



Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

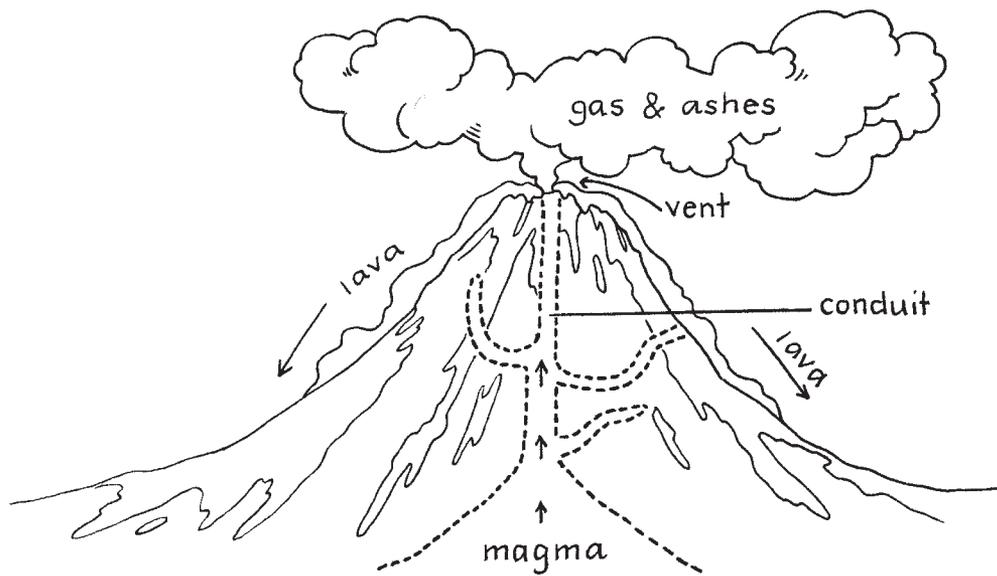
### The Volcano Wakes

by Patricia Lauber

For many years the volcano slept. It was silent and still, big and beautiful. Then the volcano, which was named Mount St. Helens, began to stir. On March 20, 1980, it was shaken by a strong earthquake. The quake was a sign of movement inside St. Helens. It was a sign of a waking volcano that might soon erupt again.

Mount St. Helens was built by many eruptions over thousands of years. In each eruption, hot rock from inside the earth forced its way to the surface. The rock was so hot that it was molten, or melted, and it had gases trapped in it. The name for such rock is magma. Once the molten rock reaches the surface it is called lava. In some eruptions the magma was fairly liquid. Its gases escaped gently. Lava flowed out of the volcano, cooled, and hardened. In other eruptions the magma was thick and sticky. Its gases burst out violently, carrying along sprays of molten rock. As it blasted into the sky, the rock cooled and hardened. Some of it rained down as ash—tiny bits of rock. Some rained down as pumice—frothy rock puffed up by gases.

Together the lava flows, ash, and pumice built a mountain with a bowl-shaped crater at its top. Mount St. Helens grew to a height of 9,677 feet, so high that its peak was often hidden by clouds. Its big neighbors were built in the same way. Mount St. Helens is part of the Cascade Range, a chain of volcanoes that runs from northern California into British Columbia.



For well over a hundred years the volcano slept. Each spring, as winter snows melted, its slopes seemed to come alive. Wildflowers bloomed in meadows. Bees gathered pollen and nectar. Birds fed, found mates, and built nests. Bears lumbered out of their dens. Herds of elk and deer feasted on fresh green shoots. Thousands of people came to hike, picnic, camp, fish, paint, bird-watch, or just enjoy the scenery. Logging crews felled tall trees and planted seedlings.

These people knew that Mount St. Helens was a volcano, but they did not fear it. To them it was simply a green and pleasant mountain where forests of firs stretched up the slopes and streams ran clear and cold.

