Instrucciones:

En las siguientes páginas están los pasajes y preguntas de opción múltiple de la Prueba de Práctica de Lectura para el 5.º Grado. Es una oportunidad de practicar la Evaluación del Estado de Nebraska (NeSA).

En cada pregunta se te pedirá que selecciones una respuesta de entre cuatro opciones.

Para todas las preguntas:

- Lee cada lectura. Luego, contesta cada pregunta con cuidado y escoge la mejor respuesta.
- Marca tus respuestas para TODAS las preguntas.

Solo una de las opciones proporcionadas es la respuesta correcta.
Mockingbird Neighbors

Alma had watched the mockingbirds from her window all spring. The birds loved the little neighborhood park next door, and several of them had made their nests there. She enjoyed their cheerful bustle and regular visits to the birdbath in her family’s yard. Most of all, she loved to listen to them mimic the calls of other birds, bright-eyed and pleased with themselves. One of them, whom she had named Chip, was a particular favorite. When Alma was out weeding the flower beds, Chip would hop close beside her, watching hopefully for worms and pecking at occasional, interesting tidbits.

She had just arrived home when she heard her little sister Ruthie calling her.

“Look, Alma, that girl is back again! She is doing the same thing!”

Yesterday Alma and Ruthie had noticed a tall, dark-haired girl in the park. She had been carrying a notebook, pausing frequently to write in it. The rest of the time, she walked slowly and studied the thick bushes. Then she had moved to a dogwood, standing close to its low branches.

“She is right beside Chip’s nest again!” Ruthie started toward the girl as she spoke. “I’m going to tell her to stop!” Ruthie was a firm believer in the direct approach.

“I don’t think you will have to.” Alma grinned at Ruthie and pointed to a small gray-and-white jet zipping toward the girl’s head, fussing angrily. Behind him, a chorus of birds sounded the alarm.

As they watched, the girl covered her head with her arms and ran toward the little red car parked at the curb, with Chip in hot pursuit.

“Good for Chip!” Ruthie said with satisfaction. “He protected his nest.”

Both girls had watched with interest as Chip and his mate painstakingly had constructed their nest, a deep cup of dried twigs and grasses, its lining made of yarn, hair, and leaves.

That night Alma stared out her window thoughtfully, watching the birds taking their last twilight drinks at the birdbath. Tomorrow she and Ruthie would take turns keeping watch over Chip’s nest. The girl had not looked like someone who would bother birds, but Alma couldn’t imagine what she was doing.

She found out the very next morning. The bird alarm rang out in advance this time, and a mockingbird that Alma was sure was Chip led an attack on the intruder. This time the girl didn’t even have the opportunity to get more than a few feet from her car when the lead bird swooped down toward her. She turned and raced back toward her car, clutching her notebook.

Alma hurriedly told her mother what had happened, and they ran to the curb before the girl could leave.

“Are you all right?” asked Alma’s mom, looking at the girl anxiously.

The girl nodded. “I’m okay,” she said. “Do they chase everyone else like this?”
Alma shook her head firmly. “Only people who bother them,” she replied indignantly.

“I can’t imagine how those birds realized so quickly that I was back,” said the girl.

Alma stared at her in disbelief. “Why, they recognized you, of course. They knew your car, too.”

The girl chuckled. “I think you may be right. I’ve been collecting information about nesting habits for my biology class project. I didn’t realize that the mockingbirds would be clever enough to figure out who I was and what I was doing. I think I should study their intelligence instead.”

“Of course they are clever,” replied Alma proudly. “And if you study their intelligence, I already know what you will find. They will receive an A+ for being extraordinarily bright birds.”

1. En el párrafo uno ¿cuál es el sentido de la palabra mimic?
   A. evitar
   B. ver
   C. ignorar
   D. imitar

2. ¿Por qué está tomando notas la niña del parque?
   A. Está escribiendo una anotación en su diario.
   B. Está reuniendo información sobre pájaros.
   C. Está escribiendo un poema sobre cenzotles (mockingbirds).
   D. Está recopilando información sobre árboles.

3. En el párrafo 5, el autor afirma que Ruthie es “a firm believer in the direct approach”. ¿Qué puede inferir el lector acerca de Ruthie?
   A. Ruthie es tímida y evita a los extraños.
   B. Ruthie es protectora de su hermana mayor.
   C. Ruthie es atrevida y dice lo que piensa.
   D. Ruthie es sensible a los sentimientos de los demás.
4. ¿Cuál detalle apoya la conclusión de Alma de que los cenzontles (*mockingbirds*) son inteligentes?
   A. Chip visita la pila para pájaros.
   B. Chip construye un nido en un árbol.
   C. Chip reconoce a la niña y su carro.
   D. Chip picotea gusanos en el jardín de flores.

