

Grade 5 Reading Comprehension Standard Worksheet Set 023

Grade 5 · Reading Comprehension · Standard

Name: _____ Date: _____

Read the passage carefully. Then answer all 8 questions using details from the text.

Improving a Bus Transfer Map

During late spring, Quinn joined a study at the transit design office to make a bus transfer map easier to use.

The team marked 15 samples with dates and locations so later comparisons would use the same evidence.

Researchers collected observations with route cards and timed user tests and wrote the measurement conditions beside every result.

Before drawing a conclusion, the group checked unusual values and repeated one observation with a second reader.

The combined evidence showed that riders found color-coded landmarks faster than stop numbers alone.

Because one comparison alone could not explain every difference, the team recorded a limitation in its report.

After discussing that limitation, Quinn recommended that the group test the revision with first-time riders.

The final report linked each claim to its source data so another team could evaluate the reasoning.

Questions

Return to the passage and write a short, text-based answer for each item.

1. In "Improving a Bus Transfer Map", where did Quinn join the study?

2. In "Improving a Bus Transfer Map", what was the study designed to do?

3. In "Improving a Bus Transfer Map", how many samples did the team mark?

4. In "Improving a Bus Transfer Map", which tools or records supported the observations?

5. In "Improving a Bus Transfer Map", how did the group check an unusual value?

6. In "Improving a Bus Transfer Map", what did the combined evidence show?

7. In "Improving a Bus Transfer Map", what action did Quinn recommend?

8. In "Improving a Bus Transfer Map", why did the report link each claim to source data?

Answer Key

Each answer below is supported by a sentence in the passage.

1. transit design office	2. make a bus transfer map easier to use
3. 15	4. route cards and timed user tests
5. repeated one observation with a second reader	6. riders found color-coded landmarks faster than stop numbers alone
7. test the revision with first-time riders	8. so another team could evaluate the reasoning