or sugar so the porridge taste sweeter. They eat hupfu at lunch and dinner, too, in a food called *nshima*. Nshima is thicker than the porridge, and it has a best taste than the porridge. First, Jika's family wash their hands. Then each family member picks up some of the nshima with their fingers. After they roll it into a ball, they dip it into a sauce. I definitely want to try nshima sometime. Jika's letters teach me a lot about Zambia's people, and I am very glad we are pen pals.



- 21** Read the sentence with an error from “Learning from My Pen Pal.”

I enjoys getting Jika’s writing.

Which verb correctly replaces *enjoys*?

- (A) enjoy
- (B) enjoying
- (C) am enjoy
- (D) will enjoys

- 22** Read the sentence with an error from “Learning from My Pen Pal.”

I am hope for many more letters.

Which verb correctly replaces *am hope*?

- (A) is hope
- (B) is hoping
- (C) am hopes
- (D) am hoping

- 23** Read the sentences from “Learning from My Pen Pal.” Find the error. Complete the sentence that follows. Use the present tense.

Once, she drew elephants bathing in the river near her village. I was amazed that elephants walks around freely, so I asked Jika about it in my next letter.

The verb \_\_\_\_\_ should be

\_\_\_\_\_.

- 24** Read the sentences from “Learning from My Pen Pal.” Find the error. Complete the sentence that follows.

Some people add peanut butter or sugar so the porridge taste sweeter. They eat hupfu at lunch and dinner, too, in a food called *nshima*.

The verb \_\_\_\_\_ should be

\_\_\_\_\_.

- 25** Read the sentence from “Learning from My Pen Pal.” Notice the underlined error. Then complete the sentence that follows.

Jika had to pull harder and harder on Senas arms to get her unstuck, and then they both started laughing.

In this sentence, *Senas* should be

\_\_\_\_\_.

- 26** Read the sentence from “Learning from My Pen Pal.” Notice the underlined error. Then complete the sentence that follows.

Just as she finished telling his story, Sena stumbled and fell.

In this sentence, *his* should be \_\_\_\_\_.



- 27** Read the sentence from “Learning from My Pen Pal.”

After they roll it into a ball, they dip it into a sauce.

Which part of the sentence is an independent clause?

- (A) After they roll it into a ball
- (B) into a ball
- (C) they dip it into a sauce
- (D) into a sauce

- 28** Read the sentence from “Learning from My Pen Pal.”

Jika’s family doesn’t eat meat often, but they eat a lot of fresh fish from the river.

Which is the coordinating conjunction in the sentence?

- (A) doesn’t
- (B) often
- (C) but
- (D) from

- 29** Read the sentence from “Learning from My Pen Pal.”

I can’t imagine what it would be like to see the largest land mammal on my way home from my small school, but I’m sure it would make me happier!

Which is a superlative adjective in the sentence?

- (A) largest
- (B) land
- (C) small
- (D) happier

- 30** Read the sentence with an error from “Learning from My Pen Pal.” Then complete the sentence that follows.

Nshima is thicker than the porridge, and it has a best taste than the porridge.

In the sentence, *best* should be \_\_\_\_\_.

- 31** Read the sentences.

The spider monkey is one example of an animal acrobat. It uses its long arms, legs, and tail to swing and jump from tree to tree.

Which words help you to understand the meaning of the word *acrobat*? Choose two answers.

- (A) animal
- (B) long
- (C) swing
- (D) jump
- (E) tree

- 32** Read the sentence.

Many people want elephants to live in secure areas where they are protected from harm and guarded by park rangers.

Which words help you to understand the meaning of the word *secure*? Choose two answers.

- (A) elephants
- (B) areas
- (C) protected
- (D) guarded
- (E) rangers

**33** Read the sentences.

The movie was \_\_\_\_\_. I've never seen a film like it!

Which word correctly completes the sentences?

- (A) unusual
- (B) impolite
- (C) impossible
- (D) uninteresting

**34** Read the sentence.

Most cells are so small that they are \_\_\_\_\_ without a microscope.

Which word correctly completes the sentence?

- (A) untrue
- (B) unkind
- (C) inactive
- (D) invisible

**35** Read this sentence.

When bison herds ran, a sound like thunder during a storm filled the air.

The simile "like thunder during a storm" suggests that the sound the bison herds made was

- (A) quiet.
- (B) musical.
- (C) loud.
- (D) not nice to hear.

**36** Read this sentence.

Kyrie wants to be a great trumpet player, but so far she can only make squeaks with the instrument.

The onomatopoeia *squeaks* likely means that the trumpet's sound is

- (A) long.
- (B) far away.
- (C) short.
- (D) loud.

**37** Read this dictionary entry and sentence.

**scale** *n.*

- 1. an instrument that weighs items
- 2. a small plate that covers the body of animals such as fish

**scale** *v. -les, -led, -ling*

- 1. to weigh an item using a scale
- 2. to remove in thin layers

The snake's scales seemed to shimmer in the sunlight.

Which definition fits the word *scales* as it is used in the sentence?

- (A) noun, definition 1
- (B) noun, definition 2
- (C) verb, definition 1
- (D) verb, definition 2

38 Read this thesaurus entry.

**harbor** (v.) to hold a thought or feeling in one's mind  
*bear, hide, have, support, remember*

What is the main entry of this thesaurus entry?

- (A) harbor
- (B) verb
- (C) to hold a thought or feeling in one's mind
- (D) hide

39 Read the lines from the poem "The Audition."

He tells the director his name,  
and tries to forget his fright.

What feeling does the use of the word *fright* show?

- (A) nervousness
- (B) confusion
- (C) sadness
- (D) excitement

40 Read the lines from the poem "The Audition."

His voice is powerful and clear  
without any pauses or breaks.

What feeling do the words *powerful* and *clear* show?

- (A) happiness
- (B) sadness
- (C) confidence
- (D) excitement

GO ON 

## WRITING

- 41** Write a personal narrative about a field trip that you took with your family, friend, or your class, and explain why it was interesting and memorable. Examples might include visiting a museum, viewing a play, or experiencing an outdoor activity.

Your personal narrative should include:

- a title that shows the topic
- an introduction that tells the setting (where and when the trip happened)
- a description of the trip with a clear sequence of events
- sentences that share your feelings during the trip
- a sentence that concludes the story and tells why the trip was interesting.

Write your narrative in the space below.

[illegible]