The mountain did not seem so trustworthy to geologists, scientists who study the earth. They knew that Mount St. Helens was dangerous. It was a young volcano and one of the most active in the Cascade Range. In 1975 two geologists finished a study of the volcano's past eruptions. They predicted that Mount St. Helens would erupt again within 100 years, perhaps before the year 2000.

The geologists were right. With the earthquake of March 20, 1980, Mount St. Helens woke from a sleep of 123 years.



# Comprehension

**Directions:** Read the questions below and choose the best answer.

## 1. Part A

How does the author support the statement that geologists considered Mount St. Helens dangerous?

- a. She says that the volcano had not erupted in a very long time.
- b. She explains that the volcano is in a range of volcanoes.
- c. She implies that the volcano was not always 9,677 feet high.
- d. She suggests that the volcano had erupted many times in the past.

## Part B

Which detail from the passage best helps you answer Part A?

- a. “For many years the volcano slept. It was silent and still, big and beautiful.”
- b. “Each spring, as winter snows melted, its slopes seemed to come alive.”
- c. “These people knew that Mount St. Helens was a volcano, but they did not fear it.”
- d. “It was a young volcano and one of the most active in the Cascade Range.”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 8.** Explain how an author uses reasons and evidence to support particular points in a text.



## 2. Part A

Look at the diagram in the passage. Based on what the diagram shows, how are lava and volcanic ash alike? Write an X on the line beside your answer.

- \_\_\_\_\_ Both are molten rock filled with gases.
- \_\_\_\_\_ Both flow down the sides of a volcano.
- \_\_\_\_\_ Both are on the outside of a volcano.
- \_\_\_\_\_ Both are very hot rocks from a volcano.

## Part B

Which **two** details from the passage are supported by the answer to Part A? **Choose 2 answers.**

- a. “Once the molten rock reaches the surface it is called lava.”
- b. “In other eruptions the magma was thick and sticky.”
- c. “Some of it rained down as ash—tiny bits of rock.”
- d. “Together the lava flows, ash, and pumice built a mountain”
- e. “Some rained down as pumice—frothy rock puffed up by gases.”
- f. “Mount St. Helens grew to a height of 9,677 feet”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text. **Informational Text 3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **Informational Text 7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.



3. Before 1980, when did Mount St. Helens last erupt? Circle your answer below.

in the year 1975

123 years earlier

thousands of years earlier

in the year 2000

#### COMMON CORE STATE STANDARDS

**Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational Text 3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



# Vocabulary

**Directions:** Read the questions below and choose the best answer.

## 1. Part A

In the first sentence of the passage, “For many years the volcano slept,” what does the phrase “the volcano slept” mean?

- a. The mountain was not being worn away.
- b. Creatures living there were sleeping.
- c. Plants could not grow on its slopes.
- d. The volcano was not actively erupting.

## Part B

Which detail from the passage helps you understand the meaning of “the volcano slept”?

- a. “It was silent and still, big and beautiful.”
- b. “its slopes seemed to come alive”
- c. “Bears lumbered out of their dens.”
- d. “The mountain did not seem so trustworthy”

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Language 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Language 5.b.** Recognize and explain the meaning of common idioms, adages, and proverbs.



2. In the sentence “Its big neighbors were built in the same way,” what is the author referring to with the phrase “big neighbors”?
- a. animals that lived there
  - b. other volcanoes in the area
  - c. nearby states and countries
  - d. people visiting the mountain

#### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.



### 3. Part A

“Its gases burst out violently, carrying along sprays of molten rock.”

Which of the following words from the passage is closest in meaning to the word “burst”?

- a. “flowed”
- b. “escaped”
- c. “blasted”
- d. “rained”

### Part B

“Its gases burst out violently, carrying along sprays of molten rock.”

Which word from the sentence best helps you understand the meaning of “burst”? Write your answer on the line below.

“gases”	“violently”	“sprays”	“rock”
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#### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