5. ¿Entre qué personajes ocurre el conflicto en la historia?
   A. la niña y Chip
   B. Alma y Ruthie
   C. Chip y Ruthie
   D. Mamá y la niña
Seeing the Invisible

The Romans first discovered glass in about AD 100. They experimented with different shapes and sizes of glass. They discovered that a piece of glass that was thick in the middle and thin at the edges could make objects appear larger. These special pieces of glass were useful for studying insects and therefore were called “flea glasses.” They were also called “magnifiers” and “burning glasses”—because the glass could focus the rays of the Sun and start a fire. Eventually, this specially shaped glass was called a lens because the glass was roughly the same shape as a lentil bean.

Invention of the Microscope

Lenses were not used much until the 1300s. Then people started wearing them to improve their vision. In the 1590s, two spectacle makers named Zacharias and Hans Janssen experimented with lenses. They put several lenses in a tube and looked through them at an ant. The ant appeared much larger than it would have with only one lens. The Janssens had invented the compound microscope.

News of the invention spread. Robert Hooke heard about the microscope and used it to study plants. One day he wanted to understand why a cork floated upon the water. With the microscope, he discovered little chambers that he called “cells” because they resembled the kind of room a monk used in a monastery. We know today that cells are the building blocks of life. In 1665, Hooke wrote a book about his discoveries titled *Micrographia*.

Discoveries with the Microscope

Another person who became very excited about the microscope was Anton van Leeuwenhoek. He used the microscope to look at everything. Then he wrote careful descriptions of what he observed. Leeuwenhoek also did experiments with lenses. He learned how to grind and polish them. His lenses had such great curvature they could magnify an object up to 270 times its normal size! Other microscopes at that time could only magnify 6 to 10 times normal size.

Leeuwenhoek had an insatiable curiosity. He looked at pond scum and saw tiny “animalcules” flitting about. He looked at scrapings from his own teeth and saw tiny, wriggling creatures. He looked at a drop of blood and saw thousands of tiny “corpuscles.” Leeuwenhoek had discovered protozoa, bacteria, and blood cells.

How a Microscope Works

The simplest compound microscope has two concave lenses and a tube. The lens placed near the object is called the objective lens. The lens placed near a person’s eye is called the eyepiece. The objective lens sends a magnified image of the object to the eyepiece, which in turn directs the image to the eye.

Improvements in the Microscope

During the 1800s, major improvements were made to the microscope. Carl Zeiss, Ernst Abbe, and Otto Schott studied optical design. Soon Zeiss lenses and microscopes were considered the best in the world.
In 1933, Ernst Ruska invented the electron microscope. It used a beam of electrons instead of light to view an image. An object viewed with this microscope could be magnified up to one million times.

Lenses and microscopes have enabled people to see things that are invisible with just our eyes.

A Compound Microscope

6. ¿Cuál es el significado del prefijo micro- en microscope?
   A. ojo
   B. lente
   C. pequeño
   D. aumentar

7. En el párrafo 5, ¿cuál es el significado de insatiable?
   A. cumple con las expectativas
   B. imposible de satisfacer
   C. dispuesto a poner en espera
   D. no querido o deseado
Prueba de Práctica de Lectura

8. ¿Cuál afirmación es una opinión?
   A. Los lentes y microscopios Zeiss eran los mejores del mundo.
   B. Los Janssens inventaron el primer microscopio compuesto.
   C. Los romanos crearon pedazos especiales de cristal llamados “cristales pulga”.
   D. Leewenhoek creó una lente que podía aumentar el tamaño hasta 270 veces.

9. ¿Bajo qué encabezado puede el lector encontrar cuáles eran los mejores microscopios en los 1800?
   A. Invention of the Microscope
   B. Discoveries with the Microscope
   C. How a Microscope Works
   D. Improvements in the Microscope

10. ¿Dónde está localizada la fuente de luz en un microscopio compuesto?
    A. bajo el ocular y junto al lente objetivo
    B. encima del ocular y el lente objetivo
    C. entre el ocular y el lente objetivo
    D. bajo el ocular y el lente objetivo
11. Lee los sucesos siguientes.

1. Ruska inventó el microscopio de electrones.
2. Los romanos descubrieron que un cristal especial aumentaba los objetos.
3. Leeuwenhoek descubrió las bacterias.
4. Se inventó el microscopio compuesto.

¿Cuál es la secuencia correcta de los sucesos en el pasaje?
A. 3, 2, 1, 4  
B. 2, 4, 3, 1  
C. 4, 2, 3, 1  
D. 2, 1, 3, 4

12. ¿Qué hace que este pasaje sea no-ficción?
A. Contiene instrucciones de cómo hacer un microscopio.  
B. Contiene información verdadera en orden cronológico.  
C. Contiene historias de los inventores que trabajaron con telescopios.  
D. Contiene predicciones de cómo serán los microscopios en el futuro.

13. ¿Cuál podría ser otro título para el pasaje?
A. Los microscopios mejoran a través del tiempo  
B. Los microscopios nos ayudan a aprender acerca de la sangre  
C. La contribución de Anton van Leeuwenhoek  
D. Las partes de un microscopio
